



SDI FINAL EVALUATION FORM 1.1

PART 1:

Journal Name:	British Journal of Education, Society & Behavioural Science
Manuscript Number:	2014_BJESBS_14191
Title of the Manuscript:	Cultural Competency for Working in Agricultural and Extension Education
Type of the Article	Review Article

PART 2:

FINAL EVALUATOR'S comments on revised paper (if any)	Authors' response to final evaluator's comments
The new article reflects many of the changes requested on the previous revision. However, the description of the course overall continues to be quite general – in many ways, it could description of any on-line course – book review, discussion board, etc. I wish the authors would elaborate more on how what they're doing increases cultural competency. More extensive discussion of the unique aspects of this course, like the cultural interview, would be of interest to the readers if they are interested in replicating this course.	The course is designed using the Evolutionary Perspective of Cultural Competence discussed by Burchum (2002), the Intercultural Competence continuum, described by Hammer, 2012, as well as the Developmental Model of Intercultural Sensitivity by Bennett (1986 & 1993). These perspectives were combined and the result was a 15 unit course that includes: Cultural awareness, cultural knowledge, cultural understanding and cultural competence (Burchum, 2002; Hammer, 2009 & 2012), and developmental strategies as studying and discussing cultural differences, stereotypes and cultural values, denigration, cultural superiority, inferiority and commonalities. Each one of the topics are discussed as follow, Cultural awareness was supported by students' self-introduction and cultural description. The students were encouraged to use the John Hopkins Diversity Wheel and the Lewis Model-Cultural Dimensions to complete their assignments (Gardenswartz & Rowe, 2003; John Hopkins, 2014; Professionals Skills Blog Magnusson Training & Consulting LLC., 2014). Cultural Knowledge was discussed with different readings about global and cultural perspectives for agricultural education services, as well as readings about working with people from different genders, ages, races, ethnicities, religions, economic status, sexual orientation, country of origin, language, nationality and physical and/mental ability, for example. Managing diversity was the goal of the discussion and the readings (Moran, Abramson & Moran, 2014; Peterson, 2004). For the strategy of cultural understanding, the course discussed cultural intelligence, and how to apply cultural intelligence in daily work and life. The framework of this discussion was that knowing your cultural style would allow you to identify and accept cultural differences. Managing transitions and relocations were also discussed. In the final part of the course the development of cultural competence the concepts learned during the course were applied when students were able to discuss how to work with people from different cultures, specifically with people from Latin America, Europe, Asia and Africa. You are right; the interview paper is one of the most important pieces of the course. As the paper describes The interview should be focused on cultural differences, acceptance and challenges of cultural differences, and adaptation processes. This assignment should not serve as document to describe the interviewee culture; but as a personal challenge. The challenge is to learn about cultural differences. The interviewee should be picked wisely.



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The paper still lacks significant objective measures of student learning/course success; I do not understand why the IDI results are confidential – it seems that, with IRB approval, looking at these results anonymously could greatly strengthen the paper. However lack of actual data may be acceptable given that this has been submitted as more of a thought piece than a research article. There continues to be a number of grammatical errors that are very distracting and interfere with appreciating the content of the article. These must be corrected.	The objective of the course is described as discusses different strategies to increase intercultural intelligence, and intercultural competence. Discuss the importance of being culturally aware for international and multicultural experiences, in and outside the United States. Interpret concepts of cultural values and stereotypes, intercultural sensitivity, cultural differences, cultural transitions, and intercultural theories. The course-learning goal is to reflect about the importance of achieving intercultural competence, understanding the importance of developing intercultural skills to succeed in international and multicultural environments and to better serves people from other cultures in agriculture educational and extension programs. As a result of participating in this course the student will be able to, 1) describe the importance of Cultural Competency for Working in Agricultural and Extension Education, 2) describe the importance of the cultural values and stereotype, 3) differentiate among multicultural, diverse and global societies, 4) interpret and analyze the importance of inclusive global societies, managing diversity, and cultural intelligence, 5) describe and analyze the importance and theories of cultural competence, 6) develop effective strategies to successfully approach people from other cultures in international experiences/opportunities in government agencies or transnational multicultural companies (in or outside the United States), and 7) develop successful intercultural training strategies to better serve people from different cultures in agriculture educational and extension programs. I really would like to evaluate the students enrolled in the course with their real improvement in intercultural competence as measured by the Intercultural Development Inventory; however we only can evaluate them with activities that are related to the class. I can not ask the students to repeat the class because their did not improve their intercultural competence, improving is a personal experience that requires “wiliness” and “desire”. But next semester I am going to include some more direct activities that may contribute to directly increase their intercultural competence, thank you for your advice!!! A native English speaker reviews the paper. Hopefully she detected and fixed all the mistakes.
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