BIBLIOGRAPHY ON INTERCULTURAL TRAINING, THEORY, AND RESEARCH (2010)

Compiled by Vija G. Mendelson, Shyanmei Wang, and Katherine N. Yngve

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INTERCULTURAL TRAINING RESOURCES

Anderson, Adele. 2003. "Women and Cultural Learning in Costa Rica: Reading the Contexts." *Frontiers: the Interdisciplinary Journal of Study Abroad* IX:21–52.

> Costa Rica, having undergone dramatic economic and social shifts in recent years, provides a good example of the way global travel, tourism, and modern telecommunications have fundamentally changed the nature of education abroad-. These shifts have followed a distinctive path that does not make cultural adjustment an intuitively obvious task for visiting U.S. students. Complicating this situation are distorted and stereotypic representations of tropical adventure disseminated by rapidly growing travel and tourism media. This article reviews research on Costa Rica's cultural context, student adjustment, and tourism theory as they relate to U.S. women student experiences there, and introduces an applied anthropological tool, based on a cultural learning model of participant observation, which may be used by education abroad practitioners to guide student cultural adjustment more systematically.

Bhawak, Dharm, and Richard Brislin. 2000. "Cross-Cultural Training: A Review." *Applied Psychology: An International Review* 49, 1:162–191.

> In the words of the authors: "In this paper we trace the evolution of concepts that have become a part of the cross-cultural training literature in the last 50 years, by reviewing some of the landmark studies…we go on to identify major streams of research in the field, and make some speculation about where the field may be going in future." A useful introduction to the field.

Brislin, Richard, and Tomoko Yoshida. 1994. *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs*. London: Thousand Oaks.

> A practical guide to intercultural education and training from primary through professional school, the book includes case studies, critical incidents, self-assessment techniques, and conceptual frameworks.

Byram, Michael, Adam Nichols, and David Stevens. 2001. *Developing Intercultural Competence in Practice*. Bristol, UK: Multilingual Matters.

> This book proposes that learning a language should involve not just linguistic competence but also intercultural competence, and that this can be developed through related subjects such as geography, history, etc. It provides practical help for teachers who want to help their learners acquire intercultural competence in the ordinary classroom, and it contains descriptions of lessons and materials from a wide range of classrooms in several countries and for beginners to advanced learners.

Chen, Leeann. 2002. "Writing to Host Country Nationals as Cross-Cultural Collaborative Learning in Study Abroad." *Frontiers: the Interdisciplinary Journal of Study Abroad* VIII:143–164.

> Unlike education in the home country, where academic life generally separates itself from other aspects of students' lives, study abroad opens up the classroom to the whole society. Many students find study abroad appealing exactly because these aspects resemble vacationing. Thus, in the context of study abroad, traditional classroom education—independent of students' experiences—falls short of guiding students to reach their learning potential. Journals, with a relatively informal format, invite students to reflect frequently on and make sense of their serendipitous experiences as learning and can function as a tangible record of students' learning outcomes. This essay provides guidance for study abroad instructors and directors who are interested in using writing to give effective structure to the experiential education components in study abroad.

Cushner, Kenneth. 2004. *Beyond Tourism: A Practical Guide to Meaningful Educational Travel.* Lanham, MD: ScarecrowEducation.

> In this guide, Cushner challenges his audience to add a layer of meaning to both short-term and long-term travel experiences by including learning opportunities deliberately intended to encourage active engagement with the new environment. To support the teacher's role in students' intercultural development, the author shares guidance about cross-cultural orientation, trip planning and preparation, and intercultural learning models, and stresses the importance of thoughtful curricular design as a means to reach desired goals and objectives.

Dansby, Mickey R., and Dan Landis. 2001. "Intercultural Training in the United States Military." In *Managing Diversity in the Military: Research Perspectives from the Defense Equal Opportunity Management Institute*, eds. Mickey R. Dansby, James B. Stewart, and Schuyler C. Webb. pp. 9–29. Piscataway, NJ: Transaction Publishers.

> A collection of research studies examining critical issues in the management of diversity in the U.S. military, including efforts to "win hearts and minds" in the rebuilding of nations. This chapter looks at intercultural training techniques in the military; given the Peace Corps roots of the intercultural training field, this book adds rich perspective on the deep connections—and contrasts—between governmental and educational interpretations of intercultural understanding in the U.S. context.

Fantini, Alvino E. 1997. *New Ways in Teaching Culture.* Alexandria, VA: TESOL

> This book offers dozens of short articles, both conceptual and practical, on the teaching of culture in an ESL/EFL context. There are also activities that ask students to explore their own experiences with culture shock and miscommunication. The final part of the book is a 17-page annotated bibliography on language and culture. This book proceeds from the theoretical premise that "language and culture are dimensions of each other, interrelated and inseparable" (p. 4), a stance for which Fantini is noted although some linguists take issue with it. Further, the book has been critiqued for assuming a strong familiarity with U.S. culture on the part of the instructor or trainer. Nevertheless, intercultural trainers are likely to find its approach thought provoking and its activities useful.

Fowler, Sandra M. 1994. "Two Decades of Using Simulation Games for Intercultural Training." *Simulation & Gaming* 25, 4:464–476.

