

How Can Intercultural Competency Support Teacher Practices for Outreach and Advocacy?

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Outline

- What is Intercultural competency (ICC) and why is it important in teaching?
 - Definitions of ICC from other fields and by researchers
 - Teacher educators views
 - Discussion: Your views on ICC!
- Practices in teaching that involve ICC
 - Characteristics of ICC in teaching
 - Practices in which it is used
 - An example of situation that involves ICC
 - Discussion: Your views and recollections!
- Approaches to supporting ICC in teacher education
 - What aspects of ICC can be learned?
 - What activities can be used for learning?
 - Potential of simulations
 - Discussion: Your views on ICC in teacher education programs
- Your questions, take-aways, and opportunities for continued collaboration

What is Intercultural Competence (ICC)?

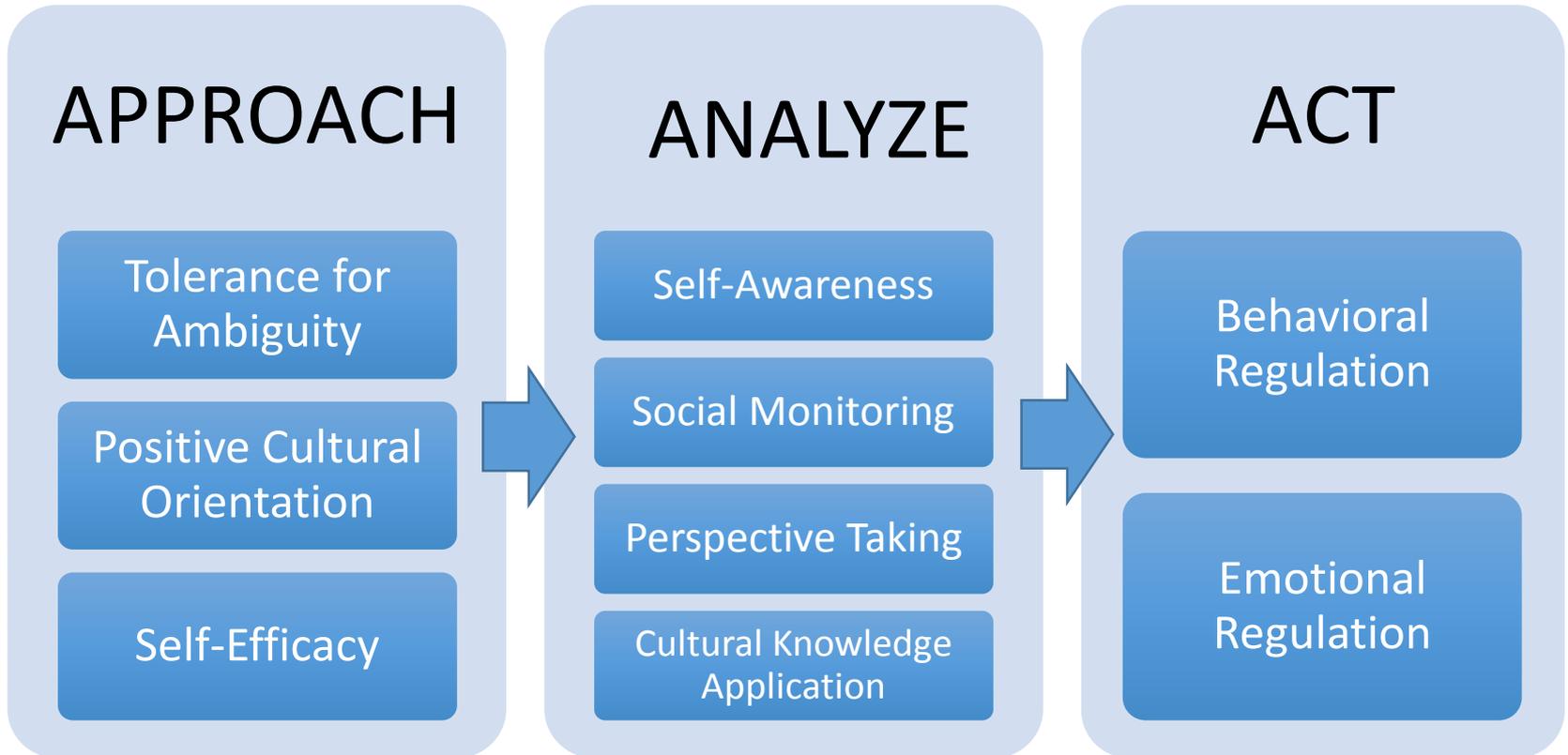
“A set of culture-general knowledge, skills, abilities, and attitudes developed through education, training and experience that provide the opportunity to interact effectively within any culturally complex environment”

(Defense Language Office, 2010)

What is Intercultural Competence (ICC)?



