



Addressing the Divide in Education  
through Research, Practice, and Policy

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# Intercultural learning in the university: climate, attitudes and competence

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- Educational migration plays a crucial role in shaping the global educational landscape and has significant implications for economic development and social integration (Martsenko, 2020; Miller, 2011; Pociovalisteanu, 2012; Rostovskaya & Skorobogatova, 2022; Tukdeo, 2019).
- Understanding and appreciating cultural differences not only enrich students' educational experiences but also prepare them to thrive in a globalized world (Bartz & Kleina 2021; Laino, 2023)
- However, in order to embrace the positive outcomes of intercultural contacts a person needs to **successfully adapt to intercultural interaction, acquire and not reject new knowledge** (Gołowska, Damian, Mor, 2018; Crisp and Turner 2011).

- **Intercultural learning** is a dynamic communicative process of learning about the norms, traditions, and values of another culture [Chen & Isa, 2003; Xu & Chen, 2017], aimed at developing the readiness and ability of people from different cultures to understand each other [O'Brien, Tuohy, Fahy, Markey, 2019] and live together [Martinelli, Gillert & Taylor, 2003].
- **Several directions:**
  - internalized results (increase in ICC)
  - the process
  - the conditions



**Favourable climate**

**Positive attitudes towards intercultural learning**

**Intercultural competence**



**Sample:** 182 respondents - students of Russian universities (54.9% female, mean age 23.18)

**Instruments:** Multicultural Assessment of Campus Programming - MAC-P) (McClellan, Cogdal, Lease, Londoño-McConnell, 1996), Attitudes towards Multicultural Learning Scale (developed and validated at preliminary stage of the research), CQS - Cultural Intelligence Scale (Earley & Ang, 2005; adapted by Belovol et al., 2012).

**Methods of data processing:** Path analysis in AMOS



## Results:

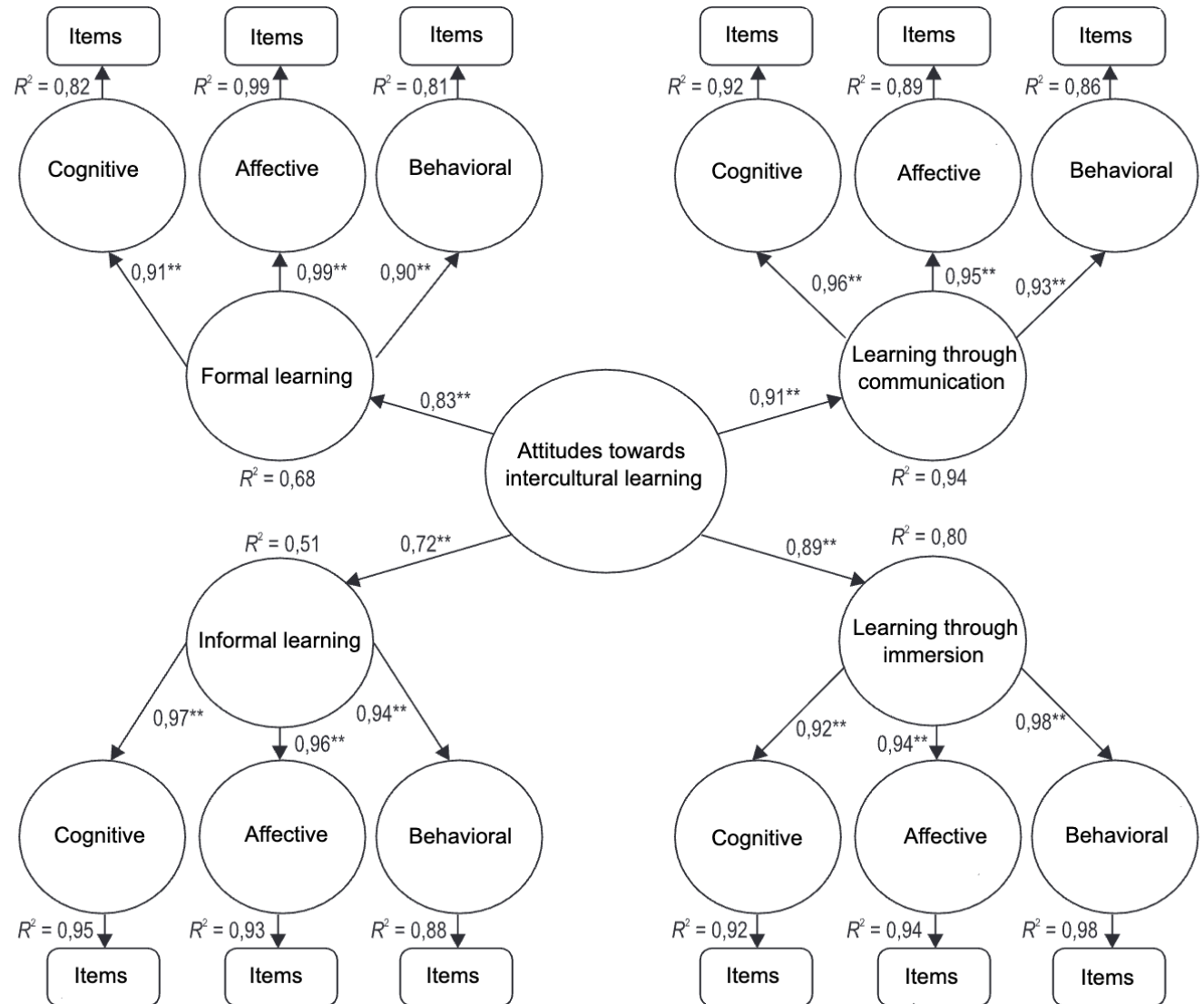
### Multicultural Assessment of Campus Programming - MAC-P) adaptation

