

THE GLOBALIZED AND MULTICULTURAL CLASSROOM

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Image: <https://twitter.com/globalizedclass>

Overview

Cultural competency and culturally responsive pedagogy

Why does it matter as a TA and an educator?

- Teaching environment
- Experiential learning
- Self-reflection exercise
- Skill practice exercise
- Conclusion
- Questions and feedback

“Globalized/ Multicultural Classroom”

- Multiculturalism and globalized context are embedded in higher education context.
- Cultural diversity covers more than race or gender, rather it is the intersection of multiple identities and contexts.
- Globalized higher education is more complex than just working with international students.

Classroom experiences

Adapting to a different culture as well as to a different academic culture & learning experience can be quite challenging especially for international students.

Many students feel isolation, alienation, marginalization and low-self-esteem (Hailu et al 26).

→ Have you had any experience where the issues of globalization and multiculturalism were particularly important as a student or as a teacher?

Here is an example from our campus:

An international student talks about her experience about the class discussions.

The following is an excerpt from an article published in Daily Orange in 2016:

“[she] especially felt the gap between international students and U.S. students when she was taking in an information policy course. As American students engaged in discussion over current affairs with a professor, international students — mostly from India and China — remained silent, she said.

“All semester, I’ve been watching people discuss,” ...

“[she] said her attitudes began to change as she became more willing to socialize with others and felt less afraid of making mistakes as her English improved.

“There’s nothing to be afraid of,” she said. “There’s nothing to fear. But I think I realized that too late.””

GLOBALIZED AND MULTICULTURAL CLASSROOM

- Professional matter
 - Specific to each discipline and field
- Ethical and legal matter
 - Ethical and legal responsibilities
- Personal matter
 - Both as an educator and a student
- Examples

(Hooks, 1994; Seward, 2003; Watt et al., 2009)

HOW TO BUILD POSITIVE MULTICULTURAL ENVIRONMENTS IN CLASSROOM?

A critical element: Self-awareness

- Self-awareness is one element of multicultural counseling skills.
- We cannot be bias-free or value-free
- Being aware of your cultural identity and cultural biases and how they influence your view and influence others
- Being self-reflective and getting feedback is helpful
- Feedback from students, mentors, colleagues and even from yourself

(Ratts et al., 2014; White, 2011)

SELF-AWARENESS EXERCISE

Do not write your name

- What are some of challenges, doubts or fear that you have regarding working with individuals who are different from you as a TA?
- Is there a particular cultural group that you specifically feel less confident working with? If then, what do you think informs low confidence?
- Is there a part of yourself as a cultural being that you feel hesitant to bring into your classroom? How do you think you will be viewed by your students? How will that inform what and how you teach and interact with students?

Globalized Classroom

- Working with international students
- Bringing knowledges, perspectives, and experiences outside of the U.S.
- Disseminating knowledges globally
- Global career development

Globalized Classroom

- Differences in perspectives informed by experiences, background, and culture
- Example:
 - Supervision -> 감독
 - 감독 -> director

 - Denetleme -> check
 - Check -> kontrol
- Not making assumptions is important

(Wedding, McCartney, & Currey, 2009)

Globalized Classroom: Strategies

- Cultivating multiculturally and globally welcoming spaces in their classrooms
- Setting a tone
- Globalizing your class materials, examples, and assignments
- Creating choices
- Valuing different perspectives and cultural knowledges
- Providing resources
- Multiple avenues for communication

(Haley & Combs, 2010; Wedding et al., 2009)

Some more strategies:

- Talk about your backgrounds and diverse identities as an example
- Do not make assumptions about students identities
- Listen to students carefully, and provide them opportunities to give you anonymous feedback about your class
- Give students choices about material and assignments and give them different opportunities to demonstrate their learning
- Express your high expectations from all students
- Cultures are not monolith: call attention to diversity within a culture

(Hailu et al 29-36, Schares, 70-71)

- Integrate diversity into the curriculum through class material, assignment and discussion
- Problematize stereotyping and stereotypes, and also the importance of recognizing one's own biases and learning from them
- Encourage students to use their cultural knowledge as part of their learning, and validate the value of their contribution
- Enable students to make connections to their lives; relevance is an important factor in motivating students (i.e. assign texts by authors from same cultural groups)
- Use exercises that give students opportunities to work with each other and learn with/from each other
- Do not ask students to speak for or represent their cultures

(Elridge and Smith 91; Hailu et al 29-36; Schares, 70-71)

Skill Practice

- Based on your perspective how can you change this class assignment to be more multiculturally and globally accommodating?
- Form a small group of 3-4 people and discuss.



Image: <http://thestudyabroadblog.com/benefits-of-global-education/>

CONCLUSION

- An ongoing process
 - Students change and grow
 - One person cannot be a representation of an entire cultural group
- Important to be aware of assumptions, but also important to not be afraid to make mistakes
- Be open and learn with and from your students
- Any questions/comments?

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SOME HELPFUL RESOURCES ON CAMPUS

Sluzker Center for International Services

<http://international.syr.edu/>

Office of Multicultural Affairs

<http://multicultural.syr.edu/>

Diversity and Inclusion

<http://diversity.syr.edu/>



Image: <http://coursecatalog.syr.edu/>