

**Developing Global Leaders:
An Exploration of Intercultural Competency Building
through a Virtual Learning Experience**

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Dedication

To all the teachers who believed in me when I didn't know how to believe in myself, I
thank you.

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Executive Summary

This capstone project aimed to determine the extent to which a newly launched online International and Intercultural Communication course at Pacific Jesuit University (PJU; a pseudonym) built intercultural competence.

The site for this study was PJU's Graduate School of Leadership Studies, one of the oldest colleges of leadership in the country. While PJU has a rich history with leadership as an academic discipline, their courses focused on intercultural competence historically had been offered in a face-to-face format. Because the future of leadership continues to change, program leaders sought to better understand what was working well in their new online course design and what could be improved. The School of Leadership hoped to develop a virtual leadership concentration for their master's program to meet the growing needs for virtual teams and virtual team leadership in the future.

The analysis for this capstone was grounded in the Braskamp et al. (2009) model of Holistic Human Development as its conceptual framework. The study used a mixed-methods approach: a survey was sent to all students who participated in the International and Intercultural Communication course, followed by semi-structured, qualitative interviews with select students from the course. The findings may assist program leadership in a redesign of this course as well as helping other colleges or universities seeking to develop virtual coursework that improves intercultural competence.

Findings from this project established that while students experienced growth in the feeling competency related to intercultural competence, there seemed to be little to no growth within the thinking or relating competencies. Additionally, while the qualitative analysis documented growth, the survey used in this study documented no growth and in some cases

negative growth within specific areas related to intercultural competence. Lastly, while there was enthusiasm for learning activities related to watching a film or for specific authors, it was the dialogue and discussion around these learning activities that yielded the most growth for participants.

Three recommendations for program leadership emerged from these research findings. The first recommendation for this program is to expand the reflective components of this course. As suggested in students' responses and the academic literature, reflection leads to development in intercultural competence. The second recommendation to Pacific Jesuit University is to incorporate the use of a survey as a means of assessing student growth specific to intercultural competence. The final recommendation is to integrate a project-based component to the course to encourage interaction between students of different backgrounds.

While the aim of this quality improvement capstone project was to examine factors that may have influenced intercultural competence through virtual learning, the broader benefit of this study is that it adds to the academic conversation around teaching and training toward intercultural competence in virtual environments more broadly. As companies and organizations continue to diversify their workforce around the world, the potential for impact through virtual training is believed to be considerable.

Introduction

As globalization and internationalization increase diversity in the workforce, the demand increases for intercultural development programs that prepare participants to collaborate across cultures and build community. Within the United States, issues surrounding race and ethnicity dominate the news cycle and political partisanship continues to rip apart communities and organizations at nearly all levels. To change the narrative around these social and political issues and to enhance the performance of the next generation of the workforce, many colleges and universities have created courses and programs to develop intercultural competence.

One of these universities, Pacific Jesuit University (PJU), a pseudonym for the organizational site for this capstone, was established in 1887 with the vision to help students realize their full potential. According to the university's website, PJU aims to develop students into the compassionate and courageous people the world needs most while learning to lead communities and organizations around the globe. To accomplish this mission, the university has developed a long-standing study abroad program that boasts over 50% student participation (Menard, 2017). PJU's graduate school offers a Global Leadership concentration where participants can live and learn in communities across the world, including in Colombia, Italy, Ireland, Belgium, and the Czech Republic. Participation in these intensive abroad experiences has been a cornerstone of the Global Leadership concentration for many years, but due to travel restrictions caused by the COVID-19 pandemic throughout 2020 and 2021, PJU reimaged some of its most established programs.

One of those newly reinvented courses was the International and Intercultural Communication course. Traditionally, a global immersion site co-taught this course with PJU. However, in the summer of 2020, department leadership changed the learning activities and

delivery methods to suit a virtual classroom environment better, ensuring the health and safety of students. When this virtual course launched in the fall of 2020, department leadership sought to gain a deeper understanding of student learning outcomes related to intercultural competence. Due to economic and political factors with the global partner sites, departmental leadership predicted travel restrictions from the pandemic would affect future study abroad opportunities and hoped to develop a course that matched the growth in intercultural awareness evidenced by previous study abroad course participants.

After establishing the new course, PJU wished to determine if the course met its goal of achieving the kind of growth experienced by participants in the study abroad immersions. To that end, this capstone study aimed to provide university leadership with an analysis of the growth experienced in the virtual program, along with any recommendations that might be useful in used in the upcoming revision to this course. In addition, department leadership sought to further improve this International and Intercultural Communication course in hopes of adding this offering to a potential concentration in virtual leadership. While the pandemic may have forced the program to move away from face-to-face learning initially, program leaders were interested in exploring the aspects of the virtual course that best facilitated intercultural competence development in order to prepare students for virtual work environments.

Organizational Context

The School of Leadership Studies at PJU is one of seven schools within the university and serves nearly 1800 students at the undergraduate, graduate, and doctoral levels. At the undergraduate level, PJU's Comprehensive Leadership Program combines academic coursework and self-study to develop a holistic leader. These programmatic goals are extended to students at the graduate and doctoral levels as well.

At the graduate level, PJU offers two master's degrees: a Master of Arts in Communication and Leadership Studies and a Master of Arts in Organizational Leadership. While some students enter the program directly after undergrad, the majority of students within the master's degree programs are adult students who bring a wealth of personal and professional experience to their education.

These degree programs are offered in a hybrid model consisting of traditional face-to-face courses, intensive weekend or week-long courses offered on campus or at global partner sites, and online courses. The flexibility of where students study is a major draw of the program and creates a diverse student body from all over the world.

There are six optional concentrations for intensive study within the master's degree programs: change leadership, college teaching, digital media strategies, global leadership, servant leadership and strategic and organizational communication. At the doctoral level, PJU offers a PhD in Leadership Studies. This program offers some flexibility in study, but is predominantly a traditional face-to-face program that teaches research skills required for students to become scholars in the field of leadership studies.

Within the master's degree programs, 10 full-time professors divide their time between the MA in Communication and Leadership and the MA in Organizational Leadership. Departmental leadership tasked the Communication and Leadership program chair to convert the International and Intercultural Communication course to a remote course. Accordingly, the department chair for the MA Communication and Leadership program served as the main point of contact for this capstone study.

In the International and Intercultural Communication course, students spend eight weeks studying different books, films, and articles to develop a better understanding of cultural groups

within four categories. Students spend the first two weeks of the course completing a module on race, the next two weeks of the course engaged with topics related to gender, the following two weeks of the course immersed in materials related to socioeconomic status and financial class, and the final two weeks of the course connecting the previous concepts in a module on intersectionality. One of the key components of the course is the “examen” practice. This method stems from the Catholic tradition of an “examination of conscience” that serves as a time of quiet reflection before confession. For additional context, please see the course syllabus in Appendix E.

The primary goals of this capstone were to better understand what aspects of the International and Intercultural Communication course were successful in improving intercultural competence and to identify gaps in coverage within the course. The study also aimed to establish a baseline for the development of skills related to intercultural competence that would enable program leadership to compare the progress in virtual course offerings to the progress in past face-to-face study abroad offerings, which program leadership intended to return in the future.

Problem Overview

While PJU had seen continued interest in its global leadership immersion courses, as evidenced through robust enrollment numbers, initial conversations with department leadership revealed uncertainty about how to move forward in a virtual space. Program leaders expressed concerns regarding the International and Intercultural Communication course’s ability to improve international leadership skills and build intercultural competence as they transitioned from face-to-face learning to an online format. Thus, as program leadership navigated the ever-changing space of international travel restrictions in response to the coronavirus pandemic, they

sought to create a new study abroad concept that seamlessly transformed a historically face-to-face course into a new virtual format.

While the academic literature is rich with studies of intercultural competence, scant research exists on the effectiveness of virtual programs to specifically develop intercultural competence. Despite this gap in research, there is a need to develop a globally competent and responsive workforce using limited training tools available in an online format. As an organization, PJU seeks to expand its global capstone experiences, and through this study, university leadership will better comprehend the relationship between intercultural maturity and virtual study abroad. With this deeper understanding, new online courses and eventually new international partner sites can be cultivated to continue the university's mission of creating graduates who are able to understand their social responsibility within a global context.

Literature Review

To better understand the impact of the newly designed virtual course for PJU, I reviewed literature related to effectively developing intercultural competence. It was critical to first specify the meaning of the term *intercultural competence*, given the many terms used in the literature reflecting the same concept. In this section, I define the term and then describe how the prior literature has described the value of intercultural competence. Next, I describe key developmental theories related to intercultural competence and the ways these theories have been operationalized in practice. The research shows that intercultural competence is developed through four main mechanisms: experience, comparative analysis, reflection, and cooperative action.

Operationalizing Intercultural Competence

A working definition of intercultural competence should be established before focusing on how it develops. Intercultural competence does not involve deserting one's own cultural identity, nor does it require acculturation (Barrett, 2013). Intercultural competence instead requires a curiosity and sincere interest in people who have other cultural affiliations (Barrett, 2013). In addition, intercultural competence requires that one understands and responds to the practices, values, and beliefs of the other culture. Olsen and Kroeger (2001) described an interculturally competent person as someone who can "effectively navigate the global world through their interculturally informed knowledge, understanding, and communication skills" (p. 117).

Scholars have invested more than six decades of effort in developing the concept of intercultural competence within the United States (Deardorff, 2006). Unfortunately, the literature does not reveal consensus on the terminology around intercultural competence (Deardorff, 2006). Fantini (2009) found a variety of terms being used within the literature and in assessment tools, including *multiculturalism*, *cross-cultural adaptation*, *intercultural sensitivity*, *cultural intelligence*, *international communication*, *transcultural communication*, *global competence*, *cross-cultural awareness*, *intercultural maturity*, and *global citizenship*. For the purpose of this study, we will define intercultural competence as one's ability to function effectively in another culture (Dinges & Baldwin, 1996; Gertsen, 1990).

Value of Intercultural Competence

While scholars have long argued the definition of intercultural competence, they have agreed that higher education should prepare students for participation in a global society (Bowen et al., 1999; Gurin et al., 2004; Nussbaum, 2002). Some authors suggest that a student's ability to

function effectively in a global environment is critical to their ability to succeed in the 21st century (Hayward, 1995). Furthermore, several studies documented that intercultural competence was a direct predictor of managerial performance when leading culturally diverse teams (Earley & Peterson, 2004; Kim & Van Dyne, 2012). Simply put, interculturally competent individuals are more productive, and companies are increasingly willing to spend money to hire, train, and maintain an interculturally competent workforce (Finger & Kathoefer, 2005). Although the value of interculturally competent individuals is well established, the question for PJU is how this competence can be developed.

Theories of Intercultural Competence Development

Eisenberg et al. (2013) tested the effects of management courses on business students' intercultural skills and competencies. They observed that courses offered as part of a formal business education produced growth in cognitive and metacognitive areas related to intercultural competence, but that behavioral changes did not result from taking the course. Their findings reveal the complexities of learning intercultural communication skills.

While there are many theories and models related to intercultural competence, this literature review focuses on four widely studied and well-documented theories related to student development. These theories similarly categorize developmental growth within three distinct dimensions: thinking, feeling, and relating. Further, all four theories provide context for how intercultural competence might be measured in a formal education program. Table 1 provides a broad overview of each theory.

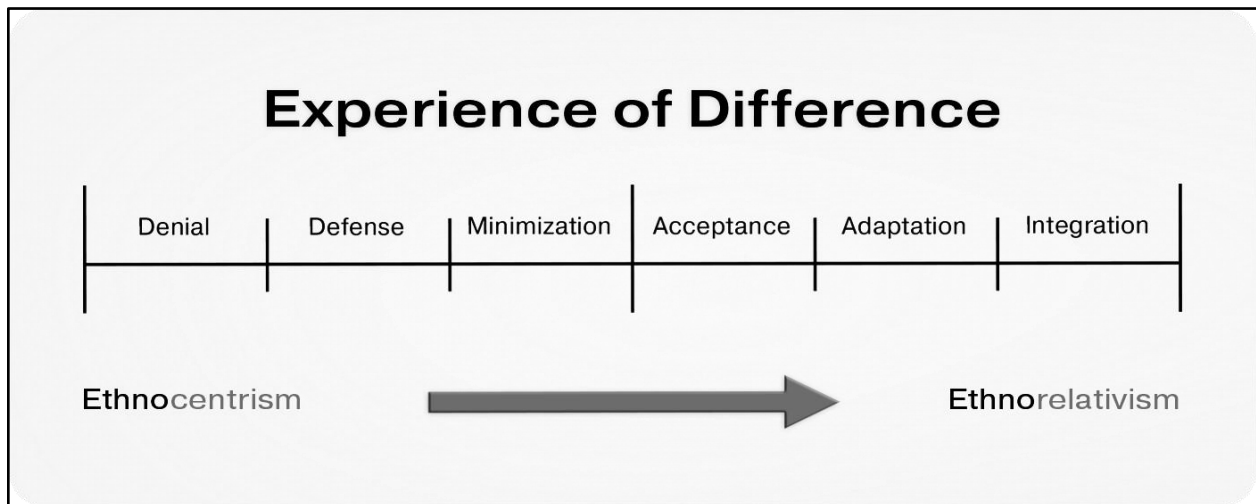
Table 1

Summary of Development Models related to Intercultural Competence

Theory or Model	Thinking	Feeling	Relating	Authors
Developmental Model of Intercultural Sensitivity	Cognitive	Intrapersonal	Interpersonal	M. J. Bennett (1986)
Intercultural Communication Competence	Cognitive/ Awareness	Affective/ Sensitivity	Behavior/ Adroitness	Chen and Starosta (1996)
Intercultural Maturity	Cognitive	Intrapersonal	Interpersonal	King and Baxter Magolda (2005)
Holistic Human Development	How do I know?	Who am I?	How do I relate to others?	Braskamp et al. (2014)

Developmental Model of Intercultural Sensitivity

One of the most widely studied theories of how people develop intercultural competence is Bennett's Developmental Model of Intercultural Sensitivity (DMIS; M. J. Bennett, 1986, 1993, 2013; J. M. Bennett & Bennett, 2004). The DMIS seeks to explain how people experience and engage cultural differences, and was developed from observations in both academic and corporate settings. Using concepts from constructivist psychology and communication theory, Bennett organized these observations into positions along a continuum of increasing sensitivity to cultural difference (see Figure 1).

Figure 1*DMIS Model*

The underlying assumption is that as one's perceptual organization of cultural difference becomes more complex, one's experience of culture becomes more sophisticated and the potential for exercising competence in intercultural situations increases (M. J. Bennett, 1986). By recognizing how cultural difference is being experienced, predictions about the effectiveness of intercultural communication can be made and educational interventions can be tailored to facilitate development along the continuum.

