Abstract

This poster reports on a fully online General Education course that employs intercultural (IC) mentoring to propel international exchange students to higher levels of intercultural sensitivity and global-mindedness while abroad.

By the end of the course, participants should be able to:

- explain core concepts in ICC;
- describe L2 socialization theories;
- interact more effectively and appropriately with people who have a different linguistic and cultural background;
- assess their L2/IC learning;
- set realistic goals for further L2/IC development.

Course content

- Core elements in ICC (Jackson, 2020);
- Cross-cultural adjustment;
- IC competence development;
- Language, identity and ICC;
- IC/global citizenship;
- Re-entry adjustment.

Intercultural mentoring

an intercultural pedagogy in which the facilitator (mentor) stimulates deep, critical reflection to promote a higher level of IC learning and engagement (Jackson, 2016, 2018, 2019; Mezirow, 2000; Paige, 2015).

Learning activities

- Analysis of ICC micro modules, readings, YouTube clips & 'real world' data excerpts;
- Theme-based Forum/Fieldwork;
- Reflective essay.

Profile of cohort

26 outbound international exchange students
Sex: 6 (23.08%) M; 20 (76.92%) F

Academic year
Semester
Student status

Findings

- A review of the data revealed that the participants had become more mindful of their IC attitudes/behavior and more willing to initiate IC interactions/use their L2 in social situations;
- Most believed that course materials/activities had helped them to better understand IC issues.
- The majority felt that IC mentoring pushed them to develop a more global mindset and become more active in the host environment.

References


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