Intercultural learning has moved from the shadows of international education into the spotlight, and it is now garnering attention in multicultural education as well. Shorter, more focused study abroad programs are increasingly dependent on the “intervention” of pre-departure, on-site, and re-entry facilitation to achieve their educational goals. And more cultural diversity in both domestic and international contexts is making intercultural learning an everyday necessity.

This three-day course offers a comprehensive overview of intercultural learning theory and its practical application. Beginning with a brief history of intercultural learning in international and domestic contexts, the course shows how changes in knowledge paradigms have impacted and, in some cases, impeded the learning potential of cross-cultural contact. It then reviews the state-of-the-art developmental model of intercultural sensitivity, with case studies and research reports of how it has been used in a wide range of international and multicultural programs. Finally, the course provides participants with new paradigm solutions to their particular programmatic goals.

Course objectives
1. Review the research that addresses the value of intercultural learning in programs that incorporate international/multicultural cross-cultural contact
2. Consider the epistemology of intercultural learning to avoid paradigmatic confusion and to leverage its potential for enhancing critical thinking
3. Summarize the case of “intervention” as the key for transforming cross-cultural experience into intercultural learning
4. For international programs, explore state-of-the art approaches to conducting pre-departure setup for intercultural learning, on-site facilitation, and re-entry programs to transfer learning to continuing contexts
5. For domestic programs, show how an intercultural learning approach can generate climates of respect for cultural diversity on campuses and in communities
6. Discuss various ways of motivating students to engage in valuable intercultural learning activities
7. Consider strategies for dealing with administrative obstacles to incorporating intercultural learning into programs
8. Share techniques for incorporating non-specialist faculty into professional-level intercultural education

Learning outcomes
1. Understand the conceptual foundation and practical implications of a constructivist approach to international/multicultural education
2. Recognize the impediments to and opportunities for developing intercultural sensitivity and communication competence in international and multicultural contexts
3. Reflect on benchmark cases of constructivist international and multicultural education
4. Work on the design of ongoing participant programs to incorporate the new paradigm more effectively into proposals, marketing, design, and implementation

**Methods**
1. Presentation and discussion of complex philosophical issues in practical, applied terms
2. Demonstration of exercises in perceptual flexibility and cultural self-awareness
3. Contribution of participant cases for ad hoc consultation in terms of course concepts

**Daily Schedule of Activities:**
1. Day One: A Constructivist Approach to Intercultural/Multicultural Learning
   1.1. Knowledge paradigms: A brief conceptual history of “culture” and “otherness”
   1.2. Constructivism: A coherent conceptual approach to creating intercultural consciousness
   1.3. Paradigmatic confusion: Maintaining the laser-like focus necessary for change
2. Day Two: Developing Intercultural Sensitivity
   2.1. Overcoming ethnocentrism: Transcending isms and the fear of otherness
   2.2. Facilitating ethnorelativism: Building competence in engaging cultural difference
   2.3. Maintaining integration: Intercultural identity, global/multicultural citizenship, and virtual third culture
3. Day Three: Prototypical and Participant Case Application
   3.1. International study abroad: Getting beyond logistics
   3.2. Intercultural learning in multicultural contexts: Getting beyond political correctness
   3.3. Making intercultural learning transferable between global and domestic intercultural contexts and across disciplines
   3.4. Communicating the credibility and relevance of the new paradigm in proposals, marketing, and training/education programs

**Target Audience**
This course is specifically designed for faculty and administrators who want to position intercultural learning as central to international and domestic cross-cultural programs, who want to attract diverse student participants, and who want to improve the transferability of intercultural learning between international and domestic multicultural contexts. This is the core course for those who might optionally be interested in pursuing an IDRI *Diploma in Facilitating Intercultural Development*.

**Faculty Facilitator**
Dr. Milton Bennett is a senior faculty member of IDRAcademy, an adjunct member of the Faculty of Sociology at University of Milano Bicocca, and a founding fellow of the International Academy of Intercultural Research. Previously he was an associate professor of communication at Portland State University, where for 15 years he directed the graduate program in intercultural communication, and subsequently co-founded the Intercultural Communication Institute and its Summer Institute for Intercultural Communication. In addition to his academic activities, Dr. Bennett provides consulting and training for universities and K-12 school districts on using an intercultural approach to international study and domestic diversity and inclusion programs.

Dr. Bennett is known for originating the *Developmental Model of Intercultural Sensitivity* and his text *Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices*. Following his life-long interest in the philosophy of science, Milton currently generates new theory and research through the Intercultural Development Research Institute (IDRIInstitute), which operates in the US and Europe.