**GRAD 59000**

**Mentoring Intercultural Growth:**

**Theory & Application**

Spring 2023

Tuesday 12:30-2:30 pm

Zoom

**Primary Instructor**

Dr. Aletha Stahl

Senior Intercultural Learning Specialist, CILMAR

Affiliated Faculty, Comparative Literature

[stahl23@purdue.edu](mailto:stahl23@purdue.edu)

765-494-8463

**Additional Instructor**

Dr. Erla Heyns

Associate Dean for Learning &

Associate Professor

Libraries

[eheyns@purdue.edu](mailto:eheyns@purdue.edu)

765-494-8462





**Course Description and Learning Outcomes**

Intercultural competence, or the capacity to interact effectively and in culturally relevant ways across differences such as age, gender, race, linguistic background, religious and political beliefs, socioeconomic status, and nationality, has become essential to successful interpersonal, organizational, and social communication. Because intercultural competence is most often the result of intentional and supported efforts, leaders in many sectors are called upon to mentor the intercultural development of others. This mentorship takes place in a wide range of contexts – formally and informally, individually and in groups, and in face-to-face and virtual settings.

In this course, we will focus on experiential learning and reflective practices that support you to become more intentional about designing and implementing curricula and programs that facilitate the development of the knowledge, skills, and attitudes of intercultural competence. The course also offers a general overview of mentorship, introduces research in intercultural learning, and provides a solid foundation in practices and tools for assessing intercultural sensitivity and inclusive behaviors at the interpersonal level.

By the end of this learning experience, you will be able to:

1. Articulate new self-awareness of your own cultural identity and habitual behaviors as an intercultural mentor, noting areas for potential growth (Self-awareness, mentorship. Assessed by Intercultural Mentor Autobiography and Development Plan and by Assessment Reflections)
2. Demonstrate solid grounding in developmental models and practical approaches to bridging differences from the intercultural/global and diversity/inclusion realms (Foundational theoretical knowledge and application. Assessed by HubICL Tool and by Contribution)
3. Design and implement research-based learning interventions for the development of intercultural competence (Research and Application. Assessed by Intercultural Activity Facilitation.)
4. Utilize appropriate formative and summative methods of assessing learners’ intercultural development (Assessment. Assessed by Sample Data Assessment)
5. Critically read and apply “Scholarship of Teaching and Learning” focused on intercultural, global, and/or inclusive learning (SOTL, assessed by Reading Protocol)

**Expectations for Class Meetings and Contributions**

Because of the small enrollment, this course will have some components of an independent study or seminar. These components include:

* Less frequent meetings: We will meet for 2 hours weekly by Zoom. We will have additional required interactions asynchronously in Brightspace or through partner and small group meetings outside of the established class meeting time.
* Your contribution to topics, materials, and discussion leadership: Each of you will determine the topic and take leadership for 90 minutes of one class session. See Course Schedule below.
* Input into how your grades will be determined: See Grading section below.
* Some choice in assignments: See Assignments section below.

**Communication:** We invite you to keep channels of communication active and open. Email is our preferred means of communication, and we expect ourselves to respond to emails within 24 hours except on weekends and breaks. We want to model bringing our whole selves to class and encourage you to do the same by sharing with us as you are comfortable about things that affect your contribution to our learning community.

**Own our learning community**: We aim to create a constructivist learning space where we all build knowledge together. This means that you need to prepare, listen actively, and speak. No one has brilliant, original contributions to make all the time; it can be just as helpful to restate what someone else has said, raise questions, steer errant conversations back on track, bring in evidence from materials to support someone else’s idea, invite more silent participants to speak and more vocal ones to make space, or simply demonstrate your active listening via body language and Zoom gestures.

**Due dates**: We plan due dates with the purpose of distributing the workload across the semester. For Choice Assignments, the Autobiography, and the Development Plan, we are flexible with stated due dates if you communicate with us. Because the activities under Contribution & Leadership affect everyone’s learning, we ask you to respect those due dates.

**Assignments**

You will complete at least 4 assignments.

Required:

**Intercultural Mentor Autobiography:** The autobiography will be a summary of who you are as an intercultural mentor. It will be 300-500 words. Components in your autobiography should include (1) educational background, (2) notable achievements in the fields of intercultural mentorship or learning, (3) reflection on how your positionality and experiences shape your mentoring, and (4) closing statement (e.g., passion, future career path).

