Interculturalizing the Curriculum: Preparing Instructors to Facilitate Global Learning

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Presentation Overview

What is Intercultural Teaching Competence?

ITC in the disciplines you work with

Considerations for workshop design

Workshop design gallery walk
Apply ITC framework - to select activities that promote development of intercultural competencies for faculty workshops

Sequence learning activities using principles of intercultural training design

Help faculty design & facilitate appropriate activities to promote local and global engagement across cultures among their students
Introductions
Designing your own workshop

Think about a:
• workshop for faculty
• learning activity or assessment for students

1) Who is the audience?
2) What is the outcome?

You will continue to develop a plan for this session throughout our time together today and apply the models we discuss.
INTERCULTURAL TEACHING COMPETENCE
A Multidisciplinary Framework for Instructor Reflection

Dimitrov & Haque, 2016
What is ITC?

ITC is a set of skills that enables instructors to:

• support the learning of students across difference—wide definition of perceived difference and group identity

• establish meaningful relationships among students, so they can work together to achieve common learning goals

• promote global or intercultural learning goals

• facilitate dialogue about difference in the classroom

Gay, 2010; Fantini 2009; Spitzberg & Chagnon, 2009
Academic relationships influenced by a multitude of cultural and personal identities

- Gender identity
- Culture & language of origin
- Previous overseas experience
- Career stage
- Social status, class
- Racial identity
- Personality
- Departmental climate
- Disciplinary culture
- Sexual identity
Modelling is key component of ITC

Instructors who effectively demonstrate ITC are able to:

• model intercultural competence for students
  – e.g. facilitate dialogue about global issues using respectful, inclusive, and culturally relevant teaching strategies.

• demonstrate openness to diverse ways of knowing
  – represent multiple perspectives when they select content, readings, and learning
  – provide opportunities for multiple ways of representing knowledge in assessment

Archibald, 2008; Deardorff, 2011; Haig-Brown, 2008; Hermida, 2010; Paige, 1996;
Related terminologies

- Intercultural competence
- Intercultural fluency
- Intercultural mindfulness
- Intercultural maturity
- Cosmopolitan literacies
- Global awareness

- Culturally relevant teaching
- Inclusive teaching
The framework is a tool for instructor reflection that allows faculty to

- recognize ways they already model intercultural competence in the classroom
- identify areas in which they may need to continue to develop their skills
- discover new facilitation strategies they can add to their repertoire
- identify opportunities for incorporating diverse perspectives/global learning outcomes in the curriculum
Framework has 3 subsets of competencies

**Foundational**
- instructor’s knowledge of their own positionality and ability to respond to difference

**Facilitation**
- instructor’s ability to create a safe, inclusive learning environment and promote dialogue in the classroom

**Curriculum Design**
- ability to enrich the curriculum with diverse perspectives through selection of content, learning activities, and assessments
Foundational competencies

1. Develop an awareness of one's own cultural and disciplinary identities and positionality in the classroom
2. Anticipate, value, and accept differences among learners and ways of learning; create cultural safety and trust
3. Model and encourage perspective taking in the classroom
4. Model and encourage non-judgemental approaches to exploring difference
5. Model tolerance for ambiguity

Facilitation competencies

6. Facilitate discussion among students with a variety of communication styles
7. Provide feedback across cultures in a variety of ways
8. Tailor messages to audiences with different levels of linguistic ability
9. Recognize the barriers students may face in participating in class
10. Identify risk factors for learners that might surface during classroom activities
11. Create opportunities for peer learning and interaction among diverse learners
12. Build and navigate relationships with students who have different perceptions of power distance
13. Articulate and mediate differences in the roles of teachers and learners across cultures
14. Mentor students during their transition to new cultures and disciplines
15. Articulate the meaning of academic integrity in one's own discipline

Curriculum design competencies

16. Include concrete learning outcomes related to intercultural or global learning at the course and curriculum levels
17. Incorporate content and learning resources that represent diverse perspectives, paradigms, or disciplinary approaches
18. Create learning activities that allow students to explore difference and practice perspective-taking
19. Design assessments that recognize and validate cultural differences in writing and communication styles
20. Provide opportunities for students to reflect on and gain a better understanding of their own multiple cultural, personal, and disciplinary identities
ITC draws on 2 research literatures

- Research on intercultural competence models
- Intercultural communication literature on interculturally competent teaching

Intercultural

Education

- Research in educational development & educational psychology on effective teacher behaviours
- TA competencies
- Inclusive & culturally relevant teaching

(Bennett, 2011; Brookfield 1995; Chagnon, 2009; Cushner and Mahon, 2009; Deardorff, 2006, 2009; Gay, 2010; Murray, 1997; Shannon, Twale, & Moore, 1998; Smith, 2001)
How ITC differs from previous models

1) Identifies **specific teacher skills, behaviours, and teaching approaches** – i.e. not just ability to interact effectively

2) ITC is **applicable across all disciplines**
   - Existing literature has focused primarily on social science classrooms (Deardorff, 2009) where instructors facilitate discussions about identity involving topics.
In my department, the faculty complement is not reflective of the diversity in the classroom. So I have to think of ways to insert diversity in the kinds of readings that I use or the examples I select. But I have limits to my own knowledge and understanding.

