



# REVISITING STUDENT DEVELOPMENT THEORY:

## INTERNATIONAL STUDENT AND DIVERSE STUDENT POPULATIONS

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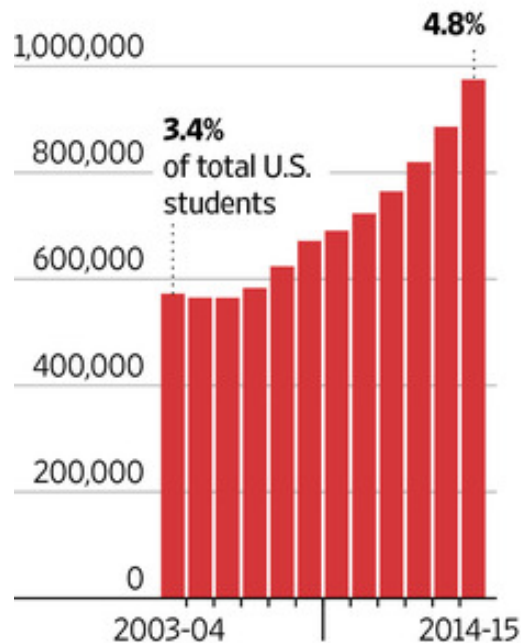
# PARTICIPANT LEARNING OUTCOMES

- Pwibat understand and relate better to international student experience.
- Pwibat identify the importance of student development theory to describe, explain, predict, and control experiences with international and diverse student populations.
- Pwibat assess and critique the application of student development theory in their own work.
- Pwibat locate resources for additional learning in student development theory.