What is Intercultural Competence?



Interviews with Teacher Educators

- Convenience sample based on ETS contacts
- Targeted recruiting teacher educators who are working actively around diversifying the teaching profession
- 10 Participants: seven teacher educators and three administrators
 - FL, Mississippi, Texas, Nevada, Tribal college of the Chippewa-Cree Tribe in Montana; Arkansas, Tennessee
- An hour per interview

Teacher Educators' Views of Intercultural Competency

- All acknowledged divergent ways of interpreting ICC
- Social justice
 - *“Social justice involves looking at all the students as assets in the classroom instead of viewing them as potential deficits. Teachers should be looking for ways to bring to the fore traits in students that help elevate the classroom. “*
- Ability to adapt according to students' differing backgrounds
- Linguistic diversity
- Eliminating bias
- Ability to engage all students, embrace all cultures of all children in classroom.
 - *Actively get to know all students and families, and try to engage families in children's education. Build classroom around embracing different cultures so all students feel important, part of group, and learning represents aspects of who they are.*

Continued—Teacher Educators’ Views of ICC

- *The ability to engage learners of color and be able to positively impact their social and cognitive development through practices that are responsive to different types of diversity.*
- Advocacy and “the ability to magnify underrepresented voices”
 - “The school tells candidates that they are expected to understand the impact of generational poverty, and build skills necessary for students to flourish. They should embrace societal, economic, gender, ethnicity, and religious differences. “
- ESL and special education classes as well as classes on reading difficulties are offered.

Summary

- ICC was mostly conceived from a social justice perspective involving
 - Advocacy
 - Eliminating bias
 - Engaging students of color
 - Building on students' assets or funds of knowledge
- Adapting the curriculum and instruction to different backgrounds meant
 - Attending to linguistic diversity
 - Taking ESL and special teacher preparation classes

Discussion: Your Views of ICC



Practices in teaching that involve ICC

- Characteristics of ICC in teaching
- Practices in which ICC is used
- An example situation that involves ICC
- Your views and recollections!

Characteristics of ICC in Teaching (1)

- 3C occurs in context – every school culture is unique and changing
 - A teacher starts a new year with a new class
 - A teacher starts at a new district
 - New students start at a school
 - In situations in the classroom, in school, and outside of school
 - With people who have different personalities, interests, values, and are in different circumstances

Characteristics of ICC in Teaching (2)

- ICC occurs over time
 - as relationships with students and parents/guardians are built throughout the year
 - as relationships with teachers/administrators/community members over years
- ICC is embedded within teaching practices
 - while leading class discussions,
 - planning lessons,
 - introducing material
 - Interacting with parents and guardians

Effectively navigating this complex set of changing relationships to achieve teaching goals is intrinsically adaptive and involves continued learning

Practices in teaching that involve ICC

- Fostering two-way, respectful communication with parents and guardians
 - Conveying information to families clearly, accurately, comprehensively
 - Eliciting and interpreting information from families accurately and empathically
 - Managing interactions with families sensitively and responsively
 - Identifying and implementing effective responses to problems, issues, and concerns
- Using family- and community-related information as a resource for learning
 - Building local funds of knowledge
 - Employing funds of knowledge for relational and instructional purposes

(Sykes and Wilson, 2015)

An Example Situation that Involved Intercultural Competency

What happened: “This student was acting out in class and not following directions when I would try to redirect him. So, I asked him to come speak with me in the hall. When we got in the hallway and I tried speaking to him about his behavior, he would not look me in the eye and had his face turned to the side. I asked him if he could look at me so that I was aware he was listening to what I was saying and he refused. Later on, I called home and mentioned how it seemed as though he was not responsive when spoken to one-on-one, the father informed me that where they are from in Africa, it is disrespectful to look at an elder in the face when they are speaking to you.”

What I was feeling: “During this situation, I felt a bit annoyed and frustrated because it seemed as though I wasn't getting through to this student. It also felt like he resented me for some reason since he was not showing what I viewed as respect.”

What I learned: “I learned that I can't always assume certain actions, attitudes, body language, etc. are the way that I perceive them. When it is an issue of cultural difference, as an educator I need to clarify before I get frustrated because the student may be unaware that to me as an American, what they are doing is disrespectful. Or the opposite- I could be doing something that offends a student because in their culture what I do or say that is accepted in American culture, may not be accepted in theirs.