> Simulation "games" or exercises have come to play a major role in cross-cultural training and in education abroad. This article defines cross-cultural training, briefly traces its history and describes its power as a training tool. The history of the author is intertwined with the use of simulation games for cross-cultural training. Her personal history with specific games such as BaFa BaFa, Barnga, and The Tag Game is traced, and trainers who have influenced the author's development are cited.

Fowler, Sandra, and Monica Mumford, eds. 1995; 1999. *Intercultural Sourcebook: Cross-Cultural Training Methods. Volumes I and II.* Yarmouth, ME: Intercultural Press.

   The intercultural field is rich with experiential learning activities including case studies, critical incidents, role plays, and simulations. These volumes describe popular intercultural resources widely used in the field (BaFa BaFa, Barnga, Ecotonos, Cross-Cultural Adaptability Inventory, Intercultural Development Inventory), and provide essential theoretical and practical information about the use of a variety of cross-cultural training methods.

Fowler, Sandra M., and Margaret D. Pusch. 2010. "Intercultural Simulation Games: A Review (of the U.S. and Beyond)." *Simulation & Gaming* 41, 1:94–115.

   Updates and expands Fowler's 1994 review, and looks at the future of simulation games with an eye on contexts, efficacy, and the advances that technology-based simulation environments may offer to this genre of training.

Gudykunst, William B. 1998. "Applying Anxiety/Uncertainty Management (AUM) Theory to Intercultural Adjustment Training." *International Journal of Intercultural Relations* 22, 2:227–250.

   This article explains how anxiety/uncertainty management (AUM) theory can be applied to intercultural adjustment training. Includes a suggested seven-session training program based upon the AUM theory. Cultural similarities and differences in individualism–collectivism are discussed as ways to help trainees manage uncertainty.

Hess, J. Daniel. 1994. *The Whole World Guide to Culture Learning*. Yarmouth, ME: Intercultural Press.

   In this guide, Hess first introduces the concept of experiential culture learning by describing different methods of culture learning, the process itself, and its role in an international experience. This presentation is followed by a series of more than 50 "guides"; these offer short explanations and related activities designed to enable the reader to explore various aspects of a new culture independently and intentionally, while recognizing and expanding their own ways of behaving, thinking, and communicating.

Hess, J. Daniel. 1997. *Studying Abroad/Learning Abroad: An Abridged Version of the Whole World Guide to Culture Learning*. Yarmouth, ME: Intercultural Press.

   This guide offers an abridged version of the above publication, designed to provide an equally strong foundation for culture learning, while at the same time appealing to students for its accessibility and portability. The information on intercultural communication and cross-cultural adaptation is complemented by 15 of the original 54 "guides".

Hofner Saphiere, Dianne, Basma Ibrahim DeVries, and Barbara Kappler Mikk. 2005. *Communication Highwire: Leveraging the Power of Diverse Communication Styles*. Yarmouth, ME: Intercultural Press.

   This book presents a model that explains the effects of multiple factors—context, goals, self-concept, values, and communication style repertoire—on an individual's communication style. It considers the potential impacts of varying styles and behaviors on interpersonal communication in both small and large groups, and it shares more than 25 activities that educators, trainers, community leaders, and managers can put to use to meet the challenge of working with diverse audiences.

Hofstede, Gert Jan, Paul B. Pederson, and Geert Hofstede. 2002. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Boston: Intercultural Press.

Considered by some to be a masterwork of intercultural training, this unique book contains an abundance of exercises, dialogues, stories, and simulations that put Hofstede's five dimensions of culture (power distance, collectivism versus individualism, femininity versus masculinity, uncertainty avoidance and long-term versus short-term orientation) into action. A great, practical resource for trainers and educators.

Kappler Mikk, Barbara, Andrew D. Cohen, and R. Michael Paige with Julie C. Chi, James P. Lassegard, Margaret Maegher, and Susan J. Weaver. 2009. *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

The result of years of development and field-testing, this instructional guide combines the previously published *Program Professionals' Guide* and *Language Instructors' Guide* into one resource. The guide begins with an overview of key language learning and culture learning theories and strategies, considers the "intersection" of language and culture in intercultural communication and speech acts, and outlines various instructional strategies for facilitating work with students, including: learning styles, the experiential learning cycle, intensity factors, the challenge/support model, reflection and debriefing, and more. It also offers sample schedules of varying durations for predeparture, in-country, and reentry orientation sessions and workshops, and includes a full set of activity handouts that can be used with or without the additional support of the companion *Students' Guide*. An excellent resource.

Kohls, L. Robert. 2001. *Survival Kit for Overseas Living*, 4th Edition. Yarmouth, ME: Intercultural Press.

In his classic guidebook to traveling, living, and studying abroad, Kohls introduces essential concepts of cultural identity and values, cultural adjustment, intercultural communication, stereotypes, and more. He provides insights on varied elements of transitioning to a new culture, from practical strategies to intercultural considerations, in language that is accessible to an audience that may be new to the benefits and challenges of crossing cultures.

Kohls, L. Robert, and John M. Knight. 1994. *Developing Intercultural Awareness: A Cross-Cultural Training Handbook*, 2nd Edition. Yarmouth, ME: Intercultural Press.

This handbook begins with sample cross-cultural training workshop designs for both one- and two-day events. The remainder of the volume is a collection of activities and resources that can be implemented in the proposed workshops, including icebreakers, cultural values exercises, reflection and simulation exercises, case studies, and more.

