



# **Contributions of cross-cultural psychology to a successful experience for students at study abroad programs**

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# Agenda

1. Assumptions about learning and the experience abroad
2. What the student goes through during the study abroad experience
3. How can we do it differently and better

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Holds a degree in Psychology

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Founder and Director of Bloom  
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International Experience - New Zealand, USA,  
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Intercultural training coordinator for migrants  
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Member of SIETAR Brazil board of directors

Member of IACCP - International Association  
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What do we want students to accomplish abroad?



# Goals



- To enable students to benefit educationally, linguistically and culturally from the experience of learning in other countries
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals
- To promote interdisciplinary learning
- To facilitate intercultural skills development

# Learning



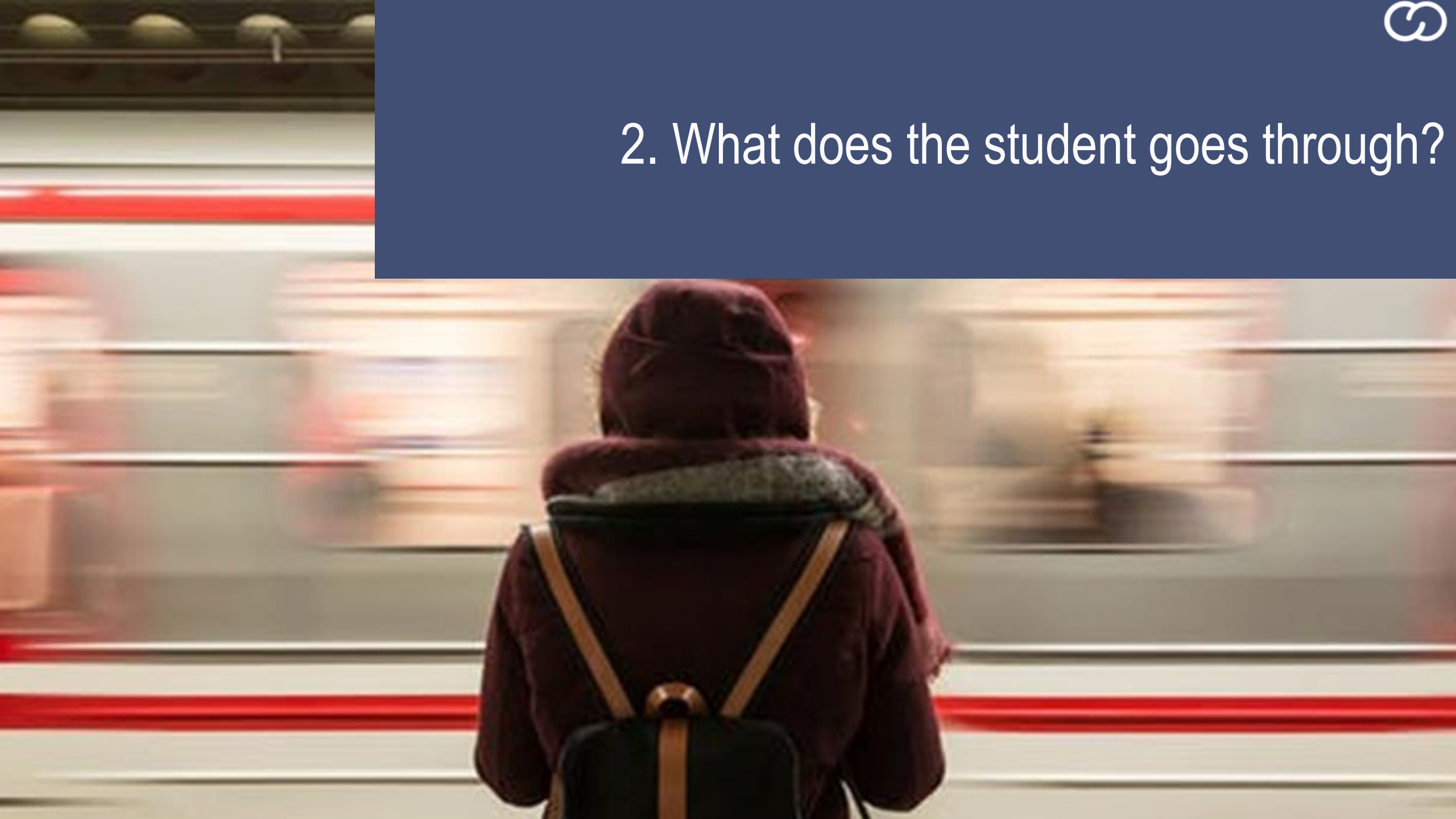


- The mere experience of being in another culture does not necessarily translate into either specific knowledge and skills to better understand and deal with the differences
- Students *don't learn* to get along better with others merely through being “immersed” in the differences they encounter in far-away places
- Students *can learn* to interact more effectively and appropriately with others if we integrate educational interventions into the process