# CONTEXT

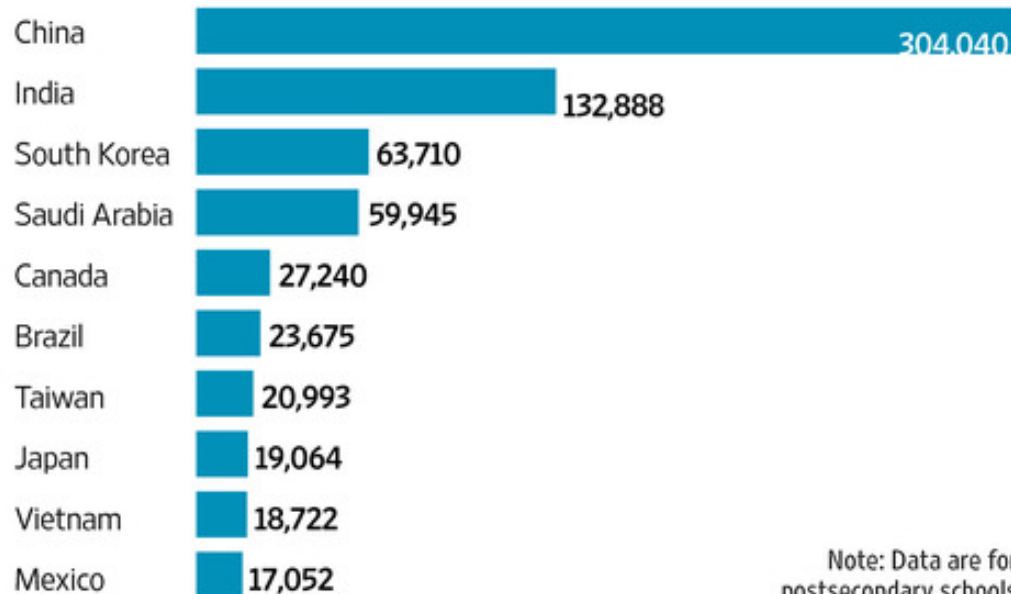
## Studying From Abroad

Total number of international students in the U.S.\*



Source: The Institute of International Education

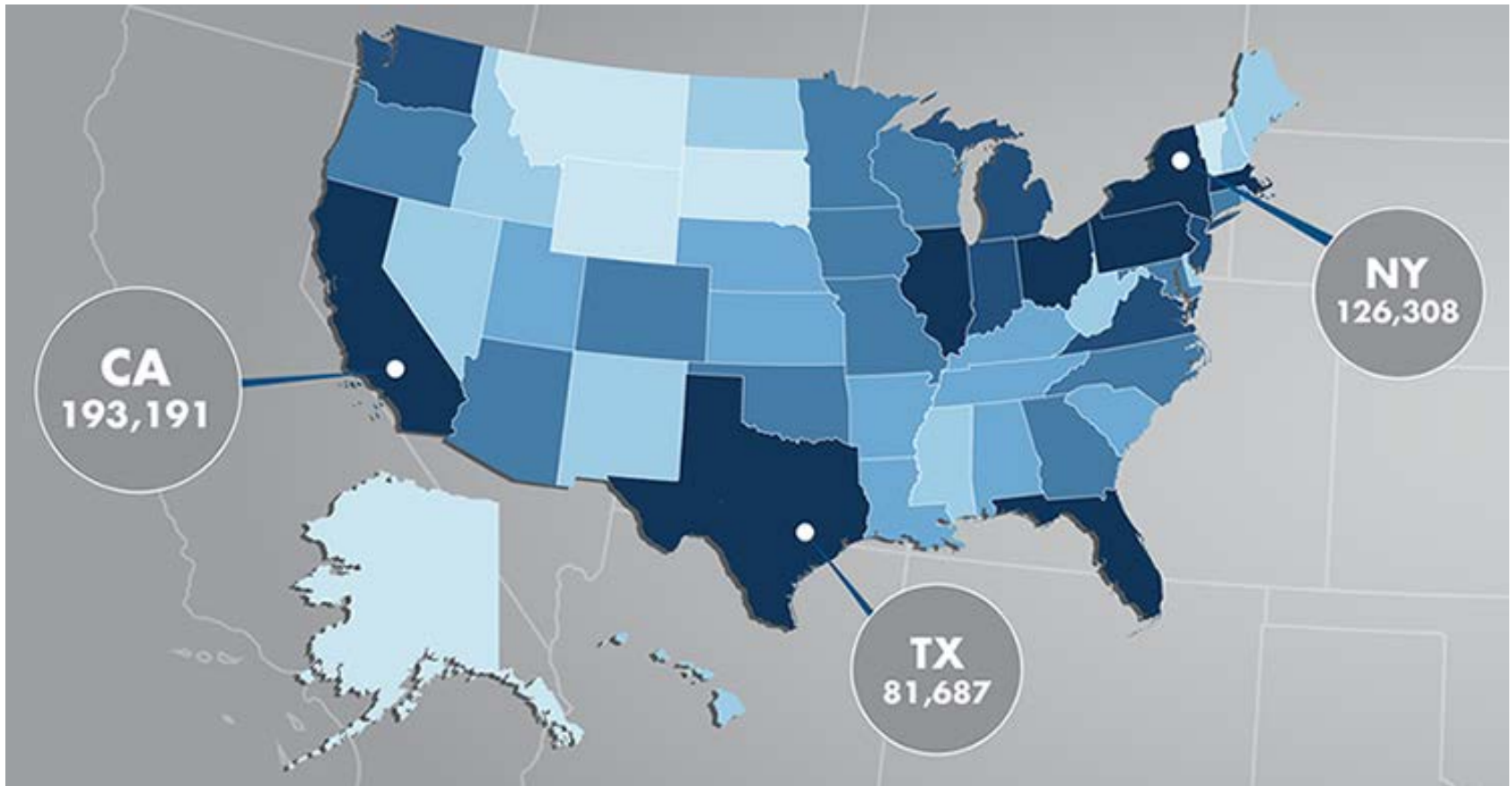
Top places of origin for international students, 2014-15 school year



Note: Data are for postsecondary schools

\*By school year

THE WALL STREET JOURNAL.



US Immigration & Custom Enforcement, SEVP releases 2015 international student data

## OPEN DOORS FACT SHEET: California

Educational Exchange Data from *Open Doors 2015*  
**INSTITUTE OF INTERNATIONAL EDUCATION**

	Rank in U.S.	Total
<b>FOREIGN STUDENTS IN THE STATE</b>	#1*	135,130 (up 11.1 %)
<b>ESTIMATED FOREIGN STUDENTS EXPENDITURE IN THE STATE (in millions of dollars)</b>		\$4,649,233,291

\* Rankings include all 50 U.S. states in addition to Washington, D.C.


