

Crossing the River by Feeling the Stones

Intercultural Capacity Building for Students

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Presentation Objectives

Delegates will:

- Gain information and ideas to better integrate international English language learners in mutually beneficial relationships;
- Leave with an example of how a university campus and the wider community can creatively provide undergraduate students with an opportunity to experience international and intercultural encounters and develop global perspectives through academic programming;
- Explore ways to adapt the principles of the program to their own educational framework.



Presentation Overview

- Introduction
- Purpose of Project
- Group Discussion
- Student Cohort 1 & 2 (2014, 2015)
- Group Discussion
- Student Cohort 3 (2016)
- Group Discussion
- Student Cohort 4 (2017)
- Conclusion



HR 261 Learning Objectives

- Initiate meaningful interaction with people from other cultures in the context of accomplishing specific goals together;
- Articulate your own values in the context of personal identities;
- Explore and bridge conflicts as you work together;
- Develop a deeper awareness of cross-cultural differences;
- Develop knowledge of appropriate behaviours when working with people from different cultures;
- Communicate effectively across linguistic and cultural boundaries;
- Apply what you have learned to a real world context.



Project Evolution Matrix

	2014 & 2015	2016	2017
Participation	Mandatory for HR261 and LEAF students		
Structure	<p>Students free to select their own activities</p> <p>Students left to their own accord for entire semester with one midterm and one final reflection</p>		
Intervention (Partner organizations)	<p>CSL Office not involved</p> <p>LEAF program instructors informed, but not directly involved</p>		

Structure 2014-15

- Planned over summer (HRHD, LI, LEAF with input by CSL)
- HR261 and LEAF students put in groups of 3 at Orientation evening
- Students free to choose activities and left alone for semester to complete 20 hrs together, checking in for mid-semester reflection and producing final reflection reports at end.
- **Challenges:** inequality between HR261 and LEAF students became obvious in 2015; reflection questions too general; growth in intercultural competence difficult to measure.



Theoretical Framework 2014-15

- Gordon Allport's (1954) Optimal Conditions for Intercultural Contact
- Common purpose
- Shared work
- Perceptions of similarity
- Undertaken with equal status
- With institutional support & guidance



Small Group Discussion

2 minutes

Given the challenges described, within your institutional context:

- Inequality between the small groups as to who was helping whom.
- The lack of focus on what activities to do.
- Lack of motivation by the language learners.

What Would You Do?



Project Evolution Matrix

	2014 & 2015	2016	2017
Participation	Mandatory for HR261 and LEAF students	Mandatory for HR261, but voluntary for LEAF students	
Structure	<p>Students free to select their own activities</p> <p>Students left to their own accord for entire semester with one midterm and one final reflection</p>	HR261 and LEAF students sent into Brantford community to accomplish common goal through volunteering	
Intervention (Partner organizations)	<p>CSL Office not involved</p> <p>LEAF program instructors informed, but not directly involved</p>	CSL Office now directly involved in project design and implementation	



Structure 2016

- Planned over summer (HRHD, LI, LEAF, CSL)
- CSL coordinator partnered team with 10 community organizations where small groups could volunteer.
- HR261 and LEAF students put in groups of 4. LEAF participation was voluntary.
- Students checked in regularly with CSL office, participated in mid-semester reflection discussion together; HR261 students completed final reflection report at end of semester.
- More reliance on theory with specific questions aimed at measuring intercultural competence.
- **Challenges:** inequality between HR261 and LEAF students exacerbated; HR261 lacked bystander training; voluntary participation of LEAF students; LEAF students not prepared to volunteer in community.



Darla Deardorff Model of Intercultural Competence Framework (2006)