Discussion:

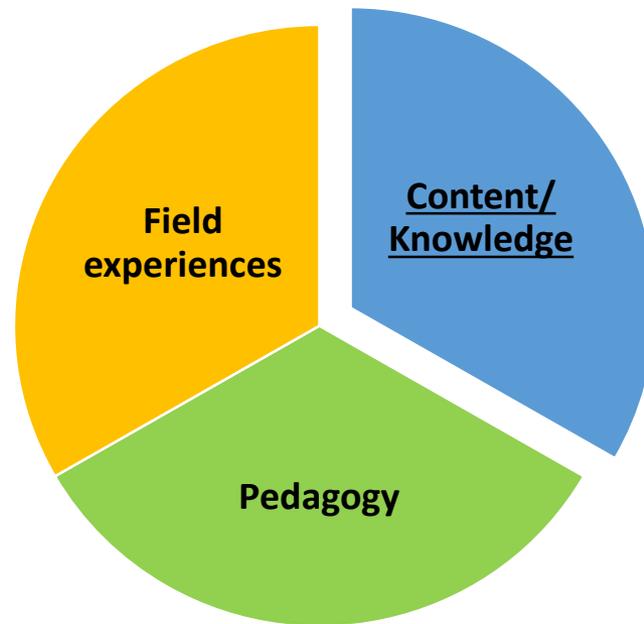
Your ideas about teaching practices that involve ICC?

Your recollections of situations in teaching that involved ICC?

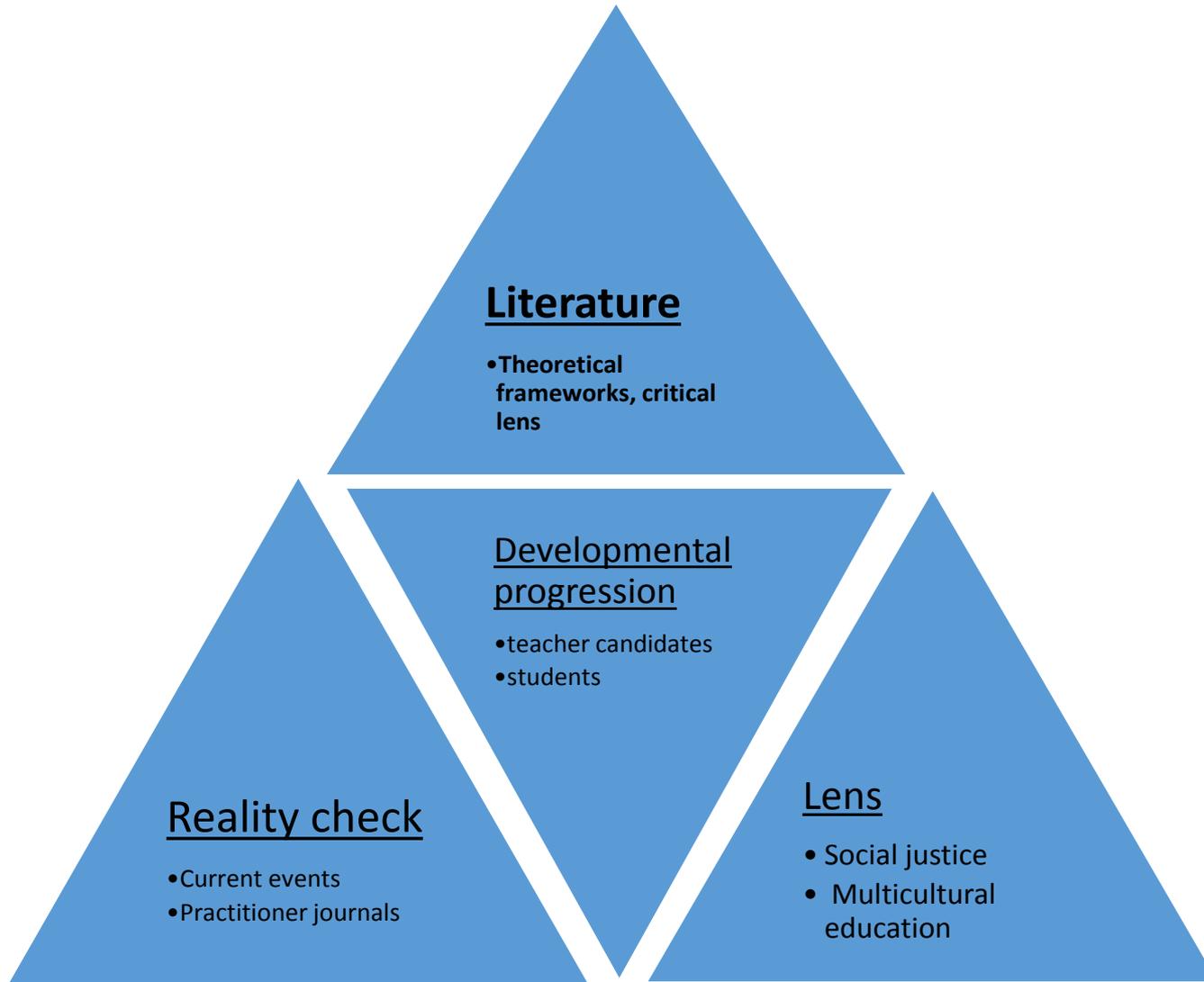
Approaches to supporting ICC in teacher education

