

Facilitator's Guide: Globalization of Learning



Introduction to this Guide

Welcome to the Facilitator's Guide for the "Globalization of Learning" module. This module was developed as part of the graduate course, *Teaching and Learning in Higher Education*, and is designed to be completed in a blended format because the sensitive nature of the topic requires careful debriefing by an experienced facilitator in the classroom.

The online module can be accessed here:

<http://www.queensu.ca/teachingandlearning/modules/globalization/index.html>

In this facilitator's guide, you will find:

- ✓ information about potential triggers or misconceptions that students might have about some of the topics presented in the online module
- ✓ ideas for in-class exercises that complement the material presented in the module (with recommendations on how to sequence these activities)
- ✓ useful tools and activities to help you debrief the exercises presented in the module

Please note that this guide is for facilitators who already have some background and experience in intercultural education. As a result, the information presented here cannot replace the need for intercultural facilitator training. Rather, this guide is a supplemental resource to the online module that offers some ideas on how to facilitate culture-learning in the classroom and create a safe learning environment for all learners.

SECTION I: Models of Inclusive and Intercultural Education

Introduction to Culture in the Classroom

The following activity will help students realize the extent to which culture plays a role in the way we teach and learn.

Value Line Activity

Place a long piece of tape on the ground. Label one side of the tape as “Strongly Agree” and the opposite side as “Strongly Disagree”. Label the middle as “Neutral/Undecided”. Let students know that the line represents a continuum between agree and disagree.

Next, read the statements below to the class. After each statement is read, students will arrange themselves in a line along the classroom wall, organizing themselves according to their level of agreement or disagreement with the statement. After each statement, invite students to explain their choices and work with the group to identify the assumptions that underlie each statement (such as the values implicit in information transmission, class discussions and engagement, and power distance in the classroom).

Statements

Each of the below statements is taken from Darla Deardorff’s “Exploring intercultural competent teaching in social sciences classrooms” (2009, p. 2):

1. “Instructors should start the class on time, even if some students haven’t yet arrived.
2. Instructors should lecture for almost the entire class period so students can get as much information as possible.
3. Instructors should use humour and jokes to make the class interesting to students.
4. To help students feel comfortable in class, the instructor should sit casually on the desk and encourage students to call him or her by their first name.
5. Instructors should encourage students to participate actively in the class by asking questions and taking an active role in class discussions.”

Pre-Assessment Activity

I use the following activity to get a sense of the concerns participants have about implementing inclusive education. For this activity, I use a tool called “Today’s Meet”:

Today’s Meet

Today’s Meet is a website that allows students to anonymously participate in class discussion online. The instructor opens a “chat room” on <https://todaysmeet.com/>, poses a question, and provides students with the link so that they can post their thoughts. Because this is a digital discussion, it can even be opened before the class begins.

Question for Today’s Meet: **What are some barriers to practicing inclusive education?** (These barriers can be personal or at the course, curricular, or institutional levels.)

I select this particular activity for two reasons:

- 1) It is a low-risk disclosure activity: students can freely share their opinion anonymously. The purpose of the activity is to brainstorm as many barriers we can think of so that we can begin to address them.
- 2) It demonstrates that students can actively participate in class in absolute silence, thereby allowing even those students who are reluctant to speak up in class to express their opinions.

Adaptation:

If your students don’t have access to technology in the room, you can use an activity such as Chalk Talk here. Instructions for Chalk Talk are available on page 20 of Stephen Brookfield’s “Discussion as a Way of Teaching”:
[http://www.stephenbrookfield.com/Dr. Stephen D. Brookfield/Workshop Materials files /Discussion as a Way of Teaching Packet.pdf](http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Workshop_Materials_files/Discussion_as_a_Way_of_Teaching_Packet.pdf)

Misconception Check

The online module defines “diversity” and lists numerous factors (such as gender, culture, etc.) that fall under this definition. Participants are then asked to reflect on the following question:

