



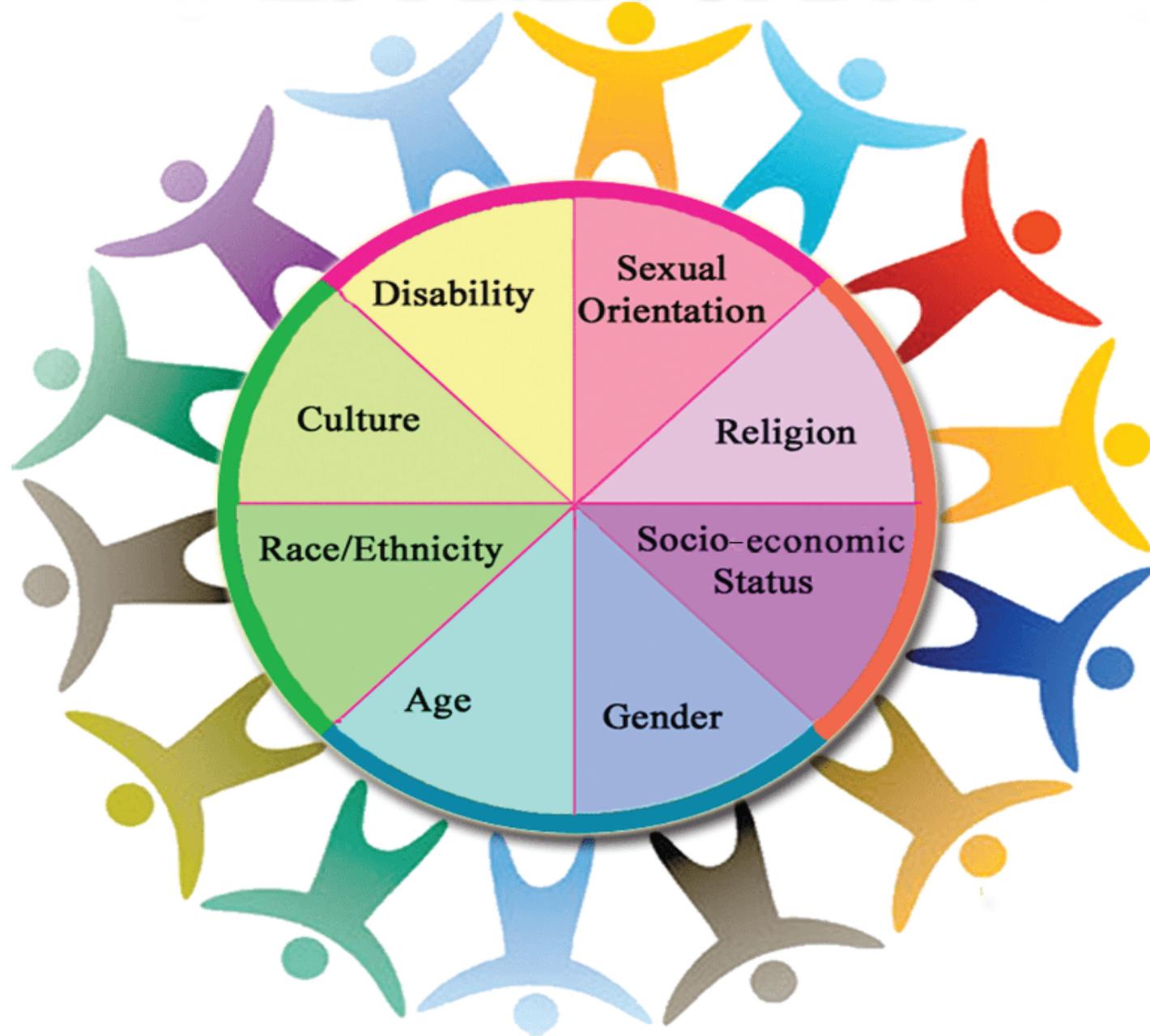
BUILDING INTERCULTURAL COMPETENCE IN STUDENT LEARNING

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“Understanding culture is the foundation – the starting point – for all intercultural efforts. It is the most difficult concept to find widespread agreement on, yet it is central to everything.”

-Mitchell R. Hammer, Ph.D.

