Seeking Answers

Understanding the academic performance of international students through an intercultural lens
Welcome

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Our questions for you:

1) What is your experience with the term “academic success” within an intercultural context?

2) What does “intercultural effectiveness” mean to you?
Background

1) Who?
2) What?
3) Why?

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1) Is there an identifiable link between the *academic success* of international students and their level of *intercultural effectiveness*?

   a) Do students with greater intercultural effectiveness have greater academic success and inversely do students with lower intercultural effectiveness have lower academic success?
Definitions

Academic Success

“...inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post college performance” (York, Gibson, & Rankin, 2015, p. 5).

International Student

First semester, first Canadian educational experience, studying full-time, paying international student tuition at respective institution.
Definitions

Intercultural competence

▪ “The ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2004, p. 194).

▪ “The capability to shift cultural perspective and adapt behaviour to cultural commonality & difference” (Hammer, 2007.)
The Intercultural Effectiveness Scale

- Based on the International Adjustment Model (Black, Mendenhall, & Oddou, 1991).

- 3 bucket model

1. Continuous Learning
   - Exploration & Self-Awareness

2. Interpersonal Engagement
   - Global Mindedness & Relationship Interest

3. Hardiness
   - Postive Regard & Emotional Resilience
What Have We Learned?

Defining and measuring academic success (York, Gibson & Rankin, 2015)

▪ Academic success is an umbrella term that includes a variety of outcomes.

▪ We need to decide what precisely we want to measure in order to identify how.

▪ Most studies focus on an institutional or academic definitions, which do not always coincide and do not always include student perspectives.
Defining and Measuring Academic Success
York, Gibson & Rankin (2015)

Academic Success
- Academic Achievement (Proxy)
- Satisfaction (Proxy)
- Acquisition of skills and competencies
- Attainment of Learning Outcomes
- Persistence
- Career Success
What Have We Learned?

Identification and assessment of intercultural competence as a student outcome of internationalization (Deardorff, 2006)

- Focus of the study – overview - definition of intercultural competence and assessing intercultural competence

- 22 essential elements Deardorff’s Pyramid Model of Intercultural Competence and her Process Model of Intercultural Competence.

- Intercultural competence can be measured – needs multiple assessment methods.

- Definition of intercultural competence is dynamic – needs ongoing reassessment.

- Intercultural competence is a complex concept and has controversial aspects.
What Have We Learned?

Understanding academic performance of international students: The role of ethnicity, academic and social integration in the academic performance of students (Rientes, Beausaert, Grohnert, Niemantsverdriet & Kommers 2011)

▪ “Mixed-picture” on whether international students underperform in academic integration and academic performance.

▪ Stress, family support, social integration, identity and cultural distance were linked to academic performance of students.

▪ The academic integration of non-western international students is complex and non-linear.
Our questions for you:

1) What is your experience with the term “academic success” within an intercultural context?

2) What does “intercultural effectiveness” mean to you?

➢ How have your original thoughts developed and what questions or ideas do you think we should consider in our next steps?
Next Steps

- Finalize research question
- Set parameters for participant profile
- Develop methodology
Thank you!

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