



Facilitator's Notes

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Introduction

Welcome to a micro-credential on 'Developing Intercultural awareness among HEI staff'.

The purpose of the course is to enhance the multicultural experiences of both staff and teachers within higher education in Ireland. As the facilitator of this course, you will be tasked with equipping participants with relevant skills to work more effectively in a multicultural environment. For more details on the resource please see this video delivered by International Office Manager Eddie Scully at <https://youtu.be/nQp2kZbj3TA>.

Structure of course/preparation required

This course has been designed to be delivered in a blended format that incorporates three elements which are intended to build on the previous element in a sequential manner. The major emphasis is on the application of the content to their participant's respective educational work settings in the third phase of the course. The three elements of the course are:

1. an online unit (approximately 14 hours of participant time required)
2. a face-to-face workshop (approximately 5 hours of participant time required) which can be delivered in one day or alternatively over two half days
3. application of learning in the workplace through a portfolio (approximately 5 hours of participant time required)

Firstly, access and complete the online unit with accompanying workbook which is available at:

<http://www.ittralee.ie/en/InformationAbout/InstituteandDepartments/AbouttheDepartments/EIearningDevelopmentandSupportUnit/Micro-credentialonDevelopingInterculturalAwareness/> .

This workbook provides the participant with a framework through which the online content is presented and activities are supported and recorded; this workbook forms the basis for the face-to-face workshop which in turn provides the evidence for the award of the badge. It is suggested that the student workbook is either printed and completed in writing or alternatively downloaded as a MS Word document and completed by the student by typing in reflections where required. An alternative is for you, the facilitator, to request that students create podcasts or videos to capture their contribution and they will have to access these on their own laptops within the face-to-face workshop for reflection purposes.

Secondly, print off this document which contains facilitator's notes for both the face-to-face workshop and instructions on the application of learning in the workplace through a portfolio. As the online units are designed to be worked through in a self-directed manner the facilitator's primary role is to deliver the face-to-face workshop and assess the application of learning in order to certify the award of the badge.

Prior to the face-to-face workshop, consider the size of the group attending and we would recommend that numbers should be limited to 20-25 for effective learning. The following equipment should also be sourced:

- Pens for all participants
- Post-it-notes
- A flip chart and markers
- Print off a copy of the hand-out at the link below for each workshop participant, as this needs to be provided for Activity 3.2:



<http://archive.ecml.at/mtp2/icopromo/results/Lucru/Files/1%20Awareness%20of%20the%20self%20and%20the%20other/d%20Preferences%202.pdf>

- A laptop or PC with internet connection
- An overhead projector connected to the laptop or PC

This equipment is required to show videos on a screen during workshop activities.

Each participant is to bring a completed workbook and a laptop if podcasts/videos form part of their reflection.

Workshop schedule

Timings (minutes)	Facilitator notes
10	Introduce self and session
30	Activity 1.1: Definition and awareness of culture (Exercise A) Participants discuss the concept of culture and compare and contrast their findings.
30	Activity 1.2: Cultural Model: the Iceberg (Exercise B) Participants become aware that there are cultural models that they can apply while working with international teams or while abroad.
40	Activity 2: Other culture and stereotypes (Exercise C) Make participants aware how commonly stereotypes can be in specific cultures. Participants will realise that stereotypes are shared within a specific group. Participants understand that there is an insider and an outsider's view about a specific culture (a group of people) that might differ.
20	Activity 3.1 Cultural Dimension (Exercise D) Participants become aware of the challenges of cross-cultural communication by reflecting on exercises they completed on cultural dimensions.
20	Activity 3.2 Individual exercise based on 'awareness of the self and the other' (not in the online unit; only in the workshop).
35	Activity 3.3 Group exercise on elements of culture, creating a positive culture and social norms (Exercise E).
30	Activity 4.1: Ethnocentrism (Exercise F) Participants become aware of their perception of their own culture. Illustrate one's own awareness of deep-rooted assumptions, ideas and emotions pertaining to their own as well as the other culture(s). Autobiography pairing exercise and feedback.
	Break
30	Activity 4.2: DMIS Model (Exercise G) Groups compare and contrast results & feedback
10	Activity 5.1: Intercultural sensitivity Participants complete a reflective exercise based on the Autobiography
20	Activity 5.2: Critical Incidents Participants are shown resources and contribute to class discussion
10	Activity 6: Instructions on 5 hours post course work
15	Debrief and reflect on the workshop's activities.
	Note to the facilitator: not all exercises need to be used; the facilitator can select specific exercises.
Total: 5 hours	



Introduction

Provide participants with an overview of the module and the benefits of developing Intercultural awareness. A useful Infographic to cover these benefits is available at: <https://www.britishcouncil.org/sites/default/files/culture-at-work-infographic.pdf>

Ask participants to have their completed *workbooks* to hands as they will be asked to reference these from the beginning of the workshop.

