

RGC Reference 34000616

please insert ref. above

The Research Grants Council of Hong Kong
Prestigious Fellowship Scheme under the Humanities and Social Sciences Panel
Completion Report

(for completed projects only)

Part A: Project and Award Holder**1. Project Title**

Intercultural communication and engagement abroad: An ethnographic investigation of an online intervention in international exchange programs

2. Award Holder and Academic Department/Unit Involved

Name/Post	Unit/Department/Institution	Contact Information
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Part B: The Report

5. Workplan

5.1 Workplan as per original application

1. To systematically track the developmental trajectories of participants in 'Intercultural communication and engagement abroad', a fully-online intercultural transitions course for international exchange students from a Hong Kong university;
2. To identify and analyze the internal and external factors that influence the participants' acculturation/socialization, identity negotiations, language/intercultural learning, and engagement online and in the host environment;
3. To develop a theoretical model of study abroad that integrates new understandings of language and identity, second language socialization, intercultural competence development, and online learning;
4. To write at least two articles in respected journals and give related presentations in international conferences that draw attention to the importance of research-based interventions in study abroad programming;
5. To write, on the basis of this research, a book-length ethnography of international exchange experience that is of major significance within the broad field of international education and beyond (e.g., language and intercultural education, online education).

5.2 Revised workplan Nil

Date of approval from the RGC: _____

Reasons for the change: _____

5.3 Realisation of the workplan (2 pages max.)

1. With the support of the HSSPFS, I systematically tracked the developmental trajectories of 24 participants in one offering of 'Intercultural communication and engagement abroad', a fully online, credit-bearing intercultural transitions course that I developed for international exchange students from the Chinese University of Hong Kong to take while in their host country. The cohort consisted of undergraduates from diverse faculties who spoke Cantonese, Putonghua, or Korean as a first language. Twelve joined a year-long

- international exchange programme; the rest (ten) were semester-long sojourners. They studied in various host countries: Canada (5), the USA (4), Japan (3), Australia (2), and one each in European nations, South Africa, and Singapore. In addition to examining the language and intercultural learning of the full cohort, I prepared longitudinal, narrativized accounts of the developmental trajectories of individual participants. In my Routledge monograph *Online Intercultural Education and Study Abroad: Theory into Practice* (2019), the full cohort's learning is discussed (Chapter 3), and the cases of four participants are examined in separate chapters (4-7). The case studies were longitudinal, with data collected and analyzed more than two years after they took part in the online intervention.
2. In my ethnographic investigation of the online course, I identified multiple internal elements (e.g., degree of investment in language and intercultural learning, agency, intercultural mindset) and external factors (e.g., degree of host receptivity) that appeared to influence the participants' acculturation/ second language socialization, identity negotiations, language/intercultural learning, and engagement in our online community and the host environment. These factors were discussed in my published ethnography (summarized in Chapter 8) as well as in numerous presentations. Before and after the course, I also administered the Intercultural Development Inventory (IDI), a cross-culturally validated psychometric instrument, to provide additional measures of their intercultural sensitivity. As explained in Chapter 3, the cohort as a whole gained 11.41 points, underscoring the merits of guided, critical reflection to deepen the intercultural learning in study abroad participants. The IDI data was then triangulated with the rich qualitative data in the NVivo database. In the case studies, excerpts from the database (e.g., Forum posts, interview transcripts, reflective essays) were presented and analyzed along with the IDI results to illustrate the variables that can impact learning and lead to different developmental trajectories.
 3. Through my ethnographic research I developed a theoretical model of study abroad that integrates my understandings of the complex relationship between language, culture, and identity; second language socialization/intercultural (communicative) competence development, and online learning. In my ethnography *Online Intercultural Education and Study Abroad: Theory into Practice*, I draw on critical notions of culture, intercultural/ sociopragmatic competence development, poststructuralist notions of identity/transformational learning theory, and social constructivism/eLearning to explain the intercultural pedagogy and e-mentoring that underpins the online intervention. (The theories and pedagogy are explained in Chapters 2 and 9 in the monograph.)
 4. Instead of writing two journal articles, I published another monograph for Routledge (*Interculturality in International Education*, 2018) as well as a book chapter. The 2018 monograph has 8 chapters (94,000+ words); each chapter could be an individual article. I have also organized workshops and given many related presentations, including keynote addresses, at international conferences, raising awareness of the importance of devising research-based interventions to enhance language and intercultural learning in study abroad programmes. Many of my talks have centered on the use of critical pedagogy/e-mentoring to deepen and extend language and intercultural learning. Further, at the invitation of the Institute for Cross-Cultural Teaching and Learning (IFCCTL), in October 2018 I gave a webinar about the online course to international educators at twenty institutions of higher education in the USA. Some of the attendees (e.g., CIEE Director of Intercultural Learning) have informed me that my work inspired them to develop similar interventions in their study abroad programmes. (The HSSPFS study and its outreach are featured in my impact case study, which was selected by my Department for the 2020 RAE.) (Please see Section 6.3 for a list of presentations and publications).
 5. On the basis of this research, as indicated above, I wrote a book-length ethnography that centered on a cohort of international exchange students who participated in my online intercultural transitions course. *Online Intercultural Education and Study Abroad: Theory into Practice* (London and New York: Routledge) is included in the prestigious book series