- Opportunities for communication ( $\alpha = 0.97$ ) – 13 statements regarding building a positive dialogue between students on campus in the learning process and various extracurricular activities (“Racial or cultural conflict does not happen at my university or campus”, “Students from different ethnic and cultural groups work together in activities organized or sponsored by the university or campus”).
- Support for multiculturalism by the university ( $\alpha = 0.93$ ) – 12 statements regarding not only institutional support upon request, but also, in general, the fundamental opportunity to learn something about other cultures on campus (“The university gave me the opportunity to participate in an introductory event for new students, which fully covered the issues of cultural diversity”, “The mission statement of my university reflects its commitment to cultural diversity”).
- CMIN/df=2,51; CFI=0,92; RMSEA=0,08

## Results:

### Attitudes towards Multicultural Learning Scale approbation

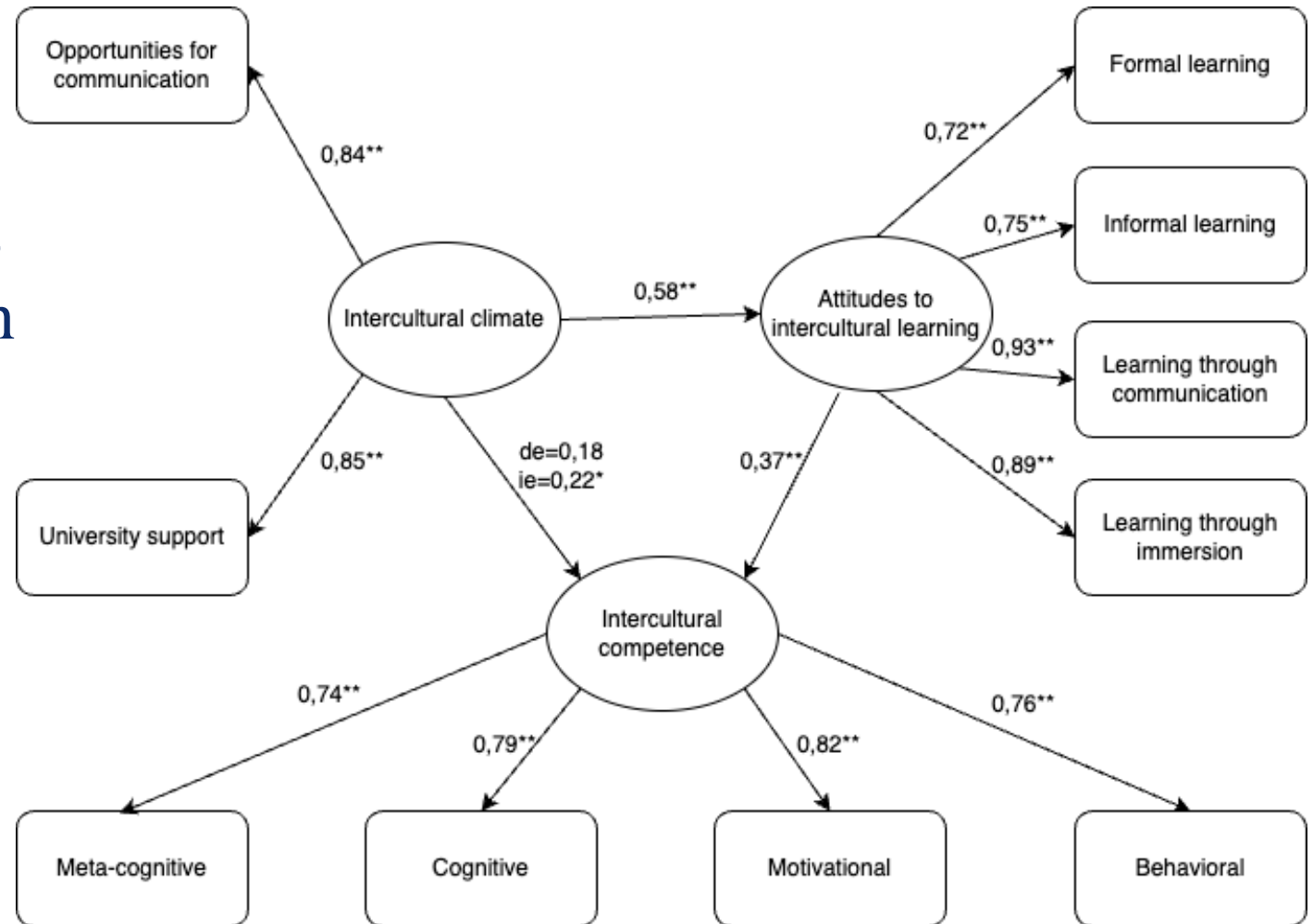
- CMIN/df=2,05; CFI=0,91; RMSEA=0,05



## Results:

Positive intercultural climate contributes to positive attitudes to intercultural learning, and through them contributes to intercultural competence of students (full mediation)

- CMIN/df=2,11; CFI=0,98; RMSEA=0,08







**Intercultural learning is an important factor in the development of students, however, to achieve the best effect, it is necessary to competently manage the intercultural climate of the university, which would contribute to the development of the necessary attitudes and competencies.**



# THANK YOU!

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