Thank you for assisting us with collecting survey data, and showing us your interest in the results. Let us share the results of online survey below. This survey results, along with the literature review, theoretical discussion, and other thoughts on future directions on this topic, will be included in a chapter of a book titled "Reconceptualizing New Media and Intercultural Communication in a Networked Society," edited by Drs. Bilge and Marino. It is forthcoming in 2017 or 2018 by IGI Global. For any additional questions, comments, and/or feedback, please feel free to contact the authors, Sachiyo Shearman, at shearmans@ecu.edu, and/or Mariko Eguchi at ma-eguchi@u-shimane.ac.jp.

Use of New Media in Intercultural Communication Education

Online Survey

In order for us to learn more about how often and in what way the instructors of intercultural communication offers actual and computer-mediated intercultural contacts in contrast to face-to-face contacts and in-class simulation games, we conducted an online survey of instructors of intercultural communication, cross-cultural communication, and any other courses with different title but which deal with culture and communication. We invited participation through the list-serve member emailing lists among members of the National Communication Association and the Center for Intercultural Dialogue (https://centerforinterculturaldialogue.org/) and the Center for Intercultural New Media Research (http://www.interculturalnewmedia.com/). The email solicitation and announcements explained the goal of the survey, and provided the link to the Web-based survey. When the link was clicked, participants saw the first page of the survey as the informed consent statement, which included basic information about the study, the anonymous and confidential nature of the survey, and how participation was voluntary. The survey questionnaire included basic demographic information about the instructor, instructional goals for using new media in intercultural communication, including specific examples, and perceived benefits and challenges of using new media technologies in intercultural communication instruction.

Participants

Forty-eight instructors participated in the survey. Thirty-percent of them were male. The age of the participants ranged from 27 to 79, with the average age being 47 years old (SD = 11.8). Their position titles ranged from adjunct/part-time instructor (8%), full time instructor (6%), assistant professor (20%), associate professor (29%), full professor (23%), and other (15%), which included director, PhD candidate, TA, and no response. Seventy percent of the participants were from the communication discipline, though a few were from psychology, anthropology, linguistics, business, education, international studies, and cultural studies. All 48 participants stated that they teach courses that touch on culture and communication, and the sample course titles were intercultural communication, international communication, cross-cultural communication, communication and culture, intercultural business communication, global communication, international studies, inter-ethnic communication, and study abroad. The number of students in the courses ranged from 8 to 240, averaged 40 students.

Survey Results

Out of the 48 instructors who participated in the study, 29.2% said they "always" create face-to-face intercultural encounter for their students. Another 18.8% of the instructors said that they do that "most of the time," and 14.6% said they do that "sometimes." In total, 62.6% of them reported that they have created face-to-face intercultural encounter for students using various methods. For example, instructors have assignments that require their students to interact with the international students on campus, participate in multiple on-campus intercultural events, and to match-up with international students as conversation partners for duration of the semester. Some instructors choose to invite various types of guest speakers who are from either different cultures (e.g., international students on campus), or have a significant intercultural experience (e.g., those who have worked in non-profit organizations to assist refugees). A few instructors stated that they invite multiple guest speakers who represent different cultures to class, and then tasks students with different types of questions. A few instructors mentioned offering their students service learning activities in intercultural contexts.

When asked if the instructors use in-class experiential learning activities, 63.3% of instructor stated that they do. Among them, 12.5% use it "always," 10.3% use it "most of the time," and 26.7% use it "sometimes." Instructors who participated in the study listed a varieties of activities that can be categorized under the experiential learning or simulation games, including role play, case studies, and simulation game such as Barnga (Thiagarajan & Steinwachs, 1990), watching and analyzing foreign movies (specifically made for foreign audience and not American movie dealing with international topics), situational or scenario based questions and discussion, application journals kept by students, and cultural simulations of several days in length.

Out of the 48 instructors, only 31.3% of them stated that they have provided computer-mediated intercultural contacts. Among them, 12.5% said they provide such contacts "always," while 4.2% said "most of the time," and 14.6% said "sometimes." The instructors reported using video-recorded lecture exchanges, video-conferencing, in-class activities and discussions to connect with students in other countries, email, instant messaging between their students and those in other countries. One of the instructors mentioned that inviting several international experts (i.e., individuals representing different countries) to class for interview and discussion sessions, where students ask similar types of questions for further understanding of a specific culture and for comparative understanding of various cultures. Some instructors reported using gamification programs such as diversophy (https://diversophy.com/) and the Soliya connect program (https://www.soliya.net/). These online programs and many others like them can provide more opportunities for instructors to incorporate computer-mediated intercultural encounters in their courses to enrich students' learning experiences.

