

TEACHING UNIVERSITY STUDENTS FOR A MULTICULTURAL SOCIETY

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ABSTRACT

Throughout the world, populations of many countries are rapidly becoming more diverse than ever. Population composition is changing, whether measured by ethnicity or race, age or generation, immigration status, or internal displacement. Higher education institutions have an important role in preparing university graduates to interact with diverse groups. This focus guided our study: What teaching and learning strategies might enhance intercultural competence (ICC) among undergraduate students at a university? ICC was considered to be understanding of one's own culture as well as the capacity to understand, interpret, and adapt to other cultures. Investigators wanted to collect a set of activities to foster growth in students' ICC through knowledge, experience, reflection, and coaching. This project examined 278 scholarly articles to explore the teaching and learning strategies that appear to have made the difference. Using keywords such as multiculturalism, intercultural competence, diversity, higher education, coaching, reflection, service learning, and cultural partners, investigators used academic databases to locate related materials. Research articles were analyzed to locate effective pedagogical practices. The study reported evidence from academic literature about intensive, intentional, and reflective cross-cultural educational experiences that could have a positive impact on the ICC of undergraduate students. Impactful teaching and learning experiences include elements of knowledge, experience, coaching, and reflection. The author suggested specific teaching and learning activities that combine all four elements and may be customized to enhance almost any academic or professional preparation program: cultural autobiography, diversity stories, cultural partnership, and service learning.

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Introduction

Statement of the Problem

Past reports (Sandell and Tupy 2016) suggested that intentional and specific instructional strategies could result in statistically significant, positive changes in students' Intercultural Competence (ICC). Investigators wanted to collect a set of teaching and learning activities to foster student growth through knowledge, experience, reflection, and coaching. The study herein sought evidence from academic literature about intensive, intentional, and reflective cross-cultural educational experiences that could have a positive impact on the ICC of undergraduate students. This focus guided our study: What teaching and learning strategies might enhance intercultural competence (ICC) among undergraduate students at a university?

Significance of the Problem

Throughout the world, populations of many countries are rapidly becoming more diverse than ever. Population composition is changing, whether measured by ethnicity or race, age or generation, immigration status, or internal displacement.

In the United States, race or ethnicity are often used as proxies for diversity. According to the United States Census Bureau (2014), by 2060, the United States will be a plurality nation with no majority population but with non-Latino whites as the largest single group. In 2010, people of color made up 37% of the U.S. population; by 2060, people of color are expected to represent 57% of the population.

Generation is another category of diversity. In the United States, by 2060, there will be six times the number of adults aged 65 and over (13.1 million to 90 million). The number of those 85 and older will more than triple, increasing from 5.9 million to 18.2 million (United States Census Bureau 2014).

Immigration (i.e., travel into another country for the purpose of permanent residence there) is increasing due to famine, war, weather, climate change, economic conditions, political unrest, or disease. Immigrants often must learn a new language in order to survive and thrive. In 2015, nearly 1 in 8 residents of the U.S. were immigrants, mostly from Latin America and Asia (United States Census Bureau 2013). Immigrants and US-born children of immigrants will drive overall workforce growth through 2035 (Cilluffo and Cohn 2017).

Individuals and families become internally displaced persons (IDPs) due to famine, war, weather, economic conditions, political unrest, or disease. IDPs are forced to flee from home yet remain within their country's borders. The United States experienced significant internal displacement as recently as 2005, when people from the Gulf States region in the southern United States, most notably New Orleans, Louisiana, were forced to leave their homes due to the devastation brought on by Hurricane Katrina. Collectively known as the Gulf Coast diaspora, many were unable to return to their homes due to a multitude of factors (Kromm and Sturgis 2008). More recently, persons with COVID-19 are sheltering in place according to their safe zones. Many of them are displaced and living away from their family households in an attempt to slow the pandemic (Centers for Disease Control and Prevention 2020).

Responses of Higher Education

The teaching and learning strategies implemented by higher education institutions play an important role in preparing university students to interact with diverse groups. Faculty members are developing curriculums that consider race, ethnicity, language, sexual orientation, ability, religion, and more. In this respect, universities are prime settings to achieve ICC; these institutions oftentimes introduce heterogeneity into the lives of students who have previously lived, worked, and played in relatively homogeneous environments.

