# Fostering Global-mindedness through Intercultural Education & Online Debriefings

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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.
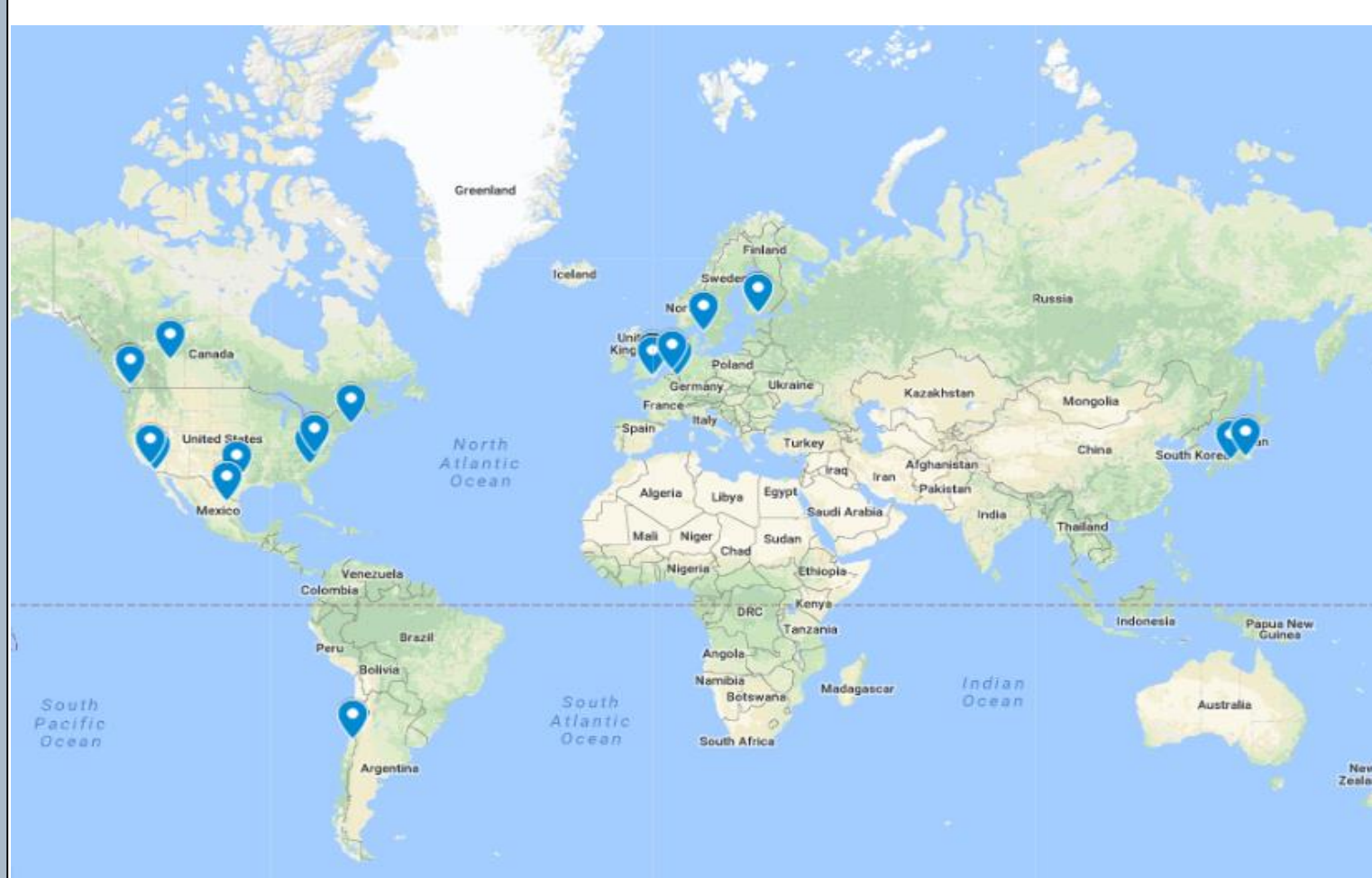
Intercultural Communication (ICC) & Engagement Abroad

- draws on ethnographic & mixed-method studies of L2 study abroad (SA) students (Jackson, 2008, 2010);
- employs IC mentoring/ guided critical reflection (Mezirow, 2000);
- draws on the *Intercultural Development Continuum* (IDC) (Hammer, 2012);
- employs a social constructivist approach to online pedagogy (Bryant & Bates, 2015);
- aligns with notions of adult education & SA as *potentially* transformative (Jackson, 2016, 2018, 2019; Mezirow, 2000; Paige 2015).