- What aspects of ICC can be learned?
- What activities can be used for learning?
- Potential of simulations
- Your views!

How Do We Prepare Teachers?



What content?



Pedagogy

Self awareness

Critical thinking

Discussions

Policy

Games

Curriculum/textbooks

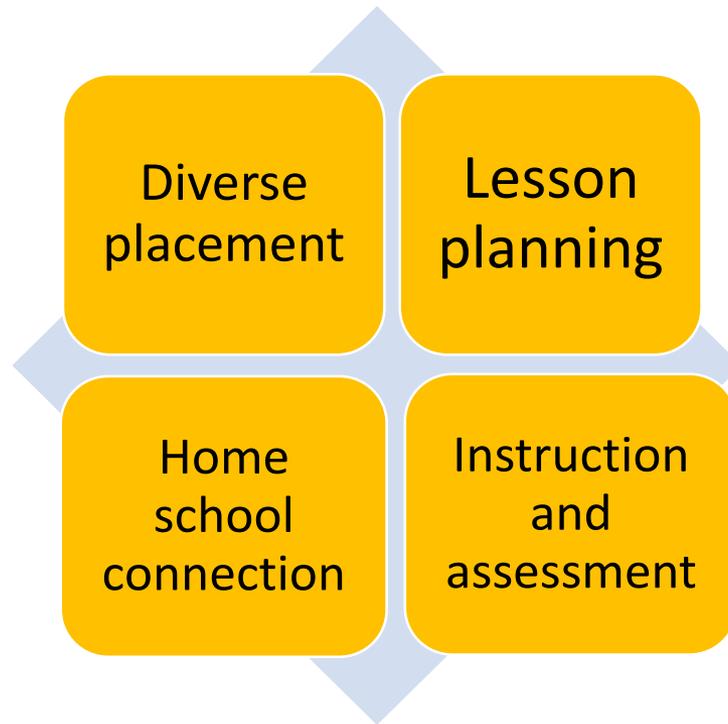
Exercises

Media

Assignments

Modeling

Field Experiences



Why Simulation For Learning ICC?

- Simulation supports
 - Learning processes including sense-making, refinement, and fluency building
 - Observation and learning in context including “incidental” situations
 - Practice of multiple simultaneous skills
 - Distributed practice

Intercultural Simulation Game



Ustradian Games

- Social Simulation Game
- Player is thrown into a competition in a foreign culture
- 3 quests, each with a different goal
- Additional goal to understand the new culture



