Developing Cultural Intelligence in the Classroom:

A Simulation-Based Approach

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Introduction

A student enters a new environment...

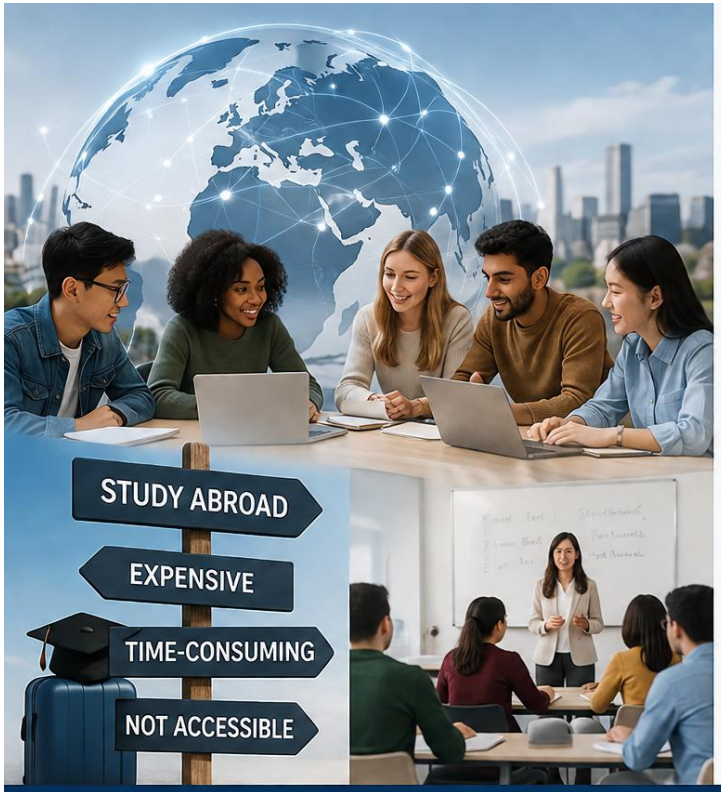
They struggle to communicate and connect

They feel isolated despite being surrounded by others

The problem is not knowledge. It is a lack of **Cultural Intelligence**.



Motivation



Globalization
→ diverse environments

Need
→ intercultural skills

Study Abroad
→ limited (cost, time, inequality)

Gap
→ lack of strong evidence on classroom-based CQ development

We need scalable solutions to build
CULTURAL INTELLIGENCE IN THE CLASSROOM.

Why Cultural Skills Matter



CQ Dimensions



Delivery Types



What Institutions Do

Universities

Study abroad, courses



Companies

Training programs



Limitations

Access & effectiveness



Not everyone has the opportunity to participate.

Results vary across individuals and contexts.

Need for more scalable, effective solutions.

