



### Full Program

If you would like to create a personalized program, check the boxes next to the sessions you would like to attend, then click the Create My Program button at the bottom of the page. You may then save or print your personalized program through your browser.

Time Zone: Zurich



#### Sunday, 24 July 2022

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08:45-16:30  **IAIR Fellows Day** (4.112/113 (Building 4))

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09:00-16:00  **IAIR Ph.D. Workshop** (1.269 (Building 1))

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17:00-19:00  **Welcome Apéro** (Building 1 (outdoor))

Pre-Conference Reception for all conference participants who have already arrived.

The Apéro, an abbreviation for apéritif, is a very common Swiss custom. Whenever there is an opportunity, the introduction and farewell of colleagues or following a staff meeting, somewhere in the early evening in Switzerland there is always an Apéro! It's the opportunity to get to know each other informally and to network over drinks and food. You go from table to table, introduce yourself, try desperately to remember all the new names, and discover common interests or just have fun in conversation!

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#### Monday, 25 July 2022

09:00-09:45  **Conference Opening** (Main Auditorium (Building 4))

09:45-10:30  **KEYNOTE: "Intrinsic motivation to engage in climate action" by Prof. LINDA STEG (University of Groningen, NL)** (Main Auditorium (Building 4))

10:30-11:00  **Z'nuni - Morning Break** (Building 1 (outdoor))

11:00-12:15

	<b>Symposium</b>		
<b>1.209 (Building 1)</b>	<b>1.269 (Building 1)</b>	<b>1.207 (Building 1)</b>	<b>4.112/113 (Building 4)</b>
<p><input type="checkbox"/> <b>Paper Session - Education</b>  <i>Intercultural Aspects of Global Virtual X-Culture Conferences</i>            Renate Link, Aschaffenburg UAS, Germany; Eriko Katsumata, Aoyama Gakuin University, Japan; Siao-cing Guo, National Taipei University of Business, Taiwan</p> <hr/> <p><i>Viral Cultural Learning: Empirical Findings From Effective Virtual Exchange Projects</i>            Renate Link, Aschaffenburg University of Applied Sciences, Germany</p> <hr/> <p><i>From Cultural Learning To Cross-Cultural Edutainment: A Game On Iceland</i>            Link Renate, Aschaffenburg University of Applied Sciences, Germany; George Simons, diversophy®, France; Birgit Kraus, Aschaffenburg University of Applied Sciences, Germany</p>	<p><input type="checkbox"/> <b>Paper Session - Intercultural Competence</b>  <i>Developing Intercultural Competence Through Adolescents' Mobility (dictam)</i>            Mattia Baiutti, Fondazione Intercultura, Italy; Darla Deardorff, Duke University, United States; Roberto Ruffino, Fondazione Intercultura, Italy</p> <hr/> <p><i>Over-Confident Self-Ratings of Intercultural Competence Among Teenagers With An Interest In Other Cultures</i>            Bettina Hansel, AFS Intercultural Programs (Consultant), United States; Corinna Howland, Te Herenga Waka—Victoria University of Wellington, New Zealand; Anais Chauvet, AFS Intercultural Programs, France; Linda Stuart, AFS Intercultural Programs, United States</p> <hr/> <p><i>The Cosmopolitan Canopy: Enacting Intercultural Competence Abroad</i>            Jonathan Simmons, University of Connecticut, United States; David Moss, University of Connecticut, United States</p>	<p><input type="checkbox"/> <b>Paper Session - Scales and Research Methodology</b>  <i>Mutual Transcultural Understandings of Javanese, Mandarin Chinese, and Japanese Emic Concepts: Virtual Intercultural Training</i>            David Dalsky, Kyoto University, Japan; Jueyun Su, Kyoto University, Japan</p> <hr/> <p><i>Measuring Constructive Intercultural Contact</i>            Hans Spijkerman, Radboud University, Netherlands; Yvonne Benschop, Radboud University, Netherlands; Joost Bücker, Radboud University, Netherlands; Lex Bouts, Radboud University, Netherlands</p> <hr/> <p><i>Ethnic Identity As An Explanatory Factor of Emotional Distress Symptoms: Validation of The Ethnic Identity Scale - Arabic Version (eis-Ar)</i>            Dvir Matzri, Ben-Gurion University of the Negev, Israel</p>	<p><input type="checkbox"/> <b>Symposium -Social Markers of Acceptance: Migrant and Host Views of National Identity, Intercultural Adaptation, and Social Inclusion</b>  <i>Session Chair: Adam Komisarof, Keio University</i></p> <hr/> <p>In modern nation-states, populaces construct sets of "shared" national traits that allow their members to function as "imagined communities," united by these supposedly common characteristics (Anderson, 1991). Such imagined attributes constitute part of individuals' national identity, encompassing norms, values, lineage, language skills, and other indicators—both immutable and achievable—that are utilized to define the national ingroup and as criteria for deciding which migrants belong within that national ingroup. Recipient nationals' choices of such criteria, conceived by Leong (2014) and termed by Komisarof, Leong, and Teng (2020) as Social Markers of Acceptance ("SMA"), reveal the degree of inclusiveness of host nationals: namely, greater emphases on the number and/or importance of SMA reflect a narrower definition of acceptance, while flexible expectations for fewer markers reveal a more welcoming benchmark. Thus, SMA can be used in determining the social criteria utilized by hosts to decide who is "one of us," as well as to understand the expectations that migrants internalize in their attempts to realize the goal of broad societal acceptance. Moreover, by identifying SMA, we raise the question of whether and when immigrants can reasonably adopt such normative approaches to adaptation, or whether instead the criteria for adaptation and inclusion might be reconsidered and negotiated between host and immigrant groups.</p> <p>The purpose of this symposium is to examine the impact of concepts of national identity, as reflected in highly valued SMA, upon various psychological and relational outcomes among both immigrants and their host societies. Among host nationals, the goal is to assess which SMA are emphasized most and how such choices vary according to perceived immigrant threat, contributions, social status, intergroup boundary permeability, and hosts' strength of national identification. At the country level, host differentials in power distance, cultural tightness-looseness, and</p>

demographic diversity are among the societal motivations that influence intercultural contact and need for SMA alignment. As for migrant groups, we test the relationship between immigrants' perceived degree of fit with the markers and various outcomes measuring their quality of life and intercultural relationships, including life satisfaction, stress, and sense of belonging in reference to the host group. The degree of immigrant-host fit across diverse daily activities (e.g., work), competencies (e.g., language proficiency), and norms (e.g., following local laws or customs), in distinct cultures such as Japan, Australia, and the United States offer a cultural level lens to the forces that shape acculturation outcomes.

By assessing the influence of SMA importance and fit among hosts and migrants, respectively, upon these critical psychological and relational outcomes, a comprehensive picture emerges of host receptiveness toward immigrants, which types of contextual variables increase such receptiveness, and the state of psychological well-being among migrants who are living within such sociocultural contexts of national identity. Based upon such findings, implications will be detailed for improving inclusiveness toward migrants in each of the countries examined, that is, how concepts of national identity can be refashioned to become more flexible and open so as to create more inclusive host societies.

