

East Tennessee State University

Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

4-10-2014

An Internationalized Classroom using Research Teams

A. Lynn Williams

East Tennessee State Univeristy, williamsl@etsu.edu

Brenda Louw

East Tennessee State Univeristy, louwb1@etsu.edu

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Speech and Hearing Science Commons](#), and the [Speech Pathology and Audiology Commons](#)

Citation Information

Williams, A. Lynn; and Louw, Brenda. 2014. An Internationalized Classroom using Research Teams. *Council of Academic Programs in Communication Sciences and Disorders*, Orlando, FL. <http://capcsd.org/proceedings/2014/proceedings/Williams%20&%20Louw.pdf>

This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

An Internationalized Classroom using Research Teams

Copyright Statement

© The Authors. This document was originally published by the [Council of Academic Programs in Communication Sciences and Disorders Annual Conference](#).



An International Classroom Using Research Teams

A. Lynn Williams, Ph.D. and Brenda Louw, Ph.D.
East Tennessee State University



Disclosure

- Lynn Williams and Brenda Louw are Project Co-Directors on a U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE) and an ASHA 2013 Grant Program for Projects on Multicultural Activities. Information included in this presentation were developed through funding from these grants.
- Neither of the authors receive compensation as members of the project staff.



Disclosure: Genesis of Our Thinking

Internationalization of the Curriculum in Higher Education

(Leask, 2009, 2011;
Leask & Bridge, 2013)

Internationalizing the CSD Curricula

(Lincoln & McAllister, 2012)

International Classroom Using Research Teams

(Williams & Louw, 2014)



Acknowledgements

- FIPSE Project Faculty (U.S.):
 - Nancy Scherer, Arizona State University
 - Ken Bleile, University of Northern Iowa
 - Todd Bohnekamp, University of Northern Iowa
- CAPES Project Faculty (Brazil):
 - Marcia Keske-Soares, Universidade Federal de Santa Maria
 - Themis Kessler, Universidade Federal de Santa Maria
 - Inge Trindade, Universidade de São Paulo-Baurú
 - Ana Paula Fukushiro, Universidade de São Paulo-Baurú
 - Luciana Maximino, Universidade de São Paulo-Baurú



Overview

- Part 1: What is internationalization of the curriculum (IoC)?
- Part 2: Why is IoC important to SLP/A?
- Part 3: How can we internationalize student learning?
- Part 4: How can we assess cross-cultural awareness or effectiveness?



Terminology

- Many different terms used in literature to refer to cultural competence
 - Intercultural competence
 - Multicultural competence
 - Cross-cultural competence
 - Global competence
 - Global citizenship
- Our term of choice: “Cross-cultural” involves comparing and dealing with multiple cultures; goes beyond race and ethnicity



Part 1

WHAT IS INTERNATIONALIZATION OF THE CURRICULUM (IOC)?



Internationalization of the Curriculum (IoC)

- IoC has been defined as:

... the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study (Leask, 2009, p. 209)



Internationalization

- Globalization and internationalization are concepts in higher education that have been part of an international education initiative since 1988
 - Goal is to prepare graduates to live and work in a complex, interconnected global society (Hunter, White, & Godgey, 2006; Leask & Bridge, 2013)
- There has been growing interest within ASHA to develop global curricula in order to prepare culturally competent practitioners who will be part of the global workforce (Hallowell, 2012)



IoC within disciplines:

- is poorly understood and has been a low priority
- is related to the way in which disciplines and professions are culturally constructed, bound, and constricted
- requires that academic staff think outside of these traditional restrictive boundaries
- recognizes that disciplinary knowledge is not culture-free

(Leask, 2011)



Internationalization of the Curriculum

- An 'educational reform' that requires that we think differently about the universality of knowledge
(Mestenhauser, 1998, p. 21)



IoC is not solely:

1. teaching international students
2. including a few comparative, international case studies
3. adapting instruction to make it accessible to international students
4. student exchange and study abroad



IoC is based on:

- An understanding of the cultural foundations of knowledge and practice within our discipline and related professions – which frequently requires us to challenge commonly held beliefs
- Encouragement of and support for students to engage productively with difference, including different ways of thinking, both within and beyond the classroom

(Leask, 2011)



The “Process” and “Product” of IoC (Leask, 2011)

PROCESS

Develop the international and intercultural perspectives (skills, knowledge and attitudes) of students



