

# A System for Teaching Interculture Competence: Classroom Evaluation

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## Tutoring Culture

**Hypothesis:** Viewing authentic video with attention-focusing techniques will increase cultural learning

We developed a pseudo-tutor using a new video widget from the CTAT tools to explore the Liddicoat model (1999) of developing intercultural competence:



This cycle is advanced through 3 phases of an intervention that combines a pseudo-tutor with an online discussion forum.

### Important Questions:

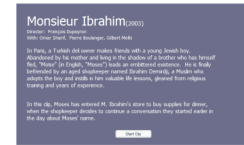
How can computer-based instruction address an ill-defined domain like intercultural competence?

How can we objectively assess intercultural competence?

## Example-tracing Tutor Interface

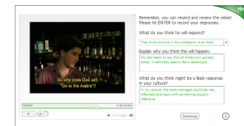
### 1. Intro screen

Gives information about movie, and context for a short clip



### 2. First half of clip

Watch then predict what will happen next and why, compare to home culture



### 3. Second half of clip

See result, reflect on whether their prediction was correct, list what they did not expect



### 4. Attention-focusing questions

Answer characterization questions and receive feedback



### 5. Class discussion board

Follow up with questions, reflect on cultural differences, stereotypes



## Fall Study

A study was just completed in the CMU and Pitt French Online LearnLab courses with 32 students. 3 classroom assignments were organized around themes (immigration, education, employment) with class credit given as incentive. Data analysis is in preliminary stages.

### Design

Between subjects, within university

**Experimental:**  
Attention-focusing

**Control:**  
Same clips, no attention-focusing



### Evaluation methods

- Pre-test with exploratory open questions
- Discussion board writing
- Scales: worldmindedness, intercultural anxiety
- Motivational questionnaire
- Post-test multiple choice & open synthesis questions
- Final post-test: "traditional" writing assignment measures individual analytical ability

### Developing discussion metrics

Response types more frequently seen in Control group:

**Recall:** The father may be ignorant to the various groups of people living in France. He incorrectly assumes that anyone appearing to be from a Middle Eastern country is "an Arab".

**Opinion:** I agree in America foreigners are treated less than equal sometimes

Response types more frequently seen in Experimental group:

**Causal inference:** France seem to have an ethnic stereo type against muslims, this could likely be rooted in a cultural distaste for a people whose immigration the french see as an economic threat.

**Cultural comparison:** This seems like a likely reason. Some people in the US have stereotypes against Mexican- Americans for this same reason. When there is a problem with unemployment, it seems that anyone who can be targeted as different gets to take the blame.

### Preliminary results

Correctness of post-test multiple choice cultural analysis questions:

	Control	Experimental
CMU	65%	73%
Pitt	62%	71%
Overall	64%	72%