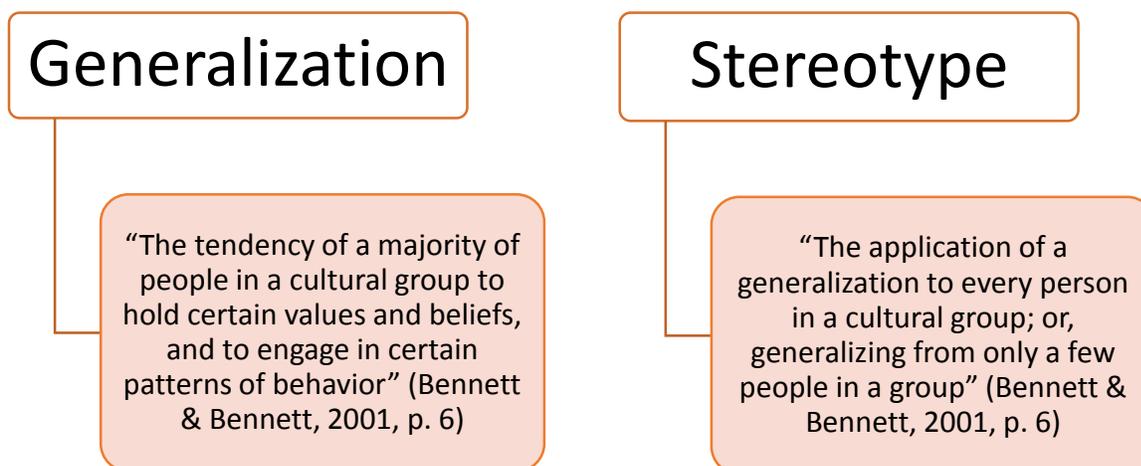
- Which of these factors is **most salient** in your discipline? Are there any you feel are **not** relevant to your discipline? **Why?**

This is a good question to debrief in class because some students might feel that, because they teach courses in the maths or sciences, issues of inclusivity (particularly those related to culture) are not relevant to their teaching. This can allow for a discussion that culturally relevant teaching is applicable and, in fact, necessary across the disciplines.

SECTION II: Communication in the Intercultural Classroom

Introduction - Generalizations vs. Stereotypes

Describing the difference generalizations and stereotypes is a useful first step before discussing the case studies in this module:



Cultural generalizations differ from stereotypes because they are based on systematic cross-cultural research (rather than personal experience) and refer to **predominant tendencies** among groups of people (Bennett and Bennett, 2004). Generalizations must be used cautiously because individuals may exhibit predominant cultural tendencies a lot, a little, or not at all.

The ability to use research-based generalizations is a critical skill in intercultural communication because it allows individuals to carefully describe cultural differences while avoiding stereotypes. As facilitators, it is imperative to introduce this distinction early in the culture-learning experience to provide students with a safe method for discussing differences, thereby reducing the potential resistance some students may have to engaging in this discussion because of their fear of stereotyping cultures.

Case Studies

One important purpose of the case studies presented in Section II of the online module is to allow students to practice a skill that is critical to intercultural competence: reserving judgement in cross-cultural situations until one has had a chance to analyze the scenario from multiple perspectives, explore unspoken assumptions, and reflect on possible interpretations of what happened in the situation.

A useful tool for practicing this skill, and for discussing these case studies in class, is the “**DAE Model**” – describe, analyze, and evaluate (Nam, 2012, p. 54):

Levels	Description	Example	Standards for Agreement
Describe	<p>What I see</p> <ul style="list-style-type: none"> • What happened? • What was said? • What did you see? • Statements about what appears to be “objectively” out there 	This is a plastic cup.	General agreement
Analyze	<p>What helps explain what I see?</p> <ul style="list-style-type: none"> • How do these observations fit together, and what else must be assumed to make sense of them? • Try to think of at least three different analyses/interpretations • “This might mean that...” 	Plastic cups are made from oil.	Alternative explanations possible
Evaluate	<p>What I feel about what I see?</p> <ul style="list-style-type: none"> • What positive or negative feelings do you have? (gut reaction) • My reasoned judgement (the opinion I was resisting when I tried to do the first 2 steps) • “Here’s how I feel about that.” 	Plastic cups are wasteful.	No one else has to agree

The DAE Model is an adaptation of a popular intercultural activity known as the DIE Model (describe, interpret, evaluate). Kyoung-Ah Nam proposes her alternative as a more positive and constructive acronym that draws on the Korean word, *dae*, meaning “the opposite” (Nam, 2012, p. 54). For Nam, this Korean concept reflects the values of this activity in that it teaches us to go against our habits or instincts when engaging in cross-cultural interactions.

