

Transformative Learning for Intercultural Understanding -II

A Centre for Teaching & Educational Technologies (CTET) Workshop
Royal Roads University – June 6, 2018



ACKNOWLEDGMENT OF TRADITIONAL LANDS

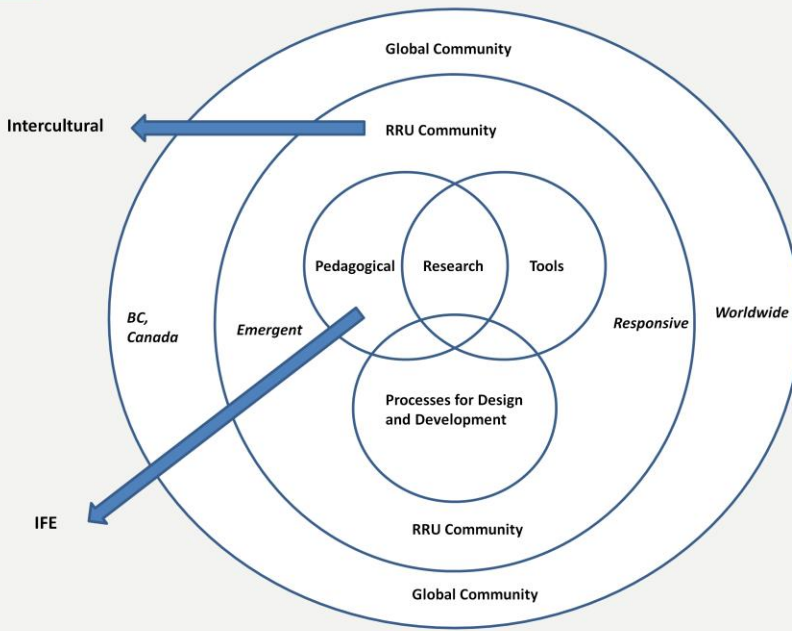
Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!



Comprehensive Faculty Development Model



Workshop Team

- Lead facilitator: Donna DesBiens
- Co-facilitators: Eric Bigrigg & Sophia Palahicky
- Online facilitator: Lauren Halcomb-Smith
- Planning and logistics: Tami Saj

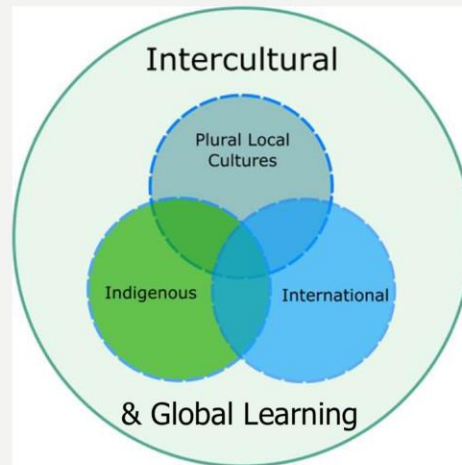


Workshop Overview

Developing knowledge of diverse cultural worldviews, including one's own; attitudes of respect, openness, and curiosity; and relational and critical thinking skills (Bennett, 2009; Deardorff, 2006, 2009).

Depends on culturally safe learning (National Aboriginal Health Organization [NAHO], 2008).

“Without attention to equity, an intercultural learning focus stunts the possibility of real progress toward educational justice” (Gorski, 2016).



In February, we talked about how the research shows we seem to be good at celebrating multiculturalism in fun things like festivals, food etc., but unsure of how to engage in deeper conversation about differences in worldviews, values, and expectations, especially when they're in conflict. It takes courage to open up, listen, and really try to understand different cultural views. Facing equity issues will take more courage still, because it means caring about others' best interests as well as our own.

Looking at a few well-regarded perspectives in the field, we see that: 1) Basically, intercultural learning is about being open to learning about diverse cultures, and communicating thoughtfully in our day-to-day experiences with 'others.' In Canada, it's important to remember people often belong to multiple cultural groups. Donna gave a personal example of belonging to French Canadian settler culture interwoven with Metis & Indigenous cultures, and first-generation Irish-Canadian culture. 2) Intercultural learning also depends on cultural safety. It might seem paradoxical to talk about safety and brave conversations at the same time, so we'll explore this more as we work through the activities. 3) When we talk about equity we need to think about global learning too. Global learning is about helping students to engage with complex world challenges, collaborate respectfully, and apply learning in responsible action to promote educational equity at home and abroad (Association of American Colleges and Universities, Global Learning VALUE Rubric, 2014). Like the [Ashoka Changemaker initiative](#) here at Royal Roads. That's the big picture, but we'll take it one step at a time. In February, we worked on developing a common language. We also used the Intercultural Teaching Competencies (ITC) framework (Dimitrov & Haque, 2016a) to think about how we might solve the common problem of cultural self-segregation in teamwork. We're going to use the same framework to dig deeper into some key values and skills that can help to provide students with

meaningful intercultural and global learning opportunities - **and** to help us build confidence in our ability to engage in brave conversations about complex issues, like educational equity.