Intercultural Communication Competence

Chen and Starosta (1996) posited that technology and globalization increased the interconnectedness of almost every aspect of modern life. In response to this new level of interconnectedness, as an expansion to the DMIS, they developed the Intercultural Communication Competence model, striving for what they called "enlightened global citizenship" (Chen & Starosta, 1996, p. 218). To achieve this level of intercultural competence,

Chen and Starosta suggested, one needs the ability to acknowledge, respect, tolerate, and integrate cultural differences from three perspectives: cognitive, affective, and behavioral.

The Intercultural Communication Competence model was developed within three domains related to thinking, feeling, and relating, much like the DMIS. While similar in concept, one of the domains stands in contrast with Bennett's. Within the cognitive perspective, also named the perspective of intercultural awareness, Chen and Starosta (1996) suggested that individuals must develop a sense of self related to identity as well as a sense of self related to culture before developing intercultural competence. In combining these two identities, one individual and one group, a person begins to develop intercultural awareness and therefore lays the foundation for the cognitive perspective described in the model. In contrast to the DMIS, this perspective is not developmental in all domains, but rather requires intercultural awareness to begin the process of developing intercultural competence. Whereas Bennett acknowledged that there was a continuum to the cognitive domain, Chen and Starosta argued that development within this domain was required before developing any other components of intercultural communication competence.

Intercultural Maturity

The Intercultural Maturity model is a further refinement of the DMIS applied specifically to college-aged students. King and Baxter Magolda (2005) refined the domains established in the DMIS to describe students in their social-cultural development. Within the context of a global society, they called this new developmental view of intercultural competence within college-aged students "intercultural maturity."

King and Baxter Magolda (2005) asserted that intercultural effectiveness, and thereby skills related to intercultural competence, required the development of intercultural maturity

across the cognitive, intrapersonal, and interpersonal domains. They proposed a multidimensional framework of intercultural maturity to understand development at the individual level. This conceptual model portrays initial, intermediate, and mature levels of intercultural maturity in three dimensions: cognitive, intrapersonal, and interpersonal. See Table 2 for more specifics.

Table 2

King and Baxter Magolda's (2005) Three-Dimensional Developmental Trajectory of Intercultural Maturity

Domain of Development & Related Theories	Initial Level of Development	Intermediate Level of Development	Mature Level of Development
<i>Cognitive</i>	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naive about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives: ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
<i>Intrapersonal</i>	Lack of awareness of one's own values and Intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures: externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices: difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions: tension between external and internal definitions prompts self-exploration or values, racial identity, beliefs: immersion in own culture: recognize legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity

<i>Interpersonal</i>	Dependent relations with similar others are a primary source of identity and social affirmation: perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking: view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval; begin to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences: understanding of ways individual and community practices affect social systems: willing to work for the rights of others
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Cognitive Development. At initial cognitive developmental stages, King and Baxter Magolda (2005) posited, a person's beliefs come from authority figures, as opposed to coming from their own internal appraisals. At this stage, when people encounter a different cultural perspective, they may assume that the perspective is wrong, not just different. As a person progresses to the intermediate phase, their views shift towards understanding that knowledge can be uncertain and thus, they begin to rely less on authority as a source of knowledge. They begin to build their own internal processes for considering knowledge. Finally, a person enters the mature phase of their trajectory, which is "marked by the shift to knowledge as constructed and grounded in context" (King & Baxter Magolda, 2005, p. 577). This phase reflects a person's ability to consider other perspectives and experiences, and to use multiple contexts towards their understanding of a situation.

Intrapersonal Development. The intrapersonal development of an individual reflects how a person comes to understand diversity issues with relation to themselves. Intrapersonal development covers identity development and the way values and beliefs impact a person's decision making and ability to interpret their social identities. To understand a person's

intrapersonal development, aspects of identity such as race, ethnicity, class, sexual orientation, and religious affiliation should be explored (King & Baxter Magolda, 2005).

At the initial stages of intrapersonal development, a person generally lacks awareness of their social identity. As a person progresses in development, they are able to derive their own sense of self; however, in the intermediate phase, they struggle with competing tensions between their own sense of self and an externally derived sense of self from others. Finally, the mature phase of intrapersonal development is marked by a person's ability to integrate their own identity to intercultural maturity. At this phase, a person can engage with others who challenge their sense of self productively and with insight (King & Baxter Magolda, 2005).

Interpersonal Development. Interpersonal development is categorized by a person's ability to interact with diverse persons effectively and interdependently. At the initial stages, a person often has social relations that are limited to their own affinity group and uses egocentric standards to understand others. A person at this stage may tolerate those who are different but judge them to be wrong. As a person progresses to the intermediate phase, they gain a capacity to explore intergroup differences with less judgement and have a broader understanding of social systems. At this phase, a person begins to comprehend social conventions and community expectations that govern community behaviors. At the final stage of interpersonal development, a person develops a "heightened awareness and capacity to engage in intercultural interactions that are interdependent, respectful, informed by cultural understanding, and mutually negotiated" (King & Baxter Magolda, 2005, p. 580).

The Intercultural Maturity framework is focused on individual development, a nuance lost in other models, but is longitudinal in nature. King and Baxter Magolda (2005) developed this model after interviewing 1,200 study abroad participants over a span of 30 years. Within this

research, they documented these different stages of development at different times throughout life and suggested that intercultural maturity naturally develops over time. As the program at PJU is only eight weeks long, composed of four two-week modules, another framework may be better suited for this organizational context.

Holistic Human Development

The Holistic Human Development framework, developed by Braskamp et al. (2014), builds upon King and Baxter Magolda's (2005) Intercultural Maturity model by incorporating concepts from intercultural communication. The model's logic is that the intellectual, emotional, and physical dimensions of development are not separate components, but are combined as one holistic self (Braskamp et al., 2014). As individuals develop emotional maturity, they simultaneously can develop identity, intellectual capacity, and social competencies. Braskamp et al. visualized this model as three overlapping circles representing the thinking, feeling, and relating dimensions of the framework.

The cognitive dimension, also called the thinking dimension, answers the question "How do I know?" (Braskamp et al., 2014). This dimension is similar to the cognitive domain of the Intercultural Maturity model discussed above, in that it focuses on the importance of "truth" while considering the complexities related to different cultural perspectives. Braskamp et al. (2014) suggested that absolute truth is not a holistic concept, but rather a concept that supports relativism. They suggested that holistic truth includes a multiplicity of perspectives and that this type of holistic truth rarely exists (Braskamp et al., 2014).

Braskamp et al. (2014) suggested that the intrapersonal dimension describes one's awareness of values and the integration of those values to form one's identity. This dimension attempts to answer "Who am I?" When a person reaches full development in the intrapersonal

dimension, they achieve a sense of purpose for their life and an awareness of their strengths, characteristics, and self-identity. Similar to the King and Baxter Magolda (2005) model, Braskamp et al. also noted that when an individual reaches full development in the intrapersonal dimension, they have the ability to understand, acknowledge, and incorporate the conflicting ideas that are often presented in a multicultural context.

The third and final dimension of this framework relates to the development of one's willingness to interact with the "other" (Braskamp et al., 2014). Development in this dimension allows an individual to move from an independent mindset to an interdependent mindset when engaging with people from different cultures. A person grows in this dimension by incorporating their uniqueness as a strength in relating to others. This dimension answers the question "How do I relate to others?" (Braskamp et al., 2014).

In addition to this conceptual framework, Braskamp et al. (2014) developed an instrument to assess holistic human development, the Global Perspectives Inventory (GPI), designed to be completed by individuals of any age or specific cultural group. Braskamp et al. did not focus this assessment toward a specific academic course or study abroad experience as some of the other models did, but rather designed these questions toward the cognitive, interpersonal, and intrapersonal dimensions explained within the framework of Holistic Human Development. This framework and assessment served as the conceptual basis of this capstone project and are described in more detail later.

Theory to Practice: Developing Intercultural Competence

Each of these models suggests that development of intercultural competencies is possible, and there has been intense interest in education and training as ways to realize it. Development can occur through both formal and informal practices. The literature highlighted four

components to the process of developing intercultural competence: experience, comparative analysis, reflection, and cooperative action.

Experience

To begin the process of developing intercultural competence, Huber and Reynolds (2014) argued that one must begin with an intercultural experience, defined as “an encounter with another person (or group of people) who is perceived to have different cultural affiliations from oneself” (p. 7). In some instances, this experience happens through reading a book (Nam & Fry, 2010), researching another culture (Gu, 2005), or interacting with social media (Gibson & Capdeville, 2019), and at other times it happens through learning a new language (Crozet & Liddicoat, 1999; Dervin, 2010). While there are many paths to building intercultural competence, researchers agree that some experiences may provide more value than others (Ortiz, 2004).

One of the most documented ways of acquiring intercultural competence is participating in a study abroad program (Jones & Abes, 2013). For example, business education programs frequently use study abroad programs to quickly develop intercultural competence in their graduates (Tuleja, 2008). Educators have found that study abroad programs are most effective when students are physically in another country, as this can impact the student’s “personal development, worldview, and intellectual and cultural interests” (Mohajeri Norris & Gillespie, 2008, p. 395). Additionally, when experiencing business practices in a cross-cultural setting, intercultural competence becomes paramount and often enhances formal classroom teaching (Tuleja, 2008). While the experience component may serve as the catalyst for developing intercultural competence, the next three components are crucial as well.

Comparative Analysis

After engaging with an intercultural experience, students must begin to understand how this exposure can encourage their understanding of the “other” so they can begin developing respect for people who are perceived as different (Huber & Reynolds, 2014). In 2000, Diener and Suh highlighted the difficulty of comparing cultures due to subjectivity and cultural bias. In the western world, intercultural competence is often analyzed from the perspective of the individual, and this can overlook the importance of community-defined norms popular in non-western society (Diener & Suh, 2000). To mitigate this bias, and to establish a baseline for comparing cultural differences, Stigler et al. (2000) utilized video recordings to compare cultural differences between classroom settings around the world; they found that video-recorded cross-cultural comparison was a powerful way to “unveil unnoticed but ubiquitous practices between cultures” (p. 88).

Additionally, in a study designed to develop intergroup dialogue as a means of comparative analysis, Schoem and Hurtado (2001) worked with college students from different social backgrounds to explore the similarities and differences of their experiences. During this research project, they discovered four components to comparative analysis as it relates to understanding cultural differences: confidentiality, commitment to building a better community, commitment to building a better self, and that sessions are led by skilled facilitators.

Huber and Reynolds (2014) also highlighted the importance of strong facilitators in the comparative analysis stage. They warned facilitators not to use this time to highlight a “comparison of value,” and suggested guiding participants through a “comparison for understanding” instead. They emphasized that the comparative analysis process is not a judgmental process, but rather a process of taking in the perspective of the other in order to “see

ourselves as others see us” (Huber & Reynolds, 2014, p. 29). Once students have participated in the experience and comparative analysis stages, a process of discernment follows.

Reflection

One method that encourages students to engage in a reflective process is journaling. According to Fogarty and McTighe (1993), journaling assists students in the articulation of comparing and contrasting themes. In a 2012 study on nursing education, Schuessler et al. utilized journaling to develop cultural humility among 50 nursing students. In this study, they analyzed over 200 journal entries across four semesters of nursing school at the community college level and concluded that reflective journaling over time led to the development of cultural humility and that classroom instruction alone was not sufficient (Schuessler et al., 2012). Dunlap (2006) completed a similar study, analyzing weekly reflections written by programming students that shared their perceptions of skill development. Dunlap argued that the journaling process was crucial to students accurately assessing their skills and to understanding what they learned.

In addition to journaling, oral discussions are a useful teaching technique to facilitate reflection through analyzing and interpreting information (Larson & Keiper, 2002). In a study focused on collaborative learning, researchers found that engineering students who engaged in collaborative reflective discussion saw substantially greater gains in learning when compared to their non-discussing peers (Terenzini et al., 2001). Alterio (2004) argued that reflective discussions with others often yielded new perspectives as students learned how others made sense of their learning experience.

Lastly, in the realm of virtual education, the use of discussion boards has been documented as a method of reflection. While there is limited research that directly connects

discussion board reflections to intercultural competence, virtual discussion boards have been researched within other academic contexts. The methods in fostering an online discussion mimic those used during face-to-face learning (Suler, 2004). During discussion board reflections, the facilitator guides students to pause and make sense of their ideas and ponderings, making sure to incorporate just enough details to get the students thinking about the complex content they just experienced (Suler, 2004). As documented by Greenlaw and Deloach (2003), in contrast to face-to-face discussions, online discussion boards can allow all students the opportunity to be fully heard without constraints of time. The negative backlash of this documented advantage is that boredom, lack of participation, and feelings of isolation sometimes accompany the student experience when utilizing online discussion boards (Du & Xu, 2010).

Cooperative Action

The final component highlighted in the literature related to developing intercultural competence is cooperative action. As specified by Huber and Reynolds (2014), this action can take place in the form of small-group, large-group, or whole-community initiatives and should be inclusive and respectful in design. Cooperative action focuses on collaborative problem solving that often emerges when groups develop into more than the sum of their parts and begin functioning as a team (Brown et al., 1989). While there were differences in team structure and format, the literature revealed potential for significant growth in intercultural competence when working with culturally diverse teams in a variety of settings.

The benefits of group projects in face-to-face settings have been well documented over time, and studies have shown cooperative learning can positively influence how students perform and retain academic materials (Johnson & Johnson, 1996, p. 1022). Additionally, when working

on more conceptual projects that involve critical thinking and problem-solving, academic teams have consistently produced better results (Johnson et al., 1994).

The literature revealed some particularly salient findings on cooperation in virtual teams. In a quantitative study conducted with over 6,000 participants from 80 universities, Taras et al. (2013) documented significant growth in intercultural knowledge, attitudes, and behaviors when working on an international team in a virtual environment. While the length of the project varied, the study evidenced that even international team projects lasting only two weeks had potential to increase skills related to intercultural competence (Taras et al., 2013). In another study, researchers explored the benefits of communication competence built among diverse teams and documented that intercultural communication increased significantly throughout the completion of a team project (Moreland & Myaskovsky, 2000).