**Intercultural Mentor Development Plan:** In the Development Plan, you will (1) conduct a self-assessment of skills, strengths and areas you already obtain and in need of development as an effective intercultural mentor, (2) outline long-term career objectives, (3) prioritize 2-3 developmental areas, (4) define the approaches and time frame for developing the specific skills, knowledge, and attitudes, (5) break larger goals into smaller plans with more detailed steps, timelines, and measures of progress. You are welcome to submit your plan in outline rather than narrative form.

Choice Assignments: Choose 2 from among the assignments below, or develop your own assignments and grading criteria in consultation with us:

**Assessment Reflections:** You will complete multiple intercultural and inclusion assessments for this course. For this assignment, write or make a brief recorded reflection for 3 of them. In your reflection, address all of the following: how you felt taking the assessment; your response to your results; your greatest learning from the assessment; and in what mentoring situation/s and why you might use the assessment, or why you would steer away from that particular assessment.

**HubICL Tool:** You will be introduced to the Intercultural Learning Hub (HubICL or just Hub) as a resource and will experience multiple learning activities and assessments that are found in the Hub. For this assignment, you will add a tool to the Hub by either creating a new activity or assessment or by adapting a current tool or assessment for a different use, e.g., developing a virtual version of an in-person tool, providing a self-scoring version of an assessment, etc.

**Intercultural Activity Facilitation:** You will facilitate an intercultural activity at the beginning of a class meeting. You will either develop a new activity on your own and then facilitate it, or you can facilitate an existing activity in the HubICL Toolbox. Following facilitation, you will write up a 200-400 word critical reflection about what you learned in the experience. (Suggested critical reflection model: what, so what, now what.)

**Sample Data Assessment:** You will analyze a set of data to assess some aspect of learners’ intercultural competence. You can determine method and tool in conversation with the instructors. You will write up a brief but complete report discussing methods, results, and implications.

**Grades**

We expect that your motivation will lead you to excel in this course. Together, we will discuss how you would like your work to be evaluated. We propose the following:

* Choice Assignments (2 x 20%): 40%
* Intercultural Mentor Autobiography: 20%
* Intercultural Mentor Development Plan: 20%
* Contribution & Leadership (4 distinct grades: constructive, prepared contributions to Zoom discussions; effective leadership of class session; completion of all assessments; asynchronous contributions): 20%

Final letter grades:

A+ 97.9-100

A 93.0-97.8

A- 90.0-92.9

B+ 87.9-89.9

B 83.0-87.8

B- 80.0-82.9 etc.

**Purdue Policies and Support Resources**

All **University Policies and Statements** and information about **Student Support and Resources** are located in our Brightspace course.

**Course Schedule**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Organizer/s** | **Assessments or Assignments Due** |
| Week 1  Jan. 10 | Course Introduction  History of the Field  Intro to HubICL | Aletha & Erla |  |
| Week 2  Jan. 17 | Intercultural Competence Developmental Models | Aletha | IDI |
| Week 3  Jan. 24 | Intercultural Competence Frameworks & Components | Aletha | ASKS2, GLS2 |
| Week 4  Jan. 31 | Andragogy, Experiential Learning, ARCS | Aletha, Laura Starr | SEE, MGUDS |
| Week 5  Feb. 7 | Intercultural Assessment Overview | Katherine Yngve | BEVI |
| Week 6  Feb. 14 | Diversity, Equity, Inclusion, Belongingness and ICL | Mark Puente | ICI |
| Week 7  Feb. 21 | Transformative Learning Theories | Kris Acheson-Clair | Choice Assignment 1 |
| Week 8  Feb. 28 | Facilitation, Wellbeing | Aletha | Self-Care Inventory |
| Week 9  March 7 | Mentorship | Erla | Choice Assignment 2 |
| Spring Break  March 13-19 | | | |
| Week 10  March 21 | Mentorship | Erla |  |
| Week 11  March 28 | TBD | ? | Intercultural Mentorship Autobiography |
| Week 12  April 4 | TBD | ? |  |
| Week 13  April 11 | TBD | ? |  |
| Week 14  April 18 | TBD | ? |  |
| Week 15  April 25 | TBD | ? | Intercultural Mentorship Development Plan |