The ITC framework is intended to be used as an aid for reflection on effective practices to engage students in meaningful intercultural and global learning. It's not the only framework. For example, you may be familiar with the European Commission Intercultural Competence Assessment framework (2004), aka INCA, which is presented in the Royal Roads LaunchPad student orientation materials. Both the INCA and ITC frameworks are grounded in the same intercultural literature base. We chose to use the ITC framework because it's specific to teaching and learning in higher education, and happens to be 'made in Canada.' It also uses the outcomes approach to articulating value, knowledge, and skill sets you'll see outlined on the ITC reference sheet. This means these competencies are observable, measurable, and can be framed in discipline-relevant terms.


In the workshop activities, we're going to work with 5 ITCs and adapt them to our own learning contexts, as the framework authors encourage users to do.

*Bennett, Milton J. 2009. "Defining, Measuring, and Facilitating Intercultural Learning: A Conceptual Introduction to the Intercultural Education Double Supplement." *Intercultural Education* 20 (S1-2): 1-13. doi: 10.1080/14675980903370763.

*Deardorff, Darla K. 2006. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization." *Journal of Studies in International Education* 10 (3): 241-266. doi: 10.1177/1028315306287002.


2009. "Exploring Interculturally Competent Teaching in Social Sciences Classrooms." *Enhancing Learning in the Social Sciences* 2 (1): 1-18. doi: 10.11120/elss.2009.02010002.

*Gorski, P. 2016. Rethinking the Role of "Culture" in Educational Equity: From Cultural Competences to Equity Literacy. *Multicultural Perspectives*, 18(4), 221-226. doi: 10.1080/15210960.2016.1228344



Intended Learning Outcomes

- Develop awareness of one’s own cultural and disciplinary identities, and positionality in classroom, program, and campus activities.
- Generate ways to build relationships that are respectful of cultural diversity with and between students.
- Identify barriers and risk factors around student participation in program and classroom activities.



The LOs reflect the 5 competencies we worked with on June 6. The first outcome includes terms not often used in everyday conversation, so we’ll briefly define them:

Disciplinary identity: Refers to the “shared norms and values about what constitutes effective communication, research and teaching (Becher & Trowler, 2001; and Leask, 2013 in Dimitrov & Haque, 2016b) in your academic field / teaching subject. Eric gave a personal example: Social Sciences, Education, Adult Ed, Transformative Learning...

Positionality: Refers to our personal position and interests in relation to others, especially with regard to culture, race, ethnicity, gender, and power hierarchies. (Rosanna Hertz, (Ed.), 1997. Introduction (p. viii), in Reflexivity and Voice. Sage Publications: Thousand Oaks, London, New Delhi.)

These terminology definitions and references are also on the flipside of the ITC Reference Sheet included in the workshop materials.

Activities Overview

- Activity 1 – Introducing Ourselves (20 min)
- Activity 2 – Building Relationships (20 min)
- Activity 3 – Facing Barriers & Risks (20 min)
- Wrap Up (5 min)

Activity 1: Introducing Ourselves

1. Introduce yourself to your table or online group the way you usually introduce yourself to students in your classroom or program activities (5 min).
2. Debrief with your group: What themes did you notice in the way people introduced themselves? (5 min)
3. Quiet reflection: How is the way you introduce yourself to students the same or different than how you usually introduce yourself to a new colleague? (1 min)
4. View [video clip](#) and reflect on this question:
What relevant, appropriate personal, cultural, or disciplinary identity info might you add in your self-intro to students to give them a sense of who you are?
5. Debrief: Share your thoughts in your group, if you wish on:
 - What parts of this activity did you feel comfortable with?
 - What parts, if any, did you feel uncomfortable or uncertain about?