When I talk about sexual orientation: I was still raised in a very heteronormative frame, so I am still a little bit uncomfortable because I am afraid of doing it wrong. So I’m always very careful and very reflective, and I have to put all these trigger warnings into all of my lectures to say “we are going to talk about this issue, but I am not an expert, I am just going to facilitate a discussion to the limits of my knowledge, and afterwards if we need more resources, come to me and we will find them.”
Example - facilitation

Most courses [in the program I teach] have high participation grades, but Asian students don't want to stick out. I feel for them because I was once an international student. They're smart kids and could bring interesting perspectives to class discussions and they like to stay after class to talk to me. So now, I give them a sheet of paper so they can write down their thoughts and submit this to me at the end of the class. I put this toward their participation grade.

(Business)
Example – curriculum design

Perspective-taking

In the Psychology of Addictions course, one way we get students to see their original perceptions of addiction is to put up a chalk talk board with the question, “What does addiction sound, look, and feel like to you?” Students can write whatever they think and then they can connect ideas by an arrow and show visually what different perspectives people have on this one topic and how they connect or disconnect.

(Social Science)
Example – curriculum design

In the beginning, students look at people who experience addictions in a very negative light. Students perceive them as “homeless” and “grubby looking” and all of the words seem to be negative. And once they have gone through the community service learning experience, their descriptors switch to “survivors”, “they are making it through difficult times”, or “they are dealing with traumatic experiences they had”. So the position really changes.

(Social Science)
Dotmocracy

• Which 2 competencies do faculty in your context model and use effectively?  RED DOT

• Which 2 competencies are the most challenging in your teaching context?

(institutional context, discipline, class size, format of class, diversity among students or personal discomfort)

• Which 2 competencies would you like faculty to develop in your workshop?  BLUE DOT
Which competencies will you address in your workshop design?

- Foundational
- Facilitation
- Curriculum Design
Map your workshop

Based on your outcomes, what activities will you engage participants in?

10 minutes

outcome

ITC

assessment

activity
DESIGN CONSIDERATIONS FOR INTERCULTURAL LEARNING

- Ethical principles
- Sequencing
- Preparing faculty for learner resistance
Key principles we introduce to faculty members who will facilitate intercultural learning in their classrooms
Ethics of Culture Learning & Teaching

Concerns for:

1) welfare of students
   • International education is identity-involving
2) curriculum design
3) instructor competencies & pedagogies
4) welfare of individuals students will interact with after completion of course/learning experience

Paige and Martin, 1996
Intensity Factors in Intercultural Learning

Risk of:

– self-awareness
– threat to one’s group identity
– embarrassment/loss of face
– failure
– personal-disclosure related to culture, religion, sexual orientation, or socio-economic background
– becoming culturally marginal

Awareness of differences in conflict styles

Paige, 1993
Intercultural BOPPPPS

Bridge-In

Inoculation

Outcome

Pre-assessment

Participation

Debrief 1: Post-Assessment

Debrief 2: Summary
How do you inoculate?

• How do you acknowledge....
  – political correctness
  – fear of inadvertently stereotyping
  – fear of making mistakes/offending others

• Generalization vs. Stereotype
• Modelling respectful language/appropriate terminology (e.g. DAE)
D.A.E.

• **Describe**: what you *see* – what everybody in the room would agree upon

• **Analyze**: what you *think* about what you see – using tentative language

• **Evaluate**: how you *feel* about what you see – any judgements you may have
Thiagi’s Debriefing Questions

To help learners reflect on and learn from an experience, ask:

1) How do you feel?
2) What happened?
3) What did you learn?
4) How does this relate to the real world?
5) What if?
6) What next?

Thiagi, 1998
## Sequencing Intercultural Learning

### At the course level

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured</td>
<td>Unstructured</td>
</tr>
<tr>
<td>Examining cultural others</td>
<td>Examining cultural self</td>
</tr>
<tr>
<td>Concrete content</td>
<td>Abstract content</td>
</tr>
<tr>
<td>Objective/factual</td>
<td>Subjective/inferential</td>
</tr>
<tr>
<td>Less emotional intensity</td>
<td>More emotional intensity</td>
</tr>
</tbody>
</table>

Paige, 1993; Paige & Martin, 1996
## Sequencing Intercultural Learning

### At the lesson level

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low risk</td>
<td>High risk</td>
</tr>
<tr>
<td>Familiar</td>
<td>Unfamiliar</td>
</tr>
<tr>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td>Support</td>
<td>Challenge</td>
</tr>
<tr>
<td>Culture specific</td>
<td>Culture general</td>
</tr>
</tbody>
</table>

Paige, 1993; Paige & Martin, 1996
Thinking about your workshop...

Have you:
• Anticipated learner resistance?
• Included inoculations?
• Allowed opportunities to debrief?
• Reflected on sequencing & risk factors?

Did you help FACULTY to reflect on how they may:
• Include inoculations
• Consider risk factors for learners
• Debrief difficult dialogues in their own class?
Gallery Walk & Feedback

Post your your workshop design

Use sticky notes to provide feedback to each other
SHARE DESIGNS ON GOOGLE DRIVE?
Summary & Applications of ITC

✔ Engage instructors in critical reflection about their teaching practices & classroom climate

✔ Identify learning outcomes for teaching programs with intercultural focus (esp. with novice instructors)

✔ Set developmental goals for deepening facilitation skills of experienced instructors
Summary & Applications of ITC

☑️ Use as framework for research on how intercultural teaching competence develops over time

☑️ Give students language to celebrate faculty excellence in teaching and mentoring across cultures
Selected References