Misconception Check

There is a lot of opportunity for discussion with these case studies. We have posed some questions for students to consider as they complete the online module, along with some “clues” to guide their reflections. We recommend that these case studies be debriefed in the classroom to provide students with an opportunity to not only share their insights but to also raise and reduce any negative reactions associated with the activity. This in-class debrief provides an important closure to the case study activity.

SECTION III: Teaching in the Intercultural Classroom

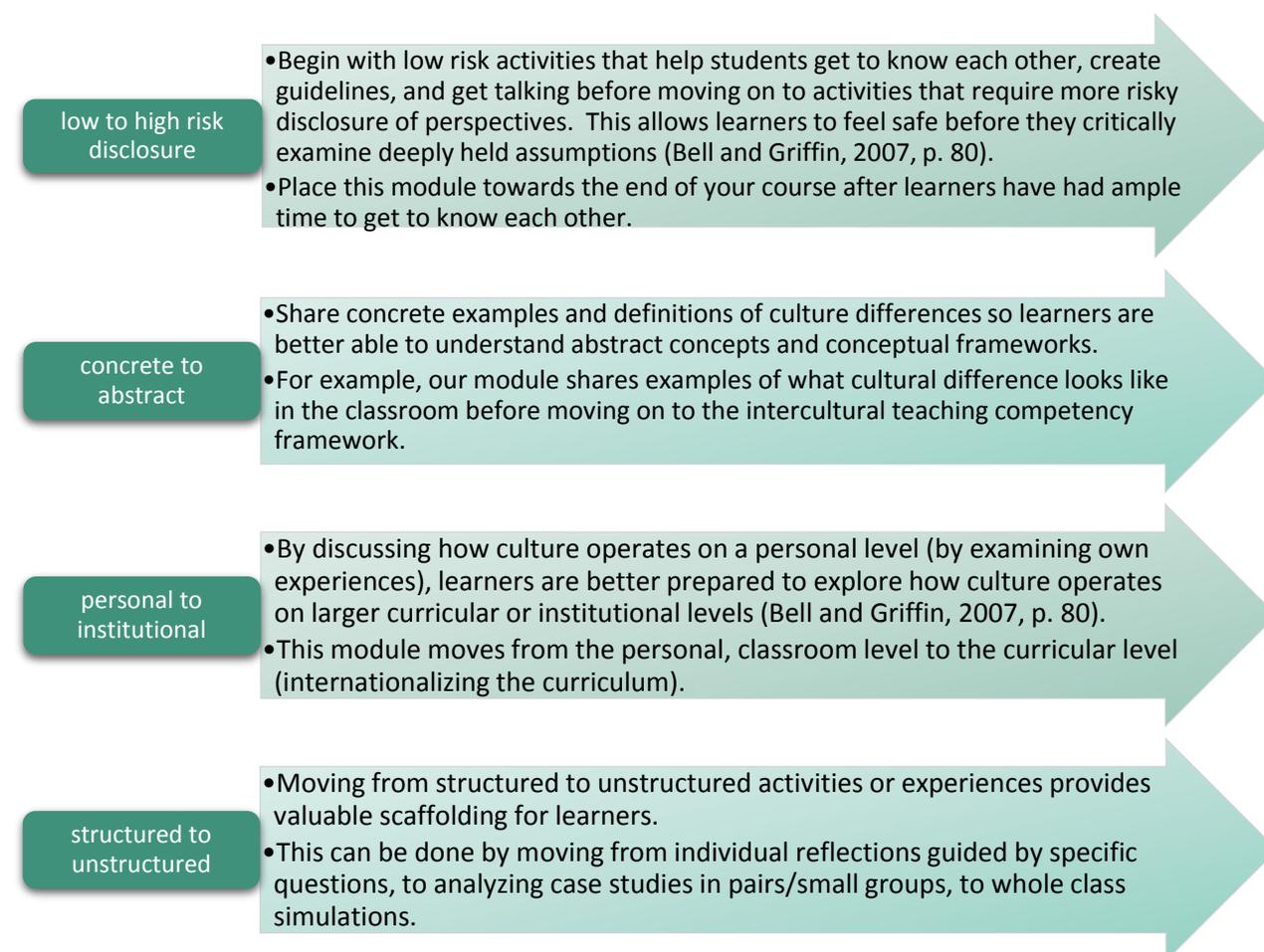
Sequencing Cultural Learning

Intercultural training, because of the nature of its content, can provoke strong emotional responses in learners (Paige, 1996). As a result, it is critical that facilitators select and sequence learning activities not only based on the learning outcomes of the lesson, but also according to students' levels of intercultural competence and the risk-level posed by each activity (Paige, 1996).

This section of the facilitator guide will draw on both intercultural teaching competencies and constructive alignment to appropriately sequence this module for students. The first chart below (Preparing learners for the module) will help you effectively incorporate the module into your course, while the second chart (Intercultural BOPPPS) will help you safely facilitate the activities presented in the module.

Preparing learners for the module

The following chart outlines best practices in sequencing learning for social justice education courses and will help you effectively incorporate the “Globalization of Learning” module into your course:



Intercultural BOPPPS

Drawing on the BOPPPS lesson planning model (Pattison and Day, 2006) and some best practices in sequencing culture-learning, we would like to propose an intercultural BOPPPS model that will help you facilitate the activities and exercises presented in this module:

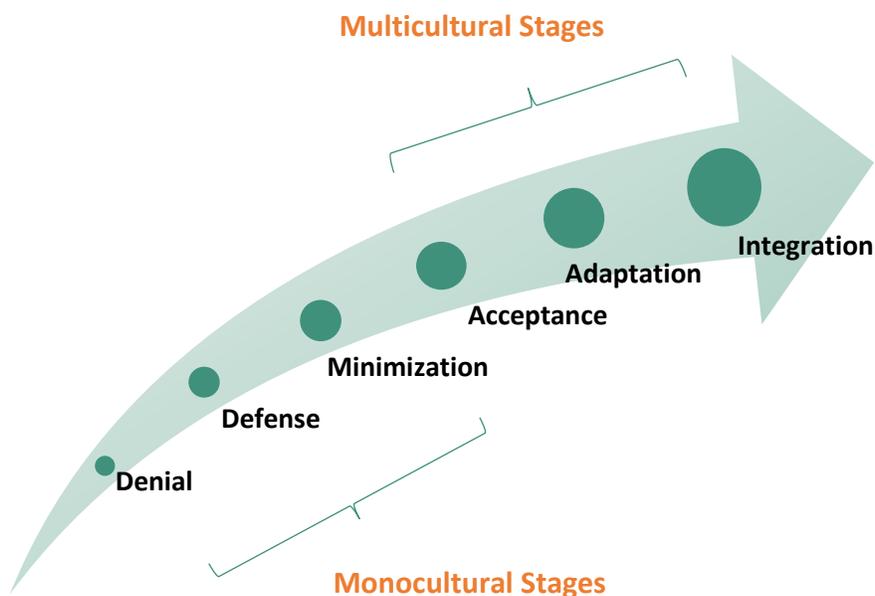