Internationalization in Higher Education, which is edited by Elspeth Jones. The ethnography is 96,000+ words and has 9 chapters; each chapter could be an individual article. This publication contributes to multiple fields of study: international education, language and intercultural education, online education/e-pedagogy, and ethnography.

6. Dissemination plan

6.1 Dissemination plan as per original application

Details about the process followed in this study and the outcomes would be widely disseminated in the form of peer-reviewed publications and presentations (local, regional, and international). The most significant research output would be a monograph (ethnography) for a major international press that would be tentatively titled: 'Online intercultural education and study abroad: Language, identity, and intercultural transitions' (my sixth book). I would also publish at least two peer-reviewed articles in respected journals. I would also post information about the project on my webpage that is linked to my Department's website.

Numerous presentations would be given at local, regional, and international conferences, such as the Asia-Pacific Association of Intercultural Education (APAIE) conference that will take place in March 2017 in Kaohsiung, Taiwan. In May 2017, I would give a presentation at the Biennial Congress of the Society for Intercultural Training, Education, and Research (SIETAR) Europa in Dublin; in the summer of 2017, I would attend the Intercultural Academy for Intercultural Research (IAIR) Senior Fellows' Day and give a presentation at the biennial conference that will be held in New York. The World Congress of Applied Linguistics (AILA conference) takes place every three years and the next meeting will be in Rio de Janeiro in July 2017. As well as presenting a paper about this project at the main AILA conference, I would plan to share my findings at the special session of the 'Language and Study Abroad' Research Network (ReN) that will convene during that week. In May 2018, I would also give a related presentation at the study abroad conference that I will host at CUHK. This event will be affiliated with the International Association of Applied Linguistics (AILA) Research Network (ReN) 'Language and Study Abroad'.

6.2 Revised dissemination plan Nil (N.B. The conference took place a year later due to my medical leave.)

Date of approval from the RGC: 20-03-2018

Reasons for the change: bilateral total hip replacement

6.3 Realisation of the dissemination plan

The process/outcomes of this project have been widely disseminated through publications, presentations, workshops, and a webinar – much more output than indicated in the proposal.

Monographs:

Jackson, J. (2019). *Online intercultural education and study abroad: Theory into practice*, Abingdon and New York: Routledge.

Jackson, J. (2018). *Interculturality in international education*. New York: Routledge.

Book chapter:

Jackson, J. (2018). *Optimizing intercultural learning and engagement abroad through online mentoring*. In J. Jackson & S. Oguro (Eds.), *Intercultural interventions in study abroad* (pp. 119-136) Abingdon and New York: Routledge.

Invited webinar:

Jackson, J. (2018, 4 October) *Intercultural learning and engagement during study abroad: An online intervention*, organized by the Institute for Cross-Cultural Teaching and Learning (IFCCTL), USA, (Audience: International educators at 20 US. universities).