Landis, Dan, Janet M. Bennett, and Milton J. Bennett, eds. 2004. *Handbook of Intercultural Training,* 3rd Edition. Thousand Oaks, CA: Sage Publications.

This volume contains three main sections, all of interest to international educators: State of the Art of Intercultural Training, Theory Into Practice, and Training for Specific Contexts. Topics addressed include: a historical perspective of intercultural training, instruments used for research in the field, the role of psychology in intercultural relations, potential uses of media in intercultural training, training designed for specific contexts (university-level study abroad, Peace Corps, long-term cultural adaptation, etc.), and the vital role of social science research as the field of intercultural training continues to evolve.

Savicki, Victor, Ingrid Adams, April Wilde, and Frauke Binder. 2008. "Intercultural Development: Topics and Sequences." *Frontiers: The Interdisciplinary Journal of Study Abroad* XV:111–126.

The exposure and reactions to challenging events and different value systems form the foundation of intercultural development—and intercultural education. But what types of program events are important to such development, and how do participants change their perspective about those events as they continue through the adjustment process? Evidence for the importance of sequences of learning modules has implications for the education and support of students during predeparture orientation, and during exposure to a new culture. This article tracks reports of cultural events and topics deemed salient by 72 U.S. university students over a semester of study abroad in a major European city. Good review of the various theories on intercultural development and exposition of the use of various intercultural training techniques.

Seelye, H. Ned. 1996. *Experiential Activities for Intercultural Learning.* Yarmouth, ME: Intercultural Press.

Seelye's collection of experiential activities offers a valuable resource for trainers and facilitators, with each activity detailed in terms of its objectives, time requirements, materials needed, appropriate settings, etc. A good reference for anyone involved in cross-cultural training for sojourners preparing to study, work, or live abroad, this book includes case studies, critical incidents, diversity exercises, simulations, and role-playing activities.

Storti, Craig. 1994. *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference.* Yarmouth, ME: Intercultural Press.

Storti uses a series of dialogues to illustrate cultural differences in social settings, the workplace, and the world of business. He concludes with seven "lessons" that can be learned from reading and digesting the dialogues, also giving readers instructions on how to create their own dialogues for training purposes.

Storti, Craig, and Laurette Bennhold-Samaan. 1998. *Culture Matters: The Peace Corps Cross-Cultural Workbook*. Washington, DC: Peace Corps Information Collection and Exchange.

Designed for Peace Corps volunteers, this resource includes thoughtful explanations of culture and relationships that are meaningful to multiple audiences. Based on the same four building blocks as Storti's *Figuring Foreigners Out,* the workbook contextualizes fundamental concepts by linking them to a sample Peace Corps assignment, and its structure promotes an interactive learning experience.

INTERCULTURAL THEORY

Althen, Gary, Amanda Doran, and Susan Szmania. 2003. *American Ways: A Guide for Foreigners in the United States*, 2nd Edition. Boston, MA: Intercultural Press.

In the second edition of *American Ways*, Gary Althen (former NAFSA president) provides thoughtful insights into the American psyche and culture and discusses topics including cultural values, politics, education, communication, and more. To help foreigners better understand individualism, race, and ethnic issues in American society, he presents how Americans and foreigners view these matters differently.

Bennett, Milton. 1986. "A Developmental Approach to Training for Intercultural Sensitivity." *International Journal of Intercultural Relations* 10, 2:179–196.

Dr. Milton Bennett created The Developmental Model of Intercultural Sensitivity (DMIS), a framework to explain the reactions of people to cultural difference, and organized these reactions into six stages of increasing sensitivity to cultural difference. This article provides an overview of his model.

Burnouf, Laura. 2004. "Global Awareness and Perspectives in Global Education." *Canadian Social Studies* 38, 3. University of Alberta.
http://www.quasar.ualberta.ca/css/Css_38_3/ARburnouf_global_awareness_perspectives.htm

This paper examines the whole notion of global education by discussing theoretical and practical understandings by major figures in the field.

Byram, Michael. 1997. *Teaching and Assessing Intercultural Communication Competence*. Bristol, UK: Multilingual Matters.

An applied linguistics take on intercultural competence recognizing that learning a language requires being able to interact effectively with people who have different cultural identities, social values, and behaviors. This text aims to define precisely what linguistic competencies are required, how these can be included in learning objectives and methods, and how to assess the ability to communicate across cultural differences.

Collard, John. 2007. "Constructing Theory for Leadership in Intercultural Contexts." *Journal of Educational Administration* 45, 6:740-755.

Cross-cultural research can help promote insight and mutual understandings. However, according to this Australian educator, it often also "…relies upon essentialist stereotypes that mask the existence of complex sub-cultures and of dynamic forces of change within national cultures." Collard uses case-study research to bring a much-needed critical studies approach to the study of intercultural training and theory.

Deardorff, Darla. 2009. *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage Publications.

This hefty volume blends together in one place both new approaches and diverse voices along with fresh materials from most of the founding figures of the intercultural education and training field; including Bennett, Byram, Fantini, Gudykunst, Hofstede, Kim, Paige, Pusch, Storti, Ting-Toomey, and Trompenaars. Its three major sections discuss in turn: Conceptualizing, Applying, and Assessment as they relate to intercultural competence. An instant classic of the emerging discipline.