Bridge In	<ul style="list-style-type: none"> •“Hook” the learners by gaining their attention, motivating them, and establishing the importance and relevance of the topic.
Inoculation	<ul style="list-style-type: none"> •Anticipate challenges that might arise in the lesson - particularly any potential learner resistance to the ideas that will be presented (Bennett, 2001). •Provide appropriate supports (inoculation) to guide learners through these challenges. •For example, discussing the difference between generalizations and stereotypes is an important inoculation before discussing the case studies in Section II of this module.
Outcomes	<ul style="list-style-type: none"> •Share learning outcomes and expectations to guide student learning.
Pre-Assessment	<ul style="list-style-type: none"> •Use low-risk self-disclosure (Bell & Griffin) •Identify and respect where students are in their culture-learning journey (see DMIS). •For example, the Today's Meet activity recommended in Section I of this guide is a low-risk self-disclosure activity that gives the facilitator a sense of student concerns.
Participation	<ul style="list-style-type: none"> •Facilitate activity (simulation, discussion, video, case studies, panel, etc.)
Debrief 1: Post-Assessment	<ul style="list-style-type: none"> •Debriefing after an activity allows participants to come to meaningful insights and articulate their learning. •Thiagi, an intercultural trainer, suggests 6 phases of debriefing questions to help participants reflect on their learning. His first 3 phases serve as a post-assessment: How do you feel? What happened? What did you learn? (Thiagi, 2015)
Debrief 2: Summary	<ul style="list-style-type: none"> •Thiagi's final 3 phases serve as a summary that helps participants apply their learning: How does this relate to the real world? What if? What next? •You can learn more about each of these phases of debriefing questions on Thiagi's website by listening to Podcast 2: http://www.thiagi.com/resources/#/podcasts-1/