\*\* Economic analysis produced by NAFSA: Association of International Educators based on enrollment data from *Open Doors 2015*. [www.nafsa.org/eis](http://www.nafsa.org/eis)

### INSTITUTIONS WITH THE HIGHEST NUMBER OF FOREIGN STUDENTS

Institution	City	Total
University of Southern California	Los Angeles	12,334
University of California - Los Angeles	Los Angeles	10,209
University of California - Berkeley	Berkeley	6,874
University of California – San Diego	La Jolla	5,898
Academy of Art University	San Francisco	5,431

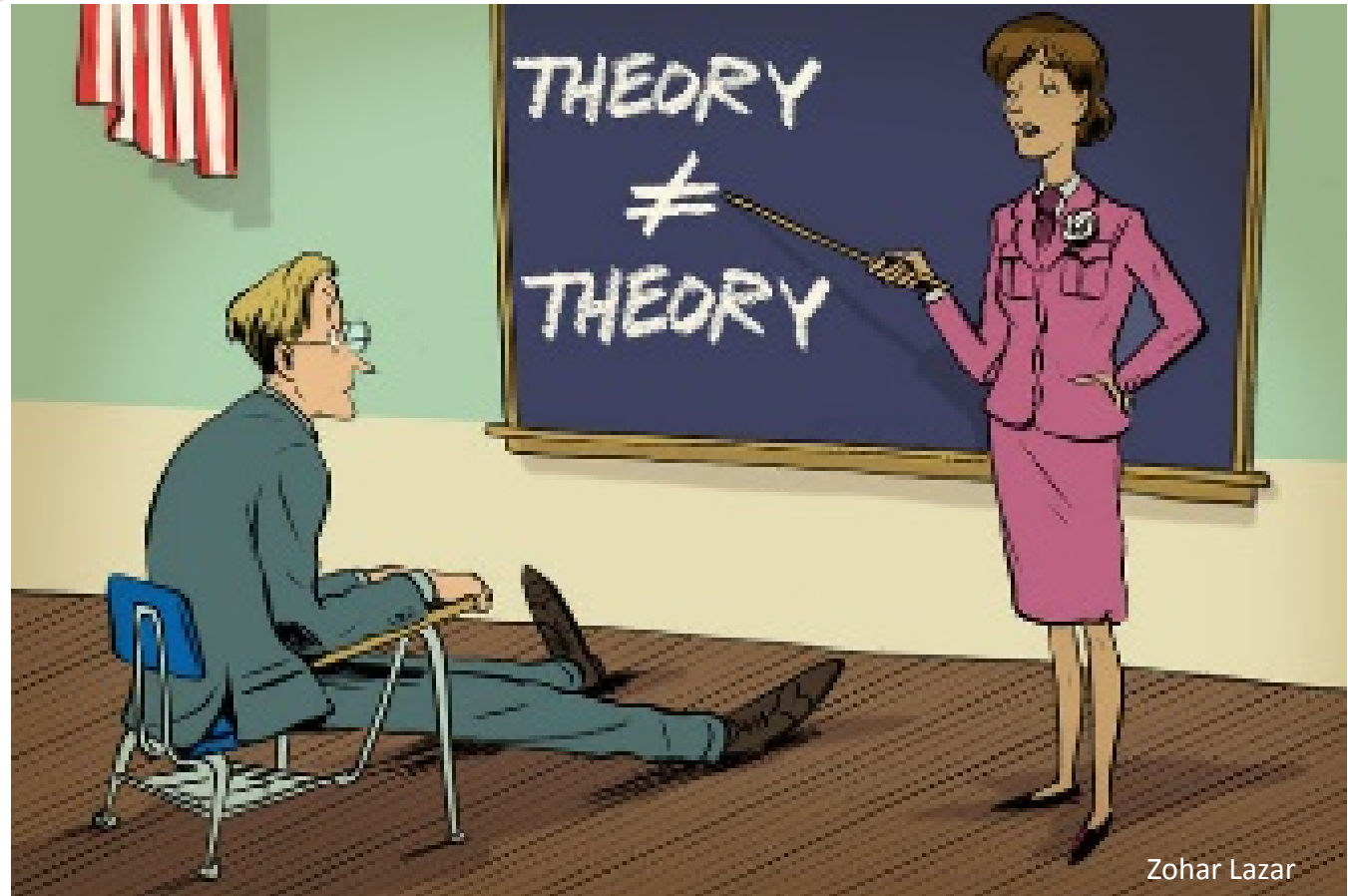
### LEADING PLACES OF ORIGIN FOR FOREIGN STUDENTS IN THE STATE

Rank	Place of Origin	% Total
1	China	33.6
2	South Korea	10.8
3	India	8.4
4	Saudi Arabia	4.1
5	Japan	3.8

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- The exact future of International student enrollment is uncertain.
  - But we can be certain that international student will continue to be a part of the students we serve as institutions rely on non-resident tuitions, and shifting focus to on “Internationalizing” & “Globalizing” the campus.
  - It is our responsibility, and moral obligation, to provide the best support and services to all students.
  - Our goal is not to present one single solution, but simply to provide you with an additional tool and perspective that might help you approach your own context in a more objective and systematic manner.



What's up  
with  
theory?



“In science, the word *theory* isn’t applied lightly. It doesn’t mean a hunch or a guess. A theory is a system of explanations that ties together a whole bunch of facts. It not only explains those facts, but predicts what you ought to find from other observations and experiments.”

--Kenneth R. Miller, Cell Biologist, Brown University

# INFORMAL VS. FORMAL THEORY

**Informal theory:** “the body of common knowledge that allows us to make implicit connection among events and persons in our environment and upon which we act in every day life” (Parker, 1997).

- Based on student interactions and previous experiences, values, formal training, and education.