PRODUCT

Incorporate an international and intercultural dimension into the preparation, delivery and outcomes of a program of study



An IoC will: (Leask, 2011)

engage students with internationally informed research and cultural and linguistic diversity

purposefully develop defined international and intercultural perspectives

progressively assess learning outcomes

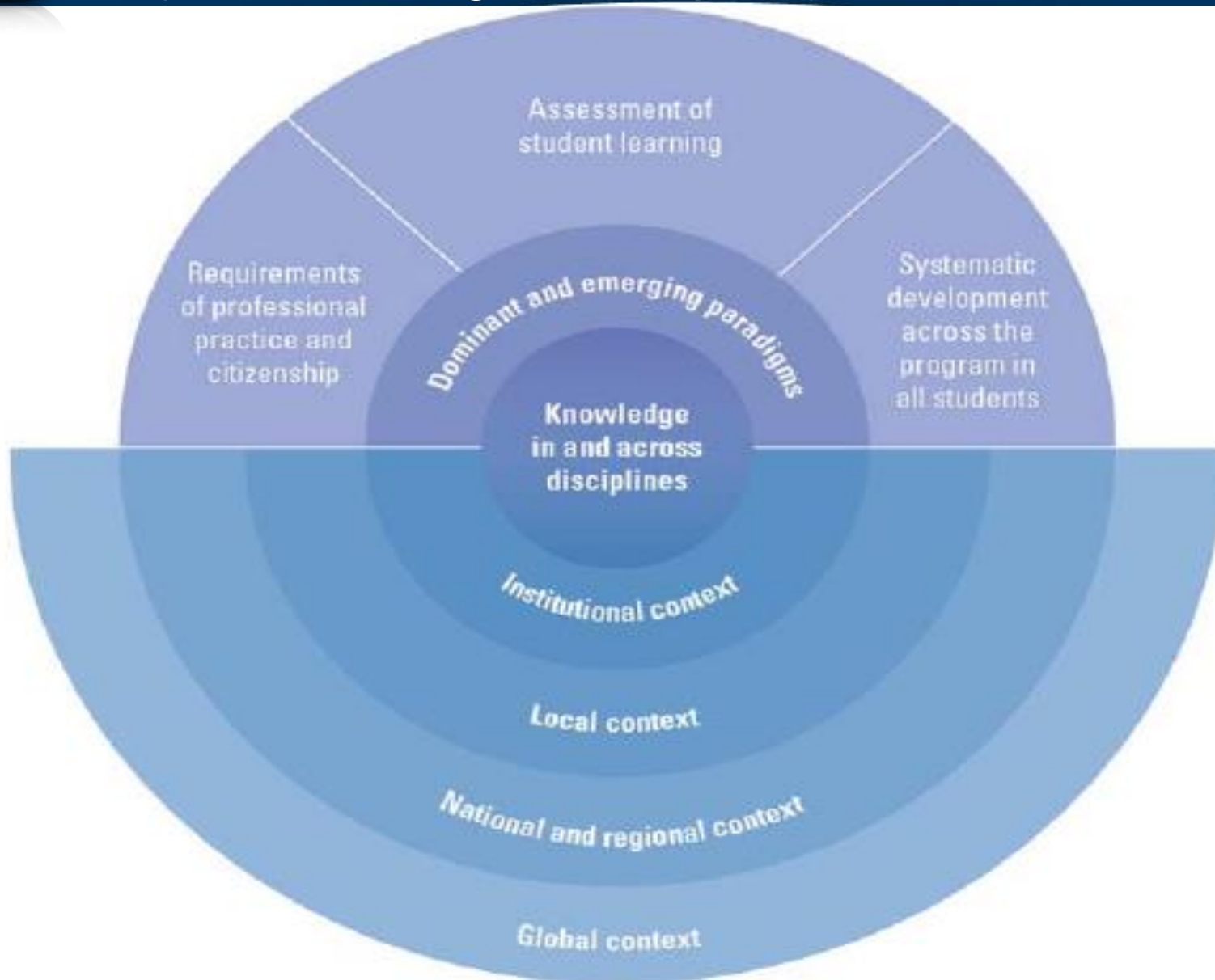
prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically

move beyond traditional disciplinary boundaries and dominant paradigms



Conceptual Framework for IoC

(Leask & Bridge, 2013, p. 84)





IoC Occurs Within Context and a Curriculum

- According to this figure:
 - Global, national and institutional contexts are important (bottom rings)
 - Knowledge in and across the disciplines is *central* (circle core)
 - The formal and informal curriculum are both important (upper rings)

(Leask & Bridges, 2013)



International and cross-cultural perspectives of IoC

- Incorporates the knowledge, skills, and self awareness students need to participate effectively as citizens and professionals in a global society
- Occurs within the context of the discipline and the course
 - Purpose of IoC is not to produce a uniform curriculum that is the same everywhere and is taught to everyone.