Conceptual Framework

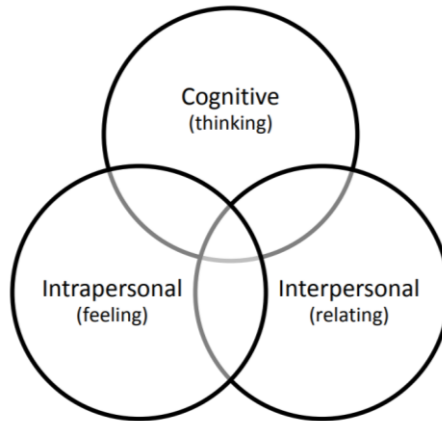
Based on the literature, I chose to use the framework of Holistic Human Development as a means of conceptualizing the type of student development PJU sought to understand. As mentioned earlier, this framework posits that as humans develop in intellectual, emotional, and physical ways, these dimensions are built not as separate components, but as one holistic self (Braskamp et al., 2014). This multidimensional framework focused on holistic growth provided the most appropriate and comprehensive means to evaluate PJU's problem of practice.

Braskamp et al. (2014) visualized the Holistic Human Development model as three concentric circles representing the thinking, feeling, and relating dimensions of this framework. Figure 2 shows the cognitive dimension, which answers the question "How do I know?"; the interpersonal dimension, which answers the question "Who am I?"; and the intrapersonal dimension, which answers the question "How do I relate to others?" As the figure shows, each of

these dimensions interacts with the others, sometimes in paired dimensions as shown by the overlap of two circles, and sometimes collectively as visualized in the center of the overlapping circles.

Figure 2

Framework for Holistic Human Development



Research Questions

This study explored the following research questions to gain a deeper understanding of how the redesigned PJU International and Intercultural Communication course built intercultural maturity and general communication competencies within the student participants:

1. Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course?
2. Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
3. What revisions of the course could help to better facilitate growth in students' intercultural competence?

Design and Methods

Data Collection

This study's conceptual framework detailed how the International and Intercultural Communication course built holistic intercultural competence and general communication competencies within the student participants. Thus, I chose to use a mixed-methods approach to explore the problem scope and research questions. Accordingly, I analyzed documents and evaluated students' levels of intercultural competence through questionnaires, interviews, and direct observations. The data collection was sequential: first, I interviewed faculty to better understand their teaching experience and goals for the course; then, I invited student participants in the course to complete the GPI; next, I interviewed student participants who completed the survey; and lastly, I conducted a qualitative evaluation of discussion boards and student submissions to the course. Table 3 and the following sections describe my data collection methods more thoroughly.

Table 3

Summary of Data Collected

Data Source	Data Type	Data Collection Tool	Research Question
Course Instructor Interviews	Qualitative	Interview with Instructor	RQ#3: What revisions of the course could help to better facilitate growth in students' intercultural competence?
Syllabus Content Evaluation	Qualitative	Coding of instructional materials into Cognitive/Interpersonal/Intrapersonal dimensions	RQ#2: Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?

Survey Analysis	Quantitative	Global Perspectives Inventory (GPI)	RQ#1:Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course?
Discussion Board Student Responses	Qualitative	Coding of course responses into Cognitive/Interpersonal/Intrapersonal dimensions	RQ#2:Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?

Interviews with Course Instructors

I interviewed the course instructors to gain insight on faculty experience, faculty perception of the design of the course, and faculty perceptions of student participation and effort throughout the course. As the literature suggests, reflective participation is key to developing intercultural competence, and faculty could provide some insight related to student effort toward that reflective participation.

To elicit responses from faculty that would address my research questions, I developed the following semi-structured interview questions:

1. How long have you been teaching at the School of Leadership Studies at PJU University?
2. What other courses have you taught in the program?
3. Based on your experience, how does student participation in this course compare to other courses you have taught within the program?

4. Are there certain class activities that demonstrate better student participation or effort?
5. Did any students reach out to discuss course content or themes in more detail?
6. Based on your observations, did any students demonstrate exceptional growth in the areas related to intercultural competence throughout this course?

Sampling. There were two sections of the International and Intercultural Communication course included in this study, and I was able to complete interviews with both instructors who led these sections. One of these instructors was the program chair and the other was a senior instructor in the department of organizational leadership.

Procedure. When I invited the instructors to participate in this study in March 2020, I made sure to note that their participation was optional and confidential and would not impact their employment. After accepting the invitation to participate in this study, they each scheduled an interview time. I then confirmed each meeting by sending an Outlook calendar invitation, including a Zoom meeting link.

After greeting the instructors and thanking them for voluntarily participating in this study, I asked them for their permission to record the session. I also used Zoom's transcription feature to capture a transcript of the conversation while I took notes on their responses to the interview questions.

Syllabus Content Evaluation

After the initial interviews with course instructors, I evaluated the course syllabus. To do this, I deductively coded all of the learning activities in relation to the conceptual framework by categorizing each module's learning activities into the different dimensions of intercultural competence. After categorizing each of the learning activities, I sorted by dimension and tallied

the results. By understanding which dimensions of intercultural competence are most represented in the syllabus, program leadership and instructional teams can design future courses in a more strategic manner that will equitize the representation of the different dimensions in the course design.

Participant Analysis

Participants were observed through two sources of data, one qualitative and one quantitative. The first was a questionnaire designed to evaluate the conceptual framework in this study. After completing the survey, students were invited to participate in interviews to clarify any of the findings from the questionnaire and to provide any additional insights that might not have been captured through the survey instrument.

GPI. To evaluate student learning specific to intercultural competence, I used the GPI as part of this capstone study. This assessment was designed and constructed by Braskamp et al. (2009) so that anyone, regardless of age or cultural group, could participate, and does not focus on development limited to college students or study abroad participants. All survey questions on the GPI have been tested for reliability and validity, and additional information related to this survey instrument can be found in Appendix F.

Sampling. All students enrolled in the International and Intercultural Communication course were invited to participate in this study. Of the 38 enrollees, 12 students responded to the invitation to complete the GPI survey. Of those 12 initial respondents, eight students completed both the pre and post assessments used in this study.

Procedure. Students were invited to participate via a discussion board post from the course instructor (Appendix A). In this discussion board post, I introduced myself as the primary investigator of the study and assured students that their participation in this study was completely

voluntary and would not affect their grades in the course. This invitation included a link to participate in the study.

Once students clicked the link to participate in this study, they were sent to the GPI to complete a pre and post assessment survey. This survey, designed and validated by Braskamp et al. (2009), was completed through Qualtrics, a web-based survey analysis software program. The participants again acknowledged their informed consent to participate in this step of the study, and the informed consent document can be found in Appendix B. All student responses were kept in a password-protected Qualtrics account, and once local copies were downloaded and anonymized, they were again kept on a password-protected computer.

Student Interviews. Next, student participants who completed both the pre and post assessment surveys were invited to participate in a one-on-one virtual interview. A copy of this interview invitation can be found in Appendix C. Interview questions can be found in Appendix D. The interview questions were coded to appropriate dimensions of the Holistic Human Development framework to provide insight into the cognitive, interpersonal, and intrapersonal aspects of the model.

Sampling. This portion of the capstone utilized convenience sampling. Of the eight students who completed both the pre and post assessment surveys of the GPI, six students agreed to participate in the interviews.

Procedure. After accepting the invitation to participate in the follow-up interviews, student participants followed a similar procedure to the course instructors. Each student participant first selected an interview date and time using Calendly. Then, I confirmed the meeting by sending an Outlook calendar invitation, including a Zoom meeting link. All interviews were conducted and recorded using Zoom from October 2020 to February 2021. At

the start of each session, I reiterated the purpose of the interview, thanked them for their participation, and asked for their permission to record the interview for data collection and quality improvement. As with the instructor interviews, I utilized Zoom's auto transcription feature to generate transcripts for each interview as I took notes. Once all student participant interviews were conducted, I saved the recordings, transcriptions, and notes for analysis.

Discussion Boards and Student Responses

Student responses to discussion board prompts were recorded through PJU's Learning Management System. Since some students did not agree to participate in the GPI or subsequent interviews, yet interacted with other participants in the course, IRB approval was granted for educational use of their responses. This approval dictated that student responses related to this study must be anonymized, confidential, and only used for educational improvement.

Sampling. For this component of the capstone, I used a systematic random sampling strategy, alphabetizing all student participants and selecting every fourth student from the list. This allowed me to track interactions between participants and to analyze conversation that was connected to the interview participants.

Procedure. I used a coding structure for the discussion board and student responses that was similar to the coding structure in my analysis of the course syllabus. I began by critically reading through the discussion board responses, paying attention to evidence of change in intercultural competence. After completing the initial read, I deductively coded all of the relevant discussion board responses into the dimensions of the conceptual framework. After categorizing each of the relevant discussion board responses, I highlighted notable quotes that emerged from each dimension of the conceptual framework.

Data Analysis

In this section, the data analysis process is explained to answer the research questions explored in this case study. For clarity, the codes were broken into thematic groupings related to the cognitive, intercultural, and intracultural dimensions of the Holistic Human Development framework. The qualitative results included detailed summaries of key themes and coding categories accompanied by quotes from participants; pseudonyms were used for each individual. For the quantitative component of the mixed-methods design, the GPI survey results were analyzed using R, a web-based statistical analysis software program.

Analysis of Course Instructor Interviews

To begin the analysis of course instructor interviews, I reread my analytic notes that were written immediately following the course instructor interviews. After this first read-through, I attempted to use the coding framework (Appendix H) that I created for the student interview analysis, but this framework was inappropriate for the course instructor interviews, as these interviews were relatively brief. During these interviews, both instructors highlighted their concerns for student well-being given the ongoing pandemic, presidential election, and chaotic news cycle for the year. Additionally, both instructors expressed concerns regarding student participation and warned that some students were less engaged than others with the coursework. The analysis for this portion of the capstone was straightforward and pushed me to complete a more intense evaluation with the other sources of data.

Analysis of Syllabus Evaluation

To analyze the syllabus, I began by listing each of the learning experiences from the course. Each video, article, text, and comment from the instructor was then coded to the corresponding dimension of the Holistic Human Development framework (Braskamp et al.,

2009). As some texts or articles did not explicitly correspond with a specific dimension, they were coded based on the dimension of the discussion board instructions that specified how to evaluate the material. For example, the book entitled *Race Matters* used in this course could fall into any of the dimensions of the conceptual framework used in this study. However, a discussion board prompt asking students to demonstrate their understanding of race-related issues in the United States based on *Race Matters* would be coded under the cognitive dimension of the framework. After deductively coding these instructional materials to the corresponding dimensions of the framework, I moved into the analysis of the GPI results.

GPI Survey Analysis

To begin this portion of the analysis, I evaluated survey responses with a paired sample *t*-test related to each of the established scales of the GPI. Table 4 shows which component survey item corresponded to each scale.

Table 4

Component Survey Items by GPI Factor

GPI Factor	Component Survey Item
Knowing Scale	1. When I notice cultural differences, my culture tends to have the better approach. ^(r) 2. Some people have culture and others do not. ^(r) 3. In different settings what is right and wrong is simple to determine. ^(r) 4. I take into account different perspectives before drawing conclusions about the world around me. 5. I consider different cultural perspectives when evaluating global problems. 6. I rely primarily on authorities to determine what is true in the world. ^(r) 7. I rarely question what I have been taught about the world around me. ^(r)
Knowledge Scale	1. I am informed of current issues that impact international relations. 2. I understand the reasons and causes of conflict among nations of different cultures.

	<ol style="list-style-type: none"> 3. I understand how various cultures of this world interact socially. 4. I know how to analyze the basic characteristics of a culture. 5. I can discuss cultural differences from an informed perspective.
Identity Scale	<ol style="list-style-type: none"> 1. I have a definite purpose in my life. 2. I can explain my own personal values to people who are different from me. 3. I know who I am as a person. 4. I am willing to defend my views when they differ from others. 5. I put my beliefs into action by standing up for my principles. 6. I am developing a meaningful philosophy of life.
Affect Scale	<ol style="list-style-type: none"> 1. I am sensitive to those who are discriminated against. 2. I do not feel threatened emotionally when presented with multiple perspectives. 3. I am accepting of people with different religious and spiritual traditions. 4. I enjoy when my friends from other cultures teach me about our cultural differences. 5. I am open to people who strive to live lives very different from my own life style.
Societal Responsibility Scale	<ol style="list-style-type: none"> 1. I think of my life in terms of giving back to society. 2. I work for the rights of others. 3. I put the needs of others above my own personal wants. 4. I consciously behave in terms of making a difference. 5. Volunteering is not an important priority in my life.^(r)
Social Interactions Scale	<ol style="list-style-type: none"> 1. Most of my friends are from my own ethnic background.^(r) 2. I frequently interact with people from a race/ethnic group different from my own. 3. I intentionally involve people from many cultural backgrounds in my life. 4. I frequently interact with people from a country different from my own.

The results from the paired *t*-test showed no growth in any of the measured scales and, in fact, showed a loss or negative growth in all scales. This initially raised concerns related to the effectiveness of the course, but due to the small sample size of this survey, additional analysis was needed. Table 5 summarizes these results.

Table 5*T-Test Results*

Scale	Mean difference	<i>t</i>	<i>SD</i>	<i>p</i>
Knowing	-.196	-1.823	.30	.111
Knowledge	-.275	-1.353	.57	.218
Identity	-.208	-3.029	.19	.019
Affect	-.175	-2.198	.23	.064
Social Responsibility	-.100	-.935	.30	.380
Social Interactions	-.281	-.864	.92	.416

Student Interview and Discussion Board Analysis

The next step of this analysis included student interviews and discussion boards. To start, I reread the interview transcripts and corrected any transcription errors. After this first read-through, I created a code book (Appendix G) based on the research questions and theoretical framework. Next, I analyzed the interview transcripts by highlighting relevant sections and made notes according to the code book. Initially, my code book included three categories: cognitive, interpersonal, and intrapersonal. I thought this would be sufficient due to my small sample size, but quickly realized I needed to designate between general comments about these dimensions and comments that demonstrated growth. For the student interview portion of this analysis, I was able to use the code book shown in Table 6, but for the discussion board, I developed a more robust coding approach.

Table 6*Code Book*

Category	Code	Color	Research Question
Cognitive- General Cognitive- Growth	=THINK +THINK	yellow	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Intrapersonal- General Intrapersonal- Growth	=FEEL +FEEL	orange	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Interpersonal- General Interpersonal- Growth	=REL +REL	pink	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Recommendation	REC	green	RQ#3 What revisions of the course could help to better facilitate growth in students' intercultural competence?
Other	OT	purple	N/A - Other interesting insights for organizational partner, but not related to a specific research question

For the discussion board analysis, a similar approach was employed to understand the data. To begin, I read through each of the student discussion board responses. After this first read, I copied student responses from the learning management system into a Word document

and categorized each code into a dimension of the conceptual framework. The conceptual framework provided sensitizing concepts (Blumer, 1954) that focused my analysis. Ultimately, the aggregate constructs that emerged from this process gave insights to which instructional components of the course were the most productive in developing intercultural competence.