Or follow the icebreaker exercise below:

Diversity of international greetings icebreaker

Listed below are descriptions of nine greetings. Distribute a greeting to each workshop participant and keep them to keep it secret for a moment:

1. You belong to the Inuit. They welcome each other by banging the fist against head and shoulder
2. You belong to the Eipo in New Guinea. They welcome each other by silence
3. You belong to the Dani in New Guinea. They welcome each other by hugging and crying for a considerable amount of time.
4. You belong to the Loango. They welcome each other by clapping their hands
5. You belong to the Assyries. They welcome each other by exchanging their clothes
6. You belong to the Germans. They welcome each other by shaking hands
7. You belong to the Indians. They welcome each other by putting the palms of their hands together and holding their hands in front of their body and bowing
8. You belong to the Latin Americans. They welcome each other by putting their head on the right shoulder of their partner and three strokes on the back, then putting the head on the left shoulder of the partner and three strokes on the back
9. You belong to the Mongolians. They welcome each other by snigging at each other's cheeks and rubbing noses

Bring the group together and ask people to begin greeting each other using the greeting allocated to them.

- Ask them to move around and find a partner with the same greetings. No talking, no touching!

Following the exchange of greeting ask the participant to reflect on the following questions:

- Which greeting rituals were especially un/pleasant?
- Did you misinterpret any rituals (for example, seen as aggressive)?
- How did you feel during the greeting activity?



Activity 1.1: This **Culture Definitions activity** is based on Exercise A in Section One of the online unit.

Key Point: The key aspect of this activity is to get participants to be aware of the various definitions and interpretations of the term culture and appreciate that there is some degree of debate and perhaps tension.

- Ask participants to open their completed *workbooks* at Exercise A.
- Break the class into **groups** of approximately 3/4 people.
- Discuss in **groups** how they defined “culture” referencing the work they completed on an individual basis in Exercise A.
- Ask them to compare and contrast their results.

Optional: Each group can feedback their main points on their discussion to the wider class.

Reflection - Ask the group:

- Was it easy to come up with one common definition?
- How is this relevant to you at work and when you or others are working in multicultural teams?

Activity 1.2 This **Cultural Models: The Iceberg activity** is based on Exercise B in Section One of the online unit:

Key Point: This exercise encourages the participants to identify cultural markers and appreciate that these ‘markers’ can be implicit and/or explicit.

- Ask participants to take a look at completed Exercise B in their *workbooks*.
- In the same **groups** ask them to discuss the meaning of the iceberg model and how they completed Exercise B in the *workbook*.
- Ask them to compare and contrast results.

Optional: Each group can feedback main points on their discussion to the wider class

Reflection - Ask the group:

- Was it easy to allocate various cultural aspects to the iceberg model of culture?
- Do you think this model is useful for describing all cultures or a specific one?
- Do you think that it is an easy model?
- Have you paid attention to examples that can be placed above and below the waterline?
- How is this relevant to you at work and when your participants are working in multicultural teams?

Activity 2: This **Other Culture and Stereotypes activity** is based on Exercise C in Section Two of the online unit:

Key Point: This is quite a reflective exercise; at this point, the participants will have completed the online task and should be able to identify stereotypes and the processes that create these stereotypes and/or assumptions.

Introduce the concept of stereotypes referring to the videos that participants viewed.



- Ask participants to take a look at their completed Exercise C in their *workbooks* and to compare and contrast results.
- In the same **groups** ask them to discuss:
 - the meaning of stereotypes and how they can influence them or others (including their students if relevant).
 - how this can influence their behaviour and the behaviour of others.

Optional: Each group can feedback main points on their discussion to the wider class

Reflection - Ask the group:

- What stereotypes are more common and well known?
- Why can stereotypes have a negative effect and how might they have a positive impact?
- How do other people perceive your cultural background when abroad?
- What is your experience of dealing with stereotypes?
- Are you applying stereotypes when dealing with your students/colleagues?
- How is this relevant to you at work and when your participants are working in multicultural teams?

After this activity bring the class back together

Activity 3: This **Cultural Dimensions activity** is based on Exercises D and E in Section Three of the online unit:

Key Point: This activity aims to encourage the participants to start to apply this new level of intercultural competency in their communication with others.