	Always	Most of the Time	Sometimes	TOTAL	Examples
Face-to-Face Intercultural Encounter	29.9%	18.8%	14.6%	62.6%	Welcoming guest speakers, international/cultural events, interview assignment, matching with international students, etc.
Experiential Learning in Class	12.5%	10.3%	26.7%	63.3%	Role play, Case Studies, Simulation Games such as Barnga or BaFa BaFa, foreign movies, scenario based Q&A, etc
Computer Mediated Intercultural Encounter in Class	12.5%	4.2%	14.6%	31.3%	Welcoming guest speakers via Video Conferencing, Gamification Program such as Diversophy (diversophy.com), Connecting with others via Soliya Connect Program (soliya.net), etc..

Compared to their use of face-to-face intercultural contact (62.6%) and experiential learning activities (63.3%) in class, only one thirds of the instructors (31.3%) in the survey reported using new media tools. We asked for the reasons why some instructors have not yet incorporated computer-mediated encounters in class, and we also asked about the perceived benefits of providing such opportunities for students regardless of the instructors' previous experience with offering computer-mediated intercultural communication.

Many of the instructors said they believe that offering computer-mediated intercultural encounters may be valuable, but they have not yet actually provided those opportunities in class, or they are currently exploring the options. Many of the instructors listed possible benefits of incorporating computer-mediated intercultural contacts. The benefits include its ability to offer intercultural encounters without leaving their classroom, instant-feedback from the other party, immediacy with those with whom that they are communicating with, and realism for the millennial students.

The instructors gave us reasons for why they have not yet been able to incorporate computer-mediated intercultural encounters in their classes. The reasons include not having appropriate facilities for it, not having viable international contacts, or simply not having a chance to do so. Some instructors stated that they have tried it but met with difficulties (i.e., issues with technology, and issues in scheduling with others in different time zones). Some instructors said and it was way too time-consuming, and the contact in itself can be hit or miss in terms of quality of communication. Instructors who have used emailing and text-messaging stated that those methods can be hugely dependent on the willingness of students and their intercultural partners to contribute and continue. Many instructors mentioned that the language barrier is one of the key challenges, as oftentimes English is a global language used in academia but it entails the power structure between those who speak English well and those who do not. In addition, the instructors mentioned that simply providing one encounter is not good enough for students to experience and understand those who are from other cultures. Although with some technical difficulties, some participants indicated that they are in the process of planning the

intercultural contacts and others are compiling the databases of questions and answers about intercultural communication issues to provide online.

	Benefits	Challenges and Limitations
Use of New Media In Intercultural Communication	❖ Ability to offer computer-mediated intercultural contacts without leaving their classrooms ❖ Instant-feedback from the other party ❖ Immediacy with those whom they are communicating ❖ Realism with the millennial students	❖ Lack of Facility or Technology (and institutional support) ❖ Issues with scheduling over different time zone/academic calendar ❖ Language proficiency (common language is often English and its associated power distance) ❖ Lack of Viable Contacts ❖ Quality of communication, commitment, and willingness of students and instructors is not assured ❖ Cultural Distance, etc.

Discussion

The majority of professors and instructors who we have surveyed use some form of experiential learning, ranging from in-class role playing, case studies, and simulation games, and to the assignments that involve intercultural contacts. Only about one third of instructors who we surveyed actually have incorporated computer-mediated intercultural encounter into their classes, and some ideas includes online guest lectures, in-class video-conferencing interview sessions, and using programs such as Soliya Net. We can categorize a variety of new media: asynchronous or synchronous platforms, text-based or audio/video based, or first generation or second generation web technology. There are benefits and limitations for each type of new media and examples are discussed in the chapter. Nowadays, we tend to combine these different types of new media, as we use it in our classroom. Our intention is not to say that new media technology is better than the conventional approaches to the intercultural pedagogy. All of the approaches of intercultural communication teaching – lectures, intercultural training, and study abroad programs, are indispensable. We believe that the use of new media in intercultural communication provides us with an additional valuable approach for us to facilitate students' learning at the multi-dimensional level. When computer-mediated intercultural contacts are provided, students are actively engaged as they interact with students in other countries.

Reference Information: Shearman, S. M. & Eguchi, M. (Forthcoming). "I have to text my classmate in China!": Use of New Media in Intercultural Communication Classes toward Multidimensional Learning. In Bilge, N., & Marino, M. I. (Forthcoming). "Reconceptualizing New Media and Intercultural Communication in a Networked Society."

Thank you! - Sachiyo

Sachiyo M. Shearman, Ph.D.
Associate Professor
103B Joyner East

School of Communication
East Carolina University
Greenville, NC 27858
Phone: 252-328-2895
Email: shearmans@ecu.edu