Summary Points: IoC

- Key components of an internationalized curriculum (Leask, 2009; 2011):
 - Engagement of students with internationally informed research and cultural and linguistic diversity
 - Purposeful development of students' international and cross-cultural perspectives
 - *The foundation of knowledge remains within the context of the discipline, but the complexity of the problems must be understood from a broader perspective that acknowledges cultural, social, and linguistic diversity, as well as an international viewpoint of the field of study*



Part 2

WHY IS IOC IMPORTANT TO SLP/A?



Motivation for an IoC within CSD Programs

- Recent rise in global interactions among researchers, educators, and service opportunities
- Rising student and university interest in study abroad opportunities as indicated by the growing number of study abroad courses within Communication Science and Disorders programs
- Need to develop cross-cultural competence



Change in View of Multiculturalism

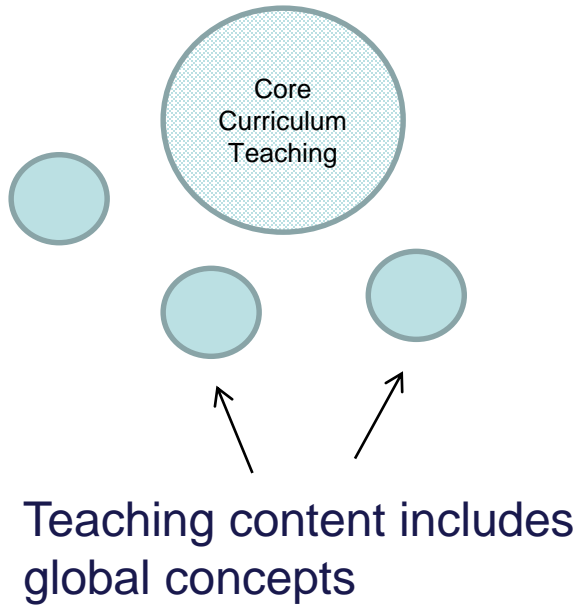
- Focus has also shifted within our profession from multiculturalism within the U.S. to a global perspective
 - Shift from “micro” perspective limited to U.S. to “macro” world perspective
 - Advanced beyond conceptualization of multiculturalism involving primarily ethnicity and language to include disability, gender, SES, age, religion
 - Shift from multicultural as “special” and limited to certain populations or groups of people to an acknowledgement that we are all multicultural

These motivators are reflected in the first ever Global Summit on Higher Education in CSD held in 2012