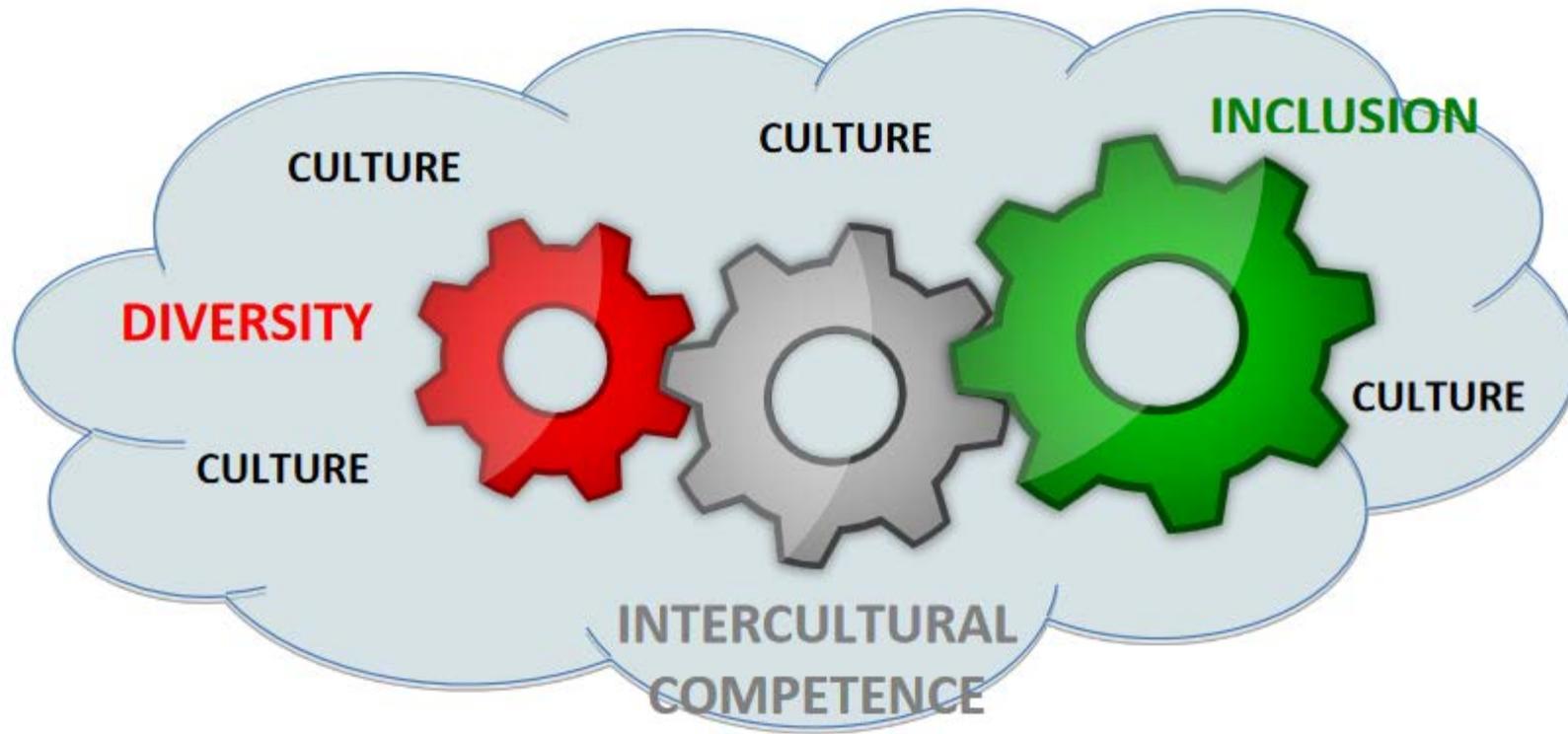


Why Teach About Diversity?

- What good comes from diversity of race, ethnicity, gender and sexual orientation?
- Research has shown that social diversity in a group can cause discomfort, rougher interactions, a lack of trust, greater perceived interpersonal conflict, lower communication, less cohesion, more concern about disrespect, and other problems.
- So what is the upside?