Invited workshops:

Jackson, J. and Cushner, K. (2019) *Practice in Education* at Fellows' Day, Theme:

Intercultural Competence, the 11th Biennial conference of the International Academy of Intercultural Research (IAIR), Shanghai, China, 7-10 July 2019.

Jackson, J. and Sun, T. (2019) *Fostering a diverse and inclusive campus*, Workshop at the Asia-Pacific Association for International Education (APAIE) conference, Kuala Lumpur, Malaysia, 25-29 March 2019.

Jackson, J. (2017). '*Internationalisation at home: Current and future directions*', Teaching and Learning Experience Sharing (TALES) Workshop at Hong Kong Baptist University, Hong Kong, 21 February 2017.

Jackson, J. (2017). *Advances in intercultural pedagogy and assessment*, Workshop at Fellows' Day, Theme: *Facilitating Positive Intercultural Relationships in Practice*, the 10th Biennial conference of the International Academy for Intercultural Research (IAIR), New York, 25 June 2017.

Keynote addresses, plenaries & invited talks:

Jackson, J. and Oguro, S. (2019). *Fostering global-mindedness and inclusivity through intercultural mentoring*, Plenary, 'Internationalization: Optimizing Student Experience conference, The Chinese University of Hong Kong, 15-16 May 2019.

Jackson, J. (2018). Invited talk: *Fostering intercultural learning and engagement*, Symposium on the Internationalization of Student Affairs in Higher Education, CUHK, Hong Kong, 25-26 January 2018.

Jackson, J. (2017). Keynote: *Interculturality, criticality, and intercultural praxis in study abroad*, Study Abroad Research in European Perspective, COST European Cooperation in Science & Technology, University of Turku, Finland, 29 Aug. 2017.

Jackson, J. and Dervin, F. (2017). Plenary: *Criticality in study abroad research and practice*, Criticality in Education (Research): Definitions, Discourses and Controversies, University of Helsinki, Finland, 31 August-1 September 2017.

Jackson, J. (2017). *Bridging the research-practice nexus to enhance study abroad learning*, Presentation at the Research Study Abroad Network, 18th World Congress of Applied Linguistics (AILA 2017), Rio de Janeiro, Brazil, 25 July 2017.

Jackson, J. (2017). *Interculturality, diversity and internationalization: Challenges and opportunities*, Plenary, 6th Int'l Conference on English, Discourse & Intercultural Communication, Macao Polytechnic Institute, Macau University, Macau, 8 June 2017.

Jackson, J. (2017). *Issues and agendas for study abroad research and Ethnography in study abroad*, Invited talks, Applied Linguistics Research Workshop, 'Migration, study abroad and language learning beyond the classroom: Research agendas and approaches', Macquarie University, Sydney, Australia, 24-25 January 2017.

Jackson, J. (2017). *Researching language, culture, and identities in study abroad contexts*, University of Auckland, Auckland, New Zealand, 19 January 2017.