- Informal theory is not self-correcting. There is no basis to determine if interpretations are accurate

**Formal theory:** “a set of propositions regarding the interrelations of two or more conceptual variables relevant to some realm of phenomena” (Rodgers, 1980).

- Validated by research as basis for interpretation.
- Formal theory describes, explains, predicts, and control (DiCaprio, 1974).



# PURPOSES OF THEORY

**Describe:** theory provides conceptualization of what is happening.

**Explain:** theory can be used to explain the causes of behavior.

**Predict:** [powerful] theory might enable us to predict the outcome.

**Control:** theory can [hypothetically] enable to produce specific outcomes.

DiCaprio (1974)

# DEVELOPMENT VS. COLLEGE IMPACT MODELS

## Developmental

### Student-centered

developmental models that concentrate on the **nature or content of student change** (i.e., identity formation, moral, or cognitive development)

## College Impact

College impact models that focus on the **sources of change** (such as different institutional characteristics, programs and services, student experiences, and interactions with students and faculty members)

# DEVELOPMENTAL THEORIES

## Clusters of theories and models:

- 1. Psychosocial** examines individuals' personal and interpersonal lives. "Who am I?" "Who am I in relations to others?" "Who/what do I want to be when I grow up?"
- 2. Cognitive-structural** examines how individuals grow intellectually. Focuses on how people think, reason, and make meaning of their experience.
- 3. Typological** examines individual differences in how they view and relate to the world.
- 4. Person-environment** examines the relationship between person and environment.
- 5. Integrative theories** draw from or connects elements from two or more other clusters of theory (not limited to developmental theories). Integrative theories expand understanding of student development that includes a number of factors that occur simultaneously.