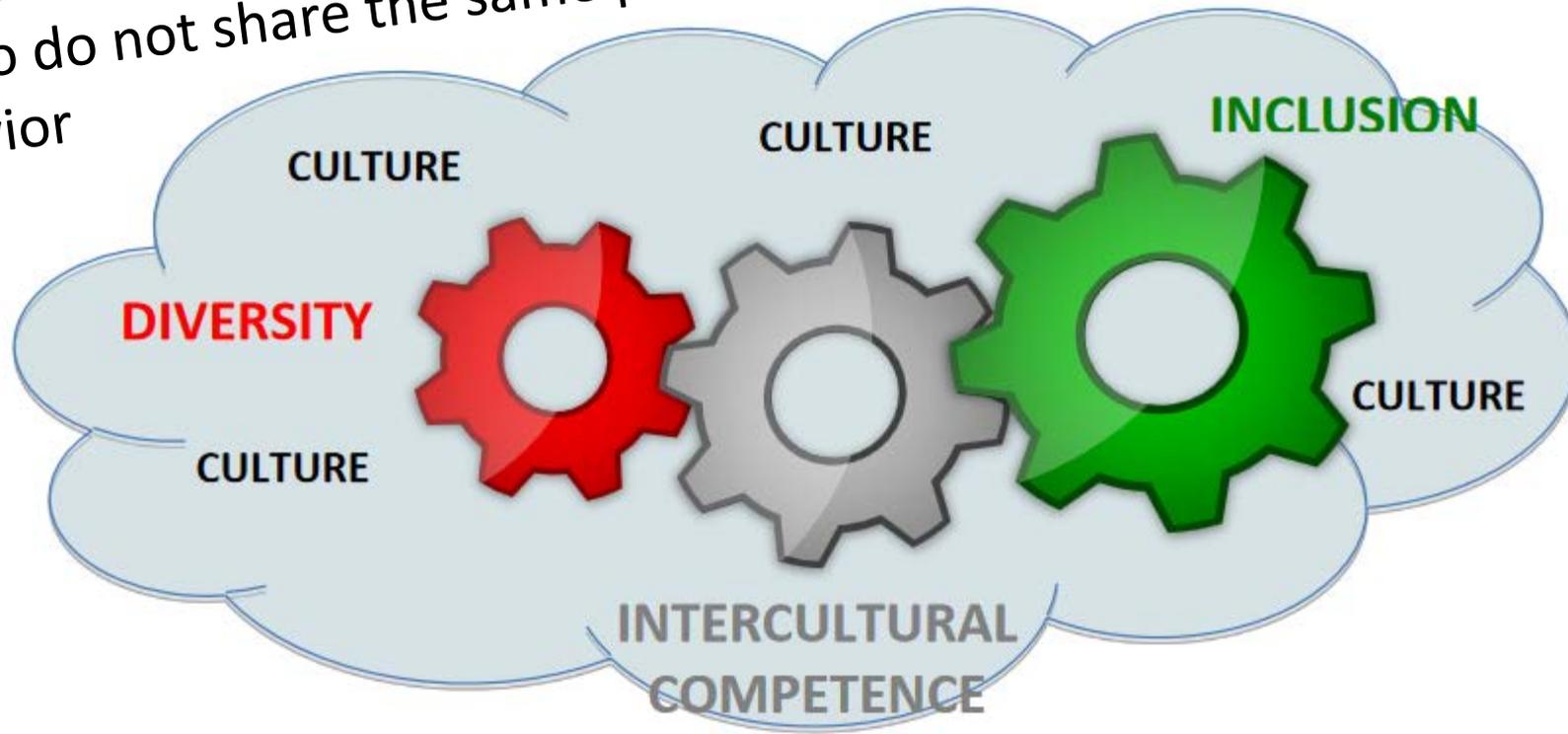
Why Teach About Diversity?

- = Innovative team building
- = Enhances creativity
- = Encourages the search for novel information and perspectives, leading to better decision making and problem solving
- = Leads to discoveries and breakthrough innovations
- = *Being exposed to diversity can change the way you think!*