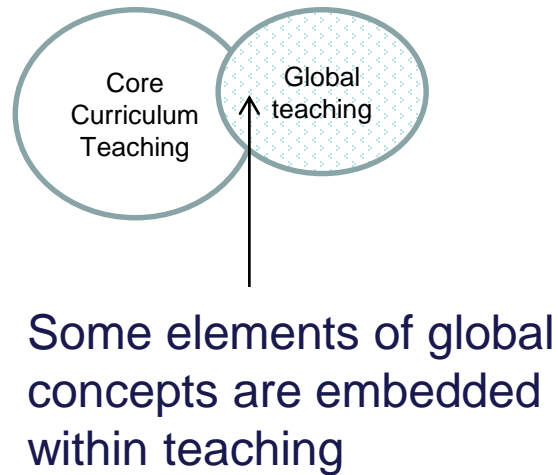


Changing the Educational Approach

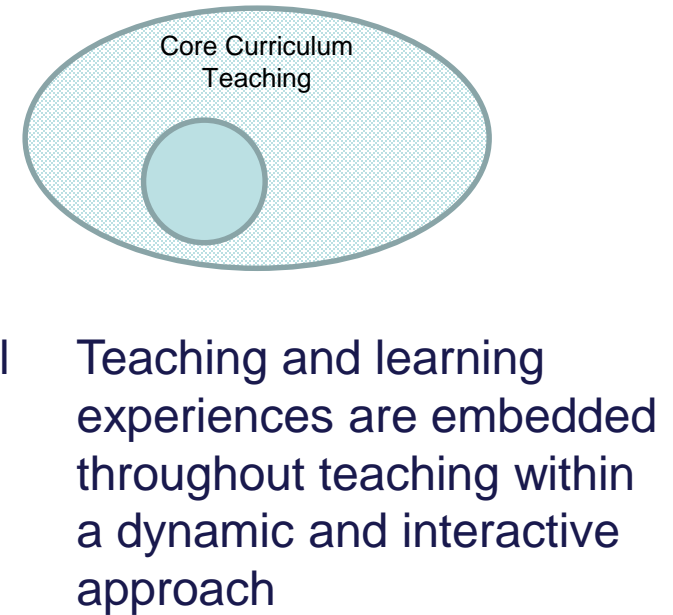
Additive Teaching Model



Integrated Teaching Model



Transformative Teaching Model



Pedagogical Approaches
(Murdoch-Eaton, Redmond, & Bax, 2011)



IoC in ASHA Accredited Programs

- Movement toward an IoC has important implications for the fields of speech-language pathology and audiology
 - Traditionally, ASHA accredited programs have used an “additive” model with content on multicultural issues/awareness is added to the existing curriculum without changing its basic structure
- Drawing on recent literature on IoC within higher education may provide an effective model to transform our current educational practice in order to graduate cross-culturally competent practitioners.



Cross-cultural Competence

- According to Deardorff (2004):
[cross-cultural competence involves] knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self.



Summary of Importance of an IoC to Practitioners

- Evidence from health related professions indicate that global learning experiences improve:
 - clinical skills
 - promote increased cultural sensitivity
 - improve and stimulate greater communication across countries and cultures
 - improve understanding of health related service delivery issues linked to social, economic, and political factors (Bissonette & Route, 1994; Godkin & Savageau, 2003; Shah & Wu, 2008).



Part 3

HOW CAN WE INTERNATIONALIZE STUDENT LEARNING?



Suggestions from the literature

- Lincoln & McAllister (2012) described some examples, including:
 - Service learning placements abroad as capstone projects; using international literature on treatment efficacy and service delivery to present EBP; raise awareness of how the impact of disability may differ with different cultural contexts
- Hyter (2012) described study abroad with a focused transdisciplinary, transnational curriculum designed to explain effects of global economic and cultural processes on health care in West Africa and the Midwestern U.S.

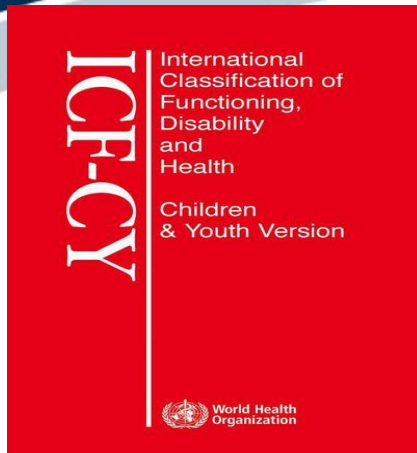


An Example of IoC Through an Internationalized Classroom

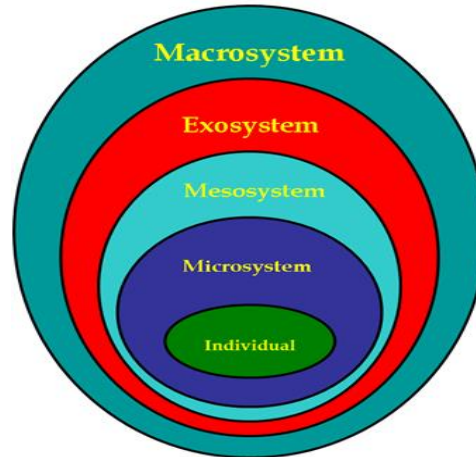
Internationalizing Curriculum Content Through Research Teams



International and Cross-Cultural Theoretical Frameworks



International Classification of Functioning, Disability, and Health: Children and Youth version (ICF-CY; WHO, 2007)