Bennett, M. (2012) , Vandenberg



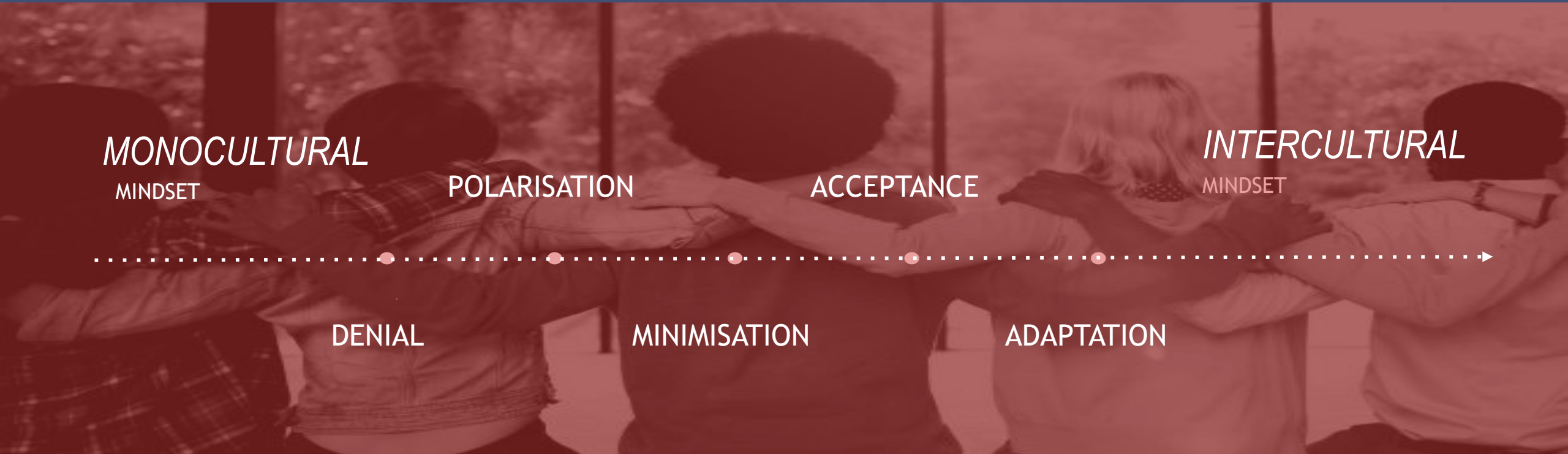
2. What does the student goes through?





Adapted from Mental Health Concerns of International Students. *Journal of Counseling & Development*, 78, 137-144

