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### Recommended Citation

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# **Fostering Intercultural Competencies Through Global Awareness and Immersion**

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**March 2014**

*Among the many changes in the world today is the growth in the interrelatedness of people and cultures across nations. This change makes intercultural competence skills even more important for higher education students, especially in the United States, as they will be entering an increasingly multicultural and diverse workplace. Beginning with an understanding of global awareness achieved on university campuses, educators can work towards preparing students to succeed in an internationalized economy and strive towards creating students that are motivated to take actions closer to world peace. Furthermore, universities can immerse their students in other cultures through study abroad programming to strengthen student appreciation of their own and other cultures across borders.*

## **INTRODUCTION**

As the world continues to move toward globalization, it becomes increasingly important for students of higher education to acquire global competencies and a diverse worldview. Firsthand experience is a primary method that leads to a more accepting and anti-discriminatory society. Studying abroad is one way that students can gain cultural experience and appreciation. However, global awareness for students begins in the classroom, so it is also important to review higher education curricula. Global awareness and immersion move students toward embracing and creating a more multicultural and diverse society.

Workplaces are becoming more and more diverse, businesses are becoming more internationalized, and our world is becoming increasingly connected due to technological advancements. An increasingly diverse workplace means that recruiters are placing higher value on strong cultural diversity skills (Wright and Clark 2010). Regardless of what kind of professional career students are pursuing, it is going to be a necessity for them to possess intercultural competence. What happens in one part of the world significantly impacts other parts

of the world. The fact that we are all interconnected should not be ignored. The impact of globalization should be integrated in all higher education departments so every student clearly understands the implications for their specific field of study. Fischer (2008) found that 60 percent of employers said recent graduates lacked the skills to succeed in a global economy. Not having enough global and cultural knowledge could lead to multicultural misunderstandings in the workplace between businesses or co-workers that could create tension or slow down deals. It is more essential now than it ever has been before for students to pay attention to the global connections that occur socially, politically, and economically.

There has been some criticism of both intercultural and multicultural competence, but both competencies can be formed within students and integrated together. Multicultural competence starts in the education system by challenging discrimination such as racism, while intercultural competence is focused on effectively communicating across cultures (The Need for Intercultural Competency Development in Classrooms 2012). Above all, there is a need for integration of differences at all levels.

## EXECUTING CHANGE IN HIGHER EDUCATION

In order to make effective changes in a higher education setting, faculty members must share a common goal throughout the institution (Fischer 2008) and have the motivation to make the necessary changes (Morey 2000). Implementation of diversity is not something that should be a backup or second thought. Understanding and embracing diversity should be considered a necessity in order to obtain a high quality education (Schwieger, Gros, and Barberan 2010). It is critical to address any resistance to these changes upfront and seek feedback on how to effectively revise the methods used moving forward. Additionally, the institution itself must change in order to see gains in intercultural competence and better prepare students for the growth of a diverse society (Morey 2000). Institutions that do not make adjustments to embrace the increasing internationalization of the world will not exist moving forward.

Sometimes educators may fall back on following standard procedures and instead will search for one method that trumps all else. However, especially when it comes to creating a classroom environment open to diversity, there is no standard that will work in every case (Schwieger, Gros, and Barberan 2010). There is not one uniform method to teaching because education is an ongoing process that is constantly evolving. Higher education institutions need to

consider how their learning approaches can keep up with the speed of today's society (Mendoza and Matyók 2013). Society is advancing too quickly for narrow and specific learning to be applicable to students once they reach the workforce. Textbooks are one method of teaching that can be used to convey a globalized perspective, but they should be coupled by other teaching methods in order to be effective and appeal to variations in student learning styles (Richardson 2012). The "perfect method" is to create an open and welcome environment that is based on the situation at hand. Students should not be graded on their performance and learning based on a standard written test or assignment (Morey 2000). Instead of generalizing a single method to use for the entire class, a variety of teaching methods should be used that aim to reach individual students by customizing the teaching to the unique abilities of the students. Allowing students to utilize various methods to assess their learning will develop their critical thinking skills more effectively and provide support by giving all students a chance to succeed in an open and challenging learning environment.