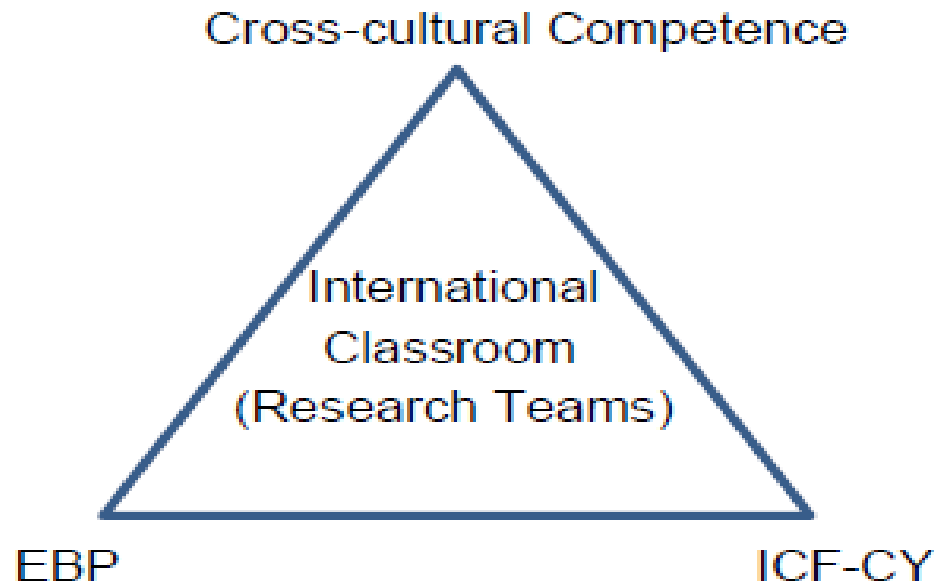
Bronfenbrenner's Bioecological Model of Child Development



Evidence-Based Practice



International Classroom Using Research Teams



- Research was the mechanism with EBP, the ICF-CY, and cross-cultural competence forming the cornerstones of the curriculum.



Goals of the International Classroom

1. Obtain a general understanding of the relatedness of the professions in Brazil and the U.S. within a global context
2. Apply international frameworks that incorporate social and cultural factors in assessment and intervention with children who have a communication disorder
3. Adopt an evidence-based approach when using the audiology and speech-language pathology knowledge base, with particular attention to diversity issues and its relevance to globalization
4. Expand knowledge of literature and researchers in the profession across the world



Internationalizing Curriculum Content Through Research Teams

- Uses international literature to present EBP and examine differences in social/cultural contexts within Bronfenbrenner's Bioecological model of development
- Presents an international view of the assessment and intervention of communication disorders (e.g., different approaches for assessing/treating SSD, CLP, HI in different countries)
- Uses international students and faculty as cultural informants about profession in another country
- Uses students, faculty, and clients from another culture to provide different perspectives of service delivery (ICF-CY framework)



Internationalizing Curriculum Content Through Research Teams

- Introduces influence of language in culture through dialectal variations (e.g., differences in nasalance values in typical speakers from midwest ~ southeast U.S.; northern ~ southern Brazil)
- Uses the ICF-CY framework to raise awareness of differences in cultural contexts on the impact of disability (e.g., using SPAA-C and children's drawings to interview children with SSD in U.S. and Brazil)
- Creates an understanding of a cross-cultural approach to service delivery (e.g., developing a questionnaire for SLPs in U.S. and Brazil regarding assessment practice protocols)
- Broadens students' perspectives beyond "American" viewpoint
- Promotes critical thinking



Research-Based Curriculum: 3 Primary Objectives

Objective 1

To investigate the association between communication disorders in children and limitations to life activities within the theoretical framework of the ICF-CY.

- Families
- Social
- Educational
- Cultural differences

Objective 2

To understand the social and cultural aspects of assessment and intervention for children with communication disorders across different etiologies (e.g., cleft lip/palate, SSD, HI)

- Models of intervention
- Barriers to access or implementation

Objective 3

To explore and identify resilience and risk factors in the different social and cultural contexts across different subgroups of communication disorders from a strength-based approach.