# PSYCHOSOCIAL EGO IDENTITY STATUS JAMES MARCIA (1966, 1975, 1980)

- Identity Status describes four different responses to the need for identity and to the process of identity formation:
  - Identity-diffused
  - Foreclosed
  - Moratorium
  - Identity-achieved
- Other Identity Examples:
  - Gender (Josselson)
  - Racial/Ethnic (Helms, Cross, Phinney)
  - Gay/Lesbian/Bisexual (Cass, D'Augelli)

# Ego Identity Status Theory

- **Identity Diffusion** – the status in which the student does not have a sense of having choices; they have not yet made (nor is attempting/willing to make) a commitment.
- **Identity Foreclosure**: the status in which the student seems willing to commit to some relevant roles, values; or goals for the future. The student has not experienced an identity crises. They tend to conform to the expectation of others regarding their future. The individual has not explored a range of options.
- **Identity Moratorium** – the status in which the student is currently in a crisis, exploring various commitments and is ready to make choices, but has not made a commitment to these choices yet.
- **Identity Achievement** – the status in which the student has gone through an identity crisis and has made a commitment to a sense of identity that they have chosen.

# Identity Status Theory (James Marcia)

		Commitment	
		NO	YES
Crisis/Exploration	NO	Identity Diffusion	Identity Foreclosure
	YES	Identity Moratorium	Identity Achieved



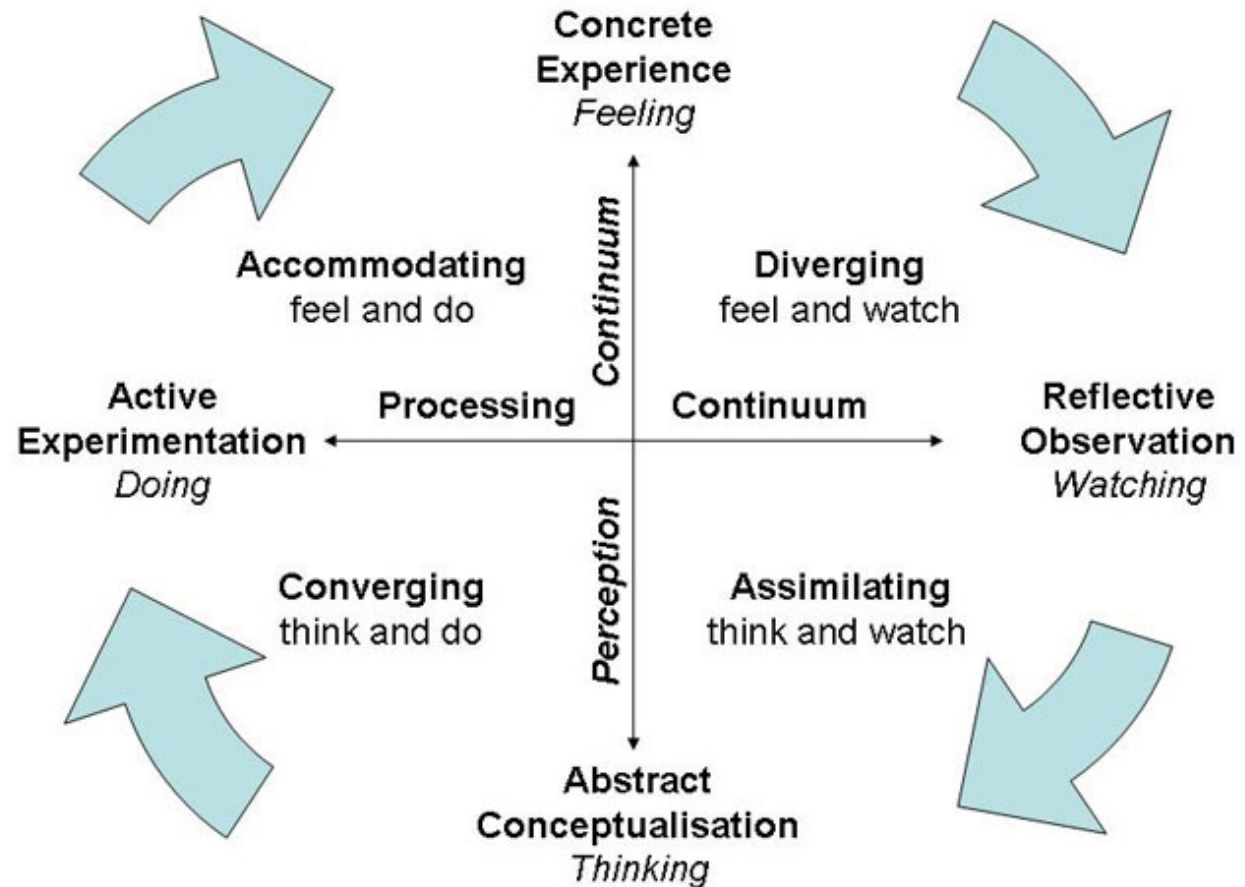
# COGNITIVE-STRUCTURAL EXPERIENTIAL LEARNING DAVID KOLB (1984)