Higher education creates opportunities for transformation. In response to the increasingly diverse populations, ICC could be considered one of the most crucial skills that university graduates need for their future careers in diverse societies (Chun and Evans 2016). Indeed, accreditation standards for many professions state the need to understand how to interact with diverse groups providing culturally appropriate services (Rubaii and Calarusse 2014). Consequently, higher education institutions are recognizing the importance of expanding student outcomes to include ICC (Brown and Jones 2007; Burnett and Huisman 2010; Wit, 1995; Greenholtz, 2000; Hammer, Bennett and Wiseman, 2003; Kimmel and Volet 2012; Lee, Poch, and Williams, 2012).

One key to maximizing the impact of higher education programs is to connect curricula with the institutional mission and learning goals (King, Brown, Lindsay, and Vanhecke, 2007). Minnesota State University, Mankato has embraced this challenge widely. An institutional strategic priority is "Leading Equity and Inclusive Excellence." To fulfill this priority, the University will "provide opportunities to

improve intercultural competence for a complex, diverse, and globalized society” and “increase the intercultural competence and capabilities of faculty and staff through intercultural engagement opportunities” (Minnesota State University, Mankato, 2016).

This investigator led a series of studies between 2013 and 2020 wherein undergraduate research assistants assisted in collecting and analyzing data from more than 1000 undergraduate students at Minnesota State University, Mankato, Minnesota, USA. The researchers collected data with the Intercultural Development Inventory (Hammer, Bennett, and Wiseman, 2003) as part of the instructional design of several general education courses. Several of these studies are summarized below.

Roche, Onadipe, and Jumakuliyeva (2015) reported that undergraduate students at MSU, Mankato were 95% likely to start their university studies in the stage of ethnocentric minimization, as measured by the IDI. These same results were also supported with additional data by Arndt and O’Rourke (2018).

In a study of 467 pre-service teachers between 2014 and 2017, Johnson and Adams (2017) found no differences in changes in ICC based on ethnic status, age group, region of childhood, study abroad, class in school, academic major, or semester of testing. Later, Rousemiller and Edwards (2018) analyzed the IDI scores of more than 800 students who took a one-semester general education course, Human Relations in a Multicultural Society. Results showed that the course made a statistically significant positive difference in student ICC. Carlyle, Hagar, and Stalcar (2019) examined the impact of a one-semester course, Introduction to Social Work. Comparing pre-instruction scores with post-instruction scores for 28 students, the analysis found statistically significant positive results.

O’Rourke and Arndt (2019) reported statistically significant positive growth in ICC among 47 preservice teachers between year 1, year 2, and year 3 in a teacher preparation program which emphasized ICC throughout the entire academic program.

Now, investigators wanted to collect strategies that could be incorporated into many courses, disciplines, and academic programs.

Definitions of Terms

Various terms were used during the literature searches, during data analysis, and while collecting teaching and learning strategies. These terms are defined here.

Coaching: “A process that enables learning and development to occur and thus performance to improve. A successful coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place (Parsloe, 1999).”

Culture: The pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations (Hammer, Bennett, and Wiseman, 2003). Culture is often discussed within the context of micro-cultures. Micro-cultures refer to smaller groups within a larger cultural group, each with their own language, behaviour rules, and expectations.

Diversity: Real or perceived differences among people with regard to characteristics that affect their treatment, opportunities, and outcomes. Differences may be readily apparent, strong sources of personal identity, and associated with power or dominance relations between groups (Bell, 2009; Dobbs, 1996; Konrad, 2003). Beyond race or ethnicity, diversity also means variety in behaviors and values as suggested by immigration status, religion, language, region, family composition, gender identity, sexual orientation, age, physical and mental ability and more.

Ethnorelativism: The experience of one’s own beliefs and behaviors as just one organization of reality among many viable possibilities (Bennett, 2004).

Higher education: Educational programs within level 6 (bachelor or equivalent), 7 (master or equivalent), and 8 (doctoral or equivalent) as defined by the UNESCO Institute for Statistics (2012). Higher education may include programs within colleges, universities, or various institutes.

Intercultural Competence (ICC): The capability to accurately understand and adapt behavior to cultural differences and commonality (Hammer, Bennett, and Wiseman, 2003). As a teaching practice, ICC is “an attempt to raise students’ awareness of their own culture and, in so doing, help them to interpret and understand other cultures” (Rose, 2003).