There are so many resources for educators that are available in today's rapidly advancing society. They should take advantage of these to foster a global understanding in students and facilitate a learning environment that is more appealing and interactive for them. One of these resources is "video chat," which can transform a local classroom into a global one (Jackson and Nyoni 2012). Video chat is a great tool that can directly bring people together from all around the world. Each educator is open to determine the scope of video chat use, which can range from video chat sessions with other students, faculty, professionals, or others abroad to semester long projects. When using video chatting and other resources, it is important to educate students on the proper guidelines for use and encourage them to be aware of cultural differences when communicating across boundaries. Video chatting, social networking, online discussion boards, and other Internet-based learning techniques are promising tools for the present and future of global education. Additional suggestions on globalizing the local classroom can be found in Table 1 to be used for future reference.

The United States especially has a unique opportunity to actively engage students in adapting to and embracing a multicultural environment. The extremely diverse population in the United States creates high potential for regular intercultural interactions that may not always be as prominent in other countries. For some, attending a university is the first time students will experience regular direct encounters with such a diverse group of people (The Need for

Intercultural Competency Development in Classrooms 2012). This provides the university with an opportunity to make a trustworthy and memorable “first impression” on the student. Presenting novel and unfamiliar ideas to students when they enter the new context of higher education and a new stage in their lives will strongly influence them.

However, the key is for the university to continue interactions with the students supporting a vision of responsible global citizenship throughout the student’s entire collegiate process. Schwieger, Gros, and Barberan (2010) use the term “intellectual contact zone” to describe the enriching learning environment that is established through the diversification of so many different cultural backgrounds in one mutually respectful space. Joining together the variety of cultures, fields, or experiences in one classroom can lead to the production of great ideas. Hearing others’ stories and challenging biased views helps both the educators and the other students to look beneath the surface and better understand themselves. Students will better comprehend the differences between each other while also realizing that they have more in common than they may have originally thought. Some shared aspirations of students in higher education may include the desire to graduate from college, make positive contributions to their community, or have choices in terms of their career (The Need for Intercultural Competency Development in Classrooms 2012). Most students will need active encouragement to interact with diverse groups of students rather than just those who have visible identity characteristics that are the same as their own. An inclusive classroom environment in which students can openly share diverse perspectives will help them to feel a sense of equality and trust in the classroom. Students should not be limited in discussions or assignments. Expressing one’s opinions should be encouraged, and different perspectives should be openly discussed. A clash of viewpoints or opinions may occasionally occur, but this tension can sometimes produce a rich method of learning (The Need for Intercultural Competency Development in Classrooms 2012). Actively making diversity education a priority in the classroom rather than waiting until the differences become a problem to acknowledge them is essential to make progress toward intercultural competence. What happens in the classroom should not be overlooked because it can potentially affect many other areas of a campus environment.

Many universities in the United States are working harder to diversify their student populations and engrain multiculturalism into their curricula. However, just because an institution is deemed multicultural does not mean it is ethnically coherent. One “cultural

diversity” course is not going to make an impact (The Need for Intercultural Competency Development in Classrooms 2012). Diversification efforts must be embedded in all areas of the institution. Although institutions may have good intentions, the whole of higher education has not yet succeeded in reaching the goal of education for global citizenship (Mendoza and Matyók 2013). There must be more actions carried out at all levels of higher education that strive for an interactively diverse campus. A diverse student body is meaningless if there are no intercultural interactions (The Need for Intercultural Competency Development in Classrooms 2012). Each individual action is not enough in itself. Institutions must unite across departments to instill lasting change that will spread to include countrywide and eventually worldwide change.

Curricula must be designed so that students are not just learning that they live in a global world, but instead they should be learning how to embrace the diversity of the world and be sensitive to those who may seem different from them (Bloom 2011). Higher education institutions have the opportunity to prepare students to learn from interactions with other cultures in combination with their own knowledge and use these experiences to broaden their worldview and think outside of the box. Intercultural learning starts with surface-level knowledge, but students will only gain intercultural competence by supplementing that knowledge with the development of skills that allow them to interact effectively and appropriately in intercultural situations. Therefore, there is a strong need for higher education institutions to engage in higher impact processes that create a richer academic experience for students. In many cases, other experiences outside of the classroom are necessary for students to reach intercultural competence.