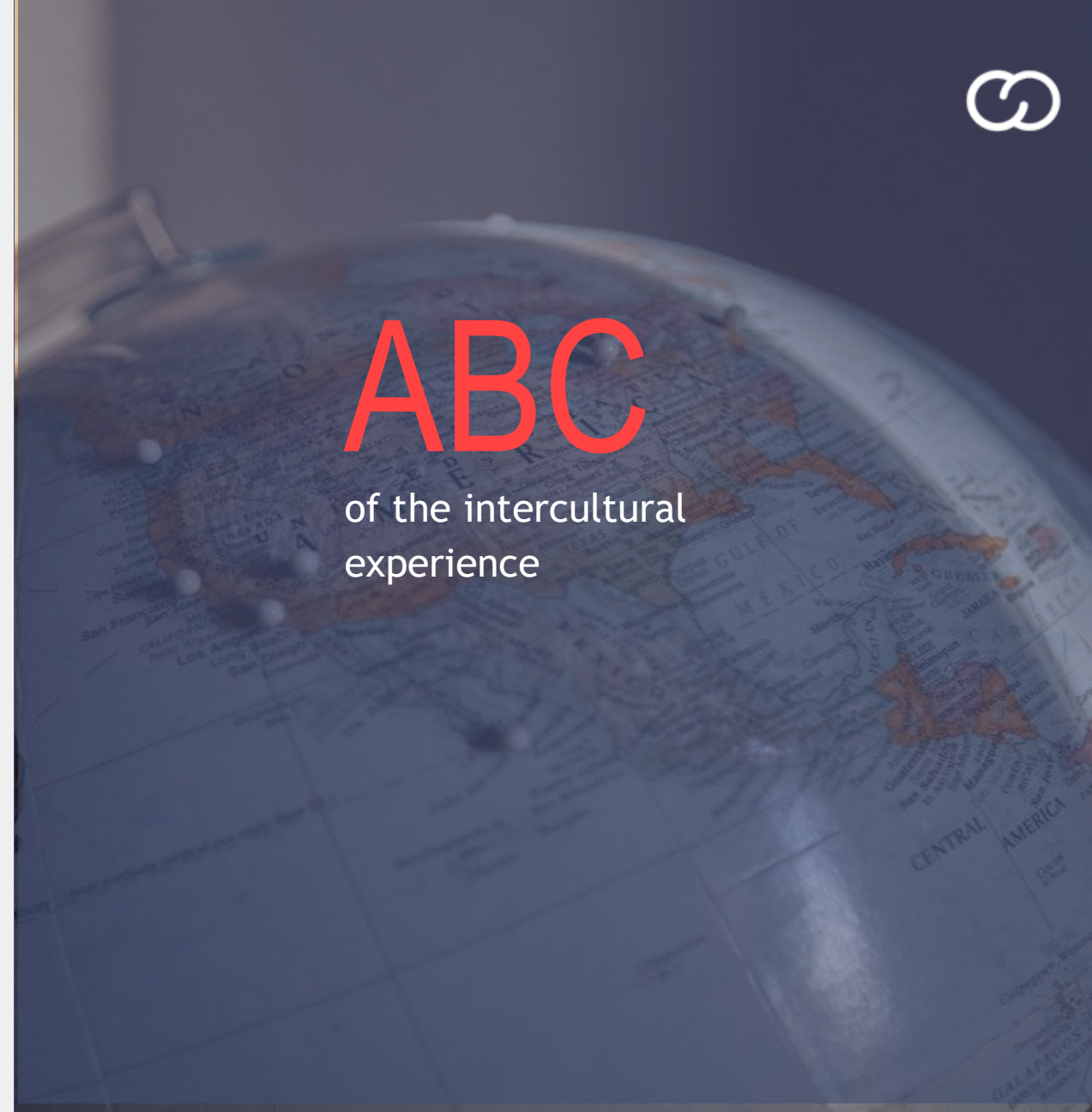
# INTERCULTURAL DEVELOPMENT CONTINUUM



**A**FFECTIVE

**B**EHAVIORAL

**C**OGNITIVE



**ABC**

of the intercultural  
experience



**A**FFECTIVE

Loneliness and homesick

**B**EHAVIORAL

Socialize with own culture members

**C**OGNITIVE

Generalization and Stereotype

**ABC**  
of the intercultural  
experience

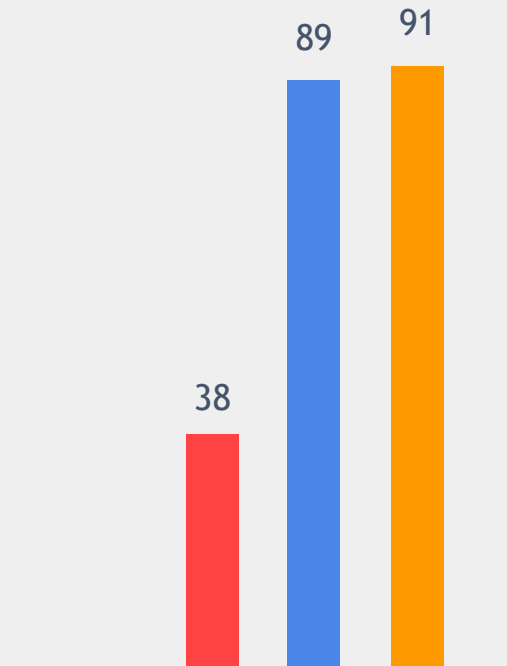




# CULTURAL DIFFERENCES

Dimensions

INDIVIDUALISM



BRAZIL

UNITED KINGDOM

UNITED STATES



“ how a student responds to the differences in a new cultural context will determinate how, and to what extent he or she learns in that environment ”

VANDE BERG, M. (2012)



### 3. How can we do it differently and better?

Pre departure

While Abroad

Reentry



WHEN	WHAT	HOW (methods)	WHY (outcomes)
Predeparture	Selection Procedure	Interviews Assessment	Skills and motivation to study abroad
	Students meetings	Group discussion Group support Self assessment	Cultural self-awareness and differences
	Intercultural Workshops	Simulation games Interactive exercises	Skills and attitude development Strategies for dealing with challenges
	Pre-departure course	Critical incidents Videos Reading	Knowledge and information



<b>While Abroad</b>	<b>Counseling/ Mentoring</b>	Social and emotional support	Facilitate greater adaptation and fuller immersion
	<b>While abroad course</b>	Activities to encourage interaction with locals	Enhance students' experience abroad

<b>Reentry</b>	<b>International Alumni's Meeting</b>	Group discussion	Review and reframe the experience : identify development, changes, personal and academic growth
	<b>Ambassadors</b>	Promoting events	Share knowledge and international experience
	<b>Reentry course</b>	Case studies Videos Reflective writing	Builds on transferable skills, knowledge and facilitate re-entry

# Suggested topics

- Personal goals and expectations
- Culture (native and host culture)
- Cultural values and dimensions
- Communication styles
- Non-verbal communication
- Adapting to a new culture
- Emotional and Intercultural Intelligence
- Stereotypes and generalizations
- Homesickness and culture stress
- Reverse cultural shock

Is not automatically, can be facilitated

Challenges

Important part of the students mobility experience

How student responds to the cultural context

Learning

Educational Intervention



# THANK YOU!



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