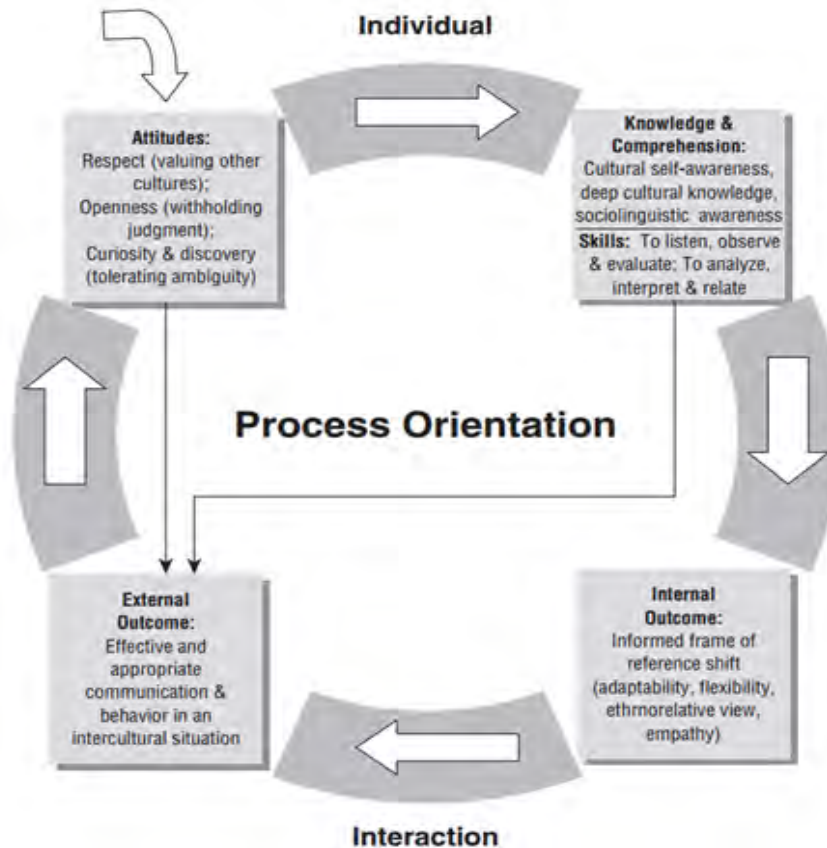


Figure 1 Deardorff Process Model of Intercultural Competence
SOURCE: Deardorff (2006).



Small Group Discussion

2 minutes

Given the challenges described, within your institutional context:

- Discrimination at the Community Service Learning locations.
- Even though they had a shared goal, it was not approached from a level playing field.
- Language learners did not feel required to participate in the CSL placements.

What Would You Do?



Project Evolution Matrix

	2014 & 2015	2016	2017
Participation	Mandatory for HR261 and LEAF students	Mandatory for HR261, but voluntary for LEAF students	Mandatory for HR261 and LEAF students
Structure	<p>Students free to select their own activities</p> <p>Students left to their own accord for entire semester with one midterm and one final reflection</p>	HR261 and LEAF students sent into Brantford community to accomplish common goal through volunteering	<p>10 specific categories of activities;</p> <p>Reflections done together and submitted to instructors after each category</p>
Intervention (Partner organizations)	<p>CSL Office not involved</p> <p>LEAF program instructors informed, but not directly involved</p>	CSL Office now directly involved in project design and implementation	<p>CSL Office informed but not directly involved</p> <p>LEAF program instructors now directly involved</p>

Structure 2017

- Planned over summer (HRHD, LI, LEAF, LEAF Instructors)
- Students put in groups of 3
- LEAF Instructors now involved in all aspects of project with LEAF students working on identical assigned reflections as HR261 students.
- Guidebooks list 10 specific categories of activities that students must complete. Process therefore more controlled.
- LEAF students regularly attend HR261 class with their partners
- **Challenges:** Pushing LEAF students out of their comfort zones to complete the wide variety of activities in the wider community.

Theoretical Framework 2017

Edmund Pries' (Revised 2016)

*The Reflective Practice Writing Bicycle:
The Integration of experience and
Learning*

Based on Jenny Moon's 2004

*A Handbook of Reflective and Experiential Learning:
Theory and Practice*

Theoretical Framework 2017

The Reflective Practice Writing Bicycle:

- *Part 1: front wheel- Self Assessment via journaling (Action, Reflection, Theoretical Analysis, Integration, Revised Analysis)*
- *Part 2: Crank shift and pedals - Engaging/ Processing Reflective Assessment (Peer and mentor)*
- *Part 3: Rear Wheel – Organization/Placement Observation, Interpret – (Observation, interpretation, Judgement and application to life.)*

Conclusion and Discussion

- The importance of academic units within a university partnering on mutually beneficial initiative.
- Iterative process of program is similar to the iterative character of intercultural learning and development.
- What similar projects do you have at your institution?
- What challenges and opportunities have you encountered?

Your feedback is important to us!

Please take a moment to submit the evaluation for this session.

Evaluations are found on CBIE's Conference app.

Thank you!