Our Procedure

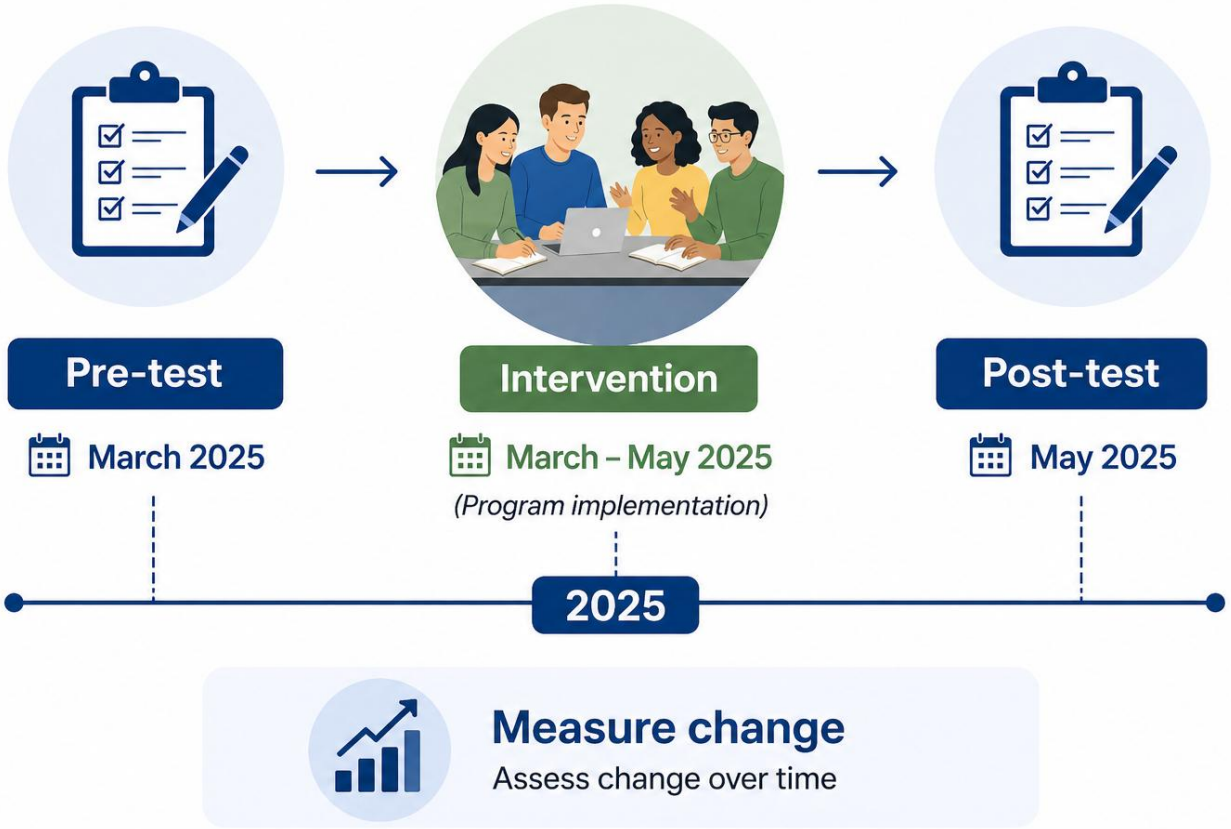


Sample

- Undergraduate business students
- 2nd–3rd year students
- Mean age: 23.21 years
- Gender: 52.6% male, 45.1% female



Survey Design



Measures

DIMENSION (SCALE)	ITEMS (SURVEY STATEMENTS)	RELIABILITY (CRONBACH'S α)
Cultural Knowledge (2 items)	1. I know how cultures differ. 2. I can give examples of cultural differences.	α = .76
Cross-Cultural Skills (5 items)	1. I enjoy interacting with people from different cultures. 2. I can adapt my behavior to different cultural situations. 3. I try to understand others' perspectives. 4. I can be flexible when interacting with people from different cultures. 5. I can adjust my behavior based on cultural differences.	α = .80
Metacognitive CQ (3 items)	1. I am aware of the cultural knowledge I use. 2. I plan how to act in intercultural situations. 3. I check the accuracy of my cultural knowledge when interacting with others.	α = .72

All items were measured on a 5-point *Likert* scale *(1 = Strongly Disagree* to 5 = *Strongly Agree).*

Results

Pre–Post Mean Comparison

Dimension	Pre Mean (March 2025) Mean (SD)	Post Mean (May 2025) Mean (SD)	Improvement (Post – Pre)	*p*-value	Effect Size (η^3)
Cultural Knowledge	3.09 (SD = 0.71)	3.35 (SD = 0.65)	+0.26	< .001	0.04
Cross-Cultural Skills	3.62 (SD = 0.64)	3.87 (SD = 0.58)	+0.25	< .001	0.03
Metacognitive CQ	3.47 (SD = 0.72)	3.85 (SD = 0.63)	+0.38	< .001	0.06

Recommendations

Use Mixed Teaching



We combined didactic instruction with experiential learning activities to build knowledge and apply skills in authentic ways.

Embed Simulations



Students participated in realistic, scenario-based simulations that exposed them to diverse cultural perspectives and challenges.

Focus on Reflection & Teamwork



Structured reflection and teamwork activities encouraged students to learn from experience, understand others, and grow together.

Takeaway

1



CQ is Learnable

Significant improvement in all three dimensions shows that cultural intelligence can be developed.

2



Classroom Methods Work

Mixed teaching with simulations, reflection, and teamwork leads to meaningful and measurable gains in CQ.

3



Scalable Solution

This approach is practical, adaptable, and scalable across disciplines and educational contexts globally.

Questions?

Thank you for your attention!