Presenters include:

Adam Komisarof

Justine Dandy

Krystal Perkins

Chan-Hoong Leong

Discussant: Stefan Kammhuber

*Social Markers of Acceptance: Migrant and Host Views of National Identity, Intercultural Adaptation, and Social Inclusion*

Adam Komisarof, Keio University, Japan

Discussant: Stefan

Kammhuber, Eastern

University of Applied Sciences

12:15-13:15

**Z'mittag - Lunch** (Building 4 (Ground Floor))

13:15-14:30

			Symposium
1.269 (Building 1)	1.207 (Building 1)	1.209 (Building 1)	4.112/113 (Building 4)
<input type="checkbox"/> <b>Paper Session - Acculturation</b> <i>Where and Why Immigrants Intend To Naturalize: The Interplay Between Acculturation Strategies and Integration Policies</i> Emanuele Politi, Center for Social and Cultural Psychology, KU Leuven, Belgium; Salomon Bennour, Forum for Migration and Population Studies, University of Neuchâtel,	<input type="checkbox"/> <b>Paper Session - Education</b> <i>Stories and Experiences of International Students In Estonia On The Influence of The Coronavirus On Studies At "Home Away From Home"</i> Anastassia Zabrodskaja, Tallinn University, Estonia; Kelechi Evans Anusionwu, Tallinn University, Estonia; Angela Nkem Okocha, Tallinn University, Estonia	<input type="checkbox"/> <b>Paper Session - Refugees and Immigrants</b> <i>The Role of Perceived Discrimination and Education Level In Mental Health of Afghan Refugees In Russia</i> Svetlana Zarembo-Pike, National Research University Higher School of Economics, Russia; Zarina Lepshokova, National	<input type="checkbox"/> <b>Symposium - Cross-cultural Perspectives on Gender Norms and Stereotypes – Insights from the Towards Gender Harmony Project.</b> <i>Session Chair: Natasza Kosakowska, University of Gdańsk</i> <hr/> It is well established that on average men and women differ from one another in their self-perceptions and their personality, as well as in the stereotypes that they hold about women and men. Men typically see themselves as more



<p>Switzerland; Adrian Lüders, Center for Social Issues Research, University of Limerick, Ireland; Eva G.T. Green, Laboratory of Social Psychology, University of Lausanne, Switzerland</p> <p>Are Sojourn Experiences Transferable From One Host Culture To The Other: The Effect of Polyculturalism On International Students' Acculturation</p> <p>Teri Terigele, University of Kansas, United States</p> <p>How Peer Networks Shape The Acculturation Attitudes of Immigrants</p> <p>Karel Héritier, Université de Lausanne, Switzerland</p>	<p><i>Collaborative Leadership In The Language Classroom: Engaging Learners In Leaderful Classroom Practices</i></p> <p>Soyhan Egitim, Toyo University, Japan</p> <p><i>Transformation Abroad For Culturally Responsive Teaching: Research During A Pandemic.</i></p> <p>Margie Appel, University of Canberra, Australia</p> <p><i>Intercultural Competence In Times of Global Calamity – A Mixed-Methods Study On Decision Making In International Study Programs</i></p> <p>Constantina Rokos, Münster University of Applied Sciences / VU Amsterdam, Germany</p>	<p>Research University Higher School of Economics, Russia</p> <p><i>"Maybe One Day I Will Also Be Almito": Ethiopian Israelis, Naming, and The Politics of Immigrant Identity</i></p> <p>Sophie Walsh, Bar Ilan University, Israel; Liat Yakhnich, Beit Berl College, Israel</p> <p><i>Can Intergroup Friendships With Immigrants Moderate The Transmission of Ethnic Prejudice Within The Family? A Study With Parents and Adolescents In Italy</i></p> <p>Ioana Zagrean, Lumsa University, Rome, Italy; Claudia Russo, Lumsa University, Rome, Italy; Francesca Danioni, Catholic University of the Sacred Heart, Milan, Italy; Daniela Barni, University of Bergamo, Italy</p>	<p>agent and women typically see themselves as more communal. However the distinction between man-agent and woman-communal has rarely been tested cross-culturally. Our symposium fills this gap as it presents insights from Towards Gender Harmony project (www.towardsgenderharmony.ug.edu.pl), in which our team of over 100 collaborators from 62 countries analyzes the contemporary understanding of masculinity and femininity – here we present cross-cultural and cultural results that are focused on predictors of gender differences in self-construals and on the content of contemporary gender stereotypes. First Kosakowska-Berezecka et al, using data from 62 countries examines sex differences in gendered self-views, along with their associations with descriptive and prescriptive gender stereotypes as a function of country-level objective gender equality. Then Linder &amp; Makarova, using Swiss data and mixed method approach analyze gendered beliefs of prospective teachers concerning women's and men's traits and stereotypes. Then Guerch presents insights from Moroccan qualitative and quantitative data on the prescriptive and proscriptive gender stereotypes and link it with social change mechanisms present in Moroccan context. Finally Safdar et al examine the prescriptions of manhood in the Canadian context and show that gender stereotypes are stronger among individuals manifesting hostile sexism and gender essentialism.</p> <p>Presenters include:</p> <p>Natasza Kosakowska-Berezecka Jennifer Bosson Paweł Jurek</p> <p>Michał Olech</p> <p>Jana Lindner</p> <p>Elena Makarova</p> <p>Keltouma Guerch</p> <p>Saba Safdar</p> <p>R. Hanna</p>
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14:30-15:00

**Z'vieri - Afternoon Break** (Building 1 (outdoor))

15:00-16:15

1.209 (Building 1)	1.207 (Building 1)	Symposium 4.112/113 (Building 4)	Symposium 1.269 (Building 1)
<p><input type="checkbox"/> <b>Paper Session - Acculturation</b></p> <p><i>Do Secondary School Students' Attitudes Towards Mutual Acculturation Change Over Time, and How Is This Related To Their School Adjustment?</i></p> <p>Petra Sidler, University of Applied Sciences and Arts Northwestern Switzerland &amp; NCCR-on the move, Switzerland</p> <p><i>Acculturation and Life Satisfaction Among European Students In China</i></p> <p>Chongguang Zhu, Huazhong University of Science and Technology, China; Renzhong Peng, Huazhong University of Science and Technology, China; Weiping Wu, Wuhan University of Technology, China</p> <p><i>Relationship Between Acculturation Expectations of Russian Students and Self-Esteem: Role of School Bullying and Migrantophobia</i></p> <p>Azkhariia Karimova, HSE, Russia; Ekaterina Bushina, HSE, Russia</p>	<p><input type="checkbox"/> <b>Paper Session - Refugees and Immigrants</b></p> <p><i>Women's Transcultural Autoethnographical Conflict Experiences</i></p> <p>Claude-Hélène Mayer, University of Johannesburg, South Africa; Ashley Jacobs, University of Johannesburg, South Africa; Mahlatse Malesa, University of Johannesburg, South Africa; Jessica Keiring, University of Johannesburg, South Africa; Bianca Victor, University of Johannesburg, South Africa</p> <p><i>Women Empowerment Through Transforming Shame In Different Cultural Contexts</i></p> <p>Claude-Hélène Mayer, University of Johannesburg, South Africa; Elisabeth Vanderheiden, Global Institute for Transcultural Research, Germany</p> <p><i>English Canadians' Evaluations of Chinese Immigrants' Speech and Chinese Immigrants' Ethnic Identity</i></p>	<p><input type="checkbox"/> <b>Symposium - Measuring Multiculturalism Ideology: Empirical Studies from Six Countries</b></p> <p><i>Session Chair: Saba Safdar, University of Guelph</i></p> <p>In this Symposium data from six countries are presented examining the Multicultural Ideology (MCI) Scale and its revised (MCI-r) version. The first presenter gives an overview of the development of the MCI Scale in 1977 and the recent examination of the MCI-r in Luxembourg, Germany, and the UK. The second presenter reports the assessment of the MCI-r scale with a Russian sample. The third presenter examines the properties and characteristics of the MCI-r with a Japanese sample. The fourth and final presenter examines the MCI-r with a Canadian sample. The</p>	<p><input type="checkbox"/> <b>Symposium - Transgenerational Transmission of Socio-cultural and Psychological Trauma in Different Cultural Contexts</b></p> <p><i>Session Chair: Larysa Zasiiekina, Lesya Ukrainka Volyn National University</i></p> <p>The twentieth century witnessed genocides, acts of terrorism, and natural disasters that claimed not only individual lives and but also resulted in community-based and collective trauma.</p> <p>Experiencing acute traumatic events such as earthquakes, tsunamis, terrorist attacks, accidents, violent assaults, as well as long-term and ongoing traumatic experiences war, displacement, torture, oppression, famine, poverty and chronic exposure to psychological, physical and</p>



Kimberly Noels, University of Alberta, Canada

unifying characteristic of these presentations is the examination of dimensions of the MCI-r and its factor structure across six nations (i.e., Canada, Germany, Japan, Luxembourg, Russia, and UK).