Understanding and working with student differences effectively in and out of the classroom is important. Educators must know students' learning styles in order to effectively challenge and support.

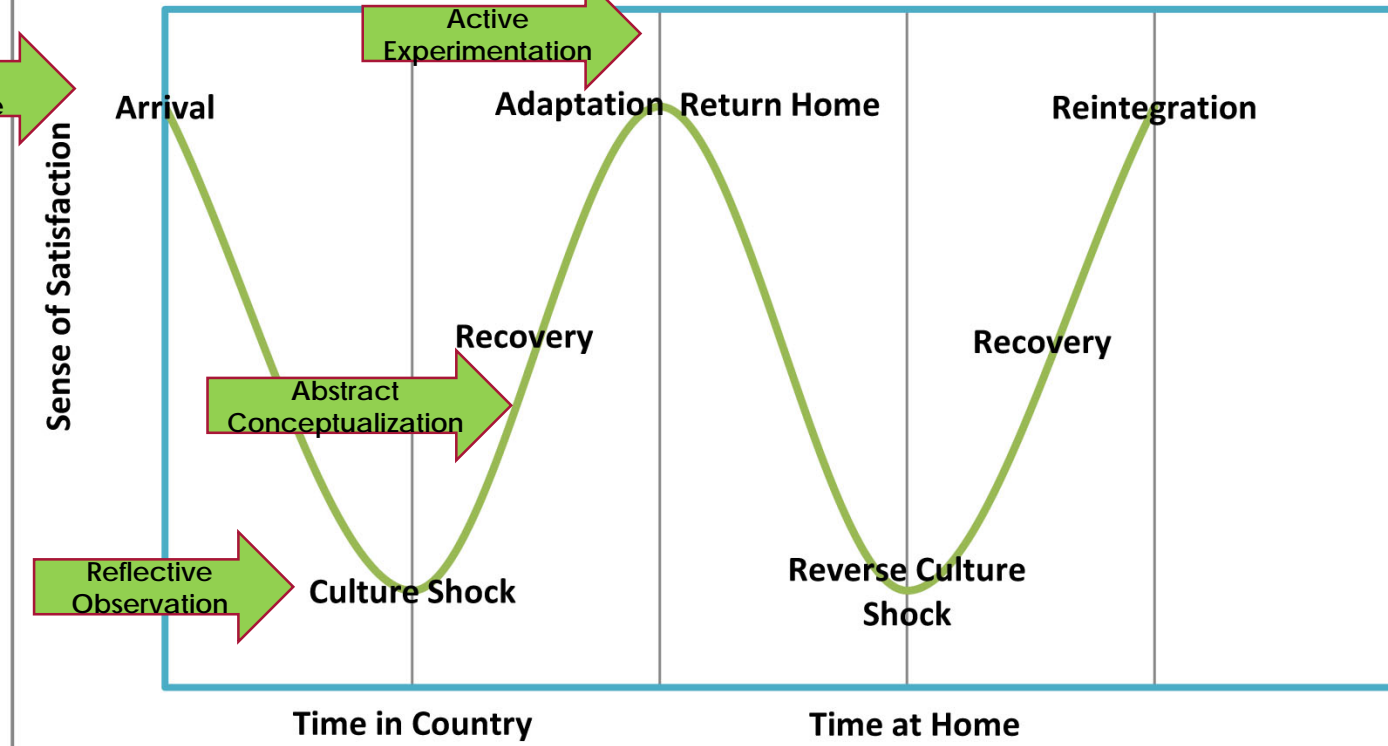
Learning includes 4-**stage** cycle

- 1. Concrete Experience** - full and unbiased involvement in learning experiences.
- 2. Reflective Observation** - contemplation of one's experiences from various perspectives.
- 3. Abstract Conceptualization** - idea formulation and integration.
- 4. Active Experimentation** - incorporation of new ideas into action.