Jurasek, Richard, Howard Lamson, and Patricia O'Maley. 1996. "Ethnographic Learning while Studying Abroad." *Frontiers: the Interdisciplinary Journal of Study Abroad* II:22–44.

This article examines the theme of learning outside of the home society through the use of ethnography and the techniques of field study for students living and working in Mexico, Austria, and Germany. It demonstrates through the observations of students how effective the use of field research methods can be in learning about social relations, cultural traditions, and social habits, and makes good use of student case studies and quotes to illustrate the learning process of study abroad.

Kolb, David. 1984. *Experiential Learning: Experience as the Source of Learning and Development.* Englewood Cliffs, NJ: Prentice Hall.

A classic work of the education field, upon which much intercultural training and study abroad programming is based. See also Kolb's Learning Styles Inventory, an evaluative tool widely used in intercultural education and training.

Martin, Judith N., and Thomas K. Nakayama. 2003. *Intercultural Communication in Contexts,* 2nd Edition. Mountain View, CA: Mayfield Publisher.

These authors offer a dialectical approach to intercultural communication and suggest that focusing solely on cultural explanations or personal explanations are insufficient. The dialectics discussed are: Cultural-Individual, Personal-Contextual, Differences-Similarities, Static-Dynamic, History-Future, Privilege-Disadvantage.

Mestenhauser, Josef, Gayla Marty, and Inge Steglitz. 1988. *Culture, Learning, and the Disciplines: Theory and Practice in Cross-Cultural Orientations.* Washington, DC: NAFSA: AIE.

A classic work of the Intercultural Training genre; applicable to both international student advisers and study abroad professionals. Contains 18 papers that apply theory to addressing the two major issues of international education practice in U.S. educational contexts: 1) there being no institutional standard of practice for orientation within international education exchange, and 2) the reluctance of students to participate in intercultural orientation training.

Nakayama, Thomas K, and Judith N. Martin. 2008. "The 'White Problem' in Intercultural Communication Research and Pedagogy." In *Whiteness, Pedagogy and Performance: Dis/Placing Race*, eds. Leda M. Cooks and Jennifer S. Simpson. pp. 111–137. Lanham, MD: Lexington Books.

Offers a critical perspective on the development of intercultural training, thus problematizing the "hegemonic position" of white researchers and educators who have produced the bulk of the research in intercultural communications. Calls for the development of a postcolonial intercultural communications perspective.

Otten, Mathias. 2003. "Intercultural Learning and Diversity in Higher Education." *Journal of Studies in International Education* 7, 1:12–26.

Over the last two or more decades international learning experiences have increasingly been portrayed through the use of market-driven and globalized economic metaphors. This article outlines some assumptions about intercultural encounters and its meaning for intercultural learning. The second part attempts to apply diversity theory to enrich the European discourse on "intercultural" learning by drawing upon regions with an explicit diversity policy tradition in higher education—namely, the United States, Canada, and Australia. Useful as an alternative perspective to the heavily U.S.-centric cast of much intercultural education literature.

Paige, R. Michael, ed. 1993. *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

> This book provides seminal readings in the field on the nature of intercultural experiences, the developmental model of intercultural sensitivity, cultural marginality, conceptualizations of intercultural adjustment, trainer competencies, reentry, and more information about training design and training outcomes.

Powell, Diane, and Fiona Sze, eds. 2004. *Interculturalism: Exploring Critical Issues*. Oxford, UK: Inter-Disciplinary Press.

> This is an electronic collection of papers presented at the First Global Conference on Critical Issues in Interculturalism. The purpose of the conference was to explore the meaning and implications of interculturalism, from a practical and political perspective, as well as in a theoretical sense.

Roth, Juliana. 1999. "Intercultural Learning in European Youth Work: Perspectives on the East-West Interface." *Coyote* Issue 0. Brussels: Council of Europe. http://youth-partnership.coe.int/youth-partnership/documents/Publications/Coyote/0/Intercultural_learning.pdf

> Short policy article that attempts to apply the intercultural training lens to problems of European integration and youth social work. Includes a good and concise bibliography of "classic" writings on intercultural communication (not annotated); although it should be noted that some of the sources are in German.

Samovar, Larry A., and Richard E. Porter, eds. 2003. *Intercultural Communication: A Reader,* 10th Edition. Belmont, CA: Wadsworth Publishing.

> This volume, divided into 8 parts, contains 44 articles on intercultural communication. The range provides readers with overviews of key concepts (ethics, competencies, context, nonverbals), as well as culture-specific research and reflections (covering Argentinian, Chinese, Egyptian, Korean, Mexican, German, Gay, Elderly cultures, and more).

Savicki, Victor. 2008. *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education.* Sterling, VA: Stylus Publishing.

> This book, written by a Professor of Psychology, provides study abroad educators with a theoretical framework and examples of practice to craft more meaningful activities that will make a long-term difference in the quality of student experiences, and set the stage for transformative change. Its goal is to give solid substance to the transformation approach to study abroad. It defines the central concept of intercultural competence, sets it within the framework of transformative learning theory, and offers ideas and strategies for facilitating its development.

Sinicrope, Castle, John Norris, and Yukio Watanabe. 2007. "Understanding and Assessing Intercultural Competence: A Summary of Theory, Research and Practice." (Technical Report for the Foreign Language Program Evaluation Project, University of Hawa'ii at Manoa*.) Second Language Studies* 26, 1:1–58.