## GLOBAL IMMERSION THROUGH STUDY ABROAD

One such experience is study abroad programming. Studying abroad surpasses the limitations of the classroom and allows students to open their minds and learn from firsthand experiences of living in another country (Wright and Clarke 2010). Firsthand experiences with other cultures can play an important role in fostering intercultural competencies in students. Wright and Clark (2010) present some of the benefits students will gain both individually and professionally from studying abroad. The first step in moving toward a globally minded worldview is realizing that other worldviews exist and can be perfectly valid. This realization is one that occurs to many students while studying abroad. Jackson and Nyoni (2012) found that after studying abroad,

students are better able to apply critical thinking skills and academic concepts to understanding real world situations. Another study found that students tend to take the strategies they learned when navigating a new culture and use that knowledge to improve their lives and communities back home (Gray, Murdock, and Stebbins 2002). Students will place a higher value on diversity and be able to communicate better across cultures because they are more culturally sensitive and aware. In a study abroad assessment survey performed at Missouri Southern State College one student said, “Touring schools in other countries allows individuals to see the similarities among the human race. Children are children regardless of color, race, language, etc.” (Gray, Murdock, and Stebbins 2002). This is one example of the powerful impact studying abroad can have on students. Pushing themselves out of their comfort zones through studying abroad will transform students into change agents.

Even short-term programs can create more openness to diversity in students than if they do not study abroad at all, according to Wright and Clark (2010). Although some goals are best developed through long-term study abroad programs, short-term programs can play an important role in generating enthusiasm for internationalization and encouraging students to participate more often in related activities (Gray, Murdock, and Stebbins 2002). Global immersion teaches students how to adapt better in unfamiliar situations and appreciate the beliefs of others alongside their own.

Some students will gain more than others when studying abroad, and the student’s home university can have a significant impact on what students take away from their experience. A major key to making gains through education abroad is providing students with the appropriate preparation before they depart for their journey (Deardorff 2011). Pre-departure information should address preconceived notions of the student’s host country and brief students on their responsibility to represent themselves and their country in a respectful manner (Jackson and Nyoni 2012). Students should be able to clearly articulate what they learned while they are studying abroad, and be able to further develop the understanding of their experience upon their return home. Study abroad programming must not let exposure cost them immersion (Mendoza and Matyók 2013). Interactions with others abroad need to be combined with physical exposure in order to gain a full sense of the benefits of studying abroad. A successful pre-departure orientation should prepare students for what they can generally expect and provide them with useful tips and suggestions to make the most out of their experience, while also leaving room for

their own personal development and discovery.

While students are abroad, their home university should work to keep in contact with them to make them feel more comfortable and assist with the adjustment process (Hobert 2013). Sending an email every so often or mailing them a copy of the school newspaper is a nice way to give them a little piece of home while they are traveling. However, it is also important to make sure that students know it will not be beneficial to have too much communication with their family and friends back home. Encouraging students to not be in constant contact with those at home can help them to make the most of their experience by pushing them farther outside of their comfort zone to embrace their time in a foreign country.

Reflection and discussion about their study abroad experiences are also critical for obtaining a deeper knowledge of what they gained. Many students will experience personal transformation but may not be sure what that transformation means for them or how it came about (Wright and Clark 2010). Procedures that institutions choose to implement will vary based on what methods fit best with their situation, but there should always be some form of a reflection piece that students are required to submit upon their return home. To align with the previous section of this paper, they should have a wide range of options for how to carry out this assignment so it is relevant and interesting to them. These reflection pieces can be in the form of a video, paper, blog series, presentation, artistic work, photo montage, or the students can propose an additional medium to use.

## DEVELOPMENT IN THE COMMUNITY

Study abroad programs are not enough in themselves. Numerically, many students participate in study abroad programs, but as a percentage of all higher education students they only account for a small portion of the population (Talbani 2013). There are a variety of reasons why a student may not want to or be able to study abroad; however, cost is one of the most common deterrents. Not everyone will have the privilege to study abroad, so institutions must integrate cultural aspects more prominently into the curricula and other activities in the students' own communities in order to reach the entire student body. Table 1 outlines specific suggestions on internationalizing the local campus. Gray, Murdock, and Stebbins (2002) found that students who had traveled outside of the United States participated in more non-travel activities while on campus than those who did not by a ratio of 1.6 to one. Although these are promising results, the



possibility that the students who travel abroad are already different from those that do not should be considered as an influential factor. Regardless, students should be made aware of and encouraged to use additional on-campus resources. These resources can include librarians, faculty, staff, guest speakers, or the international education office.