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

- explain core concepts in ICC;
- describe L2 social-lization 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 develop-ment.

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 engage-ment (Jackson, 2016, 2018, 2019; Paige, 2015).
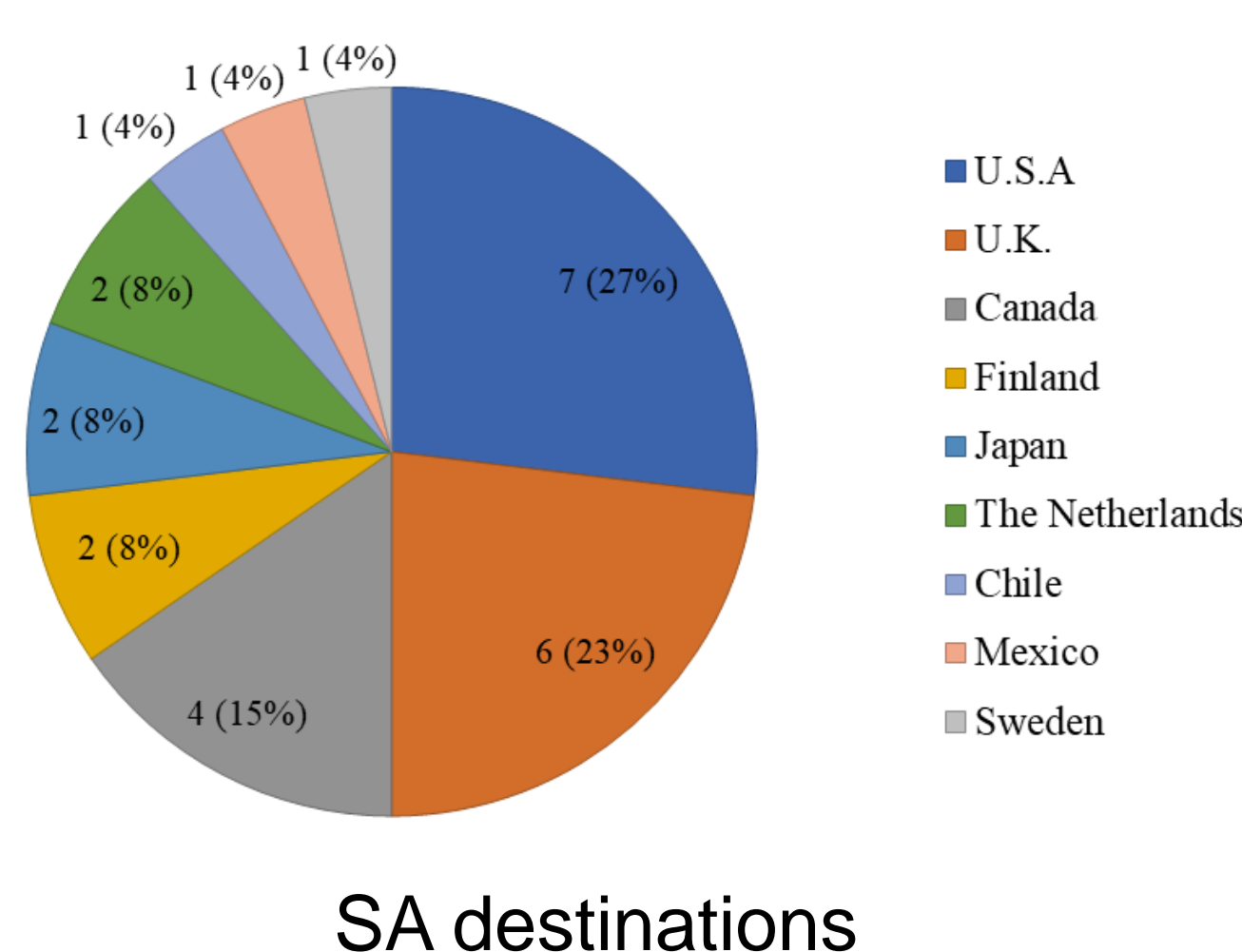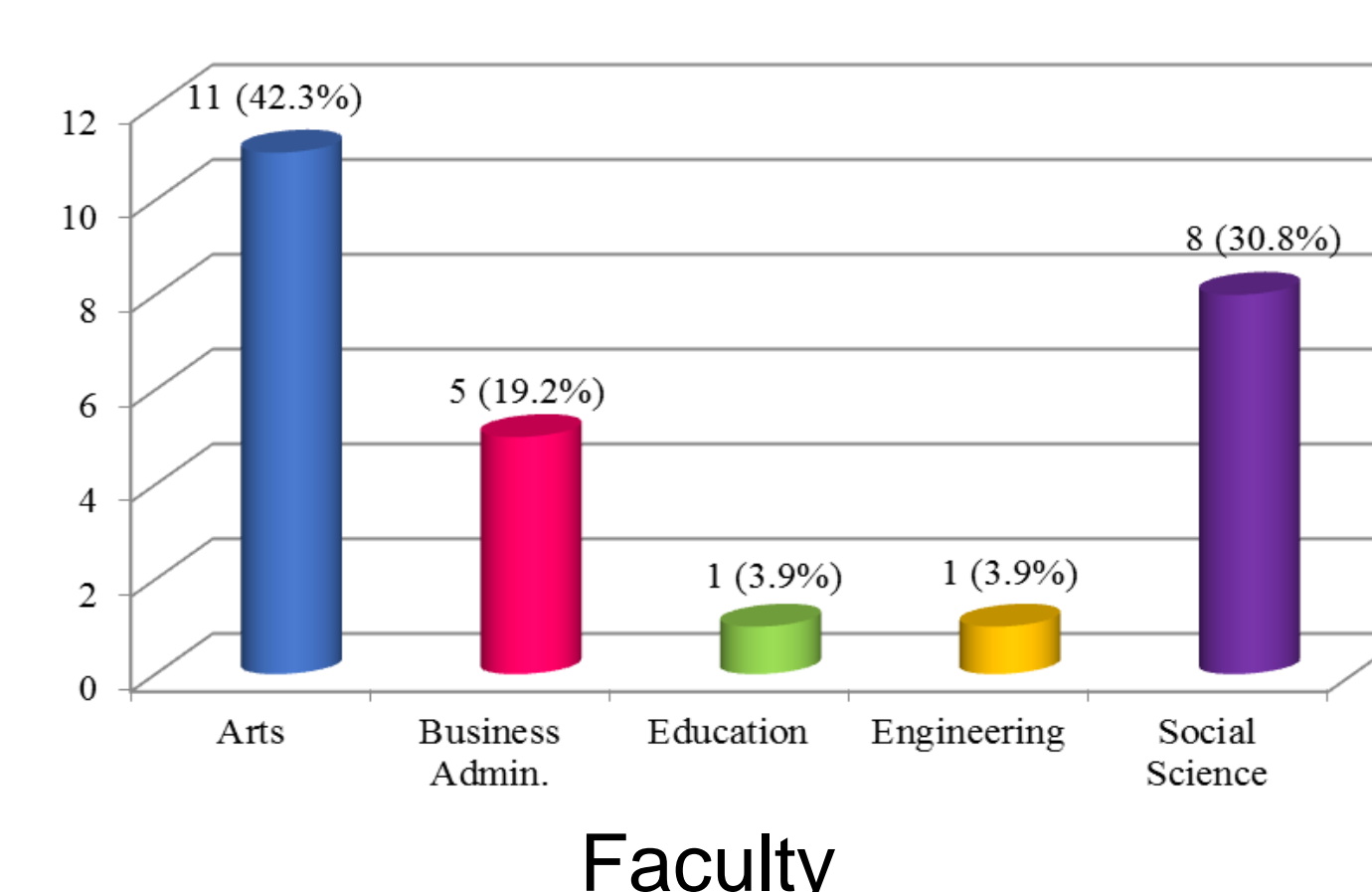