> This article discusses the various related terms that have been used to describe intercultural competence, including intercultural communicative competence (ICC), transcultural communication, cross-cultural adaptation, and intercultural sensitivity, among others. It also summarizes theory and research on intercultural competence, paying particular attention to existing approaches and tools for its assessment. Valuable in large part for its discussion of the performative or behavorial aspects of intercultural competence, which are often ignored in favor of the knowledge and attitudes aspects.

Stone, Nick. 2006. "Conceptualizing Intercultural Effectiveness for University Teaching." *Journal of Studies in International Education* 10, 4:334–356.

> This article focuses on one specific aspect of internationalization in higher education: better understanding of intercultural effectiveness so that university teachers can facilitate related student learning. It is highly valuable for its on-campus educational perspective, rather than focusing on study abroad and/or international students, as many articles do. It adopts an "actionable" definition of internationalization to suggest ways to improve processes associated with the design, delivery, assessment, and evaluation of educational programs. Key terms and concepts are operationally defined, conceptual and applied issues are clarified, and some practical strategies are offered improving international and intercultural dimensions of teaching in higher education.

Storti, Craig. 1999. *Figuring Foreigners Out: A Practical Guide*. Yarmouth, ME: Intercultural Press.

> In this guide, Storti highlights many of the cultural differences that lead to misunderstandings and conflicts in intercultural exchanges, considering both the visible and invisible dimensions of culture as well as the cause-and-effect relationship between the two. He first reviews four "building blocks" of culture: concept of self, personal versus societal responsibility, concept of time, and locus of control, before moving on to a discussion of communication styles, culture in the workplace, and the stages of cultural awareness. Using a workbook format, Storti succinctly explains each topic via an exercise that concludes with a brief test of the reader's new knowledge.

Storti, Craig. 2001. *The Art of Coming Home*. Yarmouth, ME: Intercultural Press.

> Storti's book on returning home from an international experience includes an explanation of the four stages of reentry as well as a detailed look at how the return affects different populations, among these: employees and their spouses and children, exchange students, international volunteers, military personnel and families, and missionaries and their children. He offers practical strategies for coping with likely reentry challenges, considers variables that may affect reentry and symptoms of readjustment stress, suggests content for repatriation workshops, and articulates the value of the overseas experience.

Storti, Craig. 2007. *The Art of Crossing Cultures,* 2nd Edition. Yarmouth, ME: Intercultural Press.

> Storti's book on crossing cultures aims to ease the transition for those heading overseas to live or work. He draws from many literary works to illustrate some of the challenges of cultural adjustment and highlights some necessary steps to achieving successful intercultural interactions, including: anticipating differences, managing expectations, dealing with cross-cultural misunderstandings, and more. In addition, his model of intercultural interaction clearly lays out a cycle of how to assess communication breakdowns, enabling the reader to better understand and thereby prevent future incidents.

Tadmore, Carmit T., and Phillip E. Tedlock. 2006. "Biculturalism: A Model of the Effects of Second-Culture Exposure on Acculturation and Integrative Complexity." *Journal of Cross-Cultural Psychology* 37, 2:173–190.

> Good discussion of the experience of dissonance and the concept of social norms and social accountability, and the interplay between the three. Enriches the theoretical dialogue on intercultural competence.

Taylor, Edward. 1994. "Intercultural Competency: A Transformative Learning Process." *Adult Education Quarterly* 44, 3:154–174.

> Taylor applies Mezirow's transformative learning theory to intercultural competency and investigates how intercultural activities play a significant role in transforming one's learning and life experience.

Ting-Toomey, Stella. 1999. *Communicating Across Cultures.* New York, NY: Guilford Press.

> Integrated into this text are extensive overviews of intercultural communication theories and research. Concepts used by practitioners, faculty, and trainers (high and low context, verbal communication style, values) are presented in easy to understand summaries with many examples.

Triandis, Harry C. 1989. "Intercultural Education and Training." In *Understanding the USA. A Cross-Cultural Perspective*, ed. Peter Funke. pp. 305–322. Tübingen: Verlag Press.

> Excellent for the cogent definitions of terms, including the meanings of "intercultural," "education," and "training," by a founding figure of the field. Includes a typology of intercultural education as well as discussion of different sociological frameworks for understanding cultural difference. The book from which this article is taken comprises the papers of a joint German-American symposium held in Tübingen in July of 1988. Most of the Triandis article is available in the Google Books preview of the book.

Ward, Colleen, Stephen Bochner, and Adrian Furnham. 2001. *The Psychology of Culture Shock.* New York: Routledge.

> This revised and updated edition of Furnham and Bochner's classic *Culture Shock* (1986) examines the psychological and social processes involved in intercultural contact, including learning new culture-specific skills, managing stress and coping with an unfamiliar environment, changing cultural identities, and enhancing intergroup relations. It incorporates both theoretical and applied perspectives on culture shock and a review of empirical research on a variety of cross-cultural travellers, such as tourists, students, business travellers, immigrants, and refugees.

Whalen, Brian. 1996. "Learning Outside the Home Culture: An Anatomy and Ecology of Memory." *Frontiers: the Interdisciplinary Journal of Study Abroad* II:1–22.