Simply exposing students to diversity and different perspectives is not enough to instill significant changes (The Need for Intercultural Competency Development in Classrooms 2012). There need to be actions taken to further the development of responsible global citizenship in our students. Higher education institutions should start with flexibility and planning to execute a stimulating environment that will instill a global perspective in students (Jackson and Nyoni 2012). They must then carry out planned actions and drive the entirety of the institution to working toward their ultimate goal.

To further develop intercultural competence skills, universities must engage students in reflection and collaboration throughout all campus departments (Deardorff 2011). This is critical whether it is following an international experience or even just a classroom discussion. Whether or not students attain multicultural and intercultural skills through their education will determine their ability to make positive contributions to society (Haring-Smith 2011). Faculty must challenge students to discuss and analyze the specifics of what they have learned rather than only talking about their experiences in broad terms. Having discussions in a group setting will facilitate change by further developing students' thoughts about the topic and offering an enhancement of valuable contributions made (Morey 2000).

Teaching students the necessary skills in a global context will prepare them to understand the role of their own country in relation to the rest of the world, better handle world problems, and ultimately promote world peace (Morey 2000). Educators need to think outside of the classroom and go beyond what is expected of them as a teacher. They need to integrate additional activities into the curriculum that provide an overall higher academic value for students. Additionally, as many opportunities as possible should be provided for students so they can choose to participate in an activity that will be of interest to them and therefore, they will be more committed to further progress and involvement in that area. Allowing students to pursue what they are interested in will increase their overall learning and motivation.

Institutions need to prepare students not just to be successful in an internationalized environment, but also to take actions to improve that environment for all parties (Mendoza and

Matyók 2013). There should be a focus on how to make progress and think independently rather than only looking at one final output. According to Morey (2000), students should be taught to act as “agents of social change.” No matter the profession they aspire to, students must ultimately be provided with support in their endeavors to lead them on a path toward making active changes that unite society.

It is important for students to comprehend that differences in perception are the key behind the majority of misunderstandings. Students need to understand that they are one part of a large, diverse world and although people may have different perspectives, they are still just as valid as one another (Schwieger, Gros, and Barberan 2010). When interacting with other cultures, it is important to have a mindset that embraces new perspectives and dismisses assumptions. Intercultural experts involved in the study by Deardorff (2011) only reached a consensus on one aspect, which is the value of having the ability to see situations from others’ perspectives. Possessing this ability will allow students to identify with others that may seem different from them on the surface, although they may find many similarities after getting to know the person. Having the ability to see the world from multiple perspectives will stretch their boundaries and drive students to aspire to unite as a global community as advocates of world peace.

Higher education institutions have a “responsibility to a global society” that must be actively pursued (Bloom 2011). Ingraining diversity into higher education can substantially impact the future of the country as a whole. Higher education should be centered on global citizenship and focus on what impact students will make on the world (Mendoza and Matyók 2013). Regardless of the institution’s present progress on furthering diversity and intercultural inclusion, it is important to start off small by only engaging in activities and programs that will be manageable with the current resources available. Change is a process that must occur over time. Progressive steps can be made to work toward a higher goal of creating a learning environment for students that promotes and strides toward multicultural and intercultural competence.

## CONCLUSION

Starting with today’s students, the next leaders of the world, global awareness and immersion can advance the United States toward higher multicultural and intercultural

acceptance that will advance the uniquely diverse country of the United States in ways that could never be imagined. In the words of Haring-Smith (2011), we all share a stewardship of the planet. Through education we can rise above discrimination and rejections of multicultural and intercultural education through the promotion of world peace. Instituting a focus that benefits all students can create a breeding ground for new ideas and inspiration. There is an opportunity to transcend boundaries by shaping student perspectives and challenging them to look beyond what is expected and rational to see situations more often for what they are. Proper implementation of effective procedures will encourage students to consider all the possibilities and embrace the interrelatedness of the world.