Research Teams

Cleft Lip/Palate Team 1

- ICF-CY in CLP (Objective 1 and 2)

Cleft Lip/Palate Team 2

- Nasometry in US and Brazil (Objective 2)

Speech Sound Disorders Team

- Prevalence of SSD in English-speaking countries and Brazil (Objective 1 and 3)
- Impact of SSD on children in U.S. and Brazil (Objective 1, 2,3)

Hearing Impairment Team

- Prevalence of HI in English-speaking countries and Brazil (Objective 1 and 3)



Research Teams: Review + Research Studies

Review Studies

- Descriptive and Narrative syntheses of literature (cf., Dunst & Trivette, 2010) in English language journals and Brazilian journals related to Research Objectives

Research Studies

- Survey studies, including SLP/parent practices or perceptions in US and Brazil
- Norming studies of nasalance across different regions within US and Brazil
- Child interviews in U.S. and Brazil using SPAA-C and child drawings



Benefits of a research-based international classroom

- Scientific multiculturalism” (Plante, 2007)
 - “research has its own culture”
- International classroom using research teams shows students that science in our field is not the exclusive domain of researchers in the U.S.
 - Fosters change from ethnocentric perspective on scientific discovery to a broader perspective, or cultural relativism



Summary Points: International Research Teams

- Research as a nexus between knowledge of the professions and development of cross-cultural competence
 - Students develop scientific and cultural skills in tandem
- Research contributes to students' awareness and development of cross-cultural competence
 - Research provides “safe environment” for active discovery of cultural differences/similarities; and
 - Exploring international literature expands students' world perspective
- Research motivates students to become culturally aware, acquire cultural knowledge and skills, and foster a “cultural desire”



Part 4

HOW CAN WE ASSESS CROSS-CULTURAL AWARENESS OR EFFECTIVENESS?



Measuring Cross-Cultural Competence

- Cross-cultural competence is a complex construct that involves more than one component
 - Knowledge or language does not guarantee competence
- Need to use multiple assessment methods using a mix of qualitative and quantitative measures
- Important to measure cross-cultural competence over a period of time rather than one point in time
- Development of cross-cultural competence is an ongoing process and not a direct result of a single experience, such as study abroad
 - Cross-cultural competence is a continual process of improvement and one never fully achieves competence

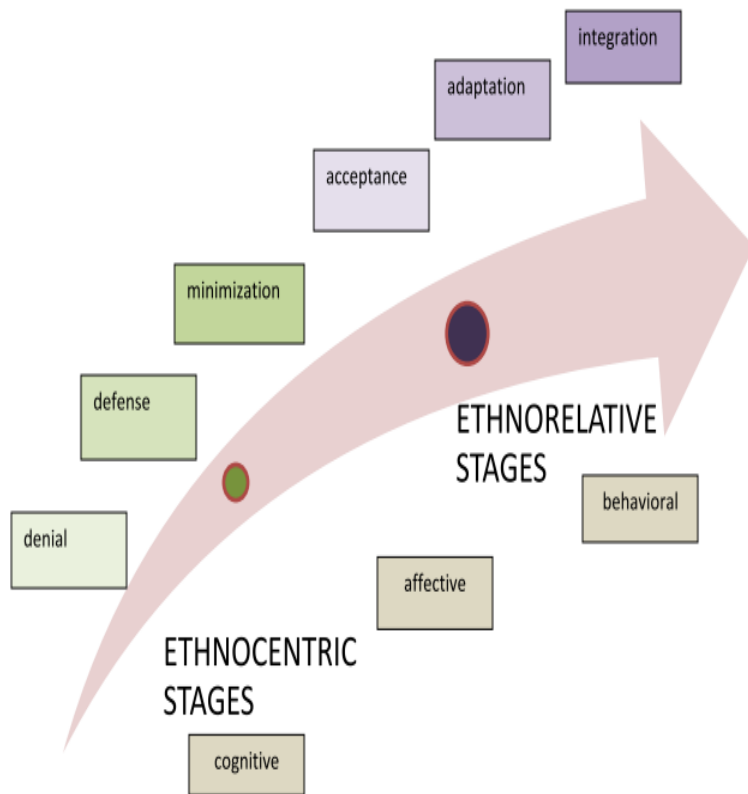


Assessment Instruments

- Intercultural Development Inventory (IDI)
 - 50 item self assessment that measures orientations toward cultural difference (Bennett's Developmental Model of Intercultural Sensitivity)
 - quantifies the subjective experience of cultural difference
 - Administered at 3 time points
- Questionnaire
 - M/C questions related to social, cultural, language training and exchange experience
- Journal and Reflection paper
 - encompassed students' growth and development and included a discussion of their experiences in terms of concepts and themes that they synthesized from their journaling
- Interviews



