Intercultural Teaching, Training, and Learning Workshop

Insights Gained

• Some Brandeis faculty are already thinking about how to address intercultural competence in their class
• That in some ways Brandeis is just at the very beginning of tackling this subject and institutionalizing it
• There needs to be more sharing between offices, departments, and people about what is actually being done and to better face diversity and intercultural issues
• Reminder of the importance of self-reflection
• Benefit of staff and faculty exchanges
• Reflecting on the concept of positive stereotypes versus negative stereotypes
• Emotions are attached to talking about diversity
• Theories of developing intercultural competence
• Hearing others’ world views, and knowing they exist, is important
• “Culture” exercises that came out in the first hour
• Self-knowledge = essence of IC knowledge
• Cyclical nature of ICC development
• Icebreaker activities
• All the knowledge that our colleagues have
• Insight on fear/anger in intercultural setting
• Framework/model for conceptualizing where people are with regard to intercultural competence
• Cultural lenses are “additive” – not replacing other lenses
• Many colleagues are approaching similar issues with different contexts – great resource
• Bennett Theory of Intercultural Development
• Other activities colleagues use
• Other info shared in packet/with colleagues
• Change process same whether cultural or transition to adulthood
• Can’t ignore fear, anger, hostility as part of change process
• Roles versus Values and their connection
• Darla’s model of IC
• First workshop exercise and why we should use it
• Bennett model
• Opportunities for collaboration with other programs
• Thinking about programming within competency models
• Liked chance to hang with colleagues
• Collaboration
• Competence models
• Who is passionate on campus
• Reinforcement of my graduate work
• Using Community-Engaged Learning as a tool towards intercultural competence
• Lots of exercises seem similar
• Lots of attention to these issues already exists
• Better to have faculty and staff and students together?
• Larger pool of committed people to diversity issues on this campus that need to get together
• Faculty need to be involved in process of increasing sensitivity
• Many potential applications for this type of training on this campus
• OSSE exercise
• “Drawing” Culture exercise
• Intercultural Competence Framework (knowledge, skills, attitudes)
• Acceptance
• Reaching out in trying to help others
• Understanding those different from yourself is the best way to learn about others
• The Milton Bennett model of cultural conceptions
• The exercise in defining who you are and sharing that with others
• Even an exercise can be perceived as negative or positive
• Rejecting areas of your own culture
• Role of fear, anger, and principle
• Whether identity joins or separates us
• That seeing a culture doesn’t mean you see it the same way people from that culture does
• Acceptance of different emotions even if they are not positive, plays a big role in the students experience
• Observe more
• “Minimization” is far down the scale
• Brandeis could be a critical identity for all students to share
• Tolerance might be an easy out

Practical Steps

• To pull together past resources that I have and share
• To reach out to others on campus and try and encourage/challenge students to self-reflect
• Evaluate how I can incorporate the themes/concepts and exercises in the resources we present to the students
• Network more with others in different university departments
• Harness energy and excitement of students who went abroad
• Integrate a self knowledge exercise into study abroad pre-departure
• Integrate some ICC frameworks into re-entry session
• Implement some new activities in OL training
• Think about other opportunities to use
• Network with colleagues to get resources to use
• Incorporate ideas from today into my planning for work with students
• Delve into shared info
• Pull together my thoughts on this day, develop some tangible thoughts/ideas
• Bring international students from all graduate schools together
• Use expertise of experienced cohorts in orientation and develop leadership skills
• Create CST website on intercultural competence
• Offer faculty workshops on intercultural competence and also how to integrate global pedagogy in the classroom
• Offer services to EL program – get more involved
• Bring competency concept directly to next years plans
• Think globally, Act locally
• Continuing conversations with workshop participants
• Discussing further steps with my supervisor
• Read Darla’s recent book
• Attend another workshop on campus
• Contact those who work on this here
• Research more on how this applies in a business context
• Creating a resource guide for Brandeis
• Doing continual staff workshops
• Analyzing desired outcomes for student leader trainings
• Go through the intercultural reflective questions
• Rethink workshops I’ve created incorporating cultural difference
• Think about how these concepts affect my advising responsibilities
• Use the exercises in orientations
• Meet with students to assess writing before assigning papers
Questions

• What methods can we create/explore to encourage the importance of practical and effective cultural integration in the campus community?

• How do we bring students together to work on issues, instead of watching students work so independently that they miss out on the importance of teamwork?

• How can we foster interaction/dialogue/exchange between returned study abroad students and international students?

• Do facilitators from different cultures have activities that work particularly well with students from different cultures?

• How can I best prepare students for cultural immersion and for return to “home culture”?

• Can we get together as a group more often and explore what Interculturalism is at Brandeis? What are Intercultural needs are – is there a shared vision?

• What is the University’s role? Lab with no specific outcomes or ménage (??) and process with objectives?

• How to encourage faculty to become more acutely inclined in gaining intercultural competence and also promote students’ intercultural competence?

• How do we get university focus during these tough times?

• Who am I?

• How can I be more globally engaged at Brandeis and with the students?

• How can we better deal with cultural incompetence?

• How would anyone have time? Requires resources – peoples’ energies

• How would we create more effective models of intercultural competence that take into account rationale principles?

• How can we bridge our cultural differences in order to live together as one big family?

• What would be a good exercise for OL training in developing cultural sensitivity?

• Exploring further even a concept of “universality” within any culture

• How can I teach students that come to Denmark more about culture and having them respect it, too?

• How will we create a solid identity as “Brandeis students”?