Presenters include:

Saba Safdar

John W. Berry

Maria Stogianni

Katharina Lefringhausen

Joonha Park

Zarina Lepshokova

Maria Bultseva

Anastasia Batkhina

Tatiana Ryabichenko

Nadezhda Lebedeva

Victoria Galyapina

sexual abuse affects not only an individual's brain, but also their body and nervous system. A key aspect of massive trauma is that its effects last far longer than the physical annihilation of people, which may lead to transgenerational transmission of negative socio-cultural, health and psychological consequences. This can include interpersonal trauma such as child abuse, but also collective trauma such as that due to war, famine or climate events. Various mechanisms for transmission have been hypothesized, including those around the family where damaged attachment systems and problems with communication of trauma can have problematic effects for children. Research has also suggested that psychotrauma in different cultural contexts has been associated with various disorders in intergenerational communication within the survivors' families and with further disturbances of identity and wellbeing among the second and the third generations (Brom, Kfir, & Dasberg, 2001).

This symposium aims to explore multiple aspects associated with transgenerational trauma including: (1) a women-centered perspective in genocide research in different cultural contexts of the Holocaust 1939-1944, and the Holodomor 1932-1933 in Ukraine, focusing on "gender-specific" traumas such as sexual assault, reproductive abuse, killing or abandoning children (Larysa Zasiiekina, Ruth Pat-Horenczyk, and Becky Leshem); (2) the transmission of impacts of child abuse to the next generation through problem parenting and mistrustful attachment style and clinical application of child abuse to larger scale trauma experience in refugee population of different cultural settings (Antonia Bifulco); and (3) an assessment of the diverse methodologies used to identify transgenerational trauma and how data can be used to design interventions and treatment approaches to screen for adverse childhood and family history experiences (Martha Bojko).

Presenters include:

Larysa Zasiiekina

Antonia Bifulco

Ruth Pat-Horenczyk

Becky Lesham

Martha Bojko

16:15-17:00

**Meet the Editors: International Journal of Intercultural Relations** (4.114 (Building 4))

In this session, you will learn details about the flagship of IAIR, the *International Journal of Intercultural Relations*, and get information from the editors on how to successfully publish your research there.

17:00-20:00

**Conference Opening Reception with Martin Stöckling (Mayor of Rapperswil-Jona) and Daniel Seelhofer (President of Eastern Switzerland University of Applied Sciences)** (Building 1 (outdoor))

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**Tuesday, 26 July 2022**

08:30-09:00  **Past Presidential Address by Prof. STEVE J. KULICH** (Main Auditorium (Building 4))

09:00-09:30  **Best Dissertation Award Address by Jun.-Prof. MIRIAM SCHWARZENTHAL: Considering cultural diversity AND social inequity: Adolescents' intercultural competence and critical consciousness in societies of immigration** (Main Auditorium (Building 4))

**The Rae and Dr. Dan Landis Outstanding Dissertation Award for Jun.-Prof. MIRIAM SCHWARZENTHAL**

Miriam Schwarzenthal obtained her Ph.D. at the University of Potsdam in Germany under the supervision of Prof. Linda Juang, Prof. Maja Schachner, and Prof. Fons van de Vijver. She is currently working as a junior professor for school socialization research in the School of Education at the University of Wuppertal in Germany. Her research examines how adolescents learn about cultural diversity and social inequity at school as well as in peer and family contexts and how these experiences contribute to their intercultural competence and critical consciousness.

09:30-10:15  **IAIR Lifetime Achievement Award Address by Prof. COLLEEN WARD: A Lifetime of Acculturation Theory and Research: Looking Forward and Looking Back** (Main Auditorium (Building 4))

**IAIR Lifetime Achievement Award for Prof. COLLEEN WARD**

Colleen Ward FRSNZ is Professor of Cross-cultural Psychology and Founding Director of the Centre for Applied Cross-cultural Research at Victoria University of Wellington in New Zealand. She is current President of the International Association for Cross-cultural Psychology; past President of the International Academy for Intercultural Research; and a former Editor-in-Chief of the International Journal of Intercultural Research. Colleen has worked both with both government departments and NGOs in New Zealand on issues relating to integration, immigrant well-being and social cohesion; for this and her scholarly research, she was awarded the Te Rangi Hiroa Medal by the Royal Society of New Zealand in recognition of her contribution to the psychological study of immigration, acculturation, intercultural relations and cultural diversity. Colleen is currently a Visiting Fellow at the Institute of Advanced Study, Durham University.

10:15-10:30  **Z'nuni - Morning Break** (Building 1 (outdoor))

10:30-11:45

1.209 (Building 1)	1.207 (Building 1)	Symposium 1.269 (Building 1)	Symposium 4.112/113 (Building 4)
<input type="checkbox"/> <b>Paper Session - Education</b> <i>Critical Cosmopolitan Agency and Meaningful Intercultural Student Interactions At University: An Ecological Conceptualisation</i> Kazuhiro Kudo, Dokkyo University, Japan <hr/> <i>Narrative Exchange and Empathy In Collaborative Online International Learning (coil)</i> Miki Yamashita, Reitaku University, Japan <hr/> <i>Internationalisation of Higher Education In China: Intercultural Perspectives From International Students</i> Tinghe Jin, Durham University, United Kingdom; Paiwei Qin, University of Jyväskylä, Finland; Palitha Edirisingha, University of Leicester, United Kingdom	<input type="checkbox"/> <b>Paper Session - Identity</b> <i>Identity Experiences and Negotiations Among Young Israelis of Ethiopian Origin</i> Liat Yakhnich, Beit Berl College, Israel; Sophie D. Walsh, Bar Ilan University, Israel <hr/> <i>The Importance of Protecting Cultural Capital In Community Development</i> Brien Ashdown, American University of Sharjah, United Arab Emirates <hr/> <i>A Narrative Account of Intersectionality and Stereotypical Vulnerability Among Indian Transgender Persons.</i> Harleen Kaur, Banaras Hindu University, India; Tushar Singh, Banaras Hindu University, India	<input type="checkbox"/> <b>Symposium - Psychology of Bicultural Identities</b> <i>Session Chair: Paweł Boski, SWPS University of Social Sciences and Humanities</i> <hr/> This symposium is based on the theoretical model of acculturation, invented and practiced by its convener who will offer a brief introduction before the speakers present their individual works embedded in this approach. In short, acculturation is a second culture learning/acquisition process, in the three domains as its pillars: language, symbolic knowledge and cathexes, and values/practices. This is a model of competences and not preferences. Also, migration is neither a necessary nor a sufficient condition of acculturation. Biculturalism is the end product of this process; combined competences and affective attachments form identities. <hr/> The dynamic sequence and integration of the three components of the model are subjects of four studies reported in this symposium (two of them PhD, and two Master theses). <hr/> First, Kmiotek reports his findings of Polish --> French linguistic proficiencies and value identities of migrant youths and university students. He discovered language and values as separate domains, and a phenomenon of nostalgic/idealized identity with the country-culture absent from the everyday residence. <hr/> Dabee studied linguistic performance and symbolic identities among the Mauritian, who display an extraordinary multicultural complexity in their everyday interactions. Three official languages are in common	<input type="checkbox"/> <b>Symposium - What is the Role of Acculturation for Adaptation? Meta-perspectives on Old and New Questions, and Alternative Theoretical Approaches (Part 1)</b> <i>Session Chair: Jonas R. Kunst, Department of Psychology, University of Oslo</i> <hr/> Understanding the factors that help immigrants and minority-group members adapt successfully to new cultural contexts has been a long-standing issue in the study of acculturation. Recent longitudinal meta-analytic research has called into question core beliefs concerning the predictive value of acculturation orientations and strategies for psychological and socio-cultural adaptation. However, controversy regarding these findings remains. The goals of the present symposium are two-fold. In Part 1, we aim to present and discuss divergent empirical insights and perspectives regarding the link between acculturation and adaptation. In Part 2, alternative theoretical perspectives on acculturation that may offer new insights and can help reconcile inconsistent past evidence will be presented. <hr/> Presenters include: Kinga Bierwiazzonek Jonas R. Kunst John W. Berry Maria Stogianni Michael Bender Willem Slegers Veronica Benet-Martinez Angela Minh-Tu Nguyen <hr/> Discussant: Colleen Ward <hr/> <i>What Is The Role of Acculturation For Adaptation?</i>



public use, but with different interlocutors. Also, national (vs. ethnic) symbolic dominance facilitates the use of French and inhibits English. Attachment to national symbols is instrumental of family life satisfaction among Mauritian minorities.

