

## Dr. Kris Acheson-Clair

Purdue University's  
*Center for Intercultural Learning,  
Mentorship, Assessment and  
Research*

CENTER FOR INTERCULTURAL LEARNING  
**CILMAR**  
MENTORSHIP • ASSESSMENT • RESEARCH



**HubICL**  
Intercultural Learning Hub

[www.hubicl.org](http://www.hubicl.org)

**PURDUE**  
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## My Background

- PhD in Intercultural Communication (2008)
- Faculty at Georgia State University (2009-2016)
- BEVI Administrator and Trainer since 2011
- Now Director of CILMAR at Purdue University (since 2016)

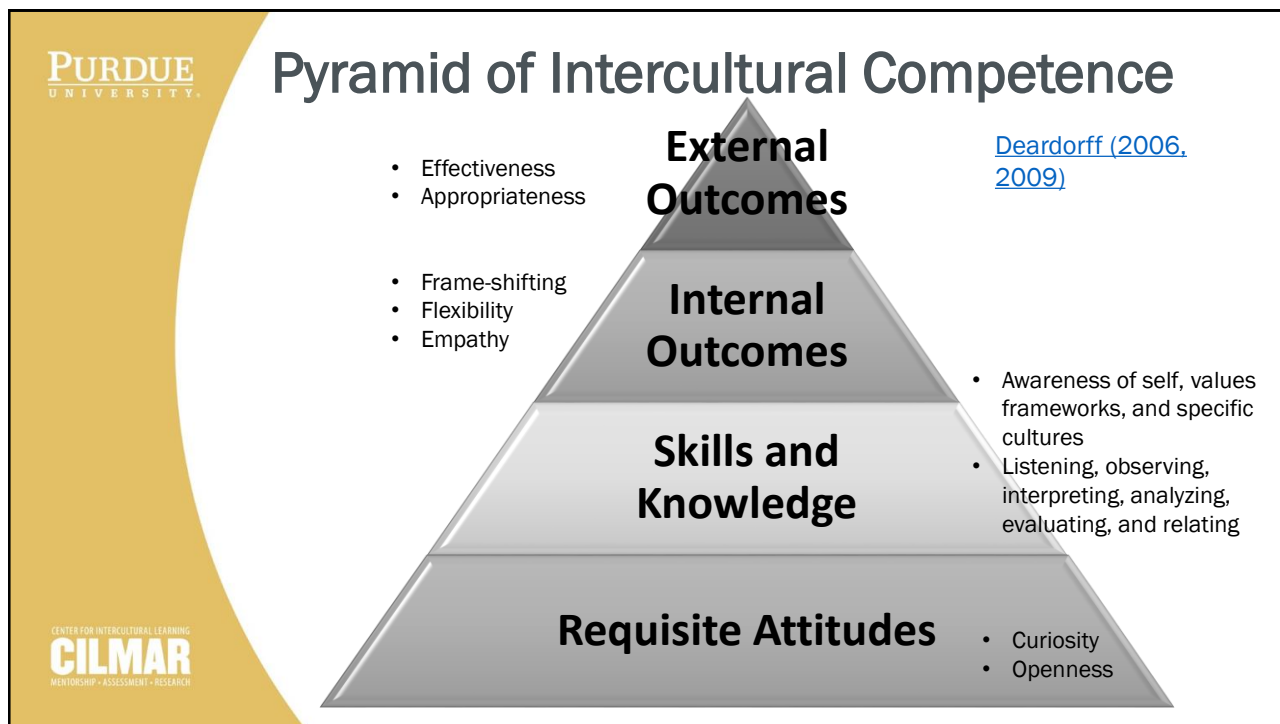
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## CILMAR's Mission

The **Center for Intercultural Learning, Mentorship, Assessment and Research** (CILMAR) promotes and facilitates intercultural learning at Purdue and beyond. We foster inclusion, belongingness and community. We cultivate the knowledge, skills and attitudes of intercultural competence. We provide opportunities and resources for engaging with, adapting to and bridging across difference. We mentor intercultural leaders, support innovative scholarship and encourage best practices in teaching and learning.