Table 7

Discussion Board Results

Main Theme	Sub-Theme	Direct Quotes
Cognitive	<ul style="list-style-type: none"> • Right vs Wrong • Cultural Practices • Truth • Values 	<ul style="list-style-type: none"> • “I always new there was a miss match between what I felt about race and what others did. I realize I’m not the only ‘right’ perspective.” • “Now conversations are different. I understand how people make decisions and understand differences as a diverse and positive contribution to society.” • “I am starting to better understand and become aware of how culture shapes people’s version of right and wrong.” • “I know the experiences of others are real, but there is a sort of cognitive dissonance when I hear stories of racism that are happening today because I’m not able to make sense of them without the cultural context to compare to my life.”
Interpersonal	<ul style="list-style-type: none"> • Interaction • Relationships • Judgement 	<ul style="list-style-type: none"> • “My wife and I had a conversation about this stuff over dinner.” • “I’m now the ‘race guru’ at work.” • “I spoke with my kids about their grandpa’s comments at Thanksgiving, I had never done that before.” • “My goals moving forward are to share a little more love and just go into situations open minded.” • “This reading made me pause to think how my approach and reaction to race discussions would be forever changed and how I could influence others with this new attitude.” • “This module sparked conversations with my friends and family around race.” • “On many occasions over the last few months I found myself bringing up topics from this course with family members, co-workers and friends.” • “Even at work I have found myself having conversations about intersectionality.”

Intrapersonal	<ul style="list-style-type: none"> • Race • Class • Gender • Orientation • Religion • Ethnicity • Leadership 	<ul style="list-style-type: none"> • “I began asking how I could be more involved in my own Hispanic community. I found a couple of Latin communities that I am now actively involved in, which are 'She Se Puede' and 'The Latina Graduate Guide.' I feel like working with these organizations will help me be a ‘real Latina’.” • “I never considered the impact that race would have, but I am glad that I was made aware. I actually caught myself this week acknowledging my white privilege. White people, we have so much work to do.” • “This class has given me the insights and words to better understand and discuss the tension I have always experienced in my own social identity as a Chinese-American. I see how I was raised to fully assimilate into the white dominant, patriarchal, and classist capitalism of American culture. I’ve spent most of my teenage and adult life trying to break free of the oppression of that yet I didn’t recognize how deeply I had internalized the values and beliefs embedded in the culture. I see how much of my life I have spent trying to “belong” and “prove my worth.” • “This idea made me pause to think how my approach and reaction to race discussions would be forever changed and how I, as a white ally, could influence others with this same attitude.” • “I had been indoctrinated in deficit thinking; so much so that I have internalized it and turned it upon myself. Deficit thinking is like an old, worn coat that I can now take off and examine (examen) as an item that no longer keeps me warm.” • “In my lifetime, there have been pivotal moments that really pushed me to think deeply about race, equality, gender and diversity. However, this class pushed me to reflect on those things from the inside out.” • “A few years ago, I starting putting effort into learning about experiences that are different from mine, and it seems the more I learn, the more I realize I don't know.” • “I also found a new perspective and greater understanding of my own white privilege.” • “This class really made me think about myself, who I am as a person, leader, ally, and I realized how much more I could be doing to be involved, create discussion, and handle those uncomfortable conversations.”
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Findings

Overall, the data revealed three primary findings. The first was that the International and Intercultural Communication course at PJU showed the most evidence for growth in the intrapersonal dimension of the Holistic Human Development framework. The second finding was that discussion board posts and reflective learning activities were beneficial in developing intercultural competence. Lastly, the final finding, which served as a basis for the recommendations section, suggested that there are methods for improving student development related to intercultural competence. Below, I offer further detail on each finding organized by the corresponding research question.

RQ#1: Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course?

The first research question evaluated which of the dimensions from the Holistic Human Development framework showed the greatest prominence in the International and Intercultural Communications course. To answer this question, I reviewed the data analysis as described above and triangulated that information with the syllabus results.

Finding 1A: The International and Intercultural Communications Course Had a Complex Effect on the Intrapersonal Dimension of the Holistic Human Development Framework

The curriculum evaluation evidenced that the largest amount of instructional time in this course was spent developing the intrapersonal dimension of the Holistic Human Development framework. Of the 28 learning activities in this course, previously explained as interactions with movies, articles, or texts, 19 connected to the intrapersonal dimension in some capacity. Either through the content or through discussion board prompts related to the material, the vast majority of instruction was focused on this dimension. Further, of the six core competencies listed in the

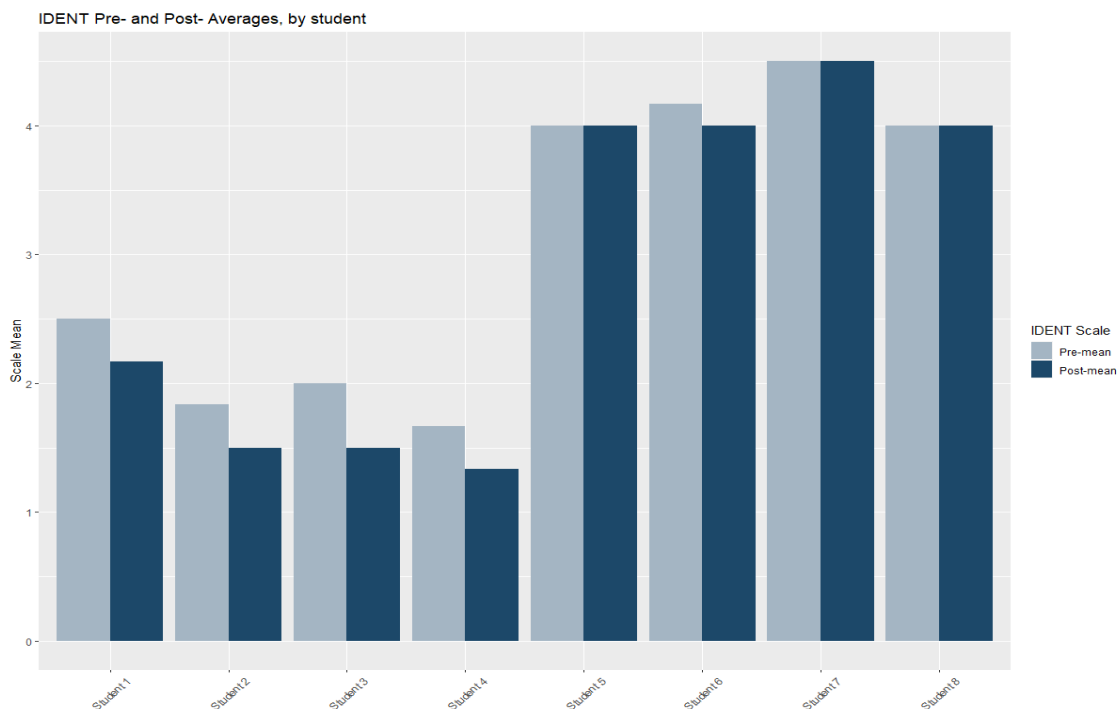
course syllabus, four were related to either individual or social identity, two components that develop the intrapersonal dimension.

When analyzing the survey results, the Identity Scale, one of the GPI scales that corresponded to the intrapersonal dimension of the framework, showed a negligible, though statistically significant decline in the pre and post survey measures (paired t -test: $t = -3.03$, $df = 7$, $p = 0.02$). The mean difference in the pre and post survey measures was $-.2$ units on a 5-point Likert scale (95% CI: $-.37$ to $-.04$). The scale consisted of the following six questions:

1. I have a definite purpose in my life.
2. I can explain my own personal values to people who are different from me.
3. I know who I am as a person.
4. I am willing to defend my views when they differ from others.
5. I put my beliefs into action by standing up for my principles.
6. I am developing a meaningful philosophy of life.

Figure 3

Identity Scale Pre and Post Survey Results



As visually evidenced in Figure 3, five of the eight participants reported a decrease in their sense of identity. Initially, I was concerned with these results, as the syllabus evaluation found that the majority of the learning activities in this course were related to the intrapersonal dimension. After reading through the student responses on the discussion board, though, I began to get a more complete sense of the development that occurred within the intrapersonal dimension.

Within the intrapersonal dimension, nearly every student who participated in the course reported an evolution in sense of identity, moving from the initial or intermediate level of development to the mature level of development. Some of these students reported a new awareness of self related to race, others reported a new awareness around gender, and still others reported a new awareness around class. I believe that this new awareness of self caused the students who participated in the survey to be more critical of their identities, which resulted in the negative result for the identity dimension.

On the discussion boards, one student shared, “I began asking how I could be more involved in my own Hispanic community. I found a couple of Latin communities that I am now actively involved in, which are 'She Se Puede' and 'The Latina Graduate Guide.' I feel like working with these organizations will help me be a ‘real Latina.’” Another student wrote, “I never considered the impact that race would have, but I am glad that I was made aware. I actually caught myself this week acknowledging my white privilege. White people, we have so much work to do.”

One of the more powerful moments happened when one student shared her story in an interview:

This class has given me the insights and words to better understand and discuss the tension I have always experienced in my own social identity as a Chinese-American. I

see how I was raised to fully assimilate into the white dominant, patriarchal, and classist capitalism of American culture. I've spent most of my teenage and adult life trying to break free of the oppression of that yet I didn't recognize how deeply I had internalized the values and beliefs embedded in the culture. I see how much of my life I have spent trying to "belong" and "prove my worth," even pursuing this degree is driven by this underlying identity of inferiority.

I had been indoctrinated in deficit thinking; so much so that I have internalized it and turned it upon myself. Deficit thinking is like an old, worn coat that I can now take off and examine (examine) as an item that no longer keeps me warm.

These responses on the discussion boards and in student interviews call into question the results of the GPI. While the survey may not have measured development within the intrapersonal dimension, it is clear that some students had mini epiphanies related to the identity scale of the intrapersonal dimension.

Finding 1B: Analysis of Student Discussion Board Responses Revealed No Growth in the Cognitive and Interpersonal Dimensions

The cognitive dimension relates to a person's ability to consider other perspectives and experiences, and to use multiple contexts toward their understanding of right and wrong within a situation (Braskamp et al., 2009). While many students reported an appreciation for new perspectives because of this course, only three students articulated a prominent shift in their ability to understand right and wrong based on differences in cultural perspectives. These more distinctive shifts happened to emerge in a conversation around race.

In one exchange, a student reflected, "Now conversations are different. I understand how people make decisions and understand differences as a diverse and positive contribution to society." She further shared, "I am starting to better understand and become aware of how culture shapes people's version of right and wrong." Another student posited, "I felt uncomfortable with the topics around race and was a little disappointed in my own ignorance.

I'm realizing race is a big issue in America, and while I can't solve inequity, I can change my attitude about what's right."

In another response, a student wrote, "Reading through the discussion board laid out the barriers created to lift up white people and oppress people of color; it snapped me back to reality and reminded me of my own privilege." The student further reflected:

There was a long term underlying sense that something was off, that something was missing or mismatched. This is a bit how I feel having grown up and lived my life in this country with the privileges I have had and still have. It has felt mismatched - the life experience I have does not align with the stories I hear of inequities, social injustices, and brutality. I know the experiences of others are real, but there is a sort of cognitive dissonance when I hear stories of racism that are happening today because I'm not able to make sense of them without the cultural context to compare to my life.

Similarly to the cognitive dimension, the interpersonal dimension evidenced little to no significant development within the GPI survey. In the discussion board responses, one student reported, "This reading made me pause to think how my approach and reaction to race discussions would be forever changed and how I could influence others with this new attitude." While this comment shows potential for change in the interpersonal dimension, it does not evidence behavioural change as specified in the framework.

In addition to this comment, two other students reported a shift in their ability to relate to others. One student stated, "This module sparked conversations with my friends and family around race," and another wrote, "On many occasions over the last few months I found myself bringing up topics from this course with family members, co-workers and friends." These comments demonstrate that conversations were had around topics related to the interpersonal dimension, but do not evidence a significant change during interactions with individuals from culturally diverse backgrounds. Still, the willingness to engage in conversation outside the classroom is a behavior in which the issues are engaged.

RQ#2: Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?

To determine what activities facilitated intercultural maturity growth, I triangulated the student and faculty interviews with my document analysis.

Finding 2A: The Examen and Discussion Board Conversations Evidenced the Most Growth in Intercultural Competence

The examen is a reflective learning activity inspired by the examination of conscience. During an examination of conscience, members of the Catholic Church reflect on their thoughts, words, and actions to identify any sins before confession. Jesuit priests also engage in this reflective practice each morning, by assessing their commitment to God and by recommitting their lives to service of the church. In the examen component of this course, students were instructed to engage in this process with the following post:

The examen gives you a chance to go back and look at events, behaviors, learning, etc., in your life. As a refresher, an examen is 1: an examination of conscience (as done daily by Jesuits) 2: a critical study (as of a writer's work). This is now your opportunity to take a moment and go back and apply a critical eye to this material and your life. As a class, please discuss the elements that made up this class – social construction, intercultural communication, white privilege, race, gender, class, critical thinking, and leadership – and how these elements fit together for you. Did you have an “aha” moment? Did you share what you’ve learned with someone else? What will you “do” with this new knowledge?

In addition to the examen, which explicitly asks students to reflect on the impact of the course generally, the discussion board conversations documented productive exchanges that led to significant development for some students. In one exchange regarding gender identity, a grandmother began to understand her grandchild’s nonbinary and genderqueer identity thanks to a discussion with a classmate. Additionally, two exchanges related to race helped one individual recognize his racial privilege in America. These findings confirmed studies cited in the literature

review that documented the benefits of reflective discussions in both written and spoken forms (Fogarty & McTighe, 1993; Suler, 2004).

Finding 2B: Conversations Around Race Dominated the Discussion Boards

While this course covered race, gender, social class, and intersectionality as topics for investigation, students responded most to the conversation on race. This finding may not be surprising given the national conversation around race relations at the time; however, it was interesting to note that of the 32 students responding to prompts in the intersectionality module, 31 of those students explicitly commented on the effects of race. Of those comments, four students discussed the experience of race for Indigenous persons, two students discussed the experience of race for Latinx persons, and the remaining 25 students spoke to the tensions between the African American and White communities in the U.S. Also of note: no students framed the conversation on race in a global context or referenced an international incident or perspective on race.

RQ#3: What revisions of the course could help to better facilitate growth in students' intercultural competence?

The final research question centered on determining what changes could be made to the course to increase student growth in intercultural competence. Analysis of data from the syllabus evaluation, student surveys, student interviews, and course instructor interviews explored this question and led to the following recommendations.

Recommendations

Based on evidence learned through this exploratory case study, it is recommended that PJU implement three program enhancements to increase student outcomes related to development of intercultural maturity. Specifically, I recommend that they 1) expand the

reflective course components; 2) integrate the GPI, or some other survey measure of intercultural competence, into program assessment; and 3) incorporate a project-based component.