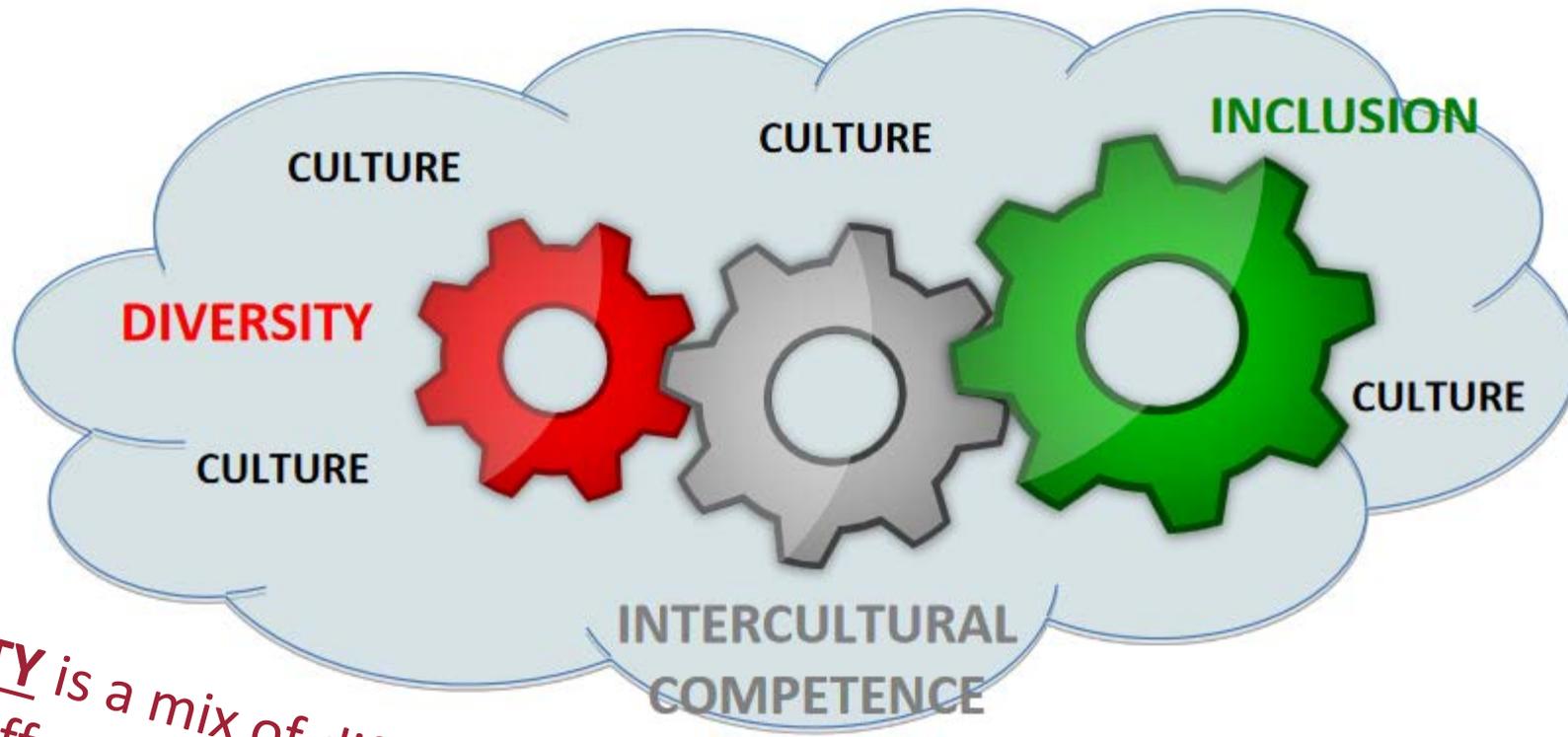


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CULTURE reflects a set of agreed upon expectations of how students act toward one another and how they act toward others who do not share the same patterns of interpretation and behavior