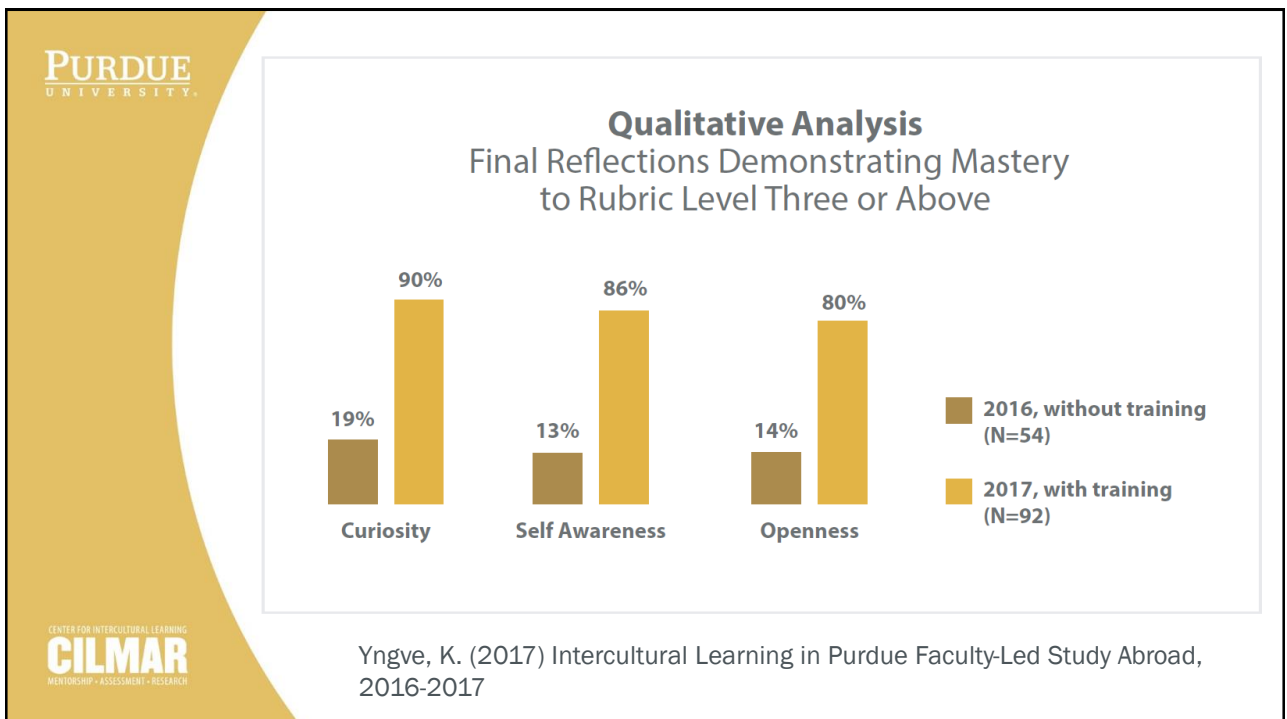
## Defining Intercultural Competence



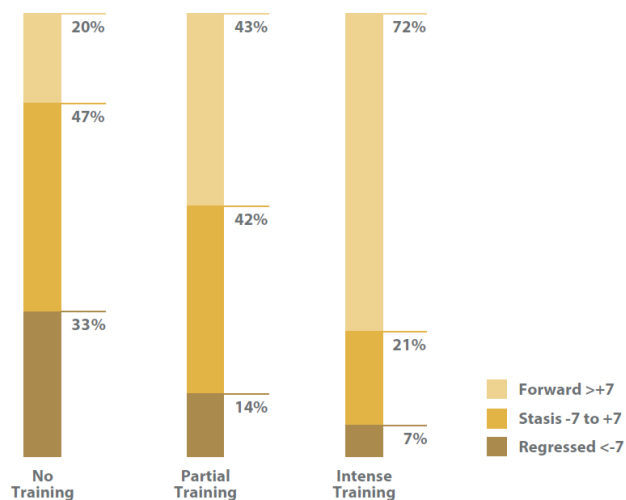
AAC&U VALUE Rubric for Intercultural Knowledge & Competence				
	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Knowledge</b>				
<i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases...	Recognizes new perspectives about own cultural rules and biases...	Identifies own cultural rules and biases...	Shows minimal awareness of own cultural rules and biases...
<i>Cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements...	Demonstrates adequate understanding of the complexity of elements...	Demonstrates partial understanding of the complexity of elements...	Demonstrates surface understanding of the complexity of elements...
<b>Skills</b>				
<i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview...	Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...	Identifies components of other cultural perspectives but responds in all situation with own worldview	Views the experience of others but does so through own cultural worldview
<i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication...	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...	Identifies some cultural differences in verbal and nonverbal communication and is aware that...	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication...
<b>Attitudes</b>				
<i>Curiosity</i>	Asks complex questions about other culture, seeks out and articulates answers to these...	Asks deeper questions about other cultures and seeks out answers to these questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
<i>Openness</i>	Initiates and develops interactions with culturally different others...	Begins to initiate and develop interactions with culturally different others...	Expresses openness to most, if not all, interactions with culturally different others...	Receptive to interacting with culturally different others. Has difficulty suspending...