DMIS Model

When facilitating intercultural learning, it is also useful to consider how learners comprehend and experience cultural difference. One developmental model that describes how intercultural sensitivity/competence is developed is the Developmental Model of Intercultural Sensitivity (Bennett, 1993) which describes the stages of personal growth that learners progress through when interacting with cultural differences. Using such a model allows facilitators to “diagnose stages of development for individuals or groups, to develop curriculum relevant to particular stages, and to sequence activities in ways that facilitate development toward more sensitive stages” (Bennett, 1993, p. 24).

In Bennett’s model, learners progress from an monocultural viewpoint (“assuming that the worldview of one’s own culture is central to all reality”) to a more multicultural outlook (“the assumption that cultures can only be understood relative to one another and that particular behavior can only be understood within a cultural context”) (Bennett, 1993, p. 46).

The illustration below labels and helps visualize the stages in Bennett’s model:



Resources

You can read about each of these stages in Bennett’s “Becoming Interculturally Competent”: http://www.tru.ca/_shared/assets/Becoming-Interculturally-Competent29339.pdf

The following handout by Milton Bennett (2011) will help you identify which of these stages your learners might be at:

http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_D_MIS_12pp_quotes_rev_2011.pdf

SECTION IV: Internationalizing the Curriculum

Summary Activity

The module provides numerous examples of how to internationalize the curriculum and asks participants to reflect on how they might incorporate global perspectives in their own disciplines. The following activity asks learners to evaluate various examples of internationalization initiatives for their strengths and weaknesses. An extension of the activity might involve asking students to suggest ways of resolving the weaknesses in the examples.

Examples

1. An undergraduate history course helps students learn about apartheid by taking students to South Africa for 2 weeks. The course ends after this visit, and students never reconvene after the trip to debrief or reflect on the experience.
2. A professor who teaches Introduction to Statistics at a Canadian university wants to introduce students to global perspectives so she invites a guest lecturer from the US to speak in her class.
3. In an introductory literature course, the course outline lists one novel written by an Argentinian writer, but this novel is never discussed in class.

Questions

What are the strengths and weaknesses of these examples of internationalizing the curriculum?

How might you improve on these examples to limit their weaknesses?

Capstone Projects

The following activities provide an opportunity for learners to expand on the short exercises presented in this module and delve more deeply into the intercultural classroom.

Here are two suggestions for capstone projects that would allow learners to apply the knowledge gained in the online module:

1. Design an Intercultural Learning Activity for your own discipline (for a class you might teach in the future) that
 - promotes perspective-taking,
 - engages students in dialogue about global issues, or
 - challenges unspoken assumptions.
2. Write a teaching philosophy for the intercultural classroom that reflects your beliefs, values, and goals related to diversity teaching.

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