3.1 For this exercise ask the class to work with a partner (preferably someone they do not know).

- In **pairs** compare the main findings from their reflective piece in Exercise D in the completed *workbook*.

Optional: Each pair can feedback main points on their discussion to the wider class.

3.2 For this exercise ask the class to work individually.

- **Individual exercise:** Please circulate a copy of the hand-out printed off for each participant and ask them to complete it (please note this is not in the online unit):

<http://archive.ecml.at/mtp2/icopromo/results/Lucru/Files/1%20Awareness%20of%20the%20self%20and%20the%20other/d%20Preferences%202.pdf>

“Awareness of the self and the other”.

Preferences > awareness of your own cultural background when working in multicultural teams.

3.3 For this exercise the class will again break into **groups and they will be given post-it notes**.

- Ask participants to take a look at completed Exercise E in their *workbooks* and to compare and contrast results.
- Ask each group to discuss the 3 points learnt from Exercise E.



Distribute post-it notes to group members asking them to complete with feedback on their main learning points on the following areas:

- elements of culture;
- creating a positive culture;
- social norms;

Invite groups to put the completed post-it notes in a common area to be read by others in the class.

Ask each group to feedback points on each area/topic.

Reflection - Ask the group:

- Was it easy to decide your answers?
- Were there similarities/differences in your group?
- Why is it important not to understand the cultural dimensions in an absolute way?
- How is this relevant to you and to your students/colleagues?
- Why is it important not to just discuss the differences in a multicultural team, but also consider any similarities?
- How is this relevant to you at work and when students are working in multicultural teams?

Activity 4.1 This **Ethnocentrism and Ethnorelativism activity** is based on Exercise F in Section Four of the online unit:

Key Point: This activity is aimed at encouraging the participants to consider how they might move from a monoculture to a multicultural perspective.

- Ask participants to take a look at completed Exercise F in their *workbooks* and to compare and contrast results.

Invite a **class discussion** on:

- Why it is more desirable to move from an ethnocentric (monoculture mindset) to an ethnorelative (intercultural mindset) perspective while referencing Exercise F in their *workbook*.

Take a Break (approximately 30 minutes)

Bring the class back together

Activity 4.2 DMIS Model

The **DMIS model** demonstrates perceptions of cultural otherness. The participants have already viewed the video below while completing the online module however, you could play this to refresh their memories:

<https://www.youtube.com/watch?v=6vKRFH2Wm6Y> (Time: 9 mins 51 secs)

- Break the class into **groups**.
- Ask them to compare and contrast their views on the DMIS model.



- Ask each group to feedback on their findings.

Reflection:

- Discuss the solutions to Exercise G which participants completed in their *workbook* by referencing the link below:
http://www.albany.edu/ssw/efc/pdf/Module%201_3_Bennett%20Model%20Activity%20Final.pdf
- Ask the class if they agree with the six defined stages?
- Ask the class if they think that this model is relevant for immigrants?

5.1 This Autobiography activity is based on Exercise H in Section Five of the online unit

Key Point: This activity aims to build on the reflection that was facilitated in Exercise H; participants may need encouragement and/or support to view their experience as an opportunity for learning regardless of whether the experience was positive or negative.

- Ask participants to break into **pairs** and to take a look at completed Exercise H in their *workbooks* and to compare and contrast results.
- In pairs exchange the learning from the encounters they reflected on.
- Ask for volunteers to share their learning with the group.

5.2 This Intercultural Encounters activity is based on Exercise I in Section Five of the online unit:

Key point: These three videos provide ‘concrete’ examples of how interactions might be managed more appropriately in a manner that respects cultural sensibilities.

Ask participants to exchange ‘critical incidents’ examples based on their experiences of working with students and colleagues. Critical incidents are cultural misunderstandings - play the video clips at:

Diversity and culture sensitivity:

<http://www.immi.se/eiw/videos/unit1.html> (Time 2.12 mins)

Appearance and culture sensitivity:

<http://www.immi.se/eiw/videos/unit3.html> (Time 2.53 mins)

Attitude to time and culture sensitivity:

<http://www.immi.se/eiw/videos/unit7.html> (Time 5.09 mins)

- Lead a class discussion on how to manage intercultural encounters.

Activity 6 Post Course Work

The final part of this learning process is for participants to apply their learning to their work and maintain a reflective journal (which can be submitted to you as the workshop facilitator within their workbooks. However, facilitators are encouraged to be creative in terms of capturing this evidence through alternative platforms for example through the creation of a blog within the HEI VLE for example) as part of this process.