In this activity, we worked with the first foundational competency in the ITC framework: **Develop awareness of one's own cultural and disciplinary identities, and positionality in the classroom.** At Royal Roads, we recognize learning community includes program and campus activities, as well as classroom learning – and in fact includes the larger community too. So again, feel free to adapt this competency to your own learning context.

This competency is about reflecting on how our values and expectations influence our interactions with others and teaching approaches, and how cultural others may perceive us. At base, it's about knowing and being our authentic selves. We started here because self-awareness is essential to developing any other intercultural competencies.

Instructions:

1. This is a kind of mini-roleplay, only you'll just be playing yourself doing an everyday activity. As we know, introductions and first impressions are very important – e.g. to set a positive climate for learning and base for relationship and community building.

2. For people in the room, as you debrief, please record key themes on the post-it notes provided and stick them on the flipchart nearest you if you'd like us to collate the themes and report them back in the workshop summary notes. For people in the livestream, please share them in the chat.

4. It may sound complicated to share this kind of deep information in an introduction. So, we'll show you a video clip of one good way Dr. Jean Slick, a Royal Roads instructor, has shared rich disciplinary identity in the first 3 minutes of her course introduction, and and kindly given us

permission to share. As you view the clip, please think about the question posed. Jot down some ideas as you go, if you like, either in the online chat, or on the post-it notes on your tables.

Step 5: What you share in your groups can remain there. We won't ask to you share any potentially sensitive information publicly.

Post-workshop note: We suggest you also view the video segment from 7:50-11:17 min when you have time, in which Jean engages her students in critical reflection on what learning community and contribution mean to them. This is one good way to approach both positionality and the second foundational ITC competency, which is about anticipating, valuing, and accepting differences among learners and ways of learning, and to begin creating a sense of trust and cultural safety.

Activity 2: Building Relationships

1. In your groups, discuss these questions:
 - a) What relationship building methods have you used or observed – either with or between students? (5 min)
 - b) What are some related successes or challenges you have experienced – or witnessed? (5 min)
2. Debrief: Share a few of the methods, successes, and challenges you noted with the whole group. (5 min)



In this activity, we worked with two facilitation competencies: **ITC #11: Create opportunities for peer learning and interaction among diverse learners. And ITC #12 Build relationships with students who have different perspectives of power distance than you.** Note: We adapted #12 to focus only on relationship-building with students who belong to cultures different from your own. (Working with power distance is beyond the scope of a 20 minute activity unless participants already have a common understanding of the concept).

These competencies focus on how you nurture relationship-building with / between students in ways that are respectful of cultural diversity. They're important because intercultural learning requires direct experience of 'others' to develop soft skill competencies, especially listening, empathy, and flexing communication norms; book learning alone isn't enough. Some effective practice examples to help students manage cultural transitions / engage across cultural differences: recognizing diverse learning needs, creating shared course / program expectations, and building safe, inclusive communities.

Nurturing relationship-building across cultural differences requires some awareness – but there's no need to be an expert! No one really can be, given the wide diversity within as well as between cultures, and how cultures are always changing. The key things are to be aware of - and open to acknowledging - the limits of our knowledge, and to invite student contributions to build community understanding of diverse cultural perspectives and global issues.

For people here in the room, as you debrief, please feel free to record key ideas on the post-its if you'd like us to collate the themes and report them back to the whole group in the workshop summary notes. People in the livestream can contribute in the chat, if they wish.

Activity 3: Facing Barriers & Risks

1. Identify risks and barriers. (5 min)
2. In your groups, discuss this question: What could you do right now in your learning context to make a positive change, without more resources or authority? (10 min)
3. Debrief: Share a few of your ideas with the whole group, if you wish. (5)



In this activity, we worked with another two closely related facilitation competencies, again adapting them to our own teaching and learning contexts: **ITC #9. Recognize the barriers students may face in participating in class activities.** And **#10. Identify risk factors for learners that might surface during class activities.** We asked participants to **focus on participatory activities, like group discussions and team work** because we know they can be challenging for culturally diverse groups.

First, we presented some common risks and barriers and ask you to identify which ones are which, before giving you the answers (as defined) in the literature). Risks, Barriers, and Answers are shown on Slides 11-16. Then we moved on to the discussion, which is reported in the workshop summary.

*Dimitrov, N. & Haque, A. (2016a – see your ITC reference sheet).