Recommendation 1: Expand the Reflective Course Component

The first recommendation for program leaders and course instructors is to expand the reflective components of this course. Student comments and dialogue evidenced that the discussion board conversations led to much of the growth in intercultural competence. To further enhance this growth, I recommend that the discussion boards include a reflective component on a weekly basis.

The current course design incorporates one reflection at the end of the course, but the literature documenting the benefits of journaling and reflective discussions has argued that more frequent reflection is beneficial to student understanding (Fogarty & McTighe, 1993; Suler, 2004). Backed by this literature and my own observations in this exploratory case, I suggest incorporating a weekly examen that will allow students to check in with themselves. During this process, students can take an inventory of skills, knowledge, and actions related to the different dimensions of the Holistic Human Development framework (Braskamp et al., 2009). I hypothesize that by reflecting on the questions asked in the framework—“How do I know? Who am I? How do I relate to others?”—as they relate to the different module themes outlined in the course syllabus, students will demonstrate growth in intercultural competence.

Recommendation 2: Integrate the GPI into Program Assessment

The second recommendation for program leadership at PJU is to establish a baseline for student outcomes related to development in intercultural competence. To do this, I recommend adding the GPI as a means of evaluating all virtual and face-to-face study abroad courses. Unfortunately, PJU did not use a survey instrument to capture student growth related to the face-

to-face study abroad courses prior to this study. This made it extremely difficult to compare the virtual course to previous renditions of the course. While a single assessment tool does not provide a comprehensive evaluation of intercultural competence, it can serve as a means of comparing student development (Deardorff, 2009). Additionally, the benefits of adding an assessment component to a program evaluation have been widely studied in the academic literature (Rossi et al., 2019). Still, it is worth noting, based on this study, that the quantitative measurement of development may not reveal actual growth, in that students are still changing. Given the results of this study and the divergence between the quantitative and qualitative results, the GPI should not be considered a definitive measure of growth.

As the study abroad courses are each so different, the standard course evaluations did little to document any change in intercultural competence. Instead, these course evaluations offered a more general review of the student learning experience and friendliness of the course instructor. To provide a more in-depth analysis of student development in intercultural competence, Deardorff (2009) suggested using a mix of closed-ended question surveys, student interviews, focus groups, and narrative diaries. PJU has already utilized three of the four suggested methods; adding a quantitative component will help close the loop in comparing the differences in student experiences when taking a study abroad course.

Recommendation 3: Incorporate a Project-Based Component to the Course

The third recommendation resulting from this exploratory case study is to include a project-based component as part of the International and Intercultural Communication course experience. With limited development evidenced in the interpersonal dimension of intercultural competence, I hypothesize adding this component may assist students in answering the question “How do I relate to others?”

As stated in the literature review, group projects increase student understanding and bolster communication skills through cooperative action (Huber & Reynolds, 2014). Incorporating this component will foster collaborative problem solving to potentially develop the interpersonal dimension of intercultural competence (Johnson et al., 1994). Taras et al. (2013) documented significant growth in intercultural knowledge, attitudes, and behaviors when working on an international team in a virtual environment. Moreland and Myaskovsky (2000) suggested that intercultural communication, and thereby skills related to the interpersonal dimension of intercultural competence, increased significantly during a collaborative learning experience.

To incorporate this component, I recommend partnering with another university that is culturally different from PJU. This may allow students to step out of their comfort zones and work with students from a different racial group, political background, religious background, or country of origin. Based on this exploratory study and the literature, when this project-based component is added to the course, I hypothesize that students will experience growth in the interpersonal dimension related to developing intercultural competence.

Discussion

This exploratory capstone project emerged from a series of conversations. Initially, PJU asked me to understand why some of their study abroad courses seemed to be so impactful. Time and time again, two courses resulted in students quitting their jobs, moving to the study abroad location, and starting hospitals, community shelters, orphanages, or schools. The university wanted all of the study abroad programs to inspire this level of social responsibility and personal commitment. In the beginning, I was planning to attend each of the study abroad locations in

person to document the student experience as a participant ethnographer. Unfortunately, in the spring of 2020, my plans for completing this style of exploratory study changed.

With limitations to travel and the university's decision to halt all study abroad programs indefinitely due to the pandemic, my capstone project changed significantly. Over the course of six months, this project continued to emerge as a reaction to university leadership still wanting to offer a virtual study abroad opportunity for students needing the required course. Initially the hope of this study was to better understand what was happening in this course, designed in an emergency, in hopes of replicating similar enthusiasm for global projects within the virtual environment.

While certain results were promising, it must be noted that there are extreme limitations to generalizing the findings in this study. To begin, the sample size was small. Overall, two sessions of students participated in this study, and each class had 16 students. In addition, two separate instructors led this course to varying degrees of success. In interviews with the professors, they also made note that discussing these topics during an election cycle, not to mention an election cycle like 2020 during a global pandemic, brought new challenges to student engagement and enthusiasm. It goes without saying that this was *not* a normal year.

While it is my sincerest hope that this course was able to facilitate growth for students related to intercultural competence, I have great personal skepticism that this course alone was a significant factor. During this course, students experienced a multiplicity of social changes. The pandemic, election, and social unrest in response to the murder of George Floyd significantly impacted the conversations students had during this course. Some students even reported that this course was the "most relevant course they had ever taken" due to these events.

Since I worked on this project, PJU has taken my recommendations and revised the virtual study abroad course to include a global partner. Launching in fall of 2021, the School of Leadership Studies will work with community partners to design a course that connects communities on the margin across the globe to a project closer to home. The first project will allow students at PJU to work with students at Javeriana University in Bogotá, Colombia, to tackle a community crisis together. The course will be taught jointly between the two universities, and the students will be divided equally between the two universities. As a result of this capstone, students in Spokane, Washington, and students in Bogotá will work together toward social good in a virtual setting. It is my goal to document and observe this new course as well, in hopes of scaling this virtual study abroad opportunity to other sites across the world.

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Appendix A

Invitation to Participate

Hi Everyone!

I hope you are having a great week! Please see the message below from Nich Whittington. I encourage you to participate in Nich's study to support his doctoral research at Vanderbilt University. While not a required part of this course, it would be wonderful to have everyone participate in his study by completing his survey. You never know – maybe you will be conducting a doctoral research study in the future! Please reach out to Nich (information below) if you have any questions concerning his research. Make it a great day!

Thanks,
Instructor

Hello Students,

I hope you are finding a way to balance graduate work and life while running the gauntlet of 2020. As Pacific Jesuit seeks to grow its course offerings, I have asked to work with them to explore the effectiveness of the *redacted* course as part of my doctoral work at Vanderbilt University. As you begin this term, I would like to invite you to participate in a survey that seeks to understand what is working well and what needs to be improved in this course. This survey is completely voluntary, and the results of the survey will be kept confidential. Based upon your results, I may contact you to participate in a brief video interview to further explore your responses. Any results shared with Pacific Jesuit University will be shared in the aggregate and free from any student identifiers. To participate, please complete the survey using this link: (link to qualtrics survey)

Thank you for your assistance, and if you have any questions, please email me at nicholas.whittington@vanderbilt.edu

Be well!

Nicholas Whittington

Edd Candidate, Vanderbilt University

Appendix B

Informed Consent Notification

Thank you for your time in responding to the Global Perspective Inventory (GPI). This study is being conducted by Nicholas Whittington, doctoral student at Vanderbilt University, as a quality improvement study in cooperation with faculty and staff from Pacific Jesuit University and with permission from Iowa State University.

The GPI collects information about global and holistic student learning and development and student experiences and perceptions of their campus environment. The GPI measures how a student thinks, views themselves as a person with a cultural heritage, and relates to others from other cultures, backgrounds and values. This study has received approval from Institutional Review Board at Vanderbilt University (#201907) and at Iowa State University (#15-278).

Your participation in this study is completely voluntary. If you agree to participate, you will complete the GPI survey that follows this page. The survey will take you approximately 20 minutes to complete. There are no foreseeable risks to you as a participant in this study.

Your responses will be kept confidential and stored on password-protected computers accessible only to the primary researcher, Nicholas Whittington, researchers at Iowa State University, and personnel at your institution. Your institution and the GPI researchers will make every effort to keep your responses confidential. Your institution, will however, receive identifiable survey data for use with other institutional data for the purpose of improving campus programs and services.

Records identifying participants will be kept confidential to the extent allowed by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the ISU Institutional Review Board (a committee that reviews and approves research studies with human subjects) may inspect and/or copy your records for quality assurance and analysis. These records may contain private information.

Data collected from this survey may be released to other investigators for their research purposes. Data may be used to further study how colleges and universities can use results to focus discussion among colleagues to consider adjustments in the curriculum, co-curriculum and community that would enhance global learning and development. Data may also be used for other studies focusing on one or more of the dimensions the GPI. Future investigators will not be provided with identifiers linking data to specific students. Data supplied to investigators will use a randomly generated alphanumeric code to mark unique records, but they will not be linked back to you in any way. Future investigators will be required to complete a data sharing agreement contractually obligating them to use data without identifiers and to store such information on a secure, password-protected network. Questions about this database and requests for removal of your data from this database should be made to Nicholas Whittington, EdD candidate, (nicholas.whittington@vanderbilt.edu) the Principal Investigator on this project.

You do not have to take this survey if you do not want to. If you agree to take this survey, you are also agreeing to have your student work submitted during the redacted course, coded and evaluated as part of this quality improvement project. If you agree to take this survey, but later change your mind, you may exit the survey at any time. You may also skip any question you do not wish to answer. There are no penalties or consequences of any kind if you decide that you do not want to participate.

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at Vanderbilt University by calling 615-322-2918 or by email at IRB@vanderbilt.edu; or by mail at Director, Human Research Protections Program, 3319 West End Ave, Suite 600 Nashville, TN 37203-1059. If you have questions about this particular study, please contact the Principal Investigator, Nicholas Whittington, at nicholas.whittington@vanderbilt.edu.

Thank you very much for your time.

Please print a copy of this page for your records.

Appendix C

Interview Recruitment Email

Dear Student,

As a doctoral student in the Leadership, Learning and Organizations program at Vanderbilt University, I am inviting you to participate in a capstone project about the impact of learning within the School of Leadership Studies at Pacific Jesuit University University. You have been identified as a potential interviewee for this study because of your student status at Pacific Jesuit University University.

Your participation in this study is extremely important to me and to Pacific Jesuit University University and will assist in designing new coursework for the Global Leadership concentration. Should you agree to participate, I will contact you to set up a zoom interview at a time of your convenience. The interview should take 30-40 minutes. Your participation is voluntary and your responses will be kept anonymous. You will have the option to not respond to any question that you choose. Participation or nonparticipation will not impact your relationship with Pacific Jesuit University University. Agreement to participate will be interpreted as your informed consent to participate and that you are at least 18 years of age.

If you have any questions about the project, please contact the Principal Investigator, Nicholas Whittington, via email at Nicholas.whittington@vanderbilt.edu or my faculty advisor, Dr. Tracey Armstrong at tracey.m.armstrong@vanderbilt.edu. If you have any questions regarding your rights as a participant, contact the Vanderbilt University Institutional Review Board (IRB) at (615) 322-2918. Please print or save a copy of this page for your records.

Very respectfully,
Nicholas Whittington

Appendix D

Guiding Interview Questions for Virtual Immersion Participants

The below questions were asked in semi-structured interview formats. Some of these questions had follow up and expanded questions depending on the direction of the respondents.

1. Tell me about your journey to Pacific Jesuit University University. How did you learn about the School of Leadership studies and what was your process to get here? **(Rapport Building)**
2. What has been your best experience so far in the Pacific Jesuit University program? **(Rapport Building/ Intrapersonal with the follow up of ‘Why is this the best experience’)**
3. Graduate school is often a time of exposure to multiple perspectives—encountering people who grew up differently than you, people who hold different beliefs than you, encountering new ideas in classes, etc. Have you encountered new perspectives? Tell me about them. Follow-up: How did that experience affect the way you see things? **(Cognitive)**
4. Did you notice any personal changes while completing or after completion of the program? What material have you struggled with the most? Why has it been most challenging for you? **(Intrapersonal)**
5. Tell me about aspects of your course experience that have brought you the most satisfaction. Why do you think this is the case?

6. How do you think your experience in this course has affected your beliefs or values? In what ways do you see yourself as the same as when you began the course? In what ways do you see yourself as different than when you began the course? (**Intrapersonal**)
7. Have you changed since starting this course? If so, describe how.
8. How has your intercultural awareness developed during your course experience?
9. Is there anything you feel I have not asked that could be important to this research study?

Appendix E

Course Syllabus

Faculty: Redacted

E-mail: redacted@Pacific Jesuit University.edu

“The survival of mankind will depend to a large extent on the ability of people who think differently to act together.”

Geert Hofstede, 2001

Course Overview:

This course examines theories and issues in intercultural and international communication that impact global, national and regional organizations and individuals. Practical application of communication and leadership in the context of national, transnational, and transcultural diversity will be explored through a lens of culture, ethnicity, race, gender orientation, and disability awareness. Additionally this course examines issues in global media and globalization.

The notion that if people would just get to know one another they would be friends and everything would be all right is as dangerous as it is sentimental. If humanity and society are to survive, the recognition of how “difference matters” and facility with successful intercultural communication is a matter of the highest importance.

Diversity has always been part of the landscape of America. From the vast array of Native American tribes to the many immigrants that landed on the shores, this is a many-layered country.

This class will explore the ways in which racial, ethnic, gender, and class identities are socially constructed in the United States and implications of this for the global community. The theory of social constructionism posits that identities are fluid and are created in interactions between insiders and outsiders. In the novel, *Master and Commander*, Patrick O’Brian’s character, Dr. Stephen Maurin, recognizes this social construction of identity when he says:

The identity I am thinking of is something that hovers between a [hu]man and the rest of the world: a midpoint between his view of himself and theirs of him – for each, of course, affects the other continually. A reciprocal fluxion, sir. There is nothing absolute about this identity of mine (Cornell & Hartmann, 1998).

This is the essence of social constructionism. Who we are, whether we are comfortable with this idea or not, is shaped in part by the social roles we occupy and how society sees us in those roles. As we will see from the very beginning of this class, our social roles, the class we are born into, our gender, all have implications for our lives. We will explore intercultural communication as a tool for bridging differences and learning about identities, practices, and cultures.

We are not human beings on a spiritual journey,

but rather spiritual beings on a human journey.
- Anonymous Jesuit

Texts & Additional Readings:

Allen, B. (2010). *Difference Matters: Communicating Social Identity*, 2nd ed. Longrove, IL: Waveland Press.

