

Virtual Alternatives for Intercultural Learning

Face-to-Face (F2F) Option	Typical Intercultural Learning Outcomes	Length of Experience	Virtual Alternative	Benefits of Virtual Alternative	Challenges of Virtual Alternative	Purdue Resources to Address Challenges of Virtual Alternatives
ICL and EDI learning embedded in on-campus courses and co-curriculum	One or more dimensions from the intercultural or global learning AAC&U VALUE rubrics	One or two modules in a course	ICL/EDI embedded in an online course by instructors and/or virtual exchange (CBE, AFS GCC, etc.) and dialogue (Soliya) turnkey solutions	Similar to F2F: widespread impact beyond self-selected students who seek out ICL; also, in virtual mode, ICL does not necessarily require instructor facilitation because off the shelf curricula or plug and play modules can be employed	Similar to F2F: some instructors need support to mentor development effectively; in addition, not all Face-to-Face activities translate well to the virtual context	<ul style="list-style-type: none"> • Intercultural Learning Hub (hubicl.org) • Purdue intercultural Modules available in Brightspace. Contact Dr. Aletha Stahl for details.
Short-term faculty-led study abroad	Often foundational intercultural attitudes such as openness and curiosity	1-8 weeks	COIL (Collaborative Online International Learning) – globally connected classrooms	High potential for interdisciplinary learning; also, because of deep and authentic peer interaction rather than touristic or insular experience, more potential for higher-level learning outcomes such as empathy/ perspective-taking and communication/ teamwork skills	Finding international partners; overcoming logistical barriers such as calendars, time-zones, language barriers, and technology issues; collaborating to develop quality shared curriculum	<ul style="list-style-type: none"> • Intercultural Pedagogy Grant • Consultations with CILMAR staff
Long-term study abroad	All dimensions of the intercultural or global learning AAC&U VALUE rubrics	Summer, semester, or year	Virtual mobility – students taking online classes at international partner institutions (see Aguado et al., 2014 for an example)	Similar to F2F: opportunity to learn disciplinary and academic cultural differences by navigating another institution’s systems; yet also accessible for a broader range of students (e.g., those who lack funding, have family responsibilities, would need mobility accommodations, etc.); more ecologically sustainable practice; focuses intercultural learning in interpersonal interactions rather than in tourism	Similar to F2F: student development may require mentorship such as SAIL course, and logistical barriers such as calendars, time-zones, access to technology platforms; student recruitment among those motivated by travel will suffer	
International internship, research or service learning project	Cultural worldview frameworks, empathy/ perspective-taking, communication/ teamwork skills	Summer, semester, or year	Virtual internship or project (EPICS, special intercultural version of VIP , etc.)	As above, more accessible and cost-effective; can include explicit instruction in ICL with diverse students to support successful teamwork; can also leverage turnkey curricula such as CBE and AFS GCC	Similar to F2F: organizing, managing, and assessing internships and projects; technology can be an issue for organizations not accustomed to operating virtually; high risk of conflict unless supported by explicit ICL instruction	