**Table 1: Community Activities Promoting Intercultural Awareness and Immersion**

<i>Student Development</i>	<ul style="list-style-type: none"> <li>❖ Implement simulation activities where students can communicate electronically across countries to debate various international issues (Pickert 1992).</li> <li>❖ Encourage appropriate educational free time activities (museum visits, community events/speakers, volunteering, etc.) (Wright and Clark 2010).</li> <li>❖ Use videochat to connect with others around the globe (Jackson and Nyoni 2012).</li> <li>❖ Grab student interest by making the content directly relevant to them. Assign a project or offer a course that focuses on heritage and encourages students to learn about “where they came from” (Hobert 2013).</li> <li>❖ Plan local day or weekend trips to nearby cities to attend a conference or speaker session or simply so students can see the cultural variations within the country (Hobert 2013).</li> </ul>
<i>Faculty Development</i>	<ul style="list-style-type: none"> <li>❖ Diversify teacher backgrounds and experiences (either at the time of hire or by encouraging/funding their participation in enriching events) (Muffoletto 2007).</li> <li>❖ Encourage faculty development activities such as sending faculty to other countries, providing them with on-campus language tutors, or supplement their salaries to support their attendance at workshops or international projects (Pickert 1992).</li> </ul>
<i>University Programming</i>	<ul style="list-style-type: none"> <li>❖ Offer international majors and minors to be available for all students (Pickert 1992).</li> <li>❖ Host a regular speaker series by people with diverse backgrounds (Deardorff 2011).</li> <li>❖ Each semester, feature a culture, country, or continent in all areas of the university. There can be special programming involved, class assignments based around the topic, or lectures on food, culture, or literature of the region (Gray, Murdock, and Stebbins 2002).</li> <li>❖ Hold and facilitate conversations with all groups of students around campus (Morey 2000).</li> <li>❖ Provide programming that brings international and domestic students together (Deardorff 2011).</li> <li>❖ Build strategic partnerships with local universities that would allow students to visit different towns and campuses to learn about their culture and environment (i.e., rural versus urban) (Talbani 2013).</li> <li>❖ Reach out to elementary and secondary schools in the community to engage younger students (Pickert 1992).</li> </ul>

## ANNOTATED BIBLIOGRAPHY

Bloom, A. (2011). Advancing a Global Vision. *Chronicle Of Higher Education*, 58(16), B14.

This article discusses the importance of American higher education institutions incorporating multiculturalism across their campuses in order to prepare students to positively contribute to a global world. The author covers how campuses abroad can help to fulfill the goal of understanding other cultures and working together across national borders. He makes the conclusion that curricula must be designed so students learn how to embrace the diversity of the world and be sensitive to those who seem different from themselves. This article supports my research because it highlights the benefits that will be gained if higher education institutions take advantage of the opportunity they have to prepare students to learn from interactions with other cultures and use these experiences to broaden their worldview and think outside of the box. Ingraining diversity into higher education can substantially impact the future of the country as a whole.

Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions For Institutional Research*, 2011(149), 65-79. doi:10.1002/ir.381

This article closely examines the role intercultural competence is playing in higher education and how significantly it impacts students in preparation for globalized workplaces. The author discusses practices to be utilized in support of intercultural competence, as well as proper assessment of the results. She concludes that assessment must surpass basic documentation or course completion in order to see exceptional student development. This article was helpful in evaluating the usefulness of student reflection and collaboration across the university and how faculty can assist students in gaining a deeper understanding of the meaning of their study abroad experience. This research also highlights how seeing situations from a different perspective can unite communities across the world.

Fischer, K. (2008). 'Flat World' Lessons for Real-World Students. *Education Digest*, 73(7), 10-13.

How well universities are preparing students for entering the globalized workforce and economy is the focus of this article. For the purposes of this article, the author uses Portland State University as a case study. The author calls attention to the positive impact study abroad programming has on students, but also addresses concerns

that on-campus methods are not comparable and need to be improved, as not all students will have the opportunity to study abroad. The author discusses why students need to have multicultural and intercultural competence skills to succeed in the workplace and the negative effects that could occur if they do not have the appropriate skills. The article also includes the role of faculty members in higher education and the commitment that is necessary to make effective changes throughout the institution. Creating a global campus will not be possible unless the entirety of the university is involved in striving toward the same goal.

Gray, K. S., Murdock, G. K., & Stebbins, C. D. (2002). Assessing Study Abroad's Effect on an International Mission. *Change*, 34(3), 44.