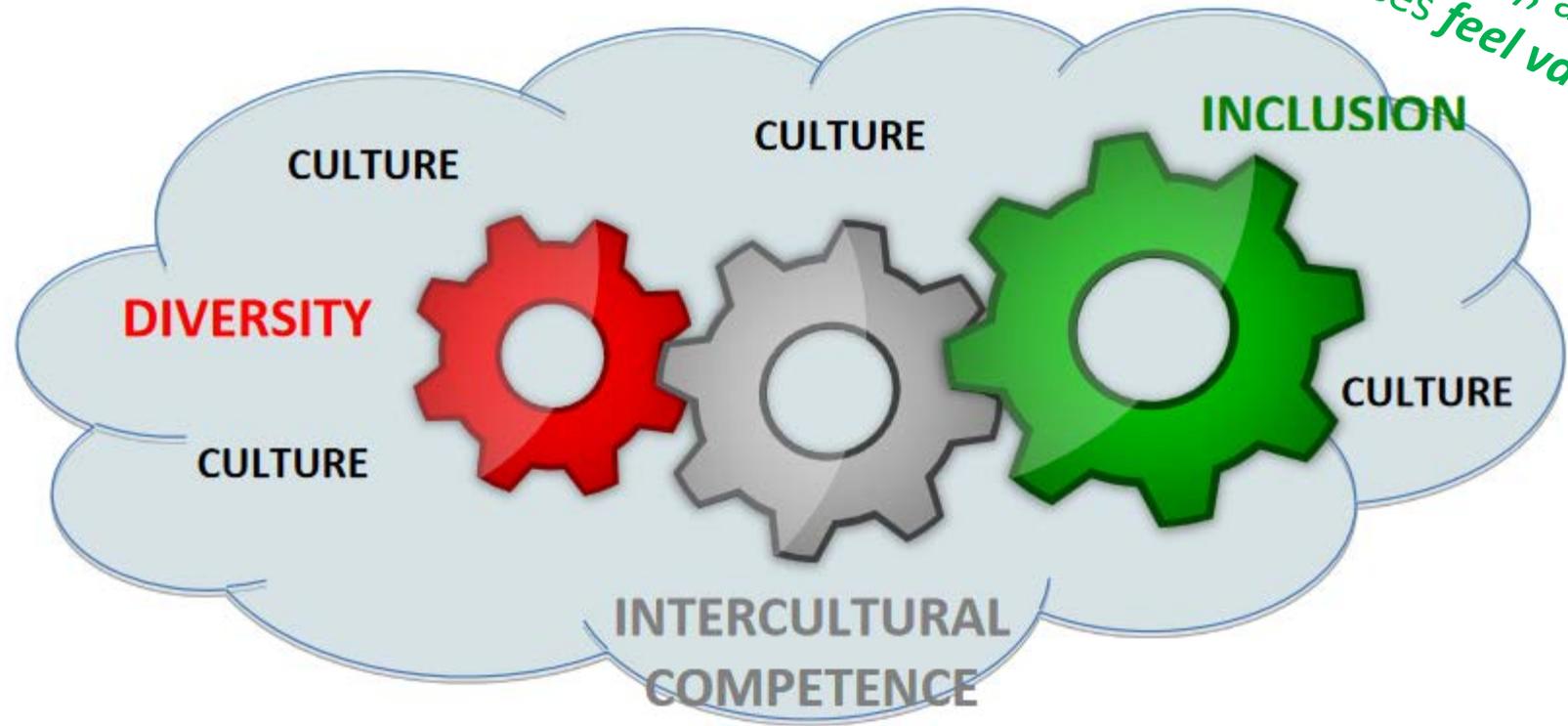


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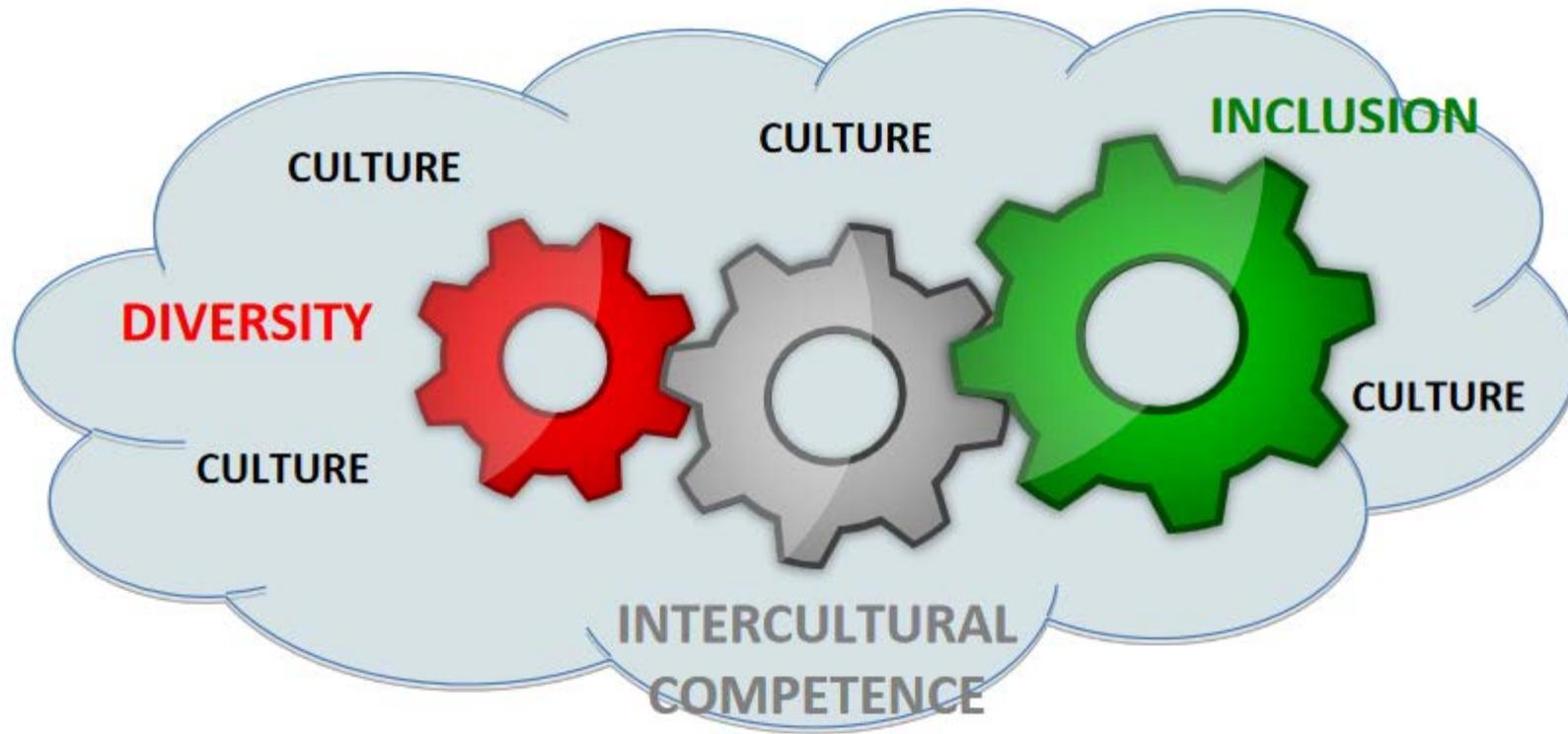