Cartwright, C., et al. (2009). Intercultural Knowledge & Competence. Association of American Colleges & Universities. Retrieved from <https://www.aacu.org/value>

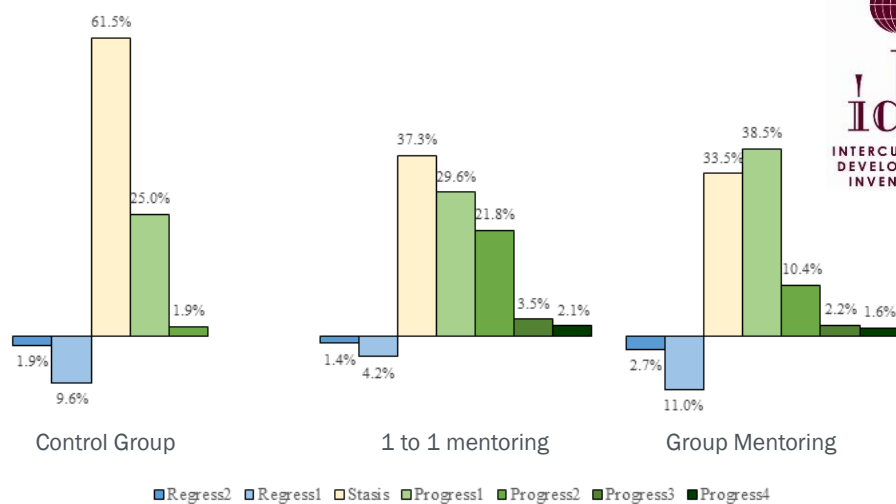
## Recent Data on Intercultural Learning at Purdue University



### Percentage of Learners showing Pre-Post Change of 7 or more IDI Points



Yngve, K. (2018)  
Intercultural  
Learning in Purdue  
Faculty-Led Study  
Abroad, 2018



Jones, D., Campbell, M., & Acheson, K. (2019) Intercultural Learning in Semester-Long Study Abroad: A Comparative Analysis of the Effectiveness of One-on-One versus Group-Mentored Interventions. *Journal of Excellence in College Teaching and Learning*

Where can you find  
resources for intercultural  
learning (for example, ideas  
for activities to put in your  
course)?



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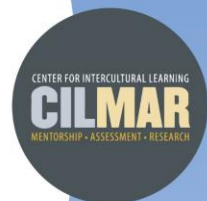
## Mission

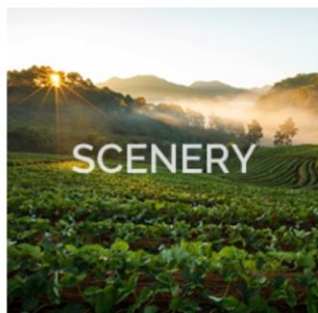
The HubICL offers mentorship and curated resources to facilitators of intercultural learning in order to promote best practices and innovations.



## What is HubICL ?

- An online space in which to collaborate on ICL projects
- A repository of intercultural research
- An interactive toolbox of experiential & reflection exercises, media, assessments, and curricula





Jones, J. (2017, February 1). Scenery, machinery, people—Rethinking our view of humans. *The Culture Blend*. Retrieved from <http://www.thecultureblend.com/scenery-machinery-people-rethinking-our-view-of-humans/>



**SCENERY** encompassed everything off in the distance worth looking at and talking about. Mountains. Clouds. Trees. Fascinating things. Confusing things. Strange things. It might be fun to explore and makes for great conversation but doesn't take priority in the day to day.



**MACHINERY** then, was everything that helped the farmer accomplish his goals and get his work done. Tractors. Horses. Pitchforks. Manure spreaders. It existed for the sole purpose of accommodating the farmer. Machine maintenance is hard work but worth it because the farmer's life is better when the machines work well. When machinery is no longer helpful it get chunked onto the scrap pile.



**PEOPLE** were people. Family. Friends. Neighbors. Other farmers. Complex relationships that involve a give and take. Emotions are invested in all directions and the benefits along with the challenges are mutual (although not necessarily balanced). People are also high maintenance but less likely to be chunked onto the scrap pile because they hold intrinsic Value beyond what they offer to the farmer...and they keep off of the scrap pile.





The Native Americans off in the distance with their strange clothes and confusing rituals were definitely worth talking about and absolutely fascinating to watch...but not so significant day to day.  
*They were scenery.*



The hired help—the farm hands—the transient laborers were good to have around, especially if you got a strong one at a low wage. They were incredibly helpful...until they weren't.  
*They were machinery.*



The prime spot was reserved exclusively for those worth a relationship. Family, friends, neighbors and other farmers. Despite the fact that they were not the only humans in the picture they had a category all their own.  
*They were the only people.*

## WHO TREATS YOU AS...



SCENERY



MACHINERY



PEOPLE

?

## WHOM DO YOU TREAT AS...



SCENERY



MACHINERY



PEOPLE

?