Multiculturalism: The coexistence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles. Groups may include national minorities, immigrant minorities, migrant workers, or persons seeking asylum (International Federation of Library Associations and Institutions, 2020).

Methodology

Several procedures were followed to ensure a quality review of literature about pedagogy which fosters ICC among undergraduate students. These procedures included (1) a search of academic databases based on key terms, (2) a review of the reference section of each article for further materials, and (3) an examination of articles for specific topics of interest.

First, a comprehensive search of peer-reviewed journals was completed based on key terms: intercultural competence, higher education, diversity, reflection, coaching, mentoring, multiculturalism, and others. Investigators were looking for research-based evidence for the effectiveness of teaching and learning strategies that might be incorporated into almost any academic subject or discipline. The peer-reviewed journals were located through academic library databases, including EBSCOHost, Academic Search Premier, WorldCat, and Google Scholar. The search was narrowed to avoid reports, books, or conference presentations.

Second, a search of the reference sections of each article suggested additional related articles that might be insightful. These additional articles were examined and included in step three.

Third, the research team established topics of interest and examined the articles for lessons related to the importance of the problem, sampling procedures, research findings, specific teaching methods, evidence for effectiveness of teaching methods across academic disciplines, and limitations. Specific teaching methods were grouped by themes (e.g., knowledge, experience, coaching, and reflection).

The search process uncovered 278 peer-reviewed articles published from 1990 to 2020. As articles were reviewed, they were collected in Zotero, a free, open-source research tool that helped investigators collect, organize, analyze, and share research. Zotero includes reference manager software to store author, title, and publication fields; to organize, tag, and search; and to export that information formatted in a variety of academic styles.

Peer-reviewed articles were located which reported on research conducted within a single course face-to-face (Colvin-Burque, Zugazaga, and Davis-Maye, 2007; Denton, Esparza, Fike, and Gonzalez 2018), within a single course online (Ertmer et al. 2011), across an entire program (Cuellar, Brennan, Vito, and Siantz, 2008), and university-wide (Fabriegas Janeiro, Lopez Fabre, and Nuño, 2014). Scholars also reported on studies focused on specific academic disciplines and professional preparation programs:

medicine, nursing, dental hygiene, engineering, pharmaceuticals, business, teacher education, physical education, social work, and more.

Scholarly research reports were based on various measurements, among them the Intercultural Development Inventory (IDI) (Hammer, 2008); the Quick-Racial and Ethical Sensitivity Test (Quick-REST) (Brabeck et al. 2000); the Cross-Cultural Adaptability Inventory (CCAI) (Kelly and Meyers, 2007); the Inventory for Assessing the Process of Cultural Competence- Student Version (IAPCCSV) (Campinha-Bacote, 2015); Knowledge, Efficacy and Practices Instrument (KEPI) (Garvan, Garvan, and Behar-Horenstein, 2016); My Cultural Awareness Profile (MyCAP) (Marx & Moss, 2011; Spitzer, 2015); and the Linguistic Inquiry and Word Count (LIWC) (Pennebaker et al. 2007).

Results of Literature Review

The study reported herein was searching for teaching and learning strategies which are thought enhance ICC among undergraduate students in a higher education setting. Effective educational experiences must use a “multifaceted training approach that includes cognitive, affective, and consciousness-raising activities” (Dickson, Jepsen, and Barbee, 2008). This report organizes the findings according to four themes based on categories described by Darling-Hammond et al. (2005). They suggested that impactful teaching and learning experiences would include elements of knowledge, experience, coaching, and reflection.

Theme 1 Knowledge

Higher education institutions are foremost focused on imparting knowledge among communities. Naturally, faculty will begin with sharing information about various cultural groups in a multicultural society. However, students must also learn to examine their own cultural knowledge, values, and beliefs to enhance their ICC. Otherwise, students' perceptions may limit their openness to work with other cultures (Sanner. 2010).

One resource for learning about cultural communication and connection is the ABC Model (Schmidt and Finkbeiner, 2006), They proposed five steps: (a) autobiography, (b) biography, (c) cross-cultural analysis and appreciation of differences, (d) cultural self-analyses of differences, and (e) plans for home-school connections. Brooks et al. (2015) applied this model to a qualitative multiple-case study to explore and describe the development of ICC among preservice teachers. Findings revealed that students articulated their own cultural values and beliefs,


learned about cultures different from their own, and identified effective strategies for developing relationships with future students, co-workers, and school administrators. This study has practical implications for educators seeking an effective framework in which to develop ICC among undergraduates.