> This influential article addresses the question of the nature of learning in another culture. Whalen argues that the process by which students learn while studying abroad is uniquely shaped by the role of memory in the learning process. Although this point may seem obvious, it is an essential one; leading to a number of implications for the way in which study abroad programs are structured. This is one of the first study abroad articles to put forth the argument that learning does not happen merely by being in the vicinity of an event, but rather by making sense of one's unusual experience(s) through the conscious application of reflective analysis.

Yershova, Yelena, Joan de Jaeghere, and Josef Mestenhauser. 2000. "Thinking Not as Usual: Adding the Intercultural Perspective." *Journal of Studies in International Education* 4, 1:39–78.

> In this seminal article, the authors discuss three interconnected and interdependent intellectual competencies: intercultural competence, critical thinking, and comparative thinking. Their analysis indicates that teaching of intercultural competence continues to be dominated by the "fix the problem" paradigm, which considers cultural differences an obstacle to be overcome. As regards the second skill, critical thinking, the authors dispute its so-called universality by calling attention to specific areas of critical thinking that are influenced by culture, and suggest ways of expanding the concept to be more relevant to intercultural interactions. They argue that comparative thinking, the third intellectual skill, seems to be the most neglected and yet is the most pervasively used, being practiced every time individuals explain themselves to others. The authors conclude that not only does the literature about these skills fail to adequately examine the role of culture in their development, but also that the international education literature is alarmingly devoid of serious discussion about them.

INTERCULTURAL RESEARCH AND OUTCOMES ASSESSMENT

Bender, Carol, David Wright, and. David Lopatto. 2009. "Students' Self-Reported Changes in Intercultural Knowledge and Competence Associated with Three Undergraduate Science Experiences." *Frontiers: the Interdisciplinary Journal of Study Abroad* XVIII:307–321.

> In this study the authors sought to "assess the value of an international research experience for undergraduates." To achieve this goal, they focused on the impact of two international programs on their participants and compared this to a control group conducting research on the home campus. Findings suggest that different program models offer specific types of benefits to students with varying motivations and expectations, and that all research experiences provide students with opportunities to gain international perspectives to some degree because of the presence of foreign students in on-campus research groups.

Bhawuk, D. P. S., and Richard Brislin. 1992. "The Measurement of Intercultural Sensitivity: Using the Concepts of Individualism and Collectivism." *International Journal of Intercultural Relations* 16, 4:413–436.

> This study employed a 46-item Intercultural Sensitivity Inventory (ICSI) to test cultural adjustment. The research focused on people's intercultural sensitivity in the area of individualism-collectivism, looking at their understanding of behavioral choices, their openness to difference, and their flexibility in interacting in unfamiliar ways. Results have practical implications for cross-cultural training programs that aim to prepare people to live and work effectively in cultures other than their own, as they highlight the need to train sojourners to modify specific behaviors in a culturally appropriate way in order to achieve their goals.

Deardorff, Darla. 2006. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization." *Journal of Studies in International Education* 10, 3: 241–266.

> Arguably the first study to credibly develop an accepted working definition of intercultural competence, through the use of a consensus-building survey technique with a variety of experts on international education. This article condenses Deardorff's groundbreaking dissertation.

Dodd, Carley H. 2007. "Intercultural Readiness Assessment for Pre-Departure Candidates." *Intercultural Communication Studies* XVI, 2:1–17.

> From the abstract: "To enhance an intercultural performance, intercultural educators, trainers, and managers, have looked toward a growing body of data explaining intercultural expatriate effectiveness….[which] does not answer provocative questions regarding how to best anticipate candidates' adjustment, changes in behavior, and intercultural performance competencies." The research presented here represents an attempt to synthesize a "best set of pre-departure predictive variables" to explain intercultural effectiveness.

Engle, Lilli, and John Engle. 2004. "Assessing Language Acquisition and Intercultural Sensitivity Development in Relation to Study Abroad Program Design." *Frontiers: The Interdisciplinary Journal of Study Abroad* X: 219–236.

> This paper explores the correlation between study abroad learning and the input of program variables such as duration, housing, experiential work, and on-site mentoring.

Fry, Gerald, and R. Michael Paige. 2007. "Beyond Immediate Impact: Study Abroad for Global Engagement." University of Minnesota. http://cehd.umn.edu/projects/sage/

> The SAGE project is a longitudinal study that investigates how individuals have become globally engaged during their lives since their study abroad experiences, as well as the degree to which their contributions can be attributed to their study abroad history.

Hoff, Joseph G. 2005. *Students' Perceptions of the Culture Learning Process During Study Abroad*. Unpublished doctoral dissertation, Minneapolis, MN: University of Minnesota.

Reviews the literature on culture-learning in study abroad, and explores student reflections on the learning process, among an experimental group of students who received intercultural training on how to become more effective learners of language and culture. Part of the "Maximizing Study Abroad" research project of the University of Minnesota.

Jackson, Jane. 2005. "Assessing Intercultural Learning through Introspective Accounts." *Frontiers: The Interdisciplinary Journal of Study Abroad* XI:165–186.

Whereas traditional forms of assessment try to quantify student learning, many interculturalists recognize that "the experience abroad cannot be fully quantified: the outcome has to be measured in terms of the quality of the experience and of the skills acquired, particularly of transferable skills." Consequently, more attention is now being devoted to the use of introspective or qualitative means of assessment. This paper illustrates the benefits of using first-person introspective accounts to investigate and assess the learning processes of short-term sojourners, through analysis of the diaries of Hong Kong Chinese students who participated in a five-week sojourn in England.