Outcomes: IDI



Adapted from Hammer, Bennett, & Wiseman (2003)

- Across 2 Cohorts, Program 1 Fellows exhibited more growth than Program 2 Fellows (post-exchange scores fell within high minimization on the intercultural continuum compared to polarization or mid-minimization)
- Cohort 2 demonstrated higher scores at all 3 time points than Cohort 1
- Cohort 2's combined score reflected greater growth over time (93.34 at Time 1 mid-minimization compared to 101.93 at Time 3 high minimization) than Cohort 1



Cross-Cultural Competence

- Change was not always linear
 - Reflects the “process” and complexity of cross-cultural competence
 - Change is not immediate or dramatic
 - **Expectations** (time 1) versus **Experience** (time 3)
 - Initial expectations held prior to study and exchange were revised
 - Experiences more accurately reflect cultural sensitivity



Outcomes: M/C Questionnaire

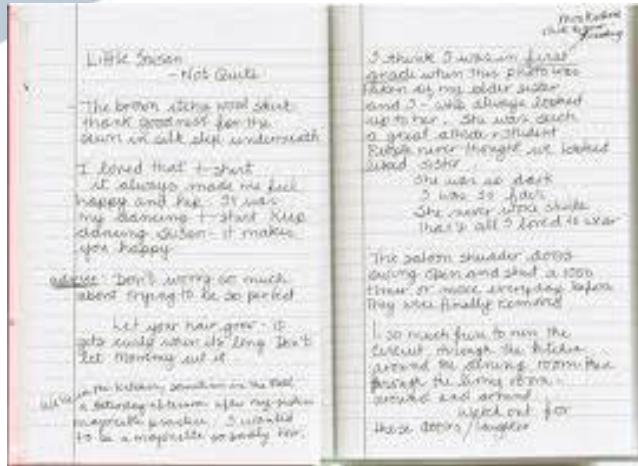


Themes identified related to:

- Increased self awareness of own culture
- Increased awareness of similarities between cultures (similar purpose and goals in life)
- Increased professional awareness of similarities in knowledge base and practices



Outcomes: Journal/Reflection Paper



Personal:

- “expanded my views on how different and similar our cultures are”
- “I learned more about myself than I ever have before”
- “Accepting that I belong to my own culture and am shaped by this in a very different way than by witnessing differences through exchange”

Professional:

- “helped me understand that there are both similarities and differences between a clinic in the US and that in Brazil”
- “while similarities between clinics (and cultures) are important to be recognized, their differences should not be glossed-over; because these differences shed light on the values of the culture”



Interviews

- Both immediate and long-term benefits were reported relevant to educational and cultural learnings, as well as future employment and PhD options
 - Students reported greater understanding of EBP, increased cultural competence, and a global understanding of clinical management of communication disorders in children
 - Students reported they are more likely to seek work in settings that serve culturally and linguistically diverse populations
 - About half of the students indicated they will consider pursuing a PhD



Assessments: Taken Together

- Development of cross-cultural competence was not linear, which reflects complexity of cultural awareness and sensitivity
- Increased awareness of own culture, as well as increased awareness of cultural and professional similarities
- Broader view of clinical and professional opportunities



Summary Points on Assessment

- Measuring cross-cultural competence remains a challenge
- Providing feedback on progress:
 - assists in the process of self-awareness
 - serves as an important motivator
 - guides further development of cross-cultural competence



CONCLUDING REMARKS



Outcome of IoC

**Culturally
appropriate
services for clients**

**Future SLP/AUDs
global
citizens/clinicians/
researchers**

International Curriculum



Selected References

- Deardorff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Leask, B. (2011). Assessment, learning, teaching and internationalism: Engaging for the future. *Assessment, Teaching and Learning Journal*, 11, 5-20.
- Leask, B. (2011, April). Preparing our students for global careers: Developing intercultural competence through internationalised curricula.
- Leask, B., & Bridge, C. (2013). Comparing internationalization of the curriculum in action across disciplines: theoretical and practical perspectives. *Compare: A Journal of Comparative and International Education*, 43 (1), 79-101.
- Lincoln, M., & McAllister, L. (2012, April). Internationalising CSD Curricula. CAPCSD Global Summit, Newport Beach, CA.