Conference presentations

- Jackson, J. (2019). *Promoting intercultural-global citizenship through an online intervention*, International Academy of Intercultural Research (IAIR) conference, Shanghai, China, 7-10 July 2019.
- Jackson, J. (2019). *Interrogating digital spaces for intercultural meaning-making*, Digital Humanities Summer Institute Conference, Victoria, B.C., Canada, 3-14 June 2019.
- Jackson, J. (2019). *Personality changes and intercultural competence development in a study abroad context*, Paper presented at the 3rd World Conference on Personality, Hanoi, Vietnam, 2-6 April 2019.
- Jackson, J. (2019) *Narrating language and intercultural transitions: The impact of an online intervention*, Paper presented at the 1st Annual Conference on Asian Linguistic Anthropology, Siem Reap, Cambodia, 23-26 January 2019.
- Jackson, J. and Sun, T. (2018). *Intercultural interventions in international education*, Research poster presentation, CUHK Teaching and Learning Innovation EXPO, Hong Kong SAR, 7 December 2018.
- Jackson, J. and Sun, T. (2018) *Nurturing global competencies through an online intercultural intervention*, Presentation at the Council on International Educational Exchange (CIEE) conference, Barcelona, Spain, 7-10 November 2018.
- Jackson, J. and Oguro, S. (2018). *Intercultural interventions in international higher education*, 30th European Association for Int'l Education (EAIE) conference, Geneva, Switzerland, 11-14 September 2018.
- Jackson, J. (2018). *Fostering empathy and inclusivity online: Insights from an intercultural mentor*, Presentation, 24th conference of the International Association of Intercultural Communication Studies (IAICS), Chicago, USA, 5-8 July 2018.
- Jackson, J. (2018). *Enhancing language and intercultural awareness through online mentoring*, 7th International conference on second language pedagogies (SLPC7), Victoria, B.C., Canada, 25-26 June 2018.
- Jackson, J., Chan Sin Yu and Sun, Tongle (2018). *Empowering study abroad students through online support*, Presentation at the Asia-Pacific Association for International Education (APAIE) conference, Singapore, 25-29 March 2018.
- Jackson, J. and Chan Sin Yu (2017). *Mentoring international exchange students online: An intercultural intervention*, Research poster, CUHK's Teaching and Learning Innovation Expo 2017, Hong Kong, 7 December 2017.
- Jackson, J. (2017). *Breaking down stereotypes in the host environment*, Research poster, European Association of International Education (EAIE), Seville, Spain, 12-15 September 2017.
- Jackson, J. (2017). *Diversifying social networks: 'Unpacking' the experiences of international exchange students*, Research poster, European Association of International Education (EAIE), Seville, Spain, 12-15 September 2017.
- Jackson, J. and Chan, S.Y. (2017). *Language and intercultural enhancement through sojourn fieldwork and online debriefings*, The joint 6th International Conference on English, Discourse & Intercultural Communication & 23rd Conference of the International Association for Intercultural Communication Studies, Macau, 6-8 June 2017.
- Jackson, J. (2017). *Combatting the 'dark sides of identity' through online coaching*, Presentation at the SIETAR (Society of Intercultural Educators, Trainers and Researchers) Europa conference, Dublin, 22-27 May 2017.

I organized and hosted an internationalization conference at CUHK in May 2019, and showcased this study. (See Section 7 for details.)

7. Other impact

Drawing on my study, I serve as an advisor (e-mentoring, intercultural pedagogy) to MILSA (Mentoring Intercultural Learning through Study Abroad), University of Bern, Switzerland and the University of Technology Sydney, Australia (http://www.milsa.unibe.ch/about_us/index_eng.html) The MILSA Group is the 2018 winner of the Bo Gregersen Award associated with the European Association for International Education (EAIE). ‘Based on the cooperation between the University of Bern and the University of Technology Sydney, MILSA is a comprehensive academic mentoring programme that leads the way in facilitating students’ intercultural learning. The Bo Gregersen Award highlights MILSA Group’s work as an example of best practice in international team cooperation.’ (See: <https://www.eaie.org/blog/celebrating-success-meet-2018-eaie-award-winners.html>)

15-16 May 2019, I hosted an interdisciplinary conference with the theme: Internationalisation: Optimising Student Experience, bringing together ~80 international educators, student affairs specialists, and administrators from Australia, Canada, Japan, Macau, Mainland China, Korea, Hong Kong, the USA, and the U.K. The invited international keynote speakers were Professor Elspeth Jones (Emerita Professor of the Internationalisation of Higher Education, Leeds Beckett University, U.K.) and Professor Wendy Green (Internationalisation specialist, University of Tasmania, Australia). At the conference, I gave a plenary about intercultural mentoring with Professor Susan Oguro from the University of Technology, Sydney, Australia (co-editor of *Intercultural Interventions in Study Abroad* (Routledge, 2018) and MILSA colleague). For my part, I talked about the online course. Following our plenary, four students shared their experiences in the online course in a panel. This event provided the opportunity for scholars from different disciplines and regions to come together to discuss constructive ways to optimize the potential of international educational experience. **(N.B. The conference took place one year later than planned as I was on medical leave in 2018.)**

For the 2020 RAE, my impact case study was selected to represent the Department of at CUHK. The supporting material includes testimonials from international educators in various parts of the world who are making changes in their study abroad programmes due to my work (e.g., development and analysis of the online intercultural transitions course.)