Ask participants to reflect on:

- ‘How does this course make a difference in the way you:



- interact and communicate with people from another cultural background’?
- how will this impact on your teaching and learning strategies?
- How can you work on your intercultural development? For example, use students and colleagues as a resource; to understand their perspectives and contrast this with your own.

Structure of reflection

Participants should have the ability to identify:

- a series of situations which need correction/improvement
- an appropriate response to each situation
- the response should be informed by theory
- the participant should demonstrate how they drew on theory to formulate the response

An example maybe the development of a class-based activity to better integrate International students into a HEI as the participant has become aware that various groups within the class tend to complete tasks together and may not interact with particular students. The activity can encourage students to develop intercultural competencies and sensitivity in their communication with others from various nationalities may give them the confidence to interact more freely. Encouraging a shift from ethnocentrism to ethnorelativism and the application of the DMIS model would be relevant here.

Debrief

- Watch the video and explain how it fits into cultural sensitivity: <https://www.youtube.com/watch?v=z-ne2HEUJcl> (Time 3.00 mins)
- Lead the class on a general discuss on how they found the micro-credential
- Point out the additional resources at the end of this document
- Ask them to reflect on ‘concrete’ examples of intercultural sensitivity: considering that there are various communication styles and not everyone might share your attitude about time and authority.
- Ask them to assess, validate and consider organisational change for enhancing intercultural conducive learning environment(s).

Learning outcomes

Learning outcomes		
By the end of this session, each participant will be able to:		During this session, the facilitator will:
LO1	Define the concept of culture and how the cultural model of the Iceberg relates to it. What implications has this, for example, to the workplace?	Assess definition and comprehension during Activities 1 and 2
LO2	Identify how stereotypes and ethnocentrism can influence our behaviour	Assess identification of influences during Activities 3 and 4
LO3	Evaluate how useful the application of "cultural dimensions" is participants' lives.	Assess evaluation of discussion during Activity 5
LO4	Apply learning within the workplace	Assess evaluation of learning application in Activity 6
LO5	Developing intercultural attitude (curiosity and willingness to learn): acquire intercultural knowledge (cultural (self-)	Discuss “global responsible citizenship”



	awareness and cultural knowledge; Intercultural skills (empathy and frame shifting)	
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Additional resources:

1. Racism: A young guy's experience of racism in Germany: Schwarzfahrer: <https://www.youtube.com/watch?v=XFQXcv1k9OM>
2. Government ad on racism: <https://www.youtube.com/watch?v=6yVMik5Mfwk>
3. Perception: a young Chinese man wants to live in Ireland and learns Irish to find out that almost nobody speaks the language when he moves there <http://www.youtube.com/watch?v=qA0a62wmd1A>
4. Anti-racism: a "letter home" from a homesick African in Ireland <http://www.youtube.com/watch?v=miUKTDMtTXg>
5. Cultural dimensions: Different attitudes to time and a racist approach: <http://www.immi.se/eiw/training.html>
6. 'Transitions of International Participants into Higher Education in Ireland' <http://www.teachingandlearning.ie/wpcontent/uploads/2017/03/International-Transitions-web-ready.pdf>
7. 'Towards a National Digital Skills Framework for Irish Higher Education *All Aboard! Enabling & Empowering Staff & Participants to Flourish in the Digital Age*' <http://www.teachingandlearning.ie/wpcontent/uploads/2016/10/DSFramework2015.pdf>
8. Pluralism and Diversity Management in Education IJSE-funded published book, Brereton B. Co-Editor (2013) <http://ijse.padovauniversitypress.it/issue/5/>
9. 'Teaching Intercultural Competence: Challenges and Opportunities' Brereton B. Co-author <http://ijse.padovauniversitypress.it/2013/2/9>
10. Have a look at the ECML PluriMobil exercise: <http://plurimobil.ecml.at/Portals/37/basic/PluriMobil-lesson-plan-vocational-EN.pdf?timestamp=1457953826334>. Exercise example from lesson plan 2. What is the meaning of this exercise? The facilitator will create "stations". Each participant receives some information about a specific cultural aspect of the country they are trying to identify. They have to guess the correct countries.



11. Asante, M.K., Miike, Y. and Yin, J., 2013. *The global intercultural communication reader*. Routledge.

12. INTERCULTURAL COMPETENCE MODEL (please note that this is a “process”):
From “The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States” by Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p.241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).

Source:

[https://www.nafsa.org/ /File/ /theory_connections_intercultural_competence.pdf](https://www.nafsa.org/File/theory_connections_intercultural_competence.pdf)