Sharmin studied acculturation of two generations of Bangladeshi immigrants in the UK, comparing them with reference groups in home and host countries. She found first generation immigrants to be more identified with their homeland than the Bangladeshi residents (which is in line with Kmiotek's results on Poles). This identity makes their family life satisfaction higher. At the same time, first generation immigrants are the most bicultural, and display a compartmentalized pattern of BII (bicultural integration).

Jasinska compares mutual acculturation in mixed Polish-American couples. Her current study is in progress. Based on her earlier findings, she predicts an imbalanced acculturation, with American component as dominant. Still, she hypothesizes that the effort of Polish acculturation will pay off in enhancing marital satisfaction.

Valery Chirkov, who is familiar with Boski's approach to acculturation will be our discussant.

Presenters include:

Pawel Boski

Łukasz Kmiotek

Deepti Dabee

Raihana Sharmin

Joanna Jasińska

*Meta-Perspectives On Old and New Questions, and Alternative Theoretical Approaches (two-Session Symposium, This Is Part 1)*

Jonas R. Kunst, Department of Psychology, University of Oslo, Norway

*Discussant: Colleen Ward, Victoria University of Wellington*

11:45-12:45  **Z'mittag - Lunch and IAIR Members' Meeting** (Building 4 (Ground Floor))

Meet with **Adam Komisarof, President of IAIR**, in a town hall setting to discuss the state of The Academy. Adam will begin with a brief address describing many of the projects that he and his administration have focused upon, as well as plans for the next year. Afterwards, we will open the floor to take questions, feedback, and proposals from members about the current and future direction of IAIR.

12:45-14:00

		Symposium	Symposium
1.207 (Building 1)	1.269 (Building 1)	1.209 (Building 1)	4.112/113 (Building 4)
<input type="checkbox"/> <b>Paper Session - Education</b> <i>The Influence of Political Orientation On The Relationship Between Perceptions of Diversity Climate and Social Capital Among Hispanics In The Usa</i> Jaimee Stuart, Griffith University, Australia <hr/> <i>International Students' Experiences of Stereotypes, Prejudice and Racism In Hungary</i> Tünde Bajzát, University of Miskolc, Hungary <hr/> <i>Pre-Service Teachers Geographical and Cultural Knowledge: A Pilot Study</i> Jennifer Mahon, University of Nevada Reno, United States	<input type="checkbox"/> <b>Paper Session - Sustainability</b> <i>Teachers' Willingness To Discuss Sustainability, Multiculturalism &amp; #metoo: Intercultural Differences In Israel</i> Rakefet Erlich-Ron, Beit Berl College, Israel; Shahar Gindi, Beit Berl College, Israel <hr/> <i>A Model United Nations Experiment On Climate Negotiations</i> Elisa Hofmann, Friedrich Schiller University Jena, Germany; Lucas Kyriacou, University of Bern, Switzerland; Klaus M. Schmidt, Ludwig Maximilians University of Munich, CESifo and CEPR, Germany <hr/> <i>Intercultural Environmental Propositions</i>	<input type="checkbox"/> <b>Symposium - Toward an Understanding of the Mechanisms of Sociocultural Regulation of Intercultural Relations: The Theory of Sociocultural Models</b> <i>Session Chair: Valery Chirkov, University of Saskatchewan</i> <hr/> The purpose of this symposium is to present the conceptual, methodological, and applied aspects of the theory of sociocultural models (TSCM), and to organize a discussion around these topics. This symposium consists of two parts. In Part 1, Dr. Valery Chirkov will introduce the theory of sociocultural models and its application to understanding and regulating intercultural relations. The	<input type="checkbox"/> <b>Symposium - What is the role of acculturation for adaptation? Meta-perspectives on old and new questions, and alternative theoretical approaches (Part 2)</b> <i>Session Chair: Jonas R. Kunst, Department of Psychology, University of Oslo</i> <hr/> Understanding the factors that help immigrants and minority-group members adapt successfully to new cultural contexts has been a long-standing issue in the study of acculturation. Recent longitudinal meta-analytic research has called into question core beliefs concerning the predictive value of acculturation orientations and strategies for psychological

John Stolle-McAllister,  
University of Maryland,  
Baltimore County, United  
States  
*Urban Regeneration: Applying  
A Sustainable Intercultural  
Perspective*  
Ida Castiglioni, University of  
Milano Bicocca, Italy

second part of this symposium  
will contain two presentations  
about the application of the  
TSCM in education and  
entrepreneurship, a  
presentation of a discussant,  
and a general discussion  
including Q&A.

and socio-cultural adaptation.  
However, controversy  
regarding these findings  
remains. The goals of the  
present symposium are two-  
fold. In Part 1, we aim to  
present and discuss divergent  
empirical insights and  
perspectives regarding the link  
between acculturation and  
adaptation. In Part 2,  
alternative theoretical  
perspectives on acculturation  
that may offer new insights  
and can help reconcile  
inconsistent past evidence will  
be presented.

Presenters include:

Valery Chirkov

Sasha Sukkhu

Azadeh Naimi

Presenters include:

Peter F. Titzmann  
Richard M. Lee 2

Marina M. Doucerain  
Anna Medvetskaya  
Sarah Benkirane  
Léa Bragoli-Barzan  
Jean-Philippe Gouin

Ripley Smith

Jessica Gale  
Kumar Yogeewaran  
Maykel Verkuyten

Discussant: David Lackland  
Sam

*What Is The Role of  
Acculturation For Adaptation?  
Meta-Perspectives On Old and  
New Questions, and Alternative  
Theoretical Approaches (two-  
Session Symposium, This Is  
Part 2)*

Jonas R. Kunst, Psykologisk  
Institutt, Universitetet i Oslo,  
Norway

Discussant: DAVID LACKLAND  
SAM, UNIVERSITY OF BERGEN

14:00-14:45

**Poster Session - Coffee Break (Poster Hall (Building 1))**

#1 *The Relationship Between Heritage Language, Sense of Belonging, and Multicultural Identity Configurations Among Second-Generation Canadian Adults*

Jennifer Taing, Université Laval, Canada; Maya A. Yampolsky, Université Laval, Canada

#2 *Adapting A Summer School Program During A Global Pandemic: Experiences and Lessons Learned From Tu Braunschweig, Germany*

Eika Auschner, TU Braunschweig, Germany; Andreas Hettiger, TU Braunschweig, Germany

#3 *Virtual Connectedness In Times of Crisis and Its Implications For Resilience - A Qualitative Study On The Virtual Communication of Hospital Employees During The Covid-19 Pandemic*

Judith Wolf, Friedrich-Schiller-Universität Jena, Germany

#4 *Racism Within Intercultural Romantic Relationships*

Alessandra Rossini, Université Laval, Canada; Maya A. Yarnpolsky, Université Laval, Canada; Justine Pagé, Université Laval, Canada; Yvan Leanza, Université Laval, Canada

#5 *Organizational Acculturation: A Systematic Review and The Case of Venezuelan Migrants Under Covid-19 Pandemic*

Rita Berger, Universitat de Barcelona, Spain; Rosangela Raleigh, Universitat de Barcelona, Spain; Montserrat Ordoñez, Universitat de Barcelona, Spain; Inmaculada Armadans, Universitat de Barcelona, Spain; Angela Castrechini, Universitat de Barcelona, Spain

#6 *The Cultural Impostor Syndrome*

Shella Munkurize, Université Laval, Canada

#7 *Acculturation In A Postcolonial Context: Language, Identity, Cultural Adaptation, and Academic Achievement of Macao Students In Mainland China*

Nigel Mantou Lou, University of Victoria, Canada

#8 *Intercultural Education In Language Class. From Research and Educational Policies To Practice*

Maria Dollander, Gothenburg University, Sweden

#9 *What Factors Contribute To The Happiness of Immigrants? : A Case Study of Filipino Nurses In The United Kingdom*

Akiko Asai, J.F.Oberlin University, Japan; Mayumi Kubota, Kansai University, Japan

#10 *What's Culture Got To do With It?: Exploring Cultural Ideals and Personal Preferences In Love Life Scripts*

Stefanie Holden, University of California San Diego, United States; Karen Dobkins, University of California San Diego, United States