Acheson, K. (2017). Scenery, Machinery, People. Retrieved from <https://hubicl.org/toolbox/tools/109/objectives>

## Different Similarities

- Please take a seat with your partner. This will be your seat for the duration, so please gather your things if you need to.
- Please take 2 minutes and discuss how many ways you are

**similar.**

## Similarities and Differences

*Find as many similarities as you have in 2 minutes.*

- |                          |                           |                                   |
|--------------------------|---------------------------|-----------------------------------|
| ➤ age                    | ➤ hobbies                 | ➤ political affiliation           |
| ➤ military service       | ➤ home ownership          | ➤ professional reading preference |
| ➤ automobile ownership   | ➤ home town               | ➤ religion                        |
| ➤ birth order            | ➤ language                | ➤ schooling                       |
| ➤ educational background | ➤ learning style          | ➤ sports                          |
| ➤ family                 | ➤ leisure time activities | ➤ thinking style                  |
| ➤ favorite author        | ➤ marriage status         | ➤ TV preferences                  |
| ➤ favorite magazine      | ➤ membership in groups    |                                   |
| ➤ food preferences       | ➤ musical preferences     |                                   |
| ➤ health status          | ➤ personality type        |                                   |

## Jolt 7: Different Similarities

- Please take a seat with your partner. This will be your seat for the duration, so please gather your things if you need to.
- Please take 2 minutes and discuss how many ways you are

**different.**

## Similarities and Differences

*Find as many differences as you have in 2 minutes.*

- |                          |                           |                                   |
|--------------------------|---------------------------|-----------------------------------|
| ➤ age                    | ➤ hobbies                 | ➤ political affiliation           |
| ➤ military service       | ➤ home ownership          | ➤ professional reading preference |
| ➤ automobile ownership   | ➤ home town               | ➤ religion                        |
| ➤ birth order            | ➤ language                | ➤ schooling                       |
| ➤ educational background | ➤ learning style          | ➤ sports                          |
| ➤ family                 | ➤ leisure time activities | ➤ thinking style                  |
| ➤ favorite author        | ➤ marriage status         | ➤ TV preferences                  |
| ➤ favorite magazine      | ➤ membership in groups    |                                   |
| ➤ food preferences       | ➤ musical preferences     |                                   |
| ➤ health status          | ➤ personality type        |                                   |

## Debrief in a group.

- Did you anticipate that you would find that many similarities/differences between the two of you?
- How do you feel about the similarities/differences you discovered?
- How do you feel about the other person?
- Ori Brafman and Ron Brafman claim that similarities between people help them click with each other and help them become members of the in-group. Do you agree with this statement?
- How would you encourage members of a team to discover their similarities?



## Activity Exemplar: D.I.E. (Openness activity for pre-departure)

Take a look at the following picture.

In a few seconds I am going to ask you to describe it.



## **D.I.E. Activity**

Now I need some volunteers  
to tell me what you saw.

We'll take notes up here on your  
descriptions.

When I asked you to describe the picture,  
what did you actually do?

D. – Description?

I. – Interpretation?

E. – Evaluation?

Why are they so hard to separate?

## **Let's try again**

Take another look at the picture.

This time, try ONLY to describe.



## Time to Share

1. Was your first reaction a positive, negative, or neutral evaluation?
2. What are other possible interpretations?
3. What “insider cultural knowledge” would you need to interpret this picture accurately?
4. Do you want to know the truth?



## Noodling – a Southern rural (masculine) sport



## Thoughts to Ponder

- What does this have to do with **CULTURE**?
- "Neural signals are related less to a stimulus per se than to its congruence with internal goals and predictions, calculated on the basis of previous input to the system."  
Karsten Rauss, Cognitive Scientist
- How might people from **different cultures** interpret and evaluate the following picture?





## **Common interpretations in various cultures...What do you think?**

- A. (Nazi) concentration camp
- B. (Russian) political prisoners working
- C. People praying
- D. A foot race about to begin

## Instructor Reflection

Why is it important for us to be able to consciously separate our interpretations and evaluations from description in intercultural interactions?

How is the D.I.E. activity good preparation for study abroad? COIL? Life?

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Direct/Indirect  
Communication Style

## Code-Switching

I don't agree.

More direct or more indirect

Code-switch \_\_\_\_\_

We understand your proposal very well.

More direct or more indirect

Code-switch \_\_\_\_\_

I will try my best to get that done on time.

More direct or more indirect

Code-switch \_\_\_\_\_

That is not a good idea at all.

More direct or more indirect

Code-switch \_\_\_\_\_

You aren't doing that right.

More direct or more indirect

Code-switch \_\_\_\_\_

## Debriefing Questions

1. How did you feel?
2. What happened?
3. What did you/we learn?
4. How does this relate to the real world?
5. What if?
6. What next?

*New From CILMAR in 2018...*



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For questions, contact: [cilmar@purdue.edu](mailto:cilmar@purdue.edu)

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