The authors analyze the study abroad programming at Missouri Southern State College and review their approach to international education. They include specific student reflections in order to provide additional insight into the impact studying abroad had on certain students. They also discuss the benefits of studying abroad, the ideal takeaways that universities aim for their students gain upon their return home, and the factors that can affect accurate assessment of results. The points made in this article are critical because they connect the knowledge students gain while they are abroad with the application of their newfound learning in their own lives and communities back home. The article also looks deeper into the benefits that are gained through studying abroad and the powerful impact that doing so can have on students. One additional correlation they discuss is that students who have traveled internationally are more likely to participate in non-travel related activities on campus, which can play an important role in encouraging more student participation in various campus activities.

Haring-Smith, T. (2011). The Magellan Project: Developing Global Citizens through Independent Study Abroad. *About Campus*, 16(5-), 9-12.

The author, president of Washington & Jefferson College, discusses a program she implemented at the university called The Magellan Project. She shares why studying abroad is critical method for students to gain a sense of global awareness. She also explains why it is even more important for students to pursue their interests and have the support of their university. The article ultimately focuses on how Washington & Jefferson College prepares its students to make significant contributions to today's world.

The concepts and approaches used to engage these students is directed toward the student needs and have proven to be successful. Therefore, they should set an example across higher education institutions.

Hobert, C. F. (2013). *Raising Global IQ*. N.p.: Beacon Press.

This book hones in on the way that the world is increasing in population, but at the same time is also bringing people closer together than ever before. The author concentrates on the best methods to prepare today's students for the increasing connectedness of the world so that they are able and motivated to succeed in a globalized economy. This book was especially helpful in adding to the student development section of promoting intercultural awareness and immersion through community activities. The book also was useful in looking at the impact of study abroad programming and how students can be made more comfortable throughout their adjustment process of living and studying in a foreign country.

Jackson, D. S., & Nyoni, F. P. (2012). Reflections on Study Abroad Education: Guidelines on Study Abroad Preparation and Process. *Journal Of Human Behavior In The Social Environment*, 22(2), 201-212. doi:10.1080/10911359.2011.647480

The article is focused on the importance of social work education embracing a global perspective, but much of their research is directly applicable to any field of study. They note how important it is for educators to pay close attention to the effects of globalization and make suggestions for methods on responding to these changes in higher education. Specifically, they discuss the impact of studying abroad and using social networking to enhance the experience. A major relevant section of this article is the analysis of utilizing different resources that have become available in today's rapidly advancing society. They also discuss how to appropriately prepare students to make the most out of their study abroad experience and how to apply the skills they gain once they return home. Proper preparation is one defining factor that can impact what students take away from their experience, so the insight this article provides on pre-departure information is critical.

Mendoza, H., & Matyók, T. (2013). Designing Student Citizenship: Internationalised Education in Transformative Disciplines. *International Journal Of Art & Design Education*, 32(2), 215-225. doi:10.1111/j.1476-8070.2013.01750.x

The authors, professors at the University of North Carolina Greensboro, researched the vital role that education plays in preparing students to be actively engaged in shaping the world around them. They criticize the standardized and disciplined methods of education and, supported by their research, advocate the shift of higher education toward development of critical thinking skills through more liberal education. The authors highlight the need of international immersion coupled with diverse interactions in order to create meaningful experiences from studying abroad and other on-campus activities. Most importantly, the article stresses the need for action. The authors make it clear that progress is an ongoing process, and changes need to be implemented into all areas of the institution to see changes made in the students. The fast-paced society that exists today may present challenges for higher education, but it also presents opportunities for them to take advantage of while working toward a more diverse campus.

Morey, A. (2000). Changing Higher Education Curricula for a Global and Multicultural World. *Higher Education In Europe*, 25(1), 25-39. doi:10.1080/03797720050002170

The dramatic increase in diversity across nations around the world creates challenges in higher education that the author aims to address in this article. Universities must modify their processes across departments to be on par with the trends in globalization if they want to maintain their status of providing excellence in education. This article provides useful information on the importance of having group discussions, customizing teaching procedures to fit with the unique group of students in each class, and relating skills in a global context to enhance student learning. The need for integration of diversity goals in all areas of the university is also discussed in this article, which is a crucial factor in making impactful changes throughout higher education.

Muffoletto, R., & Horton, J. (Eds.). (2007). *Multicultural Education, The Internet, and the New Media* (pp. 133-146). N.p.: Hampton Press, Inc.

The content useful in this book was mainly focused on how teachers can utilize emerging technologies in their classrooms to enable new ways of learning for students and different variations in teaching methods. The authors highlight the importance of diversification of teacher backgrounds and role of the hiring process in obtaining the appropriate teachers for the job. The section of the book used was helpful in adding to the



faculty development section of how to promote intercultural awareness and immersion through community activities.