Kim, Randi I., and Susan B. Goldstein. 2005. "Intercultural Attitudes Predict Favorable Study Abroad Expectations in U.S. College Students." *Journal of Studies in International Education* 9, 3:265–278.

This study focused on identifying intercultural attitudes associated with favorable expectations about participation in study abroad programs. Stepwise multiple regression analysis was used to suggest predictors of favorable expectations towards study abroad such as gender, levels of language interest, low ethnocentrism, and low intercultural communication apprehension. The authors suggest that interest in international study programs may be facilitated in part by interventions addressing intergroup attitudes as well as by programs that help students understand the value of language study.

Medina–López–Portillo, Adriana. 2004. "Intercultural Learning Assessment: The Link between Program Duration and the Development of Intercultural Sensitivity." *Frontiers: The Interdisciplinary Journal of Study Abroad* X: 179–200.

This article examines the correlation between program duration and participants' development of intercultural sensitivity in the education abroad context.

Olsen, Christa Lee, and Kent R. Krueger. 2001. "Global Competency and Intercultural Sensitivity." *Journal of Studies in International Education* 5, 2:116–137.

How do educators enhance their global competencies and intercultural communication skills so they can better educate students in our increasingly diverse society? This survey assessed 52 faculty and staff members at New Jersey City University and provides directional information about the relationship between second-language acquisition, experience abroad, and ethnorelativism. The authors suggest that we need global, intercultural, and professional development for faculty and staff that is ongoing, substantial, and inclusive of work in another language and culture.

Paige, R. Michael, Andrew Cohen, and Rachel Shively. "Assessing the Impact of a Strategies-Based Curriculum on Language and Culture Learning Abroad." *Frontiers: Interdisciplinary Journal of Study Abroad* X:253–276.

The purpose of this ground-breaking study was to explore the impact of the study abroad experience, in general, and the impact of a curriculum intervention, in particular, on students' intercultural development, second language acquisition, and employment of learning strategies related to language and culture. By utilizing a scientifically rigorous set of research procedures, the study sought to ascertain the impact and

efficacy of an author-designed student guidebook to language and culture-learning, as well as to test a set of hypotheses about the learning outcomes associated with study abroad. The authors found evidence that intercultural learning does occur in study abroad settings, and gained insights into the variability of the learning process by individual student.

Pirius, Landon K. 2007. *Massively Multiplayer Online Game Virtual Environments: A Potential Locale for Intercultural Training*. Unpublished doctoral dissertation, Minneapolis, MN: University of Minnesota.

Uses participant observer techniques to examine a common on-line game environment for evidence of intercultural learning among the participants and discusses the possibilities of virtual environments as intercultural training tools.

Savicki, Victor, Rick Downing-Burnette, Lynne Heller, Frauke Binder, and Walter Suntinger. 2004. "Contrasts, Changes, and Correlates in Actual and Potential Intercultural Adjustment." *International Journal of Intercultural Relations* 28, 3–4:311–329.

This articles details a study that compared students studying abroad (SA) in a foreign culture versus students staying in their home culture (Home) in relation to potential and actual intercultural adjustment.

Stephenson, Skye. 1999. "Study Abroad as a Transformational Experience and Its Effect upon Study Abroad Students and Host Country Nationals." *Frontiers: the Interdisciplinary Journal of Study Abroad* V:1–38.

The purpose of this study is to examine the question, "What aspects of values appear to change as a result of study abroad?" It explores the effect that the study abroad experience has had upon three distinct groups' cultural perceptions and personal values: the study abroad students, their host families, and selected host-country university professors. The author finds that, "The results from all three groups…demonstrate one salient fact: cultural patterns are firmly rooted within most individuals, and not as open to modification as many people assume."

Westrick, Jan Marie. 2005. "Phenomenology and Meaning-Making: Student Voices and Understandings of Cultural Difference." *Journal of Studies in International Education* 9, 2:105–120.

This study examines international school secondary students' understandings of intercultural sensitivity and the life experiences they attribute as influencing their own development thereof, including participation in four models of service-learning programs. The author suggests that international school students have many formal and informal opportunities to experience cultural difference; that although service-learning can influence the development of intercultural sensitivity, it does not necessarily do so; and that students are able to develop intercultural sensitivity through a variety of life experiences.

White, George P., and Galen C. Godby. 2006. "What Does it Mean to be Globally Competent?" *Journal of Studies in International Education* 10, 3:267–285.

Through the use of a Delphi Technique, this study sought to help define and operationalize concepts of global citizenship and global competency. Participants included 133 representatives from universities that self-nominated for recognition in the *Internationalizing the Campus, Profiles of Success at Colleges and Universities 2003*— (NAFSA publication), as well as the transnational corporation human resource officials serving as members of the National Foreign Trade Council's Expatriate Management Committee and Global Mobility Roundtable. Results are reported and discussed, and a proposed curricular plan is presented based on the findings.

Williams, Tracy Rundstrom. 2005. "Exploring the Impact of Study Abroad on Students' Intercultural Communications Skills: Adaptability and Sensitivity." *Journal of Studies in International Education* 9, 4:356–371.