Quest 1: Nine to Five

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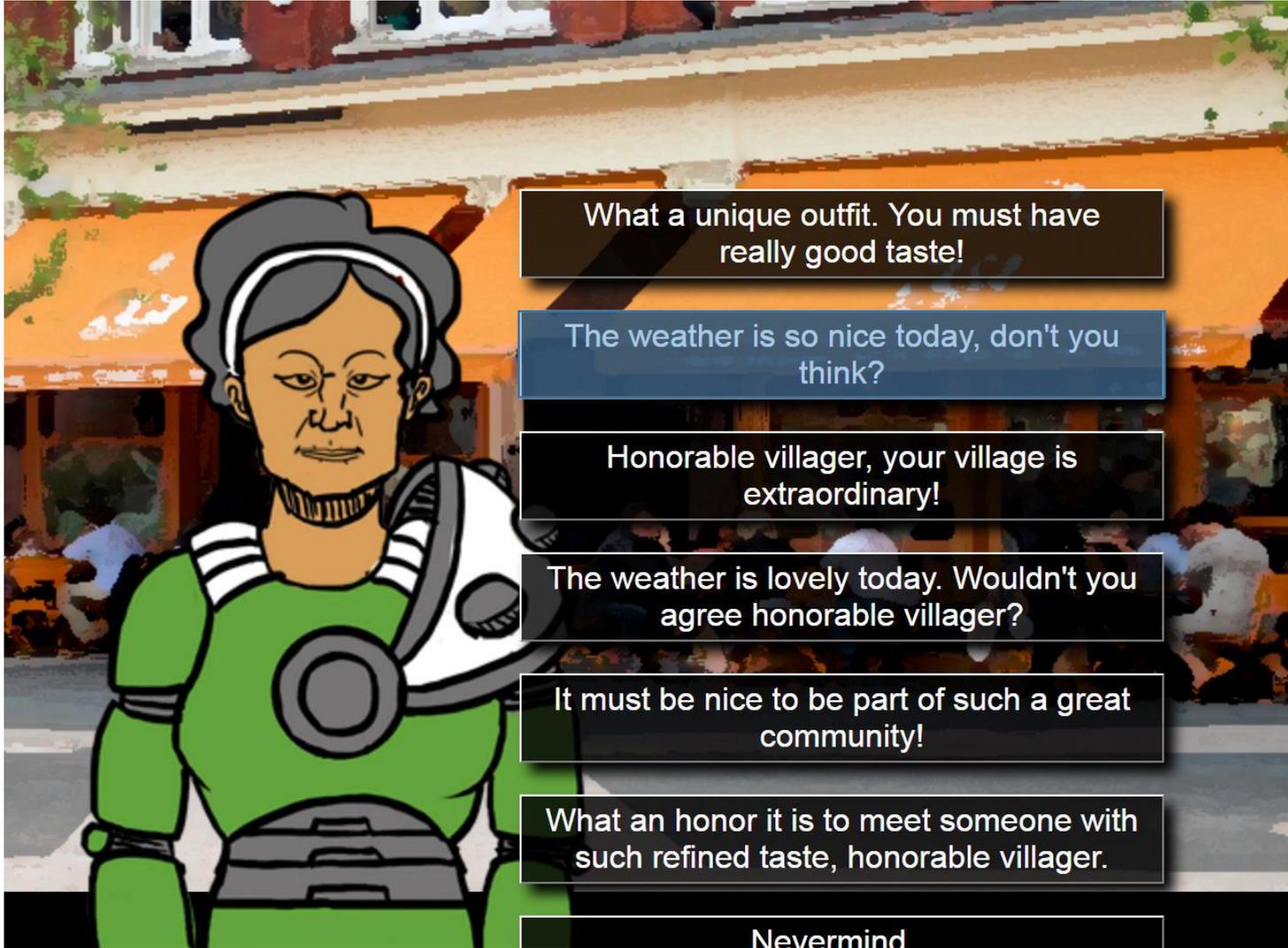


Make small talk

Say Hello

Ask about Job

Leave



What a unique outfit. You must have really good taste!

The weather is so nice today, don't you think?

Honorable villager, your village is extraordinary!

The weather is lovely today. Wouldn't you agree honorable villager?

It must be nice to be part of such a great community!

What an honor it is to meet someone with such refined taste, honorable villager.

Nevermind

What Could Be in a Simulation for Learning ICC for Teaching?

- Aspects of school communities can be approximated with computer-based social-cultural simulations that include people with different attributes, social-cultural backgrounds, and who act differently over time.
- Teachers could
 - play through a week/month/year building relationships, identifying, framing, and addressing multiple ‘incidental’ cross culturally related issues that unfold over time
 - try variants of situations and challenges
 - try different roles and characters (teacher, student, administrator, parent/guardian)
 - reflect on what they’ve learned, retry, or practice variants

Technologies for Simulation

- Video-based cases
- Human-backed simulations
- AI-based simulations
 - Branching dialog systems
 - AI Simulation “engines” especially social simulation engines

What's next?

- Technology is there
 - We've run studies on how the design affects behavior in the game and how to make inferences from player performance (process data)
- But we need greater understanding of ICC in Teaching
 - Currently collecting data to understand how teaching practices, ICC, and situations connect
 - National sample of teachers' recollections
 - Types of situations
 - What happened?
 - What was learned?
 - How is ICC embedded in teaching? General or specific competency?
 - How best to approach development of ICC in teaching and to assess it?

Discussion:

Your views on ICC pre-service education

Discussion: Questions, take-aways, and opportunities for continued collaboration

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