**Experiential learning** is “the process whereby knowledge is created through the transformation of experience”



# Culture Shock and Reentry Process



*Graph adapted from GSE Student Reentry Packet Fall 2007*



# TYPOLOGICAL PERSON-ENVIRONMENT JOHN HOLLAND (1997)

- People resemble each of six personality type.
- There are six model environments that parallel qualities and attributes of each personality type.
- People seek out environments that provide them with opportunities to use their talents and express their values and attitude.
- Behavior results from the interaction of the person and environment.

**Investigative**  
The "Thinkers"

**Realistic**  
The "Do-ers"

**Artistic**  
The "Creators"

**Conventional**  
The "Organizers"

**Social**  
The "Helpers"

**Enterprising**  
The "Persuaders"



# PERSONAL-ENVIRONMENT DEVELOPMENTAL ECOLOGY URIE BRONFENBRENNER (1979)

Developed from Kevin Lewin's Environmental Theory:

$$B = f(P \times E)$$


Behavior is a function of the interaction between person and environment.

Bronfenbrenner

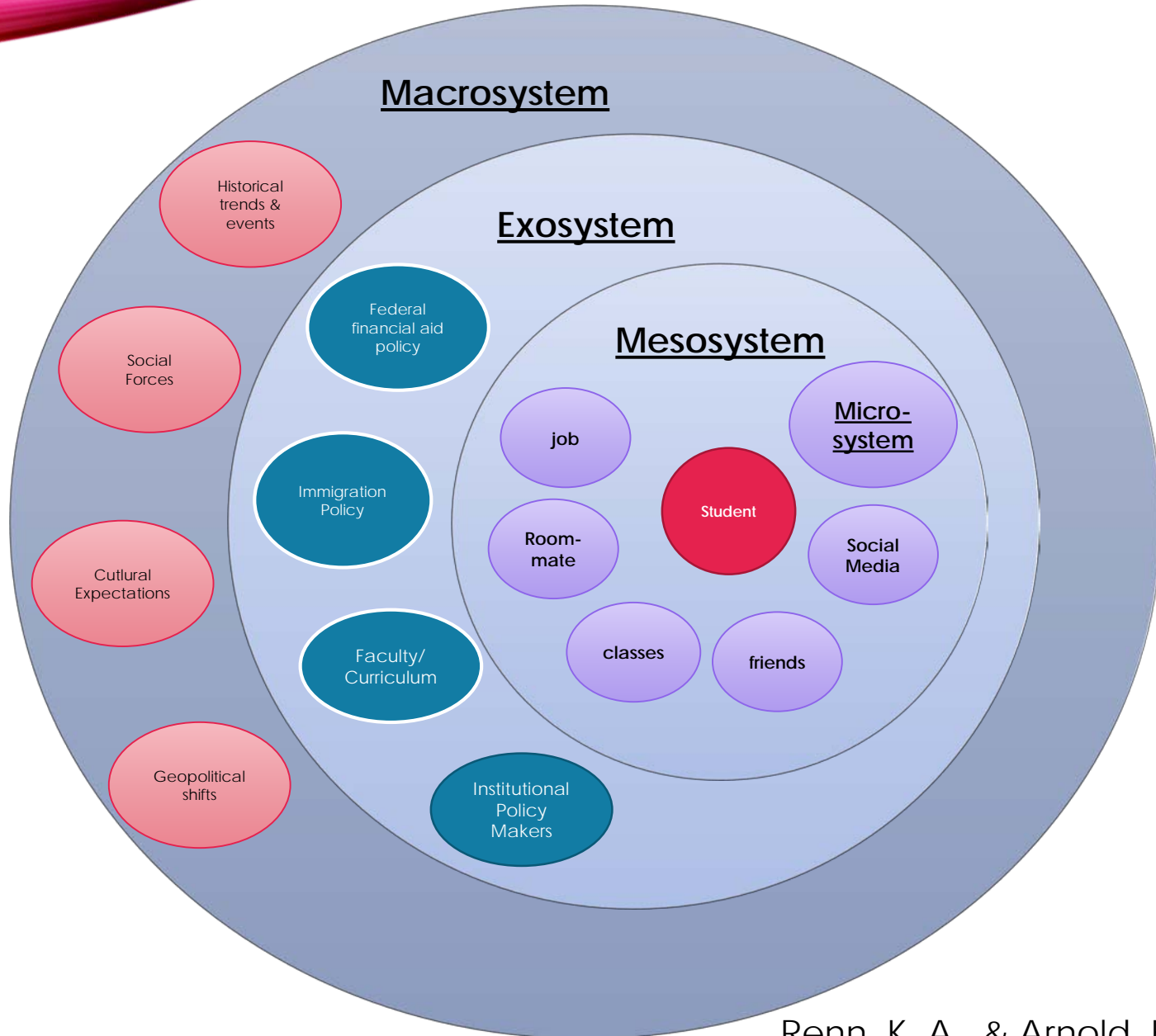
$$D = f(P \times E)$$

Development is a function of the interaction of the person and environment.



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- **Process:** “interaction between organism and environment that operate over time and are posited as the primary mechanism producing human development”
    - For optimal development, process should progressively be more complex and be buffered as not to overwhelm the developing individual.
  - **Person:** “different characteristics that influence how a person experience an environment, and how an environment will respond to that individual”
  - **Context:** the context in which the person and process takes place. *Microsystems, mesosystems, exosystem, macrosystem.* All systems are interactive of each other. “what happens in one affects the others as well as the developing individual”