One well-documented strategy that can assist students from majority cultures in working through biases and privilege is an interview. Such an interview includes prepared questions about topics such as stereotypes or personal development with regard to reference groups (Carter 2003). With an emphasis on understanding cultural similarities and differences, the interview as a teaching and learning strategy may be adapted and customized for almost any professional preparation program in higher education.

Other ideas to learn about similarities and differences of cultures other than those of the students: digital video or audio recordings; class presentations by individuals or panels; historical information from those on the “other side” of cultural issues; reading texts and essays; traditional lecture with visual aids; learning new vocabulary; and research in the library.

Theme 2 Experience

Study abroad is often suggested as a way to gain cross-cultural experience. However, Soria and Troisi (2014) suggested that students’ participation in “internationalization at home” can have higher rates of student engagement and yield even greater benefits compared with study abroad. Spitzer (2015) concluded that students who complete a multicultural course experience do grow in their cross-cultural awareness and competence.

Cultural diversity within a class group  does not automatically lead to actual student engagement in intercultural collaboration. Group members may find the experience more like toddlers playing in a sandbox. They find themselves in the same spaces but they are playing different games! Vickers, McCarthy, and Zammit (2017) explored the effects of intercultural peer mentoring on participating mentors, particularly noting the increase in their intercultural understanding and willingness to interact with students who are unlike themselves.

Yan and FitzPatrick (2016) described an intercultural peer education program which matches domestic students with international students in health-related fields. Such programs can take advantage of the increasingly culturally diverse student populations on many higher education campuses. Although there may be challenges, peer education can integrate health promotion knowledge and skills into

real-life practice and facilitate communication between international and domestic students.

Problem-based learning (PBL) is another method that combines learning knowledge with practicing skills while enhancing attitudes (Albanese and Mitchell 1993). In this constructivist approach, professional problems are presented through a scenario that motivates students to get involved in a solution (Edens 2000) by probing for a deeper understanding of the concepts (Duch, 2001). This approach was actually formalized in the 1950s to align traditional classroom problem-solving approaches with field-based practice (Woods 1994). PBL has been used in various professional schools with positive results (Allen, Donham, and Bernhardt 2011; Altshuler and Bosch 2003; Amador, Miles, and Peters 2006; Wong and Lam 2007).

Intercultural group work (IGW) is a promising learning strategy to enable university students to benefit from diversity among their peers (Poort, Jansen, and Hofman 2019). Poort's focus groups identified costs of participating in IGW: time, effort, negative psychological states, and compromising personal values. However, benefits identified included relationship attainment, intrinsic values, and usefulness.

Other ideas to provide personal and group experience with cultures other than those of the students: participating in role-plays or simulations, such as BaFa' BaFa' (Shirts 1974), Barnnga (Thiagarajan and Thiagarajan 1990), Albatross (see Cruz and Patterson 2005), Mau (see Sapp and Mullins 2020); demonstration and involvement in cultural practices; time with a cultural "buddy" or in a new service setting; tutoring peers in a new language or skill; or interview games, such as LifeStories (FNDI 1992).

Theme 3 Coaching

Coaching is exactly what faculty members do. The International Coach Federation (2020) defines coaching as "Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." This definition was used for this investigation because faculty relationships with university students are typically for periods of six months to three years.

Hammer (2019) developed a customized coaching process based on the Intercultural Development Inventory, which, in turn, was based on the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett 1986). Known as the IDI Intercultural Development Plan (IDP), the process systematically increases

one's ICC. After completing the suggested activities in the IDP, most students increase skills in shifting cultural perspective and adapting behavior. Faculty members have incorporated the IDP into campus-based courses (Hermanson 2018), entire programs (Allen, Hancock, Lewis, and Starker-Glass 2017; Downey et al. 2006; Echeverri, Brookover, and Kennedy 2010), entire campuses (Fabregas Janeiro, Lopez Fabre, and Nuño 2014; McClinton and Schaub 2017), as well as international field experiences (Alfari and Quezada 2010; Pedersen 2009; Scott reported by Reyes-Vega 2020), with positive results.