#11 *Whiteness In Intercultural Communication Research: A Review and Directions For Future Scholarship*

Thomas Nakayama, Northeastern University, United States; Robert Razzante, Western Washington University, United States; Judith Martin, Arizona State University, United States

#12 *Second Language Communication and Chinese Immigrant Adjustment Into Canada*

Jingyi Zhang, University of Alberta, Canada; Kimberly Noels, University of Alberta, Canada

#13 *Multi-Level Framework of Resilience - Insights From Health Care Providers In Germany During The Covid-19 Pandemic*

Daniela Gröschke, Friedrich-Schiller-Universität Jena, Germany; Elisa Hofmann, Friedrich-Schiller-Universität Jena, Germany; Judith Wolf, Friedrich-Schiller-Universität Jena, Germany; Nadine D. Müller, Friedrich-Schiller-Universität Jena, Germany

#14 *Motivations, Expectations and Pre-College Preparation of First-Year Students In A Sino-Foreign Joint-Venture University In China*

Emmanuelle S. Chiocca, Duke Kunshan University, France; Xin Zhang, Duke Kunshan University, China

#15 *Cross Cultural Implications of Job Crafting, Meaningful Work and Wellbeing: An Individual Level Strategy To Enhance Experience of Work*

Sandeep Kumar, Banarasi Hindu University, India

14:45-16:00

Symposium Symposium

1.207 (Building 1)	1.269 (Building 1)	1.209 (Building 1)	4.112/113 (Building 4)
<p><input type="checkbox"/> <b>Paper Session - Education</b>  <i>Like A Bird In Its Cage: Israeli Jewish Vs. Arab Teachers' Metaphors of The Global Covid-19 Pandemic In A Vuca World</i>  Tali Hayosh, Beit Berl College, Israel; Ilana Paul-Binyamin, Beit Berl College, Israel</p> <hr/> <p><i>Cultural Adaptation of Foreign Students In Vienna, A Sociolinguist Case Study of Iranian Students In Vienna</i>  Roshanak Nouralian, University of Vienna, Austria</p> <hr/> <p><i>Issues and Challenges of Education In An Adivasi Cultural Group In India</i>  Yogesh Kumar Arya, Banaras Hindu University, India; Tushar Singh, Banaras Hindu University, India; Shobhna Joshi, Banaras Hindu University, India</p> <hr/> <p><i>Development of Intercultural Competence Through The Study of Embodied Social Activities: A Practical Pedagogical Approach</i>  Ivett Guntersdorfer, Bowling Green State University AYA Study Abroad Salzburg, Germany; Irina Golubeva, University of Maryland Baltimore County, United States</p>	<p><input type="checkbox"/> <b>Paper Session - Identity</b>  <i>Ethnocultural Diversity In Space: What and How Neighbourhood Attributes Affect Multiculturalism and Inclusion</i>  Chan-Hoong Leong, Singapore University of Social Sciences, Singapore</p> <hr/> <p><i>No Place Like Home: Socio-Cultural Experiences of Marginalization and Housing Instability</i>  L. Ripley Smith, Bethel University, United States; Ulrike Schwegler, FOM Hochschule Stuttgart, Germany</p> <hr/> <p><i>Marginalization of Intercultural Couples, Identity Integration and Relationship Quality</i>  Maya Yampolsky, Université Laval, École de Psychologie, Canada</p>	<p><input type="checkbox"/> <b>Symposium - Defining and Cultivating Intercultural and Global Competence in Japan</b>  <i>Session Chair: Fern Sakamoto, Nagoya University of Foreign Studies</i></p> <hr/> <p>In recent years, the cultivation of globally competent graduates has become a primary aim of tertiary education worldwide. In Japan, the government has introduced nationwide projects and policies that emphasise the cultivation of "global human resources" (GHR). Yet, the concept of GHR is widely criticised for being vague and difficult to operationalise; and the efficacy of programmes to foster globally competent graduates in Japan remains vastly unexplored. This symposium aims to present several perspectives from Japan on the concepts of global and intercultural competence and GHR-oriented education.</p> <p>The symposium will start by discussing the nature of global competence and the GHR construct in Japan. The first presenter used a novel methodology combining Q-method and the Delphi Technique to examine expert and stakeholder opinions (N=32) about what students in Japan really need in order to be globally competent. She will present the results of her study and suggest a Japan-specific framework to guide global competence-oriented tertiary education in Japan.</p> <p>The next section of the symposium will focus on specific educational initiatives that have been carried out in Japan. The second presenter will discuss results from a one-year longitudinal survey and interviews with domestic students at two Top Global Universities in Japan (N=164) regarding the impact of curricular and extracurricular initiatives on the development of intercultural attitudes, knowledge, and skills. This presentation will also discuss the demographic, organisational, social, and personal factors found to have promoted and hindered intercultural competence development among these students.</p> <p>The third presenter will present the results of a mixed methods study with students in global programs at two Japanese universities (N=246) that explored the extent to which students felt they were becoming more global-minded as a result of their university education. He will conclude the symposium by discussing the implications for developing successful global education programmes in Japan.</p> <p>Presenters include:</p> <p>Fern Sakamoto  Ana Sofia Hofmeyr</p>	<p><input type="checkbox"/> <b>Symposium - Intersections between Intercultural Communication and Cultural Histories</b>  <i>Session Chair: Rongtian Tong, University of Washington</i></p> <hr/> <p>Culture is a product of historical events and encounters, and the same can be argued for intercultural studies. The values, norms, beliefs, and experiences of previous generations both directly and indirectly shape our current perspectives and procedures. Inversely, our intercultural positionality also leads to different interpretations of history. "The same event, under the same description or different descriptions, may belong to different stories" and assume a variable significance in more than one narrative (Mink, 1987, p. 198). Thus, greater importance should be placed on the intersection between our intercultural trajectories and their histories in research and practice, as histories provide missing contexts that are necessary to better understand the dimensions of our intercultural activities.</p> <p>As the depth and breadth of Intercultural Communication grows, there is a need to trace the important and divergent lines of research that have influenced our field. Using the recently published history of the field (Kulich et al., 2020) as a starting point, this symposium will address and expand on such lines of research, while also acknowledging the chapter's overemphasis on Western philosophical roots. The four papers presented are as follows:</p> <ol style="list-style-type: none"> <li>1. Expanding the Interdisciplinary History of Intercultural Communication Studies</li> <li>2. Prefigurations of Intercultural Thinking: Explorations in Ancient Sources</li> <li>3. Intercultural Dialogues: Historical Construction of Chinese Values (East and West)</li> <li>4. A Conceptual History of Constructivism in Intercultural Communication</li> </ol> <p>Presenters include:</p> <p>Rongtian Tong  Michael Steppat  Steve Kulich  Liping Weng  Greg Dubois  Danny Hsu  Milton Bennett</p> <p>Discussant: Dharm Bhawuk</p>