Pickert, S. M. (1992). *Preparing for a Global Community: Achieving an International Perspective in Higher Education*. Washington, D.C.: The George Washington University, School of Education and Human Development: ASHE-ERIC Higher Education Report No. 2.

This book closely examines the changes in higher education in relation to global changes and innovations. The author relates these changes to international education in curricula, study abroad, faculty, and administration. This book was extremely helpful in the development of ideas to all areas of community activities promoting intercultural awareness and immersion. The book discusses various student and faculty activities that can be implemented in higher education, as well as different programming that can be beneficial within the university and the surrounding community.

Richardson, P. (2012). Teaching with a Global Perspective. *Inquiry*, 17(1), 43-50.

The author speaks on the changes in teaching that have resulted from globalization and the increased demand to graduate students that are ready to work in the global marketplace. The author also promotes the importance of studying abroad and learning a different language to supplement the knowledge that is gained in the classroom. He recognizes that different methods of teaching should be used together to appeal to different students and their unique learning styles. While some of the research presented in the article is placed in generalized terms, the author still presents useful takeaways that are applicable to higher education institutions becoming more globalized.

Schwieger, F., Gros, E., & Barberan, L. (2010). Lessons From the Culturally Diverse Classroom: Intellectual Challenges and Opportunities of Teaching in the American University. *College Teaching*, 58(4), 148-155. doi:10.1080/87567555.2010.484033

This article conveys the need for modern universities in the diverse nation of the United States to have classrooms that consist of students and teachers from all different cultures and backgrounds. The authors question the established learning models in higher education and suggest a more integrated approach that focuses on the diversity within the classroom itself. They focus on the joining together of differences to create new ideas and diversify knowledge in an interactive classroom environment that builds the foundation

for a successful university education. This article uses specific examples of international graduate students, which provides helpful insight on how to successfully work with a class to probe new thoughts out of the differences that exist. Another important point made by the article is the value of understanding different perspectives, creating a more enriching environment when interacting with other cultures.

Talbani, A. (2013). High-Impact Practices for Cultural Competency. *New England Journal Of Higher Education*, 1.

The author recognizes that studying abroad is not an opportunity that everyone is able to take advantage of, so he makes suggestions as to how international knowledge and experiences can be integrated into academic and other activities on campus. The article focuses on how students can move toward global cultural competency and the role that higher education plays in encouraging and helping the students reach the end goal. Above all, the author proves the point that learning to be global citizens is necessary for all students in our increasingly globalized world, and higher education institutions must recognize and take action on this in order to properly prepare their students for the global workplace.

The Need for Intercultural Competency Development in Classrooms. (2012). *ASHE Higher Education Report*, 38(2), 1-21. doi:10.1002/aehe.20002

This article stresses the need for enabling the classroom to take new approaches to cross-cultural learning to ultimately benefit society, especially since educators already recognize that the need is present. The article makes it clear that a deeper understanding of effectively engaging diversity needs to be ingrained in higher education for both students and educators, and regular interaction with the students needs to be continued through all stages of their education. Based on the research and experience of the authors, they recognize that student populations are increasingly diverse and there is a separation that exists between different social groups. They make suggestions for getting students engaged in diversity and discuss the benefits that could be attained with successful implementation of integration techniques in higher education. A diverse student body is meaningless if there are no intercultural interactions, so universities must take action toward engaging the students with each other on a regular basis.

Wright, N. D., & Clarke, I. (2010). Preparing Marketing Students for a Global and Multicultural Work Environment: The Value of a Semester-Long Study Abroad Program. *Marketing Education Review*, 20(2), 149-162. doi:10.2753/MER1052-8008200206

This article discusses the multicultural workplace that marketing graduates will face and how they can prepare for this changing environment. Although the focus is centered on business students, both the research and the suggestions made are directly applicable to all students in higher education. The authors recommend study abroad programs as one method of preparing students for their future careers and learning to better communicate with and understand other cultures. They add to this by also covering benefits gained from studying abroad on either short- or long-term programs. The article provides useful and specific tips to work toward intercultural competence when students are studying abroad. Supplementing study abroad programs with additional learning and guidance is essential in order for students to reap the most benefits that they can from their experience.