DIVERSITY is a mix of differences that may make a difference in an interaction

INCLUSION: occurs when students are working together effectively, and their cultural experiences and differences *feel valued and engaged*



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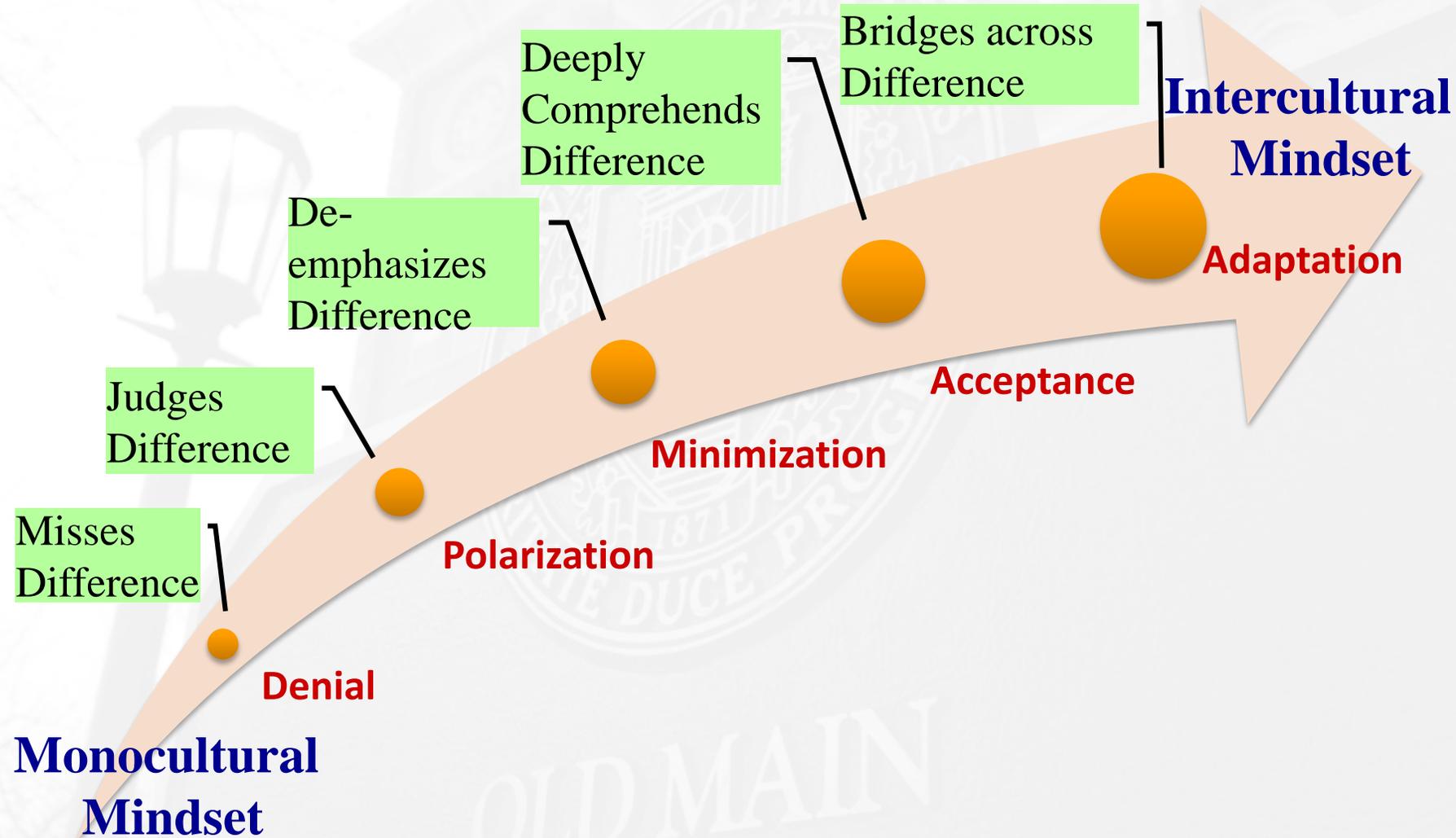