Tom Fast  
Discussant: Soyhan Egitim

16:00-16:30

**Zvieri - Afternoon Break** (Building 1 (outdoor))

16:30-17:45

			Symposium
1.209 (Building 1)	1.269 (Building 1)	1.207 (Building 1)	4.112/113 (Building 4)
<p><input type="checkbox"/> <b>Paper Session - Education</b> <i>Language, Culture and The Embodied Mind: Towards An Integrated Approach To Linguaculture Pedagogy</i> Joseph Shaules, Japan Intercultural Institute - Keio University, Japan</p> <hr/> <p><i>Intercultural Competence Development In Efl Classrooms</i> Ana Sofia Hofmeyr, Kansai University, Japan</p> <hr/> <p><i>Confronting Stereotypes In The Language Classroom: Critical Cultural Competence Building As A Pedagogical Strategy</i> Soyhan Egitim, Toyo University, Japan</p>	<p><input type="checkbox"/> <b>Paper Session - Health</b> <i>Acculturation and Adaptation To Covid-19: Adjusting To The "New Normal" In Africa, Europe and North America.</i> DAVID LACKLAND SAM, UNIVERSITY OF BERGEN, Norway; ESTHER MALM, MURRY STATE UNIVERSITY, United States; COLLINS BADU AGYEMANG, UNIVERSITY OF GHANA, Ghana; ELIAS KODJO KEKESI, UNIVERSITY OF GHANA, Ghana</p> <hr/> <p><i>Health Behaviour As An Emerging Marker of Cultural Belonging: The Case of Chinese Students In The Uk During The Covid-19 Crisis</i> Hua Zhu, Institute of Education, University College London, United Kingdom</p> <hr/> <p><i>Continues Exposure To Terrorism During Covid-19 Pandemic: The Israeli Context</i> Ruth Pat-Horenczyk, Hebrew University of Jerusalem, Israel; Becky Leshem, Achva Academic College, Israel</p> <hr/> <p><i>Community Post Traumatic Growth: Israeli Ultra-Orthodox Coping With Corona Virus</i> Gabriel Horenczyk, Hebrew University, Israel; Shlomo Black, Hebrew University, Israel</p>	<p><input type="checkbox"/> <b>Paper Session - Identity</b> <i>Discontinuous Yet Integrated: The Impact of Multicultural Identity Configurations On Personal Identity Motives and Well-Being of Third Culture Kids</i> Magdalena Mosanya, Middlesex University Dubai, United Arab Emirates; Anna Kwiatkowska, Institute of Psychology, Polish Academy of Science, Warsaw, Poland</p> <hr/> <p><i>Multicultural Identity Integration and Pro-Ecological Attitudes of Third Culture Kids: Mediatonal Role of The Global Mindset and Integrated Goals</i> Magdalena Mosanya, Middlesex University Dubai, United Arab Emirates; Anna Kwiatkowska, Institute of Psychology, Polish Academy of Science, Warsaw, Poland</p> <hr/> <p><i>Alternating Identities, Overlapping Identities, and Psychological Symptoms</i> Colleen Ward, Victoria University of Wellington, New Zealand; Ágnes Szabó, Victoria University of Wellington, New Zealand; Caroline Ng Tseung-Wong, University of Canberra, Australia</p> <hr/> <p><i>Negotiating Intercultural Scholarly Identity: An Interpretative Phenomenological Analysis of The Learning Experiences of International Doctoral Students In China</i> Huang Jiang, Shanghai International Studies University, China</p>	<p><input type="checkbox"/> <b>Symposium - Global Citizenship Among Youth and Young Adults</b> <i>Session Chair: Miriam Schwarzenthal, University of Potsdam</i></p> <hr/> <p>In times of globalization and increased diversification of societies, as well as global problems such as pandemic diseases and climate change, youth need to develop mindsets that contribute to living and thriving in an increasingly interconnected world. These mindsets have been termed global citizenship (or, in related frameworks, intercultural competence and global competence) and encompass a diverse set of aspects such as having an identity that transcends political borders, and deriving one's responsibilities and actions not only from one's membership in a local community, but from being part of the world as a whole. Research on global citizenship has conceptualized the construct in different ways and has sometimes treated global citizenship as a predictor and sometimes as an outcome variable. This symposium aims to bring together research on different aspects of youth' and young adults' global citizenship that has investigated predictors as well as outcomes of global citizenship. We will first present research exploring global citizenship among youth (Studies 1 and 2) followed by research that has focused on young adults (Studies 3 and 4). The studies draw on different conceptualizations of global citizenship, ranging from attitudes towards dissimilar others (Study 1), perceptions of and actions aimed at addressing social inequity (Study 2), multicultural personality (Study 3 and 4) and social awareness and responsibility, as well as identification with humanity (Study 4). The studies examine a range of predictors of global citizenship, such as media exposure (Study 1), school climate (Study 2), and university programs (Study 3). Moreover, they investigate associations of global citizenship with youth' and young adults' socioemotional and academic adjustment (Study 2, 3, 4). By bringing together research that sheds light on different aspects of global citizenship, and including studies from three different national contexts (Poland, Germany, and the Netherlands), we hope to stimulate an inspiring discussion on global citizenship among youth and</p>

young adults. The discussant will pull together the rich findings and further discuss their educational and social implications.

Presenters include:

Bartosz Grzegorz Żerebecki  
Suzanna Johanna Oprea  
Joep Hofhuis  
Susanne Janssen

Miriam Schwarzenhal  
Linda Juang  
Maja Schachner  
Gülsele Baysu  
Matthew Diemer  
Joran Jongerling  
Jeroen Jansz

María Leonor Gaitán-Aguilar  
Jeroen Jansz  
Ivo Arnold

Discussant: Lily A.  
Arasaratnam-Smith

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17:45-19:00  **MOVETIA Networking Event: Exchanging people - Exchanging ideas** (Poster Hall (Building 1))

Meet MOVETIA and learn more about the funding opportunities for Swiss universities and schools to promote international exchange!

Movetia is the national agency for the promotion of exchanges and mobility in the education system. Be it within Switzerland, with other European countries or elsewhere in the world, Movetia encourages and supports exchange, mobility and cooperation activities in the different sectors of education, ranging from primary school through adult education to university level, as well as promoting extracurricular activities.

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**Wednesday, 27 July 2022**

08:30-09:15  **Early Career Award Addresses by Dr. ÁGNEZ SZABÓ "Redefining ageing well in the context of migration" and Prof. JONAS KUNST "Investigating intercultural relations and acculturation in the age of superdiversity"** (Main Auditorium (Building 4))

IAIR Early Career Awardees

**Dr Ágnes Szabó** is a Senior Lecturer in Health and a Rutherford Discovery Fellow. Her project, 'Growing old in an adopted land', focuses on the ageing experiences of migrant communities in Aotearoa. In her work, she integrates life course approaches and acculturation theory with critical gerontology and is interested in the social and cultural determinants of health and wellbeing.

**Prof. Jonas R. Kunst** is a professor of cultural and community psychology at the University of Oslo. He completed his PhD in social psychology in 2016. During his PhD, he was a Fulbright scholar at Harvard University where he worked with Professor Jim Sidanius. After his PhD, he was a post-doctoral fellow at Yale with Professor John F. Dovidio as his mentor. His research focuses on acculturation, intercultural and intergroup relations, extremism, and animal-human relationships.

09:15-09:30  **IAIR Best Book Award: The Handbook of Intercultural Training (4th ed.) edited by Prof. DAN LANDIS and Prof. DHARM P.S. BHAWUK** (Main Auditorium (Building 4))

09:30-10:15  **KEYNOTE: "For every child - the role of intercultural understanding in UNICEF's work" by Dr. HANS KUENZLE (President UNICEF Switzerland)** (Main Auditorium (Building 4))

10:15-11:00  **Poster Session and Z'nuni Morning Break** (Poster Hall (Building 1))

The Poster Session will feature the same posters as Tuesday. You will have another chance to talk to the authors.

