

ENCOURAGING INTERCULTURAL INTERACTION BY CULTURAL SPECIFIC LEARNING DESIGN

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The aim of this research is to shed much needed light on how the learning design of management courses influence how and with whom 263 students learn within two culturally diverse post-graduate management courses.

We found that Course B (specific cross-cultural design) significantly and with large effect size increased intercultural interaction over time relative to Course A (generic learning design), whereby qualitative findings confirm substantial differences in lived experiences between the two courses.

This highlights that educators need to carefully design intercultural interactions rather than hoping that these will develop naturally over time.

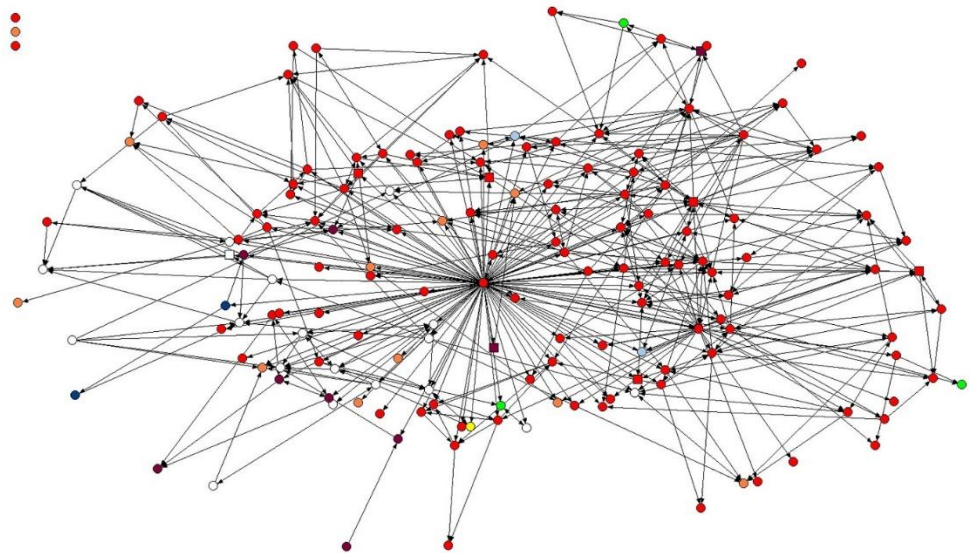


Figure 1. Social Network of learning relations at the end of Course A.

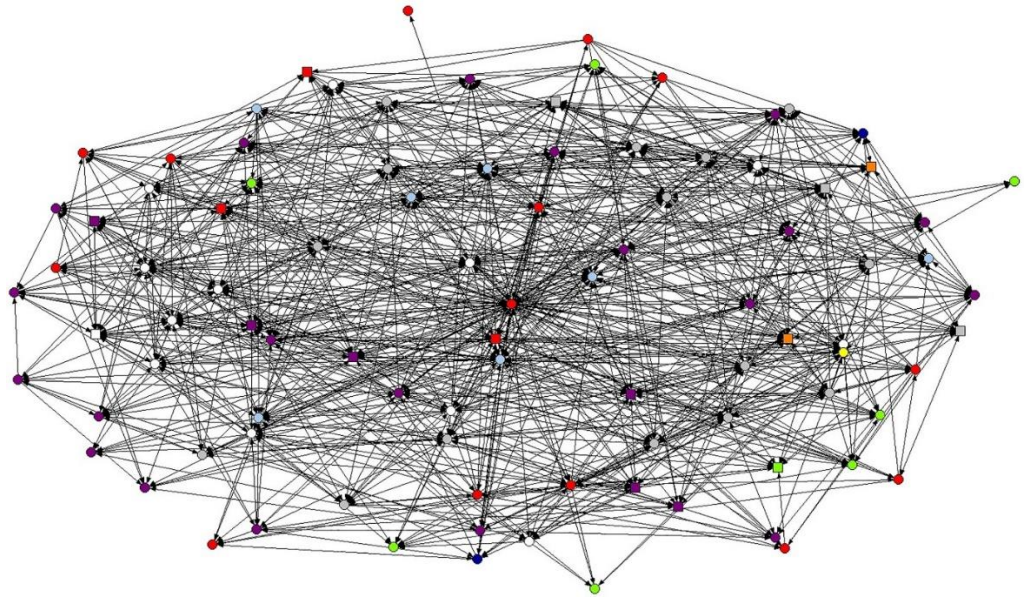


Figure 2. Social Network of learning relations at the end of Course B.

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