Bordas, J. (2007). *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. San Francisco: Berrett Koehler.

hooks, bell (2000) *Where we stand: Class matters*. New York: Routledge

Films:

“Crash” directed by Paul Haggis

“The Pursuit of Happyness” directed by Gabriele Muccino

“Persepolis” directed by Marjane Satrapi and Vincent Paronnaud

“Coco” directed by Lee Unkrich

All additional articles are found in each module. Be sure to download and save these articles to avoid any difficulties (computer and human ☺) in the future.

Course Competencies:

1. Student can explain and evaluate the impact of race and ethnicity on an individual’s life.
2. Student can demonstrate the ability to understand the perspective of another by applying intercultural communication theory and practices.
3. Student can describe and analyze various issues affecting gender and communication in social groups and in organizations.
4. Student can articulate and critique the impact of SES on identity development, communication competence, and life chances.
5. Students can describe and exhibit respectful behaviors, provide an empathetic explanation of various individuals’ perspectives, through use of competent intercultural communication.
6. Students can apply concepts learned about race, class, gender, and intercultural communication to improve their personal leadership and communication competencies.

GU COML/ORGL Grading Scale

94-100%	=	A	=	sustained creative and critical inquiry of subject
90-93%	=	A-	=	usually creative and critical inquiry of subject
87-89%	=	B+	=	substantial understanding and integration of material
84-86%	=	B	=	adequate general understanding of material
80-83%	=	B-	=	below what is expected of a graduate student

In addition to the on-going dialogue with other students, each student will submit the following projects:

- Module 1 – Annotated Bibliography for M2 Literature Review (10 points)
- Module 2 – Literature Review (25 points)
- Module 3 – PowerPoint Proposal (10 points)
- Module 4 – PowerPoint Presentation (25 points)
- Discussions – total of (30 points), 7.5 points per module available

N.B. As you can see, this is a writing intensive course. College level facility with written English is essential for success in this class. An **APA Stylebook**, a dictionary and a grammar book will be helpful to you. All written assignments are expected to have appropriate margins, numbered pages, and with appropriate attention to style, grammar and spelling. Careless work will not be acceptable.

Late Work Policy

Late work is not worthless, it is just worth less. Please note that I deduct points for work that is submitted late. For each day late, one point will be deducted from the total score of that assignment. For assignments more than a week late, you will not earn more than half the total points for that assignment. In case of an emergency, be sure to communicate with me and I will consider adjusting this for extenuating circumstances.

Graded Course Work:

Discussion Board Entries: The course is designed to be presented in four modules over an eight-week period. Each two-week module will have its own set of materials (e.g. readings,

activities, etc.) Given that a key component of the approach to learning in this course is the dialogue among students, each module will be the focus of an internet-based **discussion** by students.

- The assessment rubric for the Discussion Board work can be found below.

Assessment System for Discussions

POINTS	CRITERIA
7.5	Timely contributions. Extremely insightful comments that engage course readings and advance the course discussion and learning in significant ways. Demonstrates courtesy and respect to others. At least one thorough response to comments other students have posted within the thread of your original post. Responses were posted to at least two classmate's posts and they are well thought out with detailed discussion and comments.
5.5	Timely contributions. Generally thoughtful comments that demonstrates knowledge of course readings. Additional development of discussion points may be warranted. Response to comments other students have posted within the thread of your original thread are perfunctory or missing. Demonstrates courtesy and respect to others. Responses were posted to at least two classmate's posts and are mostly well thought out.
3.5	Overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings do not always reflect questions posed or topics described. Individuals participated in posts but did not answer all of the questions in the discussion forums. Response to comments other students have posted within the thread of your original thread are perfunctory or missing. Demonstrates courtesy and respect to others. Fewer than two responses, or two responses posted to at least two classmate's posts but may have lacked detail.
2 and below	Lack of detail or discussion. Very little evidence of having read course materials or having given any in-depth thought to the readings. May not have responded to at least two other posts, or response may have been superficial. (For example, ' <i>good idea</i> ' or ' <i>I agree.</i> ') Postings may reflect a lack of courtesy or consideration of others. Lack of responses to other students that posted replies to your original post.

Module Project Requirements: Students' papers/presentations for this course **must** adhere to the guidelines set by the instructor for each assignment. The requirements are designed so that you may continually develop your critical thinking and observation talents in each aspect of the work completed for this class. In the case of the module assignments, the page and slide limit requirements help you to choose the best information to further your argument/stance in your work.

IMPORTANT: Saving and Posting Your Work

Learning and teaching online have many benefits and a couple challenges. One of the challenges we face as teachers is getting multiple assignments from multiple classes. Please save your work as indicated below:

1. **When you write your work in MSWord or construct a presentation in PowerPoint please use this format when SAVING your work in those programs:**

Last name, class number (A1, A2, A3, and so on... section), module number

Example: Smith506 A1 M3; Smith 506A1 M4

2. **Finally, please deposit all work in Drop Box.**

Course Calendar

Module One (What are the implications of race, identity and intercultural communication on leadership?)

	Mon 21	Tue 22 Module 1 opens	Wed 23 Discussion #1 due by midnight PST	Thurs 24	Fri 25	Sat 26
Sun 27 Discussion #2 due by midnight PST	Mon 28	Tue 29	Wed 30 Discussion #3 due by midnight PST	Thurs 31	Fri NOV 1	Sat NOV 2 Annotated Bibliography due by Midnight PST

Read

Differences Matter:

- Chap 1 Difference and other important matters
- Chap 4 Race Matters
- Chap 9 Communicating Social Identity

From Course Documents Module 1 Readings:

- Caputo, Interpersonal Communication in the Global Village: Issues of Culture and Gender
- Why Do So Many People Get Treated So Poorly?
- The Wolf and the Lamb

View

PowerPoint Presentation on Interpersonal Communication in the Global Village in Course Documents

Dr. Caputo's Introduction to "And We Stayed" NOTE: Please view this introduction before the film

"Crash", directed by Paul Haggis

PBS Website: Race – The Power of Illusion and explore the following areas:

http://www.pbs.org/race/000_General/000_00-Home.htm

- Race Timeline
- Take the "Sorting People" test
- Take the "Human Diversity" quiz
- Explore "Where Race Lives" (both Uncle Sam Lends a Hand & Downward Spiral)

Discuss

Module 1 Discussion #1 Who Are You?

Understanding ourselves is the first step to understanding others. As a means to begin to develop that understanding, and to get to know each other, you are being asked to respond to a quote from Earl Babbie's What is Society? Reflections on Freedom, Order, and Change. Babbie, a sociologist, says

...your identity – who you think you are and who others think you are as they decide how to treat you – is inextricably interwoven with social structure (p. 69).

How we respond to Babbie's suggestion will depend on our race, ethnicity, social class, gender, abilities, etc. Your task in this first assignment, your pre-assessment, is to take a good look at who you think you are and who society thinks you are. Below are some questions that you should use to explore and compose your sociological autobiography:

1. What are your social roles?

2. How do the following things shape your values and perspectives:
 - Your race
 - Your social class
 - Your gender
3. Where do you shop? Eat? Live? What do you do to have a “good time”?
4. Think about the messages you heard as a child. For example, if you were middle or upper class, did you learn televisions did not belong in the living room? If you come from a working class family, was it natural to have a television in the living room?
5. What advantages or disadvantages have you experienced due to your social class?
6. How were meals served in your home? Were there communal dishes, a nicely set table? Did you eat meals together as a family? How does this compare with your life now?
7. What messages did your parents give you about education and schools? How was this communicated?

Module 1 Discussion #2 Communication Dissonance in an Intercultural Encounter

Identify at least three examples in which you have experienced communication dissonance in an intercultural encounter. What steps did you take or would you take now, to repair the communication mismatch? Post your reply and a peer response.

Module 1 Discussion #3 And We Stayed, Crash and Why do so many people... Reading

The short film “And We Stayed...” is a powerful film that could have been set almost any place in the US. It is an example of the ways in which intercultural communication issues and institutionalized discrimination co-exist. Pacific Jesuit University has been working to meet the challenges that exist on campus in an open manner.

You have also read Chapter 7 from Hall, "Why do so many people get treated so poorly" and viewed the film "Crash". These are quite powerful pieces that address everyday occurrences involving power and difference. What were your feelings and thoughts in viewing this material? What in the reading has helped you understand these powerful videos in a new way? Make sure to support your answer with examples from the reading.

Finally, consider the Model of Inclusive Excellence and Change in Postsecondary Institutions (Williams, Berger, and McClendon 2005). Table 3 (p. 21) mentions four areas that are critical to driving institutional change, to promote inclusive excellence (Access and Equity, Diversity in the Formal and Informal Curriculum, Campus Climate, Student Learning, and Development) in post-secondary education. Based on your understanding of intercultural communication issues and institutionalized discrimination as highlighted in “And We Stayed...”, pick one of the four areas critical to driving institutional change, and explain why you would choose to focus your efforts in this area. Identify one of the dimensions of change strategy that you might utilize or leverage (Senior leadership and accountability, Vision and buy-in, Capacity-building, Leveraging resources) to achieve your goals tied to promoting inclusive excellence. Identify which systemic dimension(s), cultural dynamic(s), and external factor(s) your strategy engages or addresses. Be as specific or concrete as possible in explaining how you would seek to shape or utilize your chosen lever to promote inclusive excellence at Pacific Jesuit University.

Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, DC: Association of American Colleges and Universities.

Write

See pages 11-15 of the syllabus for the complete assignment

Module Two (What are the complications of gender, identity and intercultural communication on leadership?)

Sun 3	Mon 4	Tue 5	Wed 6	Thu 7	Fri 8	Sat 9
Module 2 Begins			Discussion #1 due by midnight PST			
Sun 10	Mon 11	Tue 12	Wed 13	Thurs 14	Fri 15	Sat 16
Discussion #2 due by midnight PST			Discussion #3 due by midnight PST			Literature Review due by midnight PST

Read

Allen, Differences Matter
 · Chapter 3, Gender Matters

Chapter 6, Sexuality Matters

View

“Persepolis” directed by Marjane Satrapi and Vincent Paronnaud

Web Movies for Discussion #2

Still Killing Us Softly <http://video.google.com/videoplay?docid=-1993368502337678412>

Tough Guise <http://www.youtube.com/watch?v=3exzMPT4nGI&feature=related>

Web links to provide background before viewing Persepolis:

Shah of Iran

http://www.iranchamber.com/history/mohammad_rezashah/mohammad_rezashah.php

Introduction to Islam <http://www.islam.com/introislam.htm>

Women in Iran http://www.internews.org/visavis/women_mstr.html

Discuss**Module 2 Discussion #1 Video Games or Toys Store Fieldtrip**

You have two choices on this assignment. Select a visit to a Video Games store or a big Toy Store, to do the following:

Take a field trip to your local Video Game store or a toy store. If you choose Toys R Us:

- Begin in the infant department. What do you observe? What colors? What packaging?

What are the toys like?

- Find the "Barbie" Aisle. What do you observe? What colors? What packaging? What are the types of Barbie's sold? What toys are sold in the aisles adjacent to Barbie?
- Find the " Action Figures" Aisle. What do you observe? What are the colors? What images are portrayed on the packaging? What are the accessories? What toys are sold in the aisles adjacent to the Action Figures?
- Finally, what does this say about how the U.S. communicates gender?

* The second choice Video Games store, since first creating this assignment, toy stores have made efforts to be more gender neutral, taking away the pink and blue aisles. There are still elements of this gender segregation there, but less so. You might just choose to observe how the toy stores strive to be gender inclusive as a more modern step or to look at video games because they do tend to be gendered, with the top-selling games appealing to boys' interests (Madden, Call of Duty, etc.).

Module 2 Discussion #2 – Web Movies and Gender Matters

In Difference Matters, Allen discusses the ways in which hegemony and ideology influence power relations between men and women. After reading Allen's chapter and viewing Tough Guise and Miss Representation, present an argument in this discussion focusing on whether hegemony and ideology still influence power relations. You may want to view a couple other movies on YouTube to support your argument, or, look to an outside source to help support your argument.

Module 2 Discussion #3 Persepolis, Women, and the World

Using one of the assigned readings from this module, provide an analysis of one of the scenes in Persepolis where Marji demonstrated the concept you chose from the reading. Name the reading, discuss the concept, then discuss how Marji "lived out" the concept in Persepolis. Finally, stretch your imagination and discuss how this scene might have been different if Marji were a male. Keep in mind what you are learning about other cultures as you "imagine" how the scene might have been different.

Write

See pages 11-15 of the syllabus for the complete assignment

Module Three (Social Class, Work, Intercultural Communication and the US)

Sun 17 Module 3 Begins	Mon 18	Tue 19	Wed 20 Discussion #1 due by midnight PST	Thurs 21	Fri 22	Sat 23
Sun 24 Discussion #2 due by midnight PST	Mon 25	Tue 26	Wed 27 Discussion #3 due by midnight PST	Thurs 28	Fri 29	Sat 30 PowerPoint Presentation Proposal due at midnight

Read

hooks, bell (2000) Where We Stand: Class Matters. New York: Routledge (all)

Allen, Brenda (2004) Differences Matter

- Chap 2 Power Matters
- Chap 5 Social Class Matters

From Course Documents Module 3 Readings:

- The Role of Economic Diversity in Employee Retention, Promotion, and Training by

Ruby K. Payne

- Social Class Privilege by Will Barratt
- Peddling Poverty for Profit: Elements of Oppression in Ruby Payne's Framework by Paul
C. Gorski

View

Ruby K. Payne's website Aha! Process, Inc.

http://www.ahaprocess.com/About_Us/Ruby_Payne.html

Discuss

Module 3 Discussion #1 The Pursuit of Happiness and Michel Foucault - The Pursuit of Happiness is the quintessential American rags-to-riches story. While viewing the movie, look for examples of Foucault's conception of power. In the discussion describe where, in the movie, you see the Foucault's "relations of power" that Allen describes. Is it significant that the movie highlights issues of class, but does not really engage or address race matters, even though the

protagonist Chris Gardner (played by Will Smith) is Afro-American? Comment and question one another's entries.

Module 3 Discussion #2 – bell hooks and Class Choose one of bell hooks chapter topics that had an impact on your thinking. Provide a quick overview or quote, the page number where this information can be found, and why you reacted to this particular passage or idea. Make sure to discuss each other's entries.

Module 3 Discussion #3 – Ruby Payne – Help or Hindrance? Download and read “The Role of Economic Diversity in Employee Retention, Promotion, and Training” and “Peddling Poverty for Profit: Elements of Oppression in Ruby Payne’s Framework”.