11:00-12:15

			Symposium	Symposium
4.114 (Building 4)	1.207 (Building 1)	1.209 (Building 1)	4.112/113 (Building 4)	1.269 (Building 1)
<input type="checkbox"/> <b>Paper Session - Business/Organizations</b> <i>Relationships Among Organizational Communication, Employee Satisfaction, and Turnover Intention: A Cross-Cultural Study Between Japanese and English-Speaking Workers In Japan</i> IKUSHI YAMAGUCHI, Meiji University, Japan <hr/> <i>Face Concerns In Intra- and Intercultural Business Communication</i> Ekaterina Vasilyeva, National Research University Higher School of Economics, Russia; Nadezhda Lebedeva, National Research University Higher School of Economics, Russia <hr/> <i>Collaboration Or Competition: Linguistic Strategies In Intercultural Workplace Conflictual Interactions</i> Ping Du, University of Nottingham Ningbo China, China <hr/> <i>The Role of Identity Gaps, Discrimination, and Acculturation In International Employee's Job Satisfaction In The U.s.</i> Chia-Fang (Sandy) Hsu, University of Wyoming, United States; Manish Bengani, India	<input type="checkbox"/> <b>Paper Session - Identity</b> <i>An Antithetical Attitude Toward Multiculturalism: A Case Study of Japanese and Korean University Students' Attitudes and Perceptions</i> Esther Stockwell, Hosei University, Japan <hr/> <i>National Pride and Identification With National Symbols In A Divided Society: The Case of South Africa</i> Elirea Bornman, University of South Africa, South Africa <hr/> <i>Russians of The Crimea: The Relationship Between Identities, Acculturation Expectations and Psychological Well-Being</i> Ekaterina Kodja, National Research University Higher School of Economics, Russia	<input type="checkbox"/> <b>Paper Session - Refugees and Immigrants</b> <i>Positive and Negative Social Contacts With Immigrants From Different Groups: Investigating The Role of Group Appraisal and Opportunity For Contact Using Network analysis</i> Eugene Tartakovsky, Tel Aviv University, Israel; Sophie Walsh, Bar Ilan University, Israel <hr/> <i>Alterity, An Underused Concept With Potential Value In Analysing Migrant Experiences</i> Richard Pearce, independent, United Kingdom <hr/> <i>Didactic Turnaround: International Refugees Train German Administrators</i> Alexander Loch, University of Applied Science Ludwigsburg, Germany	<input type="checkbox"/> <b>Symposium - Effective Interventions for Global Competence Development in an International Classroom (Part 1)</b> <i>Session Chair: Joris Boonen, Zuyd University of Applied Sciences</i> <hr/> This symposium focuses on intercultural competence development within international classrooms in higher education. Over the last years, many higher education institutions have been working towards a more internationalized curriculum, explicitly engaging with goals set out by the UN (Sustainable Development Goals) and the PISA/OECD (in their model for Global Competence). The COVID-19 pandemic accelerated the development of internationalization at home initiatives in higher education. Educators had to look for creative solutions to reach their international learning goals, resulting in many new initiatives in virtual exchange and other at home initiatives. <hr/> In this symposium, we provide room for recent case studies and comparative work on the effectiveness of different educational interventions to reach those goals. We investigate which factors can promote or hinder intercultural competence development, which educational strategies can be used to optimize interaction between students and what the role of the teacher is in this process.	<input type="checkbox"/> <b>Symposium - Palestinian and Jewish Border-Crossing Teachers in Israel: Can Teachers Bridge the Divide?</b> <i>Session Chair: Rakefet Erlich-Ron, Beit Berl College</i> <hr/> Border-crossing teachers are teachers who cross sociological borders and represent one social group in a community that is largely comprised of a different social group. Research on border-crossing teachers has focused on issues of race, but in Israel, different borders are crossed given the education's system segregated structure. The Israeli education system is predominantly public and divided into four streams: three Hebrew-speaking streams (secular, religious, and ultra-Orthodox) and an Arab stream. Most Arab students who participate in this system will never encounter a Jewish student or Jewish teacher, and vice versa. The experience of segregation is likely to generate intergroup anxiety. Nonetheless, changing the segregated structure of the Israeli education system seems unattainable in the foreseeable future, while border-crossing teachers are a more attainable goal. <hr/> This panel will examine the phenomenon of border-crossing Jewish and Palestinian teachers from different angles including both Israeli-Palestinian teachers in Jewish schools and Jewish



In this symposium, we discuss topics such as:

- Effectiveness of internationalization at home (IaH) initiatives: during the past two years, many higher education institutions experimented with IaH initiatives to promote global competence development. To what extent were these activities effective in reaching their goals?
- Composition of international classrooms and project groups: to what extent can the international composition of a classroom (or a project group) in itself promote intercultural learning among its members. Which strategies can promote interaction and intercultural learning in such a setting?
- The future role of lecturers in curricula in which internationalization and sustainability are key strategic goals. How do lecturers translate these goals into daily practice, and how can higher education institutions support them in doing so?

The symposium consists of two parts with eight papers in total. In Part I, we present four case studies that each look into a specific educational innovation to promote intercultural learning in an international classroom. Findings are presented from a new teacher training program (paper 1), an intercultural didactics learning lab (paper 2), an experiment with intercultural group work (paper 3), and a project in which students advise management on inclusion and diversity at their institution (paper 4). In Part II, the papers take a broader view on the topic, analyzing existing strategies and curriculum choices and their effects. The studies focus on the effectiveness of global citizenship education (paper 5), the analysis of course manuals in medical curricula (paper 6), the effectiveness of interventions during a study abroad (paper 7), and the importance of the diversity in classroom composition (paper 8). We expect that the paper presentations will lead to a fruitful discussion and an interesting dialogue on the state of the art in research on intercultural learning in an

teachers in Arab schools. Two of the papers will analyze the experience of each population separately, focusing on feelings of belonging and alienation. Two other papers will broaden the perspective to include comparisons between border-crossing teachers and teachers in their community and between border-crossing teachers in different settings.

The phenomena examined in these works act as a microcosm through which power relations are revealed. Moreover, given the segregated nature of Israeli society, where Jews and Palestinians rarely meet on equal footing, the experience of working together as teachers accelerates processes. Language illustrates the majority-minority power relations in all the studies given that the Jewish citizens of Israel hardly speak Arabic while Israeli Palestinians are expected to be well-versed in the language. The bone of contention is the national identity when longstanding Israeli-Arab conflict is at the background. The interplay between the professional and ethnic identity that is seen throughout the panel reflects the majority-minority power relations as well.

Border-crossing teaching disrupts the 60-year-old pattern of segregation in the Israeli educational system. The different studies all indicate that border-crossing teachers integrate well into their schools and have a basic feeling of belonging. The entry ticket to the schools is always the professional affiliation, but the ethnic affiliation is at the center of the intergroup tensions and takes longer to bridge. We will have to wait patiently and monitor with ongoing research to see where the social connections that form between Jewish and Palestinian teachers and students will lead.

Presenters include:

Shahar Gindi

Rakefet Erlich Ron

Ilana Paul-Binyamiin

Asmhan Garah

international educational setting.	Wurud Jayusi
Presenters include:	Zvi Bekerman
Christophe Van Puymbroeck	Michal Hisherik
Cheryl Gerretsen	Shahar Gindi
Jessica Shinnick	
Marcel van der Poe	
Weiwei Li	
Sabine Otten	
Robert Coelen	
Marlene van Heel	
Discussant: Isabelle Grosch	

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12:15-16:00  **Lunch followed by afternoon Cultural Program** (Building 1 (outdoor))

Grab your brown bag lunch and enjoy the cultural program

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16:45-22:00  **Boat trip at 16:45 to Conference Dinner at 18:00 at Halbinsel Au** (Port Rapperswil-Jona)