At the Universidad Popular Autónoma del Estado de Puebla in Mexico (UPAEP University), leaders established an Intercultural Competency Certificate (CCI in Spanish) designed to develop students' ICC. Each student was assigned an "Intercultural Competence Coach." This coach guided the student during their intercultural development process. The coach worked with the students to identify personal goals and assisted them in reflecting about cultural differences. The coaching conversations were based on the Intercultural Development Inventory evaluation. The coaching could be conducted in person, by videoconference or by other electronic media (Fabregas Janeiro, Lopez Fabre, and Nuño 2014).

Other ideas for coaching students on their intercultural journeys: prompts to generate reflection or discussion about cultural similarities and differences; suggestions about the actual meaning of different practices among persons in the other culture; or providing graphic organizers (worksheets) for students to organize their notes as they listen to presentations.

Theme 4 Reflection

Reflection fosters ICC as well as enhances academic achievement. Maclean, Harvey, and Chia (2012) defined reflection as "the capacity ... to reflect further and refine understandings in response to events and the consequences of actions taken." Lyubovnikova, Napiersky, and Vlachopoulos (2015) examined the relationship of task reflexivity on MBA students' ICC and academic achievement. Their findings suggest that, in an intercultural learning environment, intercultural sensitivity fully mediated the relationship between task reflexivity and MBA student academic performance. They reported that students were able to experience the positive effects of diversity in their peer group for their own learning and performance.

Reflection may be combined with other activities in order to foster deeper student learning. Classroom activities to foster ICC might involve students' writing

about personal experiences that are related to their own cultural group and comparisons with other cultural groups.

One type of reflection process providing a bridge between theory and practice includes the use of case studies, storyline narratives, biographies or autobiographies (Bleicher 2011; He and Cooper 2009). Such narratives enable students to “develop a deeper understanding of and connection with multicultural and diversity issues” (Kang and Hyatt 2010). Students are better able to tell the story of their experiences through their own eyes.

Other ideas to foster reflection: comments in portfolio collections of learning products; responses to writing prompts or digital recordings of subject-related cultural challenges; free-writing; reflections about personal characteristics, growth patterns, or case studies; responding to field observations; and creating poetry.

Discussion and recommendations

This question guided our study: What teaching and learning strategies might enhance ICC among undergraduate students at a university? The literature review reported here found scholarly investigations with support for four themes based on categories described by Darling-Hammond et al. (2005): knowledge, experience, coaching, and reflection. This section will describe several curricular ideas that incorporate all four categories: cultural autobiography, diversity stories, cultural partnership, and service learning.

Cultural Autobiography

Awareness of one’s own culture provides a foundation to understanding others from different cultures (Spitzer 2015). And writing a Cultural Autobiography is a way to build understanding, awareness, and strength in one’s own culture. The idea of students developing their own Cultural Autobiographies is supported by Bersh (2018), Günay (2016), Hollinsworth (2013), and Gunn et al. (2013).

Cultural Autobiography is a longer-term project that encompasses several interactions, activities, and reflections. The assignment incorporates learning about micro-cultures (knowledge), an interview (knowledge), interactions with class members and presenters (experiences), and an essay (reflection). Each student should interview an “elder” from their family and write the elder’s answers to

questions about their own cultural heritage. (For purposes of this assignment, an elder is defined as any family member who is older than the student and who has some knowledge of the family's history and culture.)

The entire experience could be customized according to the course subject matter, the academic major, or the professional preparation program. The assignment might be customized to address topics such as: ethnicity and race; class and socioeconomic status; gender; sexual orientation; exceptionalities; language; religion; geography and region; age and generation. Other topics might include history and traditions; education values; military service; naming traditions; communication norms and behaviors; etc.

The Cultural Autobiography assignment may be completed in one of several genres: a story format, as an academic research paper, poetry, radio play, a graphic novel, or something else. Regardless of which genre is selected, students should describe their own background with rich detail. The work product may become part of one's professional autobiography, used later to apply for internships, employment, or graduate school. The Cultural Autobiography summarizes and synthesizes what is known about one's own cultural heritage and how involved one is in one's own micro-cultures. Reflection allows deeper thought about one's family and culture and one's fit into the broader cultural picture. Reflection gives meaning so students can examine values and how their outlooks might have developed by actual lived experiences.