*Garson, K. D. (2013). Are We Graduating Global Citizens? A Mixed Method Study Investigating Students' Intercultural Development and Perceptions of Intercultural and Global Learning in Academic Settings. PhD diss. (Geis Award). Simon Fraser University.
<http://summit.sfu.ca/item/14213>

*Reid, R. & Garson, K.D. (2016). Rethinking Multicultural Group Work as Intercultural Learning. Journal of Studies in International Education. 1-18. doi: 10.1177/1028315316662981
jsi.sagepub.com

*Redden, E. May 30, 2018. Language and Other Challenges. Faculty Perceptions of International Students. Inside Higher Ed. Brief blog article on NAFSA: Association of International Educators conference presentation.

Activity 3: Facing Barriers & Risks

Cultural Self-Segregation



This term refers to people choosing or preferring to work only with their own home culture groups when team formation is by self-selection.

Activity 3: Facing Barriers and Risks

Language Proficiency Issues



Challenges in reading, speaking, and/or writing in the local language used in instruction.

Activity 3: Facing Barriers and Risks

Different Cultural and Social Norms



Activity 3: Facing Barriers and Risks

Fear of Conflict or Making Mistakes



Activity 3: Facing Barriers and Risks

Self-Disclosure Vulnerabilities



Activity 3: Facing Barriers and Risks

Different Academic Preparation/Expectations



Post-Discussion wrap up statement: Barriers and risks are interrelated and have a lot of overlap. However, one key difference is that barriers are usually seen as systemic / structural (more external) factors, and risks as more subjectively experienced (intrapersonal). For example, different cultural and social norms can be a communication barrier when they conflict in some way, and/or if norms are poorly unknown or poorly understood across the groups.

On the other hand, cultural and social differences can also be seen as a strength in communities that celebrate diversity and understand that it increases survival, adaptability, and creativity capabilities – as workshop participants so aptly noted.

Cultural Safety



Awareness.....Respect.....Intercultural Competencies.....Cultural Safety

Intercultural competencies include recognizing diversity within peoples, sharing power, and creating “an environment of equal engagement between different ways of knowing.”

National Aboriginal Health Organization, 2008, p. 13



As we consider barriers and risks involved in intercultural learning, we come full circle back to how safety relates to the possibility of brave conversations about cultural differences and equity. Maori and Canadian Indigenous peoples developed the concept of cultural safety in context of meeting critical community health care needs. It has since been extended to improving educational outcomes for Aboriginal students in Canada. Key attitudes, knowledge and skills:

- Awareness of differences – involves recognizing one’s own and others’ cultural worldviews, values, and perspectives
- Respect for cultural differences
- Competencies – These include the capacities noted on the slide, as well as competencies discussed earlier in the workshop.

Cultural safety is represented as a continuum vs. a developmental ladder to indicate people may move in either direction with different people and situations, and at different times in their lives. Developing intercultural competence is always an open-ended learning journey. We opened our conversation by recognizing it takes courage to engage in open dialogue about cultural differences, especially when they conflict. And even more courage to take action for equity, because that means caring about others’ interests as well as our own. We also acknowledged that safe spaces and brave conversations might seem paradoxical. The concept of cultural safety shows a way we can resolve the apparent paradox: A sense of cultural safety is a necessary condition for courageous conversations about differences and responsible action toward equity for **all** participants.

National Aboriginal Health Organization. 2008. Cultural Competency and Safety: A Guide for Health Care Administrators, Providers and Educators. Ottawa, ON:NAHO Publications.
<http://www.naho.ca/documents/naho/publications/culturalCompetency.pdf>

Wrap Up – What, So What? Now What?

- What came up that you hadn't thought of before – or pushed you to think in a new way about intercultural learning?
- How might this benefit students and/or the learning community?
- What experiences that have been shared might you try out in your own learning contexts?



In today's session, we worked with 5 intercultural competencies - developing and modelling awareness of our own cultural and disciplinary identities and positionality; building relationships with and between culturally diverse students; and generating ways to address common barriers and risks in participatory activities.

These are some of the important values and skills we need to build into our practice to create safe and caring learning spaces that can support the brave conversations we need to transform intercultural learning into responsible action for equity.

We invite you to take a few moments to consider these reflection questions. If you'd like us to collate your responses and share them back in the workshop summary notes, you can use the "What, So What? Now What? Worksheet.

Thank you for coming today and for your thoughtful participation. We would appreciate hearing your feedback in the formal participant survey.

Finally, we'd like to invite you to consider taking our 4 week Intercultural Foundations for Education course in November. Participants will be eligible to receive a pair of one of a kind "IFE" socks – so much better than just a T-shirt!

Thank You!