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**Thursday, 28 July 2022**

1.269 (Building 1)	1.209 (Building 1)	1.207 (Building 1)	Symposium 4.112/113 (Building 4)
<p><input type="checkbox"/> <b>Paper Session - Identity</b>  <i>Growing Through Our Cultural Differences: The Role of Self-Expansion In Intercultural Couples' Relationships</i>            Alexandria West, Duke University, United States;            Sarah Gaither, Duke University, United States; Amy Muise, York University, Canada</p> <hr/> <p><i>The Shadows of Norms: Identity Negotiation Among Diasporic Chinese International Students Acculturating In A Global Pandemic</i>            Xiaoyuan Li, Intercultural Institute, Shanghai International Studies University, China</p> <hr/> <p><i>Wise Reasoning Attenuates The Negative Impacts of Identity Conflict Among Bicultural Young Adults In Canada</i>            Rui Zhang, Dickinson College, United States</p>	<p><input type="checkbox"/> <b>Paper Session - Intercultural Communication and Relations</b>  <i>A Sociological Perspective On Intercultural Friendship Formation During Overseas Sojourns</i>            Rainbow Chen, National Chengchi University, Taiwan</p> <hr/> <p><i>Intercultural Regression In The Face of Adversity and Trauma: Lessons From The Field</i>            Ray Leki, U.S. Department of State, Foreign Service Institute, United States</p> <hr/> <p><i>Tracking The History of Intercultural Communication In China From The Perspective of Published Books</i>            Gefei Suo, Shanghai International Studies University, China</p> <hr/> <p><i>Cultural Sensemaking In Intercultural Interactions</i>            Pauline Vromans, Radboud University, Netherlands; Hubert Korzilius, Radboud University, Netherlands; Joost Bucker, Radboud University, Netherlands; Eelke De Jong, Radboud University, Netherlands</p>	<p><input type="checkbox"/> <b>Papers - Scales and Research Methodology</b>  <i>The Development and Validation of A Revised Cultural Empathy Measure - A Preliminary Study</i>            Ying Shan Doris Zhang, University of Alberta, Canada; Kimberly A. Noels, University of Alberta, Canada</p> <hr/> <p><i>Developing A Nonverbal Pictorial Scale To Assess The Wellbeing of Culturally and Linguistically Diverse Youth In Australia.</i>            Nigar Khawaja, Queensland University of Technology, Australia; Ben Aitken, Queensland University of Technology, Australia</p> <hr/> <p><i>Towards Cultural Sensitivity In Measuring Societal Progress</i>            Kuba Krysz, Institute of Psychology, Polish Academy of Sciences, Poland</p> <hr/> <p><i>A Culturally Sensitive Approach To Measuring Happiness Across The World</i>            Kuba Krysz, Institute of Psychology, Polish Academy of Sciences, Poland; Brian Haas, University of Georgia, Athens, Georgia, United States, United States; Over 50 Members From Various Countries "Happiness Meanders" Research Group, multiple</p>	<p><input type="checkbox"/> <b>Symposium - Effective interventions for global competence development in an international classroom (Part 2)</b>  <i>Session Chair: Joris Boonen, Zuyd University of Applied Sciences</i></p> <hr/> <p>This symposium focuses on intercultural competence development within international classrooms in higher education. Over the last years, many higher education institutions have been working towards a more internationalized curriculum, explicitly engaging with goals set out by the UN (Sustainable Development Goals) and the PISA/OECD (in their model for Global Competence). The COVID-19 pandemic accelerated the development of internationalization at home initiatives in higher education. Educators had to look for creative solutions to reach their international learning goals, resulting in many new initiatives in virtual exchange and other at home initiatives.</p> <p>In this symposium, we provide room for recent case studies and comparative work on the effectiveness of different educational interventions to reach those goals. We investigate which factors can promote or hinder intercultural competence development, which educational strategies can be used to optimize interaction between students and what the role of the teacher is in this process.</p> <p>In this symposium, we discuss topics such as:</p> <ul style="list-style-type: none"> <li>•Effectiveness of internationalization at home (IaH) initiatives: during the past two years, many higher education institutions experimented with IaH initiatives to promote global competence development. To what extent were these activities effective in reaching their goals?</li> <li>•Composition of international classrooms and project groups: to what extent can the international composition of a classroom (or a project group) in itself promote intercultural learning among its members. Which strategies can promote interaction and intercultural learning in such a setting?</li> <li>•The future role of lecturers in curricula in which internationalization and sustainability are key strategic goals. How do lecturers translate these goals into daily practice, and how can higher education institutions support them in doing so?</li> </ul> <p>The symposium consists of two parts with eight papers in total. In Part I, we present four case studies that each look into a specific educational innovation to promote intercultural learning in an international classroom. Findings are</p>



presented from a new teacher training program (paper 1), an intercultural didactics learning lab (paper 2), an experiment with intercultural group work (paper 3), and a project in which students advise management on inclusion and diversity at their institution (paper 4).

In Part II, the papers take a broader view on the topic, analyzing existing strategies and curriculum choices and their effects. The studies focus on the effectiveness of global citizenship education (paper 5), the analysis of course manuals in medical curricula (paper 6), the effectiveness of interventions during a study abroad (paper 7), and the importance of the diversity in classroom composition (paper 8).

We expect that the paper presentations will lead to a fruitful discussions and an interesting dialogue on the state of the art in research on intercultural learning in an international educational setting.

Presenters include:

Ankie Hoefnagels

Herco Fonteijn

Albertine Zanting

Agnes Meershoek

Janneke Frambach

Anja Krumeich

Marcel van der Poel

Isabelle Grosch

Discussant: Marlene van Heel

10:15-10:30

**Z'nuni - Morning Break** (Poster Hall (Building 1))

10:30-11:45

		Symposium
1.209 (Building 1)	1.269 (Building 1)	4.112/113 (Building 4)
<input type="checkbox"/> <b>Paper Session - Health</b> <i>Intergroup Contact, Perceptions of Media Bias, Social Media Expression, and U.S. Americans' Attitudes Toward Chinese People: Intergroup Anxiety and Trust During Covid-19</i> Yan Bing Zhang, University of Kansas, United States; Molly Han, University of Kansas, United States; Teri Terigele, University of Kansas, United States; Anna Jewell, University of Kansas, United States; Ning Liu, University of Kansas, United States; Gabrielle Byrd, University of Kansas, United States <hr/> <i>Understanding and Helping Culturally and Linguistically Couples In Distress: A Practitioners' Perspective</i> Nigar Khawaja, Queensland University of Technology, Australia; Ellen Ramstadius, Queensland University of Technology, Australia <hr/> <i>The Subjective Well-Being of Filipino Epa Care Workers In Japan ---Based On Filipino Value System---</i> Mayumi Kubota, Kansai University, Japan; Akiko Asai, J.F.Oberlin University, Japan <hr/> <i>Health Inequities and Intersectionality Among Indian Transgender Persons: A Narrative Enquiry</i> Tushar Singh, Banaras Hindu University, India; Harleen Kaur, Banaras Hindu University, India	<input type="checkbox"/> <b>Paper Session - Scales and Research Methodology</b> <i>Thinking Styles Across Cultures: How Changeable Are They?</i> Deborah A Cai, Temple University, United States; Edward L Fink, Temple University, United States; Colleen Tolan, Temple University, United States; Qi Wang, Villanova University, United States <hr/> <i>A Group Version of The Marshmallow Test With Children In Japan and The United States: Theoretical Argument and Preliminary Findings</i> Akiko Hayashi, Keio University, Japan <hr/> <i>Developing A Self-Evaluation Tool of Schools' Diversity Related Norms and Practices In Germany: A Validation Study</i> Priscilla Krachum Ott, Martin-Luther-Universität Halle-Wittenberg, Germany; Judith Kehl, Martin-Luther-Universität Halle-Wittenberg, Germany; Maja Schachner, Martin-Luther-Universität Halle-Wittenberg, Germany; Jaël In't Veld, Friedrich-Schiller-Universität Jena, Germany; Sophie Hölscher, Martin-Luther-Universität Halle-Wittenberg, Germany; Patricia Kleßen, Friedrich-Schiller-Universität Jena, Germany; Anke John, Friedrich-Schiller-Universität Jena, Germany; Laura Malik, Friedrich-Schiller-Universität Jena, Germany; Ritva Griebig, Martin-Luther-Universität Halle-Wittenberg, Germany; Daniela Gröschke, Friedrich-Schiller-Universität Jena, Germany	<input type="checkbox"/> <b>Symposium - Balancing Global, National, and Personal Needs in Intercultural Education and Training in Chinese Exchange Contexts</b> <i>Session Chair: Ruobing Chi, Shanghai International Studies University</i> <hr/> In part related to roles attributed to China in the corona pandemic or its expanded influence economically and politically, reports show that misunderstandings and hostility towards China and the people associated with her were not rare and can be exacerbated when threats are perceived. To address some of these issues, one of the major concerns of intercultural researchers in China focuses on how to enhance communication and understanding between China and the world. This symposium highlights four case studies to reveal the potential of education and training programs toward achieving that goal. Each program has been designed for different recipients, ranging from foreign experts, university students, traditional Chinese medicine (TCM) doctors, and Chinese company expatriates, but each has some similar targeted outcomes that reflect the complex inter and cross-cultural environment China and Chinese people face during this period. Though initially imported from the West, intercultural education and training has become a growing focus due to the needs and

realities that Chinese exchanges face on many different fronts. We argue that this shift of perspective, cultural context, and current time frame need to be treated seriously in both theory and practice. China-based cases can be an effective workshop for rethinking and re-orienting intercultural training and culture learning. Our unique positions and practices are showing that in each situation, well-designed and structured intercultural interactions facilitated by context-aware education or training are both desirable and effective for building common trust and affective ties. It is the hope that such contextualized cases will add to the global intercultural training knowledge base and eventually lead to improved in-depth communication, modification of stereotypes, and reduction of prejudice, and more satisfactory intercultural communication at all levels.

Presenters include:

Ruobing Chi

Hongling Zhang

Yiheng Deng

Xiaojia Zhang

Shiqin Wu

Tu Yulu

Discussants - Dharm Bhawuk and Darla Deardorff

11:45-12:30  **Closing Ceremony** (Main Auditorium (Building 4))

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