INTERCULTURAL COMPETENCE is the link between diversity and inclusion (the bridge), creating an environment that is inclusive

Intercultural Competence

- The **capability** to shift cultural perspective and adapt—or bridge--behavior to cultural commonality & difference
 - Deep cultural self-awareness
 - Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices
 - Behavioral shifting across these various cultural differences

Intercultural Development Continuum: Primary Orientations



IDEAS FOR INCREASING DIVERSITY IN THE CLASSROOM AND UNIVERSITY



First...

- **Civil Discourse** (Noun): *An engagement in conversation intended to enhance understanding.*
 - requires respect of other students
 - Avoids hostility, direct antagonism, or excessive persuasion
 - Requires modesty and an appreciation for other student experiences

In the Classroom

- Change how you talk (“you guys”)
- Training programs (i.e., e-learning, websites)
- Classroom activities (i.e., ice breakers)
- Theatre/film, art, music
- Personal interactions
- Guest speakers
- Intercultural journal
- Books
- Travel (i.e., study abroad)
- Site visits (i.e., Native American museum in Bentonville)
- DNA – *Ancestry.com*
- Google ideas – BE CREATIVE!



Training skills

**INTERCULTURAL
COMPETENCE**

University High-Impact Educational Practices

- 1st year seminars
- Registered Student Organizations (i.e., PRIDE, Al-Islam)
- Collaborative assignments and projects on diversity, or with students from other cultures
- Undergraduate research opportunities on culture, diversity, etc.
- Service learning, community-based working with people who are from other cultures
- Internships, capstone courses and projects related to diversity
- **Require courses/programs on diversity and global learning, or experiential learning (i.e., study abroad)

**Require Diversity Training

GOAL 4: Expand diversity awareness, intercultural competency, and global learning

Learning Outcome 4.1: Upon reaching this goal, students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.

Learning Indicators: *To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will:*

- examine and interpret an intercultural experience from both one's own and another's worldview.
- articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices.
- identify and participate in cultural differences in verbal and nonverbal communication.
- identify and analyze significant global challenges and opportunities in the human and natural world.
- identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.

Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.

Learning Indicators: *To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will:*

- identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.
- explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.
- describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.
- analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.
- demonstrate problem-solving and change management skills for achieving social equity.

Diversity Training can Help Students...

1. Expand worldliness
2. Enhance social development and self-awareness
3. Enrich multiple perspectives
4. Prepare for future career success, and to work in a global society
5. Promote creative thinking
6. Increase their knowledge base

~ Aaron Thompson

As Bhawuk & Brislin (1992) comment: *“To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior...”*



Thank You!

Jacquelyn Wiersma-Mosley & Brande Flack



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All are welcome
CENTER FOR MULTICULTURAL &
DIVERSITY EDUCATION