After reading both articles and visiting Payne’s website, construct an argument either for or against Payne’s work. Do you agree with what Gorski says? Does Payne’s work further stereotypes of class? Does her work help us understand social class in the US? Remember to be thoughtful and analytic in your responses and support your answer with examples from the readings.

Write

See pages 16 through 19 for the complete assignments

Module Four (Intercultural Competence)

(ADJUST CALENDAR DATES)

Sun 1	Mon 2	Tues 3	Wed 4	Thurs 5	Fri 6	Sat 7
Module 4 Begins			Discussion #1 due by midnight PST			
Sun 8	Mon 9	Tue 10	Wed 11	Thurs 12	Fri 13	
		Discussion #2 due by midnight PST POWERPOINT presentations due at midnight	Discussion #3 due by midnight PST		COML/OR GL 598 Ends at midnight	

Read

Read all in Week Seven:

- Bordas, J. (2007). *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. San Francisco: Berrett Koehler.

View

View Movie: “Coco” directed by Lee Unkrich and Adrian Molina

Discuss

Discussion #1 Bordas’ Principles and Outsourced

Using the Bordas book as a reference, explore a place in *Coco* where one of Bordas’ principles is at work. Also, explore a place where a principle is absent. What is the cost to the characters of those absent principles? Do any readings from the *Intercultural Reader* help you make sense of the film as well?

Discussion #2 Sharing Your PowerPoint Presentations You will post your PowerPoint presentation to Discussion #2 as an attachment. View as many of your classmates' presentations as possible. Be sure to comment and/or ask questions about each other's presentations.

Discussion #3 Examen The examen gives you a chance to go back and look at events, behaviors, learning, etc., in your life. As a refresher, an examen is 1: an examination of conscience (as done daily by Jesuits) 2: a critical study (as of a writer's work). This is now your opportunity to take a moment and go back and apply a critical eye to this material and your life. As a class, please discuss the elements that made up this class – social construction, intercultural communication, white privilege, race, gender, class, critical thinking, and leadership – and how these elements fit together for you. Did you have an “aha” moment? Did you share what you’ve learned with someone else? What will you “do” with this new knowledge?

Write

See pages 16 through 19 for the complete assignments

M1 Annotated Bibliography and M2 Literature Review Assignment

Goal of the M1 and M2 assignment:

1. To learn to craft a narrow research question
2. To research literature on one concept
3. To study the literature on one concept in depth
4. To construct an annotated bibliography from the research on your chosen concept to help prepare for writing the literature review

5. To use your annotated bibliography to write the literature review on your chosen concept
6. To give you practice in being a concise academic writer

Helpful Resources for this paper:

- APA Manual, 6th edition revised
- Foley Library <http://www.Pacific Jesuit University.edu/Academics/Libraries/Foley-Library/Departments/Distance-Learner/default.asp>
- If you took COML 508, look to Rubin, R.B., Rubin, A.M., and Piele, L.J. (2009). Communication research; Strategies and sources (7th ed.). Belmont, CA: Wadsworth. Just make sure your citations are in APA 6th edition format.
- Concise site from the University of Wisconsin Madison on writing a literature review <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

Readings for this assignment: “The Wolf Shall Dwell with the Lamb” – found under Course Documents Module 1

Introduction:

In the short three chapter reading from Low’s The wolf shall dwell with the lamb, the author describes his struggle as a Christian, Episcopal priest with a multicultural faith group. The three chapters have important “concepts” that lead to a better understanding of diversity, leadership and intercultural communication. Concepts are those words or ideas that at first blush seem to be backed by simple definitions, but in reality take a great deal of “uncovering” or research to understand.

In intercultural communication and diversity studies, these concepts are sometimes used without a deep understanding of the history and social evolution of the idea. **We want you to develop the skill of looking for the history and development of a social category - a concept - to refine your research and analytic skills.** The ability to understand a concept in depth will help you become a more focused and critical researcher. You may feel like your paper needs more or that it’s not finished. It won’t be. It never will be if we accept that these concepts always change because human behavior changes.

This is very important - I do not want dictionary or encyclopedia definitions. Wikipedia and any encyclopedia or dictionary references will NOT be accepted as appropriate sources and will not be counted. While it is perfectly appropriate to jump off with such sources to get your thinking started, they are not appropriate as graduate-level sources.

The Module 1 Assignment – The Annotated Bibliography (10 points)

- **Due SET DUE DATE** : Submit a 3-4 page Annotated Bibliography using the template

provided. Must have a minimum of 5 sources which are outside of current and prior course materials. After you find those 5 new sources feel free to include current and prior course readings if you find some applicable to your topic.

- The template to use for the annotated bibliography and sample entry follow.

Procedure for the Annotated Bibliography:

Step 1. You should choose only one concept for the annotated bibliography that will carry on to your M2 Literature Review. The research that you complete will be the foundation of your final concept paper. **The concepts you can choose from include:**

- Intercultural Competence
- Race or Ethnicity
- Gender and/or Sexuality
- Class
- Intersectionality

Step 2. Compose your specific research question. It is vital that it is a focused and specific research question. This is a critical component of this assignment. Make sure your question deals with one of the four concepts above and is related to your major somehow. Also, make sure the question is narrow. You cannot solve the problems of the world in a 5-7 page paper. Examples of good, narrowed research questions are “What are some best practices for leaders to establish community in an organization?” or “How does respect impact intercultural communication encounters with people from China?” **Your research question MUST be included in your annotated bibliography.**

Step 3. Choose and review journal articles or books they have written on one of the ideas you can choose from #1 above. Online journals may be used. No Wikipedia or blogs may be used. You can only use a website if it links to a journal article. In other words, Tony Robbins’ website on power will not work for a literature review. Also, while you might consult the dictionary to get your thinking started do not quote it as a source in your paper. At the graduate level, that is not acceptable.

Step 4: An annotated bibliography gives you an opportunity to begin to research your concept for Module 2 paper. An annotated bibliography is more than just a list of resources that you will use in your paper. Each entry includes the standard bibliographic citation - author, title, publisher, etc. - found in any bibliography. What distinguishes an annotated bibliography is that it includes a concise (about 100-150 word) description of the resource. The annotated bibliography must include all of your resources and **MUST** be in APA format according to APA 6th Edition Revised.

The chart on the next page, from the University of New South Wales, provides an excellent framework you should follow for the assignment.

In the sample annotation below, each element is numbered (see Key).

<p>(1) Trevor, C.O., Lansford, B. and Black, J.W. (2004). Employee turnover and job performance: monitoring the influences of salary growth and promotion. <i>Journal of Armchair Psychology</i>, v113, 56-64.</p> <p>(2.) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (3) The authors use data gained through organizational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) Their research focuses on assessing a range of pay structures such as pay for performance and organizational reward schemes. (5) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (6) The main limitation of the article is that the survey sample was restricted to mid-level management, (7) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (8) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.</p>	<p>Key</p> <p>(1) Citation</p> <p>(2) Introduction</p> <p>(3) Aims & Research methods</p> <p>(4) Scope</p> <p>(5) Usefulness (to your research/ to a particular topic)</p> <p>(6) Limitations</p> <p>(7) Conclusions</p> <p>(8) Reflection (explain how this work illuminates your topic or how it will fit in with your research</p> <p>Note about the annotation to the left: for sake of saving page “real estate”, the annotation is presented single- spaced. Your annotations should be double-spaced.</p>
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http://www.lc.unsw.edu.au/onlib/annotated_bib.html, Accessed September 10, 2007

This is the template for writing an annotated bibliography, but obviously, we do not want the entries done in the boxes as it's displayed above. Nor do we want each of your sentences in each entry numbered. An annotated bibliography is narrative in form.

Please make sure to look under Course Documents, Module 1 for Example Annotated Bibliography to see how your annotated bibliography should be written.

Annotated Bibliography Grading Rubric

Category	Points	Comments
Research Question: Is the research question narrow and “answerable” in a 5-7 page paper?	/2	
Annotations: Do the annotations sufficiently and succinctly summarize and evaluate the source? Is it indicated how the source will be used?	/2	
Citations: Are the citations structured correctly according to the APA style? Are there any errors in punctuation placement?	/2	
Sources: Are a sufficient number of academically credible sources used? Are there too many web-based sources?	/2	
Mechanics: Is the piece grammatically sound? Are there any misspellings and/or typos? Are there errors in structure and/or punctuation?	/2	

The Module 2 Assignment – The Literature Review

Due : SET DUE DATE Module 2 – submit final 5-7 page paper (25 Points)

Please note: I will stop read after page 7. If there is no conclusion by page 7, your grade will suffer.

Step 1: This paper is a literature review. A literature review is a review of work by other scholars focusing on a topic or topics. A literature review does not include your opinion.

According to M. Ling Pan:

A literature review is an original work based on a critical examination of the literature on a topic. A reviewer should evaluate the available evidence...[a]nd create a synthesis that provides a comprehensive overview of the literature (p.V, 2008).

To learn more about literature reviews, please make sure to visit the websites under Course Documents, Module 2 for additional advice on writing a literature review. If you are at all apprehensive about writing a literature review, I HIGHLY RECOMMEND finding a writing tutor before you begin to develop a writing and research strategy and, later in the process, sending your paper to the writing tutor for feedback before turning it in to me. You may also find it helpful to view the **Sample Annotated Student Literature Review** that can be found in Course Documents, Module 2 as well.

Step 2: Read over your annotated bibliography. What is it telling you about the information you found from your sources? How can you shape this into a literature review? For advice on how to write a literature review go to Content Module 2 and download Advice for Writing a Literature Review.

Step 3: It will help you greatly to prepare an outline of your paper from your annotated bibliography. Make sure at this stage that you have constructed a solid thesis for your literature review.

Step 4: Begin to write your draft. Write as much as you are able in one sitting.

Step 5: Put the first draft aside for a day or two. You will see things you wouldn’t have if you try to edit immediately after writing.

Step 6: Refine the paper. Check your paragraph length. Check for transitions. Make sure your grammar, spelling, and punctuation are correct throughout the paper.

The paper in APA format must include:

- Cover page
- Abstract
- Introduction
- Literature Review (Remember, you must have 5 that have not come from current and prior coursework.)
- Conclusion
- References (list must be in APA Rev. 6th Edition format. NOT ANNOTATED)

NOTE: The cover page, abstract & Reference pages do not count in the 5-7 page requirements.

Literature Review Assessment Rubric

	Incomplete (2 pt.)	Partially Proficient (3pts)	Proficient (4pts)	Exemplary (5pts)
Introducing the Paper: Thesis statement or research question	Neither implicit nor explicit reference is made to the topic that is to be examined	Insufficient reference to the topic so that the reader has to guess at the topic under examination. Thesis statement or research question is not clear.	Readers are aware of the overall problem, challenge, or topic that is to be examined. Clear thesis or research question presented.	The topic is introduced, and groundwork is laid as to the direction of the literature review in a refined manner. Refined thesis or research question presented.
Coverage of content	Major sections of pertinent content have been omitted or greatly run-on. The research is of little significance to the communication or leadership field.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to communication or leadership field is somewhat evident.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to communication or leadership field is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable and well-established.

Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, examples of incorrect grammar and improper punctuation are numerous.	Writing is developing, but many errors impede the reader from making meaning from the literature review. Paragraph or sentence structure is too repetitive.	Writing is generally clear, but unnecessary words are occasionally used. In one or two areas meaning is difficult to discern. There were minimal construction difficulties.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.
Conclusion: A synthesis of ideas and hypothesis or research question	There is no indication the author tried to synthesize the information or draw a conclusion based on the literature under review. Writer does not discuss how the research connects with her/his major.	There is an attempt to provide concluding remarks, but there is no synthesis, only summary of the idea presented and a tenuous attempt to connect to what the writer learned about her/his major.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the literature review. A connection to writer's major is made.	The author was able to make succinct and precise conclusions based on the review. Insights into the big idea are appropriate. Conclusions and the connections to the writer's major are strongly supported in the literature review.
Citations/References: Proper APA format	Citations for statements included in the literature review were not present, or references which were included were not found in the text	Citations within the body of the paper were mostly good, but the number of APA errors in the paper and the reference list was unacceptable for graduate work.	Citations within the body of the literature review and a corresponding reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the literature review. References matched the citations, and all were encoded in APA format.

Modules 3 & 4 Project

Researched PowerPoint Presentation

PROJECT GOAL: To demonstrate to a particular audience how the diversity and intercultural communication concepts learned in COML/ORGL 506/598 can impact development as an effective leader and a competent intercultural communicator.

INTRODUCTION: This will be a two part assignment consisting of (1) a one-page proposal and (2) a 15 slide (minimum) 20 slide (maximum) PowerPoint presentation.

This project should apply and advance what you have learned about race, class, gender, and intercultural communication in this course. Using communication and leadership concepts you've learned in this and other courses, you should explain the ways in which learning about race, class, gender and leadership could impact a particular audience.

As a two-part project, the proposal will help you focus your thoughts and the PowerPoint work will help you convey those thoughts in a creative manner to a specific audience. The audience **MUST** be a real audience that would benefit from this presentation. You must be

familiar with this audience and understand the demographics, the values and the dispositions of the audience. It is imperative that you watch the PowerPoint presentation under Course Documents Module 3 titled “Creating the M3 Proposal and M4 PowerPoint Presentation” to help you successfully complete the work for Modules 3 and 4.

Module 3 Project – The Proposal (Part One)
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Due: SET DUE DATE by Midnight PST Points: 10

Criteria

ONE PAGE Proposal - Any proposal over one page will be returned for revision until it meets the one page limit. Meeting page limits is crucial in graduate-level training. You should use the template below (in the 1, 2,3 ... format) to write this proposal. For the purposes of this proposal, you can single space the entire document, including the reference list. Please, do not write a paper!

USING THIS TEMPLATE your one page proposal **DONE IN WORD** must include:

1. Name (yes, many people do not put their names on their work!)
2. Audience (Make sure to clearly indicate the “real life” audience to whom you might present this work)
3. Purpose (How will you address the connections of intercultural communication, multicultural idea and leadership?)
4. Visuals (Brainstorm visuals that will compliment the text on your slides.) Provide a brief "rationale" for HOW the visuals you plan to use will support and enrich, rather than distract from, your presentation of ideas. And just a caution – I recommend you don't use clip art with this serious subject.
5. References (This can be a preliminary list. You do not have to be wedded to this exact list since you will not have read the M4 readings at this point. **HOWEVER**, you must go **OUTSIDE** of the course texts in this list for at least 2/3 of your sources)

Grading Matrix for Proposal

	1.0	1.5	2.0
Audience	Audience is vague	Audience is clear, but relationship to the project is not	Audience clearly articulated
Purpose/ rhetorical strategy	Purpose/strategy lacks direction	Goals and reason somewhat vague; questions remain about “why” this topic; strategy ok, but needs work	Purpose spells out the goals and the reason for presentation; rhetorical strategy is well chosen
Visuals	Not clear how the visuals will fit with text	Ideas for visuals good, but somewhat incomplete	Ideas for visuals seem appropriate
References	References do not all seem appropriate for purpose	References mostly good but could use more support in an area	References demonstrate strong connection to purpose
Clarity	Ideas not clearly written; the plan is not readily apparent	Writing is mostly clear; plan is not clear in one or two places	Writing is clear and provides solid plan for the presentation

MODULE 4 Constructing the Researched PowerPoint Presentation (Part Two)

Due: SET DUE DATE by midnight PST Post as attachment to Discussion Board in Module 4 and deposit the PowerPoint presentation in Dropbox as well.