> This study addresses outcome assessment in study abroad by exploring the intercultural communication skills of study abroad and on-campus students. Through a pretest and posttest of two specific skills—intercultural adaptability and intercultural sensitivity—study abroad students were compared to students who stay on campus to measure their change (if any) during the course of the semester. Results supported the hypothesis that students who study abroad exhibit a greater change in intercultural communication skills after their semester abroad than students who stay on campus.

Williams, Tracy Rundstrom. 2009. "The Reflective Model of Intercultural Competency: A Multidimensional, Qualitative Approach to Study Abroad Assessment." *Frontiers: the Interdisciplinary Journal of Study Abroad* XVIII: 289–306.

> This article discusses the development of a set of study abroad learning outcomes at Texas Christian University and their subsequent use to increase the awareness of TCU students participating in programs abroad. Following this strategic planning process, TCU conducted qualitative data collection to measure students' progress toward the newly articulated learning outcomes. Their "multidimensional, qualitative approach", known as the "Reflective Model of Intercultural Competence", represents a new tool that can be applied in multiple environments to assess study abroad outcomes without relying exclusively on quantitative surveys and measures.

Wilkinson, Sharon. 1998. "On the Nature of Immersion in Study Abroad." *Frontiers: the Interdisciplinary Journal of Study Abroad* IV:121–138.

> Wilkinson explores the commonly held belief that cultural immersion will "automatically" convey dramatic linguistic learning, and the effects of such expectations on actual student experiences and outcomes, using as a case study several U.S. students studying in Paris. After a brief but thorough review of the literature on student expectations and learning, she makes good use of ethnographic techniques and student quotes to problematize the complexity of immersion language learning and discusses implication for design of study abroad programs.

Yildiz, Senem. 2009. "Social Presence in the Web-based Classroom." *Journal of Studies in International Education* 13, 1:46–65.

> Social presence is a theory derived from social psychology to explain social interactions in a mediated communication and is defined as the degree to which interlocutors in a communications medium perceive each other as real. This study investigates the effect of computer-mediated communication on the social presence of international students who spoke English as a foreign language in two Web-based graduate courses offered in the United States and aims to explore how linguistic and cultural differences influenced their social presence.

Ziegler, Naomi J. 2006. *Culture Learning in Study Abroad from the Perspective of On-Site Staff in France and Senegal.* Unpublished doctoral dissertation, Minneapolis, MN: University of Minnesota.

> Examines the experiences and attitudes of 17 study abroad staff who worked on programs in Senegal and in France: what are their beliefs about the importance of intercultural training in study abroad, what experiences do they draw upon, what training or professional development have they had, and how do they enact or deliver intercultural training to their students.

JOURNALS AND ONLINE RESOURCES

http://www.awesomelibrary.org/multicultural-training.html

>This Web site provides a collection of multicultural/intercultural communication links, articles, organizations, and other resources.

http://www.carla.umn.edu/maxsa/documents/Resources_MAXSA_IG.pdf

>This online document, the "Recommended Reading and Practical Resources" section of *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use,* offers additional resources on intercultural training (beginning on page 9) and intercultural theory (beginning on page 11). Many of the works referenced also appear in this annotated bibliography, although descriptions vary.

http://www.intercultural.org/resources.php

>The resources section of the Intercultural Communications Institute's Web site offers multiple bibliographies focusing on different areas (education, business, diversity, multicultural teams, conflict resolution, training, and more), a list of upcoming conferences, and descriptions of training tools and assessment instruments commonly used in intercultural training and research, as well as information on where to obtain and how to administer them.

http://www.kwintessential.co.uk/cultural-services/articles-intercultural.html

>This Web site provides an extensive list of intercultural communication articles and resources.

International Journal of Intercultural Relations
http://www.sciencedirect.com/science/journal/01471767

>"IJIR is dedicated to advancing knowledge and understanding of theory, practice, and research in intergroup relations. The contents encompass theoretical developments, field-based evaluations of training techniques, empirical discussions of cultural similarities and differences, and critical descriptions of new training approaches."(Retrived 2/11/2010 from http://www.elsevier.com/wps/find/journaldescription.cws_home/535/description#description)

Journal of Intercultural Communication
http://www.immi.se/intercultural

>"The world today is characterized by an ever-growing number of contacts resulting in communication between people with different linguistic and cultural backgrounds. This communication takes place because of contacts within the areas of business, military cooperation, science, education, mass media, entertainment, and tourism, but also because of immigration brought about by labor shortage or political conflicts. In all these contacts, there is communication that needs to be as constructive as possible, without misunderstandings and breakdowns. It is our belief that research on the nature of linguistic and cultural similarities and differences here can play a positive and constructive role. The goal of the journal is to promote research but also education and training in the area of intercultural communication."
>(Retrieved 2/11/2010 from http://www.immi.se/intercultural)

Journal of Studies in International Education
http://jsi.sagepub.com/

>*The Journal of Studies in International Education* (JSIE) is the premiere forum for higher education administrators, educators, researchers, and policymakers interested in research, reviews, and case studies on all facets of the internationalization of higher education—the driving innovative element shaping higher education today. Each issue brings together the concepts, strategies, and approaches of internationalization; the internationalization of the curriculum and the teaching and learning process; exchanges and study abroad; and issues surrounding international students and cross-border delivery of education." (Retrieved 2/11/2010 from http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201378)