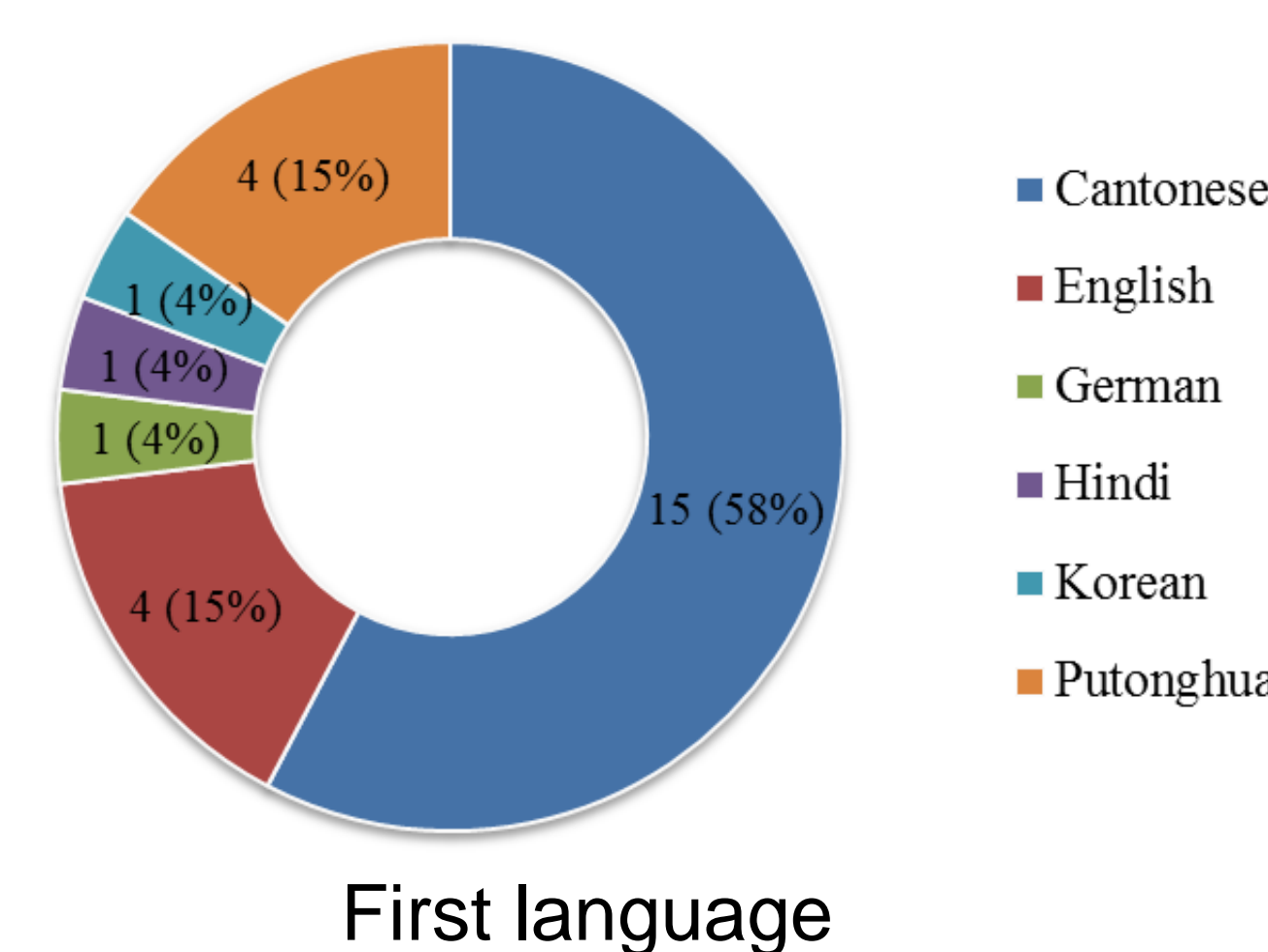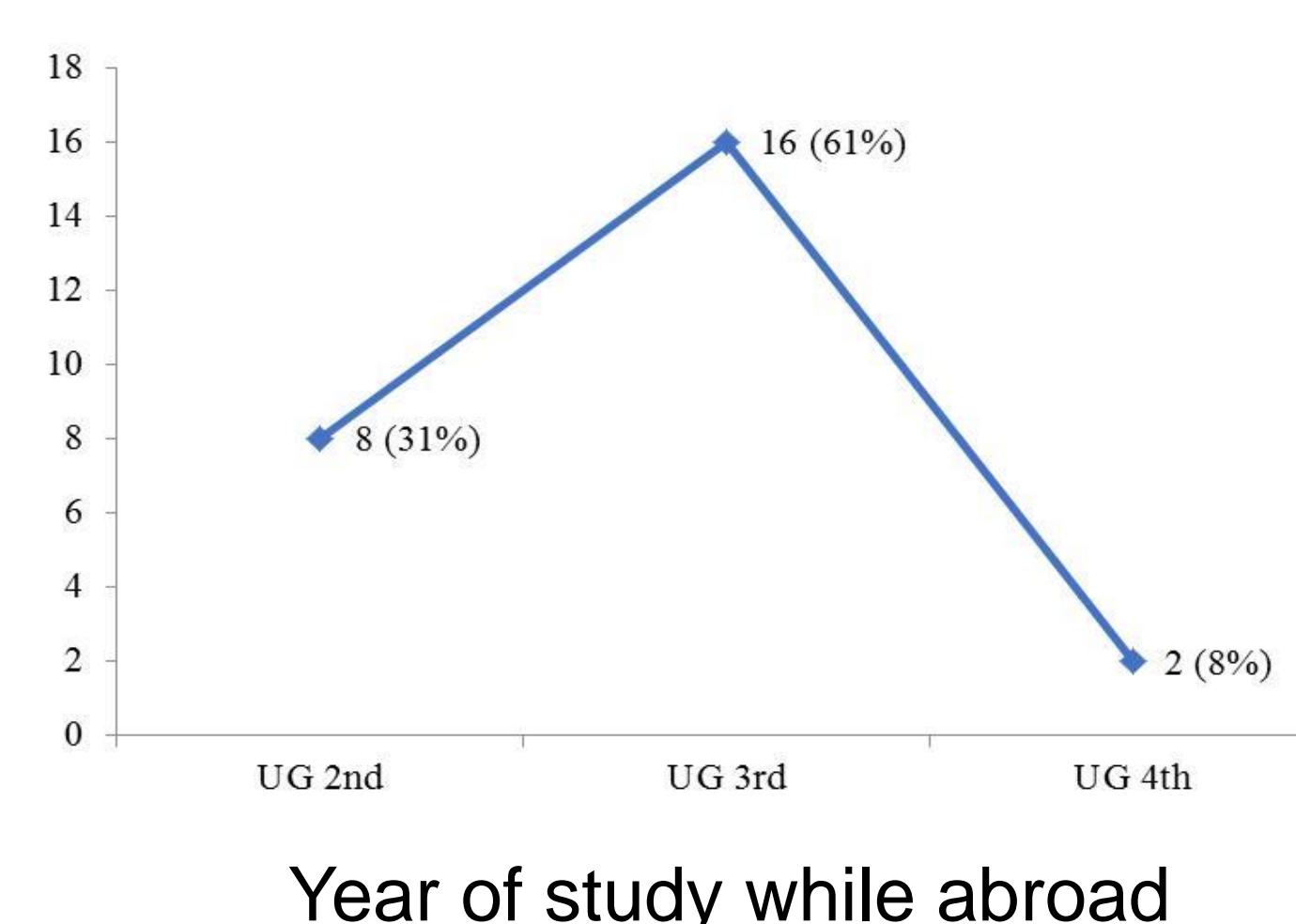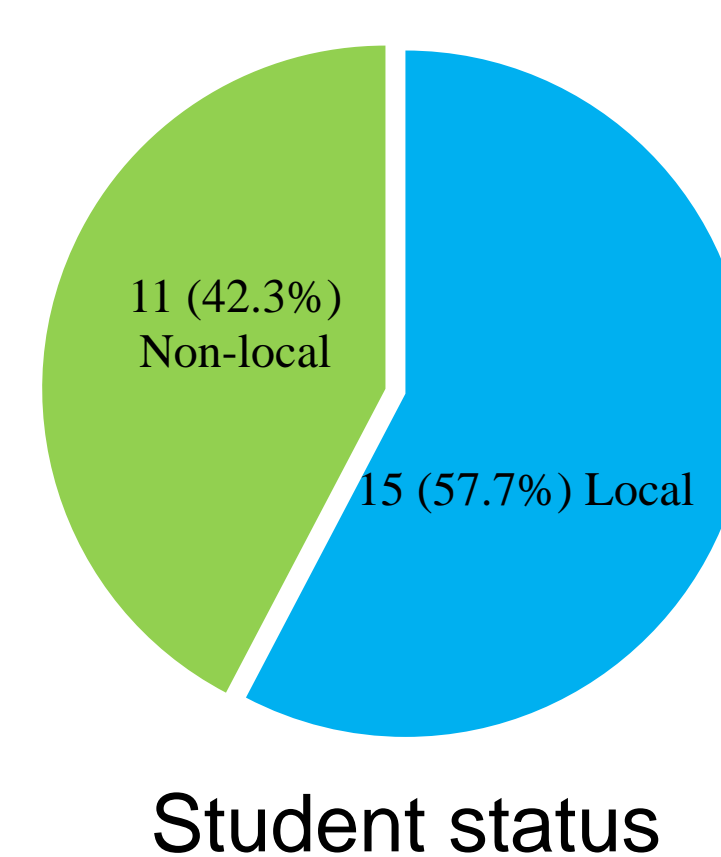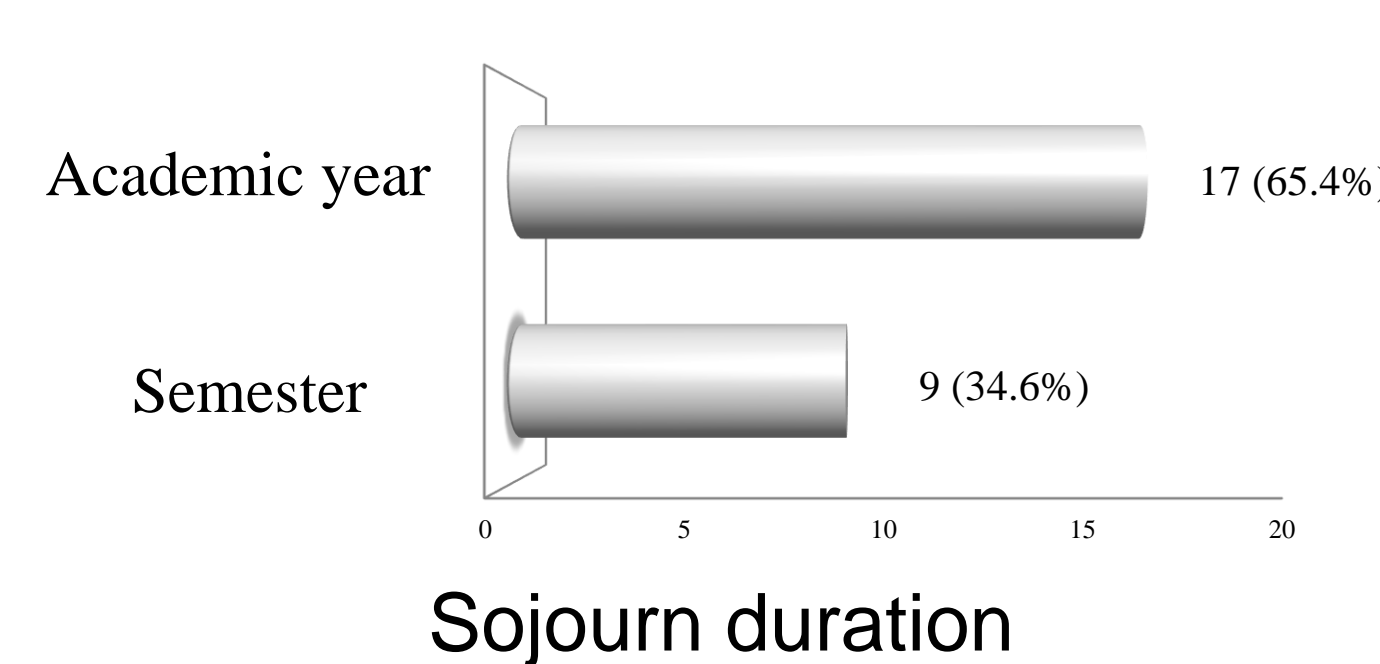
Learning activities

- 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

Sojourn duration

Student status

Year of study while abroad

First language

Faculty

SA destinations

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 under-stand 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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Acknowledgements