Points: 25

Project Goal: To demonstrate to your chosen audience the ways in which the concepts learned in COML/ORGL 506 will impact your life-long development as a leader, and in particular, a leader aware of intercultural communication and social construction of identity.

Final Project Criteria:

- 15 slides minimum, 20 maximum
- 7 sources minimum (a dictionary does not count as one source, and two required sources outside of class material)
- Works Cited list as the final slide or slides if needed

Using the Proposal you wrote in Module 3 construct a PowerPoint Presentation that explains how you will use the concepts we’ve studied in COML/ORGL 506. **Again, be sure that you view the “Creating the M3 Proposal and M4 PowerPoint “presentation in Course Content**

under **Module 3** to help you successfully complete this assignment. Also, view the assessment rubric on the following pages as you construct your presentation.

Researched PowerPoint Grading Rubric

Category	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research	6 points Clearly researched a variety of information sources in addition to class material, recorded and interpreted significant facts, meaningful graphics	4 points Provided relevant information from multiple sources of information in addition to class material, evaluated and synthesized relevant information.	2 points Original research not found. Information from this course or previous GU courses only.	0 points Information from four or less resources.	
Introduction	2 points The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	1 point The introduction is clear and coherent and relates to the topic.	.5 point The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	
Content	5 points Expertly includes: The latest research on the subject Synthesizes information in a compelling manner Effectively uses research to present a critical view of the topic Powerful and illuminating interpretation of the research and integration of the	3 points Includes: The latest research on the subject Good attempt at presenting information in a compelling manner A reasonably critical view of the topic A helpful interpretation of the research and integration of the audience's concerns	1 point Attempts to include, but misses the mark : By only summarizing information in a rudimentary manner By not examining the content in a critical manner A plausible interpretation of the research and integration of the audience's concerns	0 points Does not address assignment or lacks a clear point of view and logical sequence of information. Does not present a compelling story for the audience A simplistic or superficial integration of the research with the audience's concerns	

	research with the audience's concerns				
Writing	6 points The text is written with no errors in grammar, capitalization, punctuation, and spelling. (3pts)	4 points The text is clearly written with little or no editing required for grammar, punctuation, and spelling. (2pts)	2 points Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors) (1.25pts)	0 points Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (More than 5 errors)	
Citations	Sources of information are properly cited in accordance with APA so that the audience can determine the credibility and authority of the information presented. (2pts)	Most sources of information use proper APA citation and sources are documented to make it possible to check on the accuracy of information. (1.25 pts)	Sometimes APA guidelines are followed but some information, photos and graphics do not use proper APA citations. (.50pts)	No way to check validity of information.	
Transitions	All transitions guide the flow of the presentation; transitions are coherent (1pts)	Most transitions clear (.75 pts)	Weak transitions make the presentation difficult to follow (.25pts)	No transitions	
Text Elements	3 points The fonts are easy-to-read and are consistent (1.5) Slides have excellent balance of text to space; not a paper on a PowerPoint slide (1.5)	2 points Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not	1 point Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text. (.5pt)	0 points The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings,	

		enhance readability. (1pt) Some slides are too text heavy (1pt)	Most slides are too text heavy. Reads like a paper on a PowerPoint slide (.5pt)	subheadings, indentations, or bold formatting. Entire presentation is too text heavy and unreadable	
Graphics and Layout	3 points The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. There is a consistent visual theme, including a background (1.5pts) Images use proper size and resolution (1.5pts)	2 points The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Visuals not always consistent. Slide backgrounds vary causing a small distraction. (1 pt) Images use proper size and resolution. (1pt)	1 point Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. (.5pts) Images are poorly cropped or the color/resolution is fuzzy. (.5pts)	0 points The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.	
A = Exemplary: 25-24 points B = Proficient: 23-21 points B- = Partially Proficient under 20 points		Total Points			/25

End of Term Course Evaluation

If you are a student in an 8-week or semester course, we are asking you to share your feedback in the form of an **Online Course Evaluation**, which is available toward the end of term:

This survey information is anonymous and will be used by members of your department for valuable feedback on our programs and instructional processes.

We are listening to your feedback and request that everyone participate. The survey is brief and will only take a moment of your time. Thank you.

Appendix F

Global Perspective Inventory

GPI

Global Perspective Inventory

www.gpi.hs.iastate.edu

Scales and Component Items

March 2017

Recommended Citation:

Research Institute for Studies in Education (2017). *Global Perspective Inventory: Scales and component items*. Iowa State University: Ames, IA.

Factor Structure and Analysis

The Global Perspective Inventory (GPI) scales are theoretically and empirically grounded. Holistic human development with a specific focus on cultural development theory and intercultural communication theory provide a theoretical foundation. The [Global Perspective Inventory: Theoretical Foundations and Scale Descriptions](#) report on the GPI Website provides additional information on the scales. In addition, the scales are empirically supported by Dr. Larry Braskamp and colleagues' principal component analysis with Varimax rotation conducted using data from the GPI General Form collected during the 2012-2013 academic year. Additional analyses were conducted using principal axis factoring with Varimax and Promax rotations, which yielded similar results.

Factor analysis is a data reduction technique that allows researchers to identify broad constructs that underlie related survey items. Factor analysis, therefore, reduces a large number of individual items to a more manageable set of factors by combining items that are statistically and conceptually related to one another. The items identified under a single factor can be combined into a "scale," which will allow for greater ease of interpretation and application.

Scale Statistics

The statistics (alpha reliabilities, means, and standard deviations) for the scales within this report are based on analysis conducted by researchers at Iowa State University on the data collected since July 2015 using the New Student Form ($n = 4,077$), General Form ($n = 3,619$), and Study Abroad Form ($n = 919$). Scale scores are calculated as the mean of all items contained in the factor. All variables are coded so that a high mean score signify more positive levels related to

the specific dimension of the development of global perspective. The reliability values for the scales ranged from 0.57 to 0.94.

Scale Component Items

The GPI includes 35 core survey items that span the three forms. These common items allow for consistency in longitudinal and pre-post assessment. These 35 core survey items are measured using a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Of these 35 items, 32 items are used to calculate the six GPI scales outlined in this report. The other three items did not load onto a specific scale. The GPI includes eight items that are reverse coded before the calculation of the GPI scales. The seven reverse coded items are measured on a Likert-type scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). Items were recoded in the factor analysis as well as in the final data set so that a high mean score signified more positive levels related to the specific dimension of the development of global perspective.

For each dimension, one scale reflects the theory of cultural development and the other reflects intercultural communication theory. The Knowing scale, Identity scale, and Social Responsibility scale each align theoretical approaches to intercultural development. The Knowledge scale, Affect scale, and Social Interactions scale each align with theoretical approaches to intercultural communication.

Descriptive Statistics for the 2015-2016 GPI Scales by Form

New Student Form	α	<i>M</i>	<i>SD</i>
Knowing	0.57	3.39	0.51
Knowledge	0.77	3.60	0.61
Identity	0.74	4.04	0.51
Affect	0.74	4.07	0.53
Social Responsibility	0.68	3.71	0.57
Social Interactions	0.68	3.31	0.71
General Form	α	<i>M</i>	<i>SD</i>
Knowing	0.63	3.57	0.55
Knowledge	0.75	3.76	0.59
Identity	0.75	4.11	0.50
Affect	0.72	4.17	0.50
Social Responsibility	0.70	3.74	0.60

Social Interactions	0.72	3.34	0.75
Community	0.89	3.96	0.73
Study Abroad Form	α	M	SD
Knowing	0.70	3.54	0.61
Knowledge	0.80	3.85	0.57
Identity	0.78	4.11	0.52
Affect	0.79	4.19	0.55
Social Responsibility	0.68	3.78	0.57
Social Interactions	0.67	3.48	0.66
Intercultural Wonderment	0.94	2.65	1.19

FACTOR:

COGEP – Knowing Scale

Component Survey Items

1. COGEP01 - When I notice cultural differences, my culture tends to have the better approach.^(r)
2. COGEP06 - Some people have culture and others do not.^(r)
3. COGEP07 - In different settings what is right and wrong is simple to determine.^(r)
4. COGEP16 - I take into account different perspectives before drawing conclusions about the world around me.
5. COGEP19- I consider different cultural perspectives when evaluating global problems.
6. COGEP20 - I rely primarily on authorities to determine what is true in the world.^(r)
7. COGEP30 - I rarely question what I have been taught about the world around me.^(r)

Note: ^(r) indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR: COGKNW – Knowledge Scale

Component Survey Items

1. COGKNW08 - I am informed of current issues that impact international relations.
2. COGKNW13 - I understand the reasons and causes of conflict among nations of different cultures.
3. COGKNW17 - I understand how various cultures of this world interact socially.
4. COGKNW21 - I know how to analyze the basic characteristics of a culture.
5. COGKNW27- I can discuss cultural differences from an informed perspective.

IDENT – Identity Scale

Component Survey Items

1. IDENT02 - I have a definite purpose in my life.
2. IDENT03 - I can explain my own personal values to people who are different from me.
3. IDENT09 - I know who I am as a person.
4. IDENT12 - I am willing to defend my views when they differ from others.
5. IDENT18 - I put my beliefs into action by standing up for my principles.
6. IDENT28 - I am developing a meaningful philosophy of life.

FACTOR: AFFECT – Affect Scale

Component Survey Items

1. AFFECT22 - I am sensitive to those who are discriminated against.
2. AFFECT23 - I do not feel threatened emotionally when presented with multiple perspectives.
3. AFFECT25 - I am accepting of people with different religious and spiritual traditions.
4. AFFECT31 - I enjoy when my friends from other cultures teach me about our cultural differences.

5. AFFECT33 - I am open to people who strive to live lives very different from my own life style.

FACTOR:

SOCRES – Social Responsibility Scale

Component Survey Items

1. SOCRES05 - I think of my life in terms of giving back to society.
2. SOCRES14 - I work for the rights of others.
3. SOCRES26 - I put the needs of others above my own personal wants.
4. SOCRES32 - I consciously behave in terms of making a difference.
5. SOCRES34 - Volunteering is not an important priority in my life.^(r)

Note: ^(r) indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR: SOCINT – Social Interactions Scale

Component Survey Items

1. SOCINT04 - Most of my friends are from my own ethnic background.^(r)
2. SOCINT24 - I frequently interact with people from a race/ethnic group different from my own.
3. SOCINT29 - I intentionally involve people from many cultural backgrounds in my life.
4. SOCINT35 - I frequently interact with people from a country different from my own.

Note: ^(r) indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR:

COMSCALE – Community Scale (General Form)

Component Survey Items

1. AFFIL - I have a strong sense of affiliation with my college or university.

2. RESPDIV - I feel that my college or university community honors diversity and internationalism.
3. MISSION - I understand the mission of my college or university.
4. CHALSUPP - I am both challenged and supported at my college or university.
5. DEVTALNT - I have been encouraged to develop my strengths and talents at my college or university.
6. SUPPCOMM - I feel I am a part of a close and supportive community of colleagues and friends.

FACTOR: INTWOND – Intercultural Wonderment Scale (Study Abroad Form)

Component Survey Items

1. ABROAD07 - How often did you interact with individuals from the host country outside of the classroom?
2. ABROAD10 - How often did you feel immersed in the culture of the host country?
3. ABROAD11 - How often did you intentionally push yourself out of your comfort zone?
4. ABROAD12 - How often did you explore new habits and behaviors on your own while studying abroad

Significant ($p > 0.01$) Correlations Among the 2015-2016 GPI Scales by Form

1	Knowing		0.090	n/a	0.333	0.128	0.163
2	Knowledge			0.435	0.388	0.328	0.363
3	Identity				0.355	0.431	0.150
4	Affect					0.445	0.442
5	Social Responsi bility						0.282
6	Social Interacti ons						
7	Communi ty	n/a	0.143	0.310	0.181	0.280	0.047
Study Abroad Form							
	1		2	3	4	5	6
1	Knowing		0.066	n/a	0.346	0.187	0.176
2	Knowled ge			0.572	0.518	0.422	0.384
3	Identity				0.468	0.472	0.291
4	Affect					0.558	0.471
5	Social Responsi bility						0.377
6	Social Interacti ons						
7	Intercult ural Wonder ment	0.385	0.269	0.203	0.365	0.305	0.214
New Student Form							
	1		2	3	4	5	6
1	Knowing		0.103	0.043	0.323	0.137	0.160

2	Knowledge			0.493	0.397	0.362	0.369
3	Identity				0.366	0.414	0.208
4	Affect					0.490	0.464
5	Social Responsibility						0.311
6	Social Interactions						
<hr/>							
General Form		1	2	3	4	5	6

About the GPI and Global Perspective Institute, Inc.

The GPI was originally housed at The Global Perspective Institute Inc., which was established in 2008 to study and promote global holistic human development, especially among college students. The GPI was hosted by Central College in Pella, IA under the direction of Larry Braskamp until 2015 when Iowa State University began hosting the GPI under the direction of Robert Reason.

The GPI is now housed at the Research Institute for Studies in Education (RISE), a unit of the School of Education. RISE was formed in 1974 to conduct comprehensive, integrated research and evaluation studies that enhance PK-20 education locally, nationally, and globally. RISE promotes the integration of evaluation, research, and policy through partnerships with schools, colleges and universities, federal and state education agencies, and private agencies and foundations.

Appendix G

Code Book

Category	Code	Color	Research Question
Cognitive- General Cognitive- Growth	=THINK +THINK	yellow	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Intrapersonal- General Intrapersonal- Growth	=FEEL +FEEL	orange	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Interpersonal- General Interpersonal- Growth	=REL +REL	pink	RQ#1 Do certain dimensions of the Holistic Human Development framework develop more than others during the International and Intercultural Communication course? RQ#2 Which learning activities facilitate the most growth in intercultural competence as explained by the Holistic Human Development framework?
Recommendation	REC	green	RQ#3 What revisions of the course could help to better facilitate growth in student's intercultural competence?
Other	OT	purple	N/A - Other interesting insights for organizational partner, but not related to a specific research question