# DEVELOPMENTAL ECOLOGY



# INTEGRATIVE TRANSITION THEORY NANCY SCHLOSSBERG (1984)

**Transition:** events or nonevents resulting in changed relationship, routines, assumptions, and/or roles.

**Type:** anticipated, unanticipated, nonevent

**Context:** relationship to transition and the setting

**Impact:** alterations in daily life

**Transition Process:**

**Moving in:** preoccupation with transition

**Moving through:** integration of the transition

**Moving out:** growth (or decline)

# COPING WITH TRANSITION – 4 S'S

**Situation:** trigger, timing, control, role change, duration, previous experience with similar transition, concurrent stress, assessment.

**Self:** personal and demographic characteristics and psychological resources. (how an individual views life)

**Support:** social support (intimate relationships, family units, networks of friends, institutions/communities) that can provide affect, affirmation, aid, and honest feedback.

**Strategies:** 1) modify the situation, 2) control the meaning of the problem, 3) aid in managing the stress in the aftermath.

# SUMMARY

## Clusters of theories and models:

- 1. Psychosocial** examines individuals' personal and interpersonal lives. "Who am I?" "Who am I in relations to others?" "Who/what do I want to be when I grow up?" (Maria's Ego Identity Status)
- 2. Cognitive-structural** examines how individuals grow intellectually. Focus on how people think, reason, and make meaning of their experiences. (Kolb's Experiential Learning)
- 3. Typological** examines individual differences in how they view and relate to the world. (Holland's Person-Environment)
- 4. Person-environment** examines the relationship between person and environment. (Bronfenbrenner's Developmental Ecology)
- 5. Integrative theories** draw from or connects elements from two or more other clusters of theory (not limited to developmental theories). Integrative theories expand understanding of student development that includes a number of factors that occur simultaneously. (Schlossberg's Transition Theory)

# DISCUSSION & QUESTIONS

- In what ways have you observed and practiced informal theory in your own work:
  - Student Identity Development
  - Experiential learning
  - Typology
  - Campus Ecology
  - Transition
- In what ways have you used theory to:
  - Describe
  - Explain
  - Predict
  - Control





# ADDITIONAL RESOURCES

- See your campus' Education or Counseling programs
- Engage in conversations with other colleagues
- Engage in professional associations
- Make personal commitment to learning
- See handout for starting points