Diversity Stories

Beyond race or ethnicity, diversity also means variety in behaviors and values as suggested by immigration status, religion, language, region, family composition, gender identity, sexual orientation, age, physical and mental ability and more. Each person has a Diversity Story, even those who are members of a dominant culture.

Each person has unique elements or micro-cultures which influence values, norms, and behaviors. Each person has their own lived experiences and special capabilities (Goodwin 1997).

With Diversity Stories, instructors and other facilitators can provide an example in themselves of how to be open about their multicultural identities, attitudes, values, and beliefs. If the instructor and/or small group facilitator is of the majority ethnic group, it may be helpful to use self-disclosure in admitting to

holding biases against others as well as the ways in which he or she benefits from the privilege of the dominant culture. Experts assert that Diversity Stories can be especially effective for developing the competencies involving awareness of values, biases, attitudes and beliefs (Arredondo and Arciniega 2001),

For a class Diversity Story assignment, students make presentations to the group so all can be more understanding about the micro-cultures important to their lives. The purposes and the reflection questions for this assignment could be customized according to the course subject matter, the academic major, or the professional preparation program.

Cultural Partnership

The Cultural Partnership, sometimes called a cultural “buddy,” is a way to build cross-cultural understanding and awareness (Campbell 2012; Downey et al. 2006; Gareis, Goldman, and Merkin 2019; Stough-Hunter, Guinan, and Hart 2016). This is a longer-term project that encompasses several interactions, activities, and reflections. Possible partner matches include native-born students with foreign-born students or native language students with second language learners. A connection with a person unlike the student should promote changes in understanding (Behar-Horenstein, Feng, Isaac, and Lee 2017). In a partnership, there should be benefits for those on both sides of the relationship.

In this case, both partners make new friends. The domestic student learns about another culture. The newcomer learns more about domestic culture.

The Cultural Partnership assignment incorporates an interview (knowledge), interactions (experiences), and an essay (reflection). The purposes, interview and reflection questions, and the experiences could be customized according to the course subject matter, the academic major, or the professional preparation program. Reflection allows deeper thought about the Cultural Partnership experience and its fit into the broader cultural picture. Reflection gives meaning so students can examine their values and how their outlook might have been changed by the Cultural Partnership experiences.

Service Learning

Service Learning may be broadly defined as learning through active participation in thoughtfully organized community service projects that are

integrated into the academic curriculum (Hellenbrandt and Varona, 1992). Such efforts enrich the student learning experiences, teach civic responsibility and strengthen communities. They also may be incorporated into courses and programs designed to enhance students' ICC.

In promoting ICC, faculty and instructors may design targeted culture-based internships, which expose students to diverse organizations and the mentorship of leaders from diverse backgrounds (Lopez-Littleton and Blessett 2015). In a partnership, there should be benefits for those on both sides of the relationship. In this case, both partners achieve something. The student learns about another culture and the projects in the community-based organization. The organization gets some support to carry out their projects.

Borden (2007) reported a significant decrease in ethnocentrism among students in an intercultural communication course from the beginning to the end of the semester. Analysis of students' written reflections about their service experiences reinforced the investigator's conclusion that service learning played a part in reducing ethnocentrism. Cupelli (2016) found that a service-learning based opportunity was effective in achieving the desired student learning outcomes of a cross-cultural assessment, effective communication, empathy, and recognition of clients' cultural needs into nursing practice.

Sandell (2018) described a Service Learning assignment for one specific undergraduate course as eighteen hours completed at one cooperating agency with adults from a culture that is new and/or challenging to the student. The learning strategy included an interview with an organization representative and a reflection paper about the experiences. The researchers observed statistically significant positive results based on changes in intercultural sensitivity measured by the IDI (Hammer 2003).

Conclusion

Throughout the world, populations of many countries are rapidly becoming more diverse than ever. Population composition is changing, whether measured by ethnicity or race, age or generation, immigration status, or internal displacement. Higher education institutions have an important role in preparing university graduates to interact with diverse groups. This focus guided our study: What teaching and learning strategies might enhance intercultural competence (ICC) among undergraduate students at a university? Investigators wanted to collect a set

of teaching and learning activities to foster student growth through knowledge, experience, reflection, and coaching.

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Disclosure statement

No potential conflict of interest was reported by the author.

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