Developing Multicultural Competence

ACROSS LVAIC CAMPUSES

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Who We Are

What We Do
1. Background Problem
2. Our Proposed Solution
3. The Desired Objectives
4. The Module Development
5. The Implementation
   - Undergraduate Courses
   - Graduate Courses
what we hope you take away

1. See how our collaborative effort functions to engage myriad audiences

2. Hear how design principles are shaping our project’s development

3. Learn how we plan to implement and test our project with multiple students
The PROBLEM
multicultural competence

knowledge

skills

attitudes/beliefs
How might we teach empathy?
Our PROPOSED SOLUTION
“Teaching in the Internet age means we must teach tomorrow’s skills today.”

- Jennifer Fleming
PEDAGOGY

ANDRAGOGY
The DESIRED OBJECTIVES

SMART

Specific
Measurable
Attainable
Relevant
Time Based
to increase the number of:

1. Cross-campus collaborations
2. Participants in diversity initiatives
3. Sustainable pedagogical and andragogical practices
4. Vetted course materials
learning objectives where students:

1. Learn how **humans develop socially** and understand the complexity of interpersonal group relations.

2. Gain a greater understanding of, appreciation of, and respect for social relations and **groups’ differences AND similarities**.

3. Become more **multiculturally competent** and empathetic when dealing with diverse groups.

4. Become **storytellers** for marginalized groups that normally do not have voices that are heard.
Cultural Awareness

Cross-Cultural Competency

Behavioral Skills
- When leaders model appropriate behaviors, other people can learn. In turn, these individuals can model behaviors, educating others. Knowledge is created and awareness is increased.

Cognitive Skills
- With knowledge and information about a culture, a person will have heightened sensitivity and tolerance toward differences in cultural values, attitudes and beliefs.

Affective Skills
- Once team members are sensitive to and appreciative of differences, they demonstrate appropriate behaviors and take appropriate action to avoid any cultural misunderstandings or blunders.

Cultural Adroitness

Cultural Sensitivity
What is different between competence and humility?

And how do we teach either?
The MODULE DEVELOPMENT
topics:

1. Diversity, intersectionality, and tolerance
2. Prejudice and discrimination
3. Race/ethnic experiences
4. Religious differences
topics:

5 Gender, gender identity, and sexuality
6 Abilities and disabilities
7 Competence and communication
8 Cultural humility and multicultural competence
topics added after iteration:

9. Empathy and tolerance

10. Socio-economic status

11. Language learners and international differences
authenticity
experiential learning
interactive simulations
engaging discussion
The IMPLEMENTATION
round one
undergraduate courses:

1 Intersectionality, Diversity Awareness, and Developing Multicultural Competence
   Moravian College

2 Critical Thinking and Writing on the Marvel of Marvel
   Moravian College
graduate courses:

3. Design Thinking for Learning
   *Lehigh University*

4. Leading Change in Organizations
   *Moravian College*
round
two
undergraduate course:

1. Women in Media
   Moravian College

graduate course:

2. Project- and Scenario-Based Learning
   Lehigh University
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Institution</th>
<th># of Courses Where Module Was Used</th>
<th># of Students Enrolled – Fall 2017</th>
<th># of Students Enrolled – Spring 2018</th>
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Tell me and I forget.
Teach me and I remember.
Involve me and I learn.

Benjamin Franklin
Welcome to Diversity and Inclusion!

Our world is changing faster than it ever has, primarily in terms of technology, diversity, and education. These changes bring exceptional challenges. One way to help prepare people for lives full of change and diverse interactions is to cultivate empathy, tolerance, and multicultural competence. While it is difficult to “teach” appropriate attitudes/beliefs related to diversity and social change, developing awareness and competencies to navigate change with tools and transferable knowledge in integrated topic areas may lead to more well-rounded and transformative lifelong learners amenable to change.

In this course we will consider and explore the following questions: 1) What is diversity?, 2) What is inclusion?, and 3) How to become more multiculturally competent?

Click below to begin exploring!
Racial & Ethnic Differences

CONTENT

-READING: Race and Ethnicity

- VIDEO: The Danger of the Single Story

COLLABORATION

-DISCUSSION: Race and Ethnicity Discussion

SCENARIO

- ACTIVITY: Creating the News
  0 pts

- SCENARIO: Race and Media
example
one
Welcome to the Team!

Oh, come in! You must be my new reporter. I’m Mr. Simmel – the editor. I hear you have a background in multicultural competence. That will come in handy on your first assignment in the field. There was a report of a robbery, and it’s in a neighborhood that is already experiencing some pretty serious racial tension. I need you to go down there and investigate and bring me a good story.
Create an authentic news article OR a video recorded broadcast

Analyze what you learned about the media, powerful people, and race/ethnic relations from doing this activity

Reflect on your experience completing this activity
1. Witness Expert
2. City Demographics
3. Police Press Conference
4. Police Reports
5. Surveillance Video
6. Police Sketches
7. Interview Witnesses
8. Attend Protests
TODAY’S NEWS

Alert: Two young adults rob Anytown’s local

Convenient store at gun point.

On the morning of November 10th, 2014 two young men walked into the Anytown’s local convenient store located at 10 Market Street and robbed the store clerk at gunpoint. Both suspects are believed to be young kids with the ages of 16 and 20 years old. Thankfully there were no casualties during the armed robbery although, shots were fired. There were three customers in the store at the time excluding the store employees, a few who even recognized the suspects as locals of the town. When we spoke to one of the eye witness (who would rather remain anonymous at this time) he mentioned that he may have recognized one of the suspects and told us he believed his name was Johny. He then went on to say “Johny is a good kid, so I told him to get out or I was going to call the police”. One might say just wrong place at the wrong time. The two suspects were wearing what appears to be one white hoodie with black designs and one dark hoodie either navy blue or black in color. A total of $764.00 was taken from the register after suspect 1 hit the store clerk in the head with his gun. Another eye witness saw one of the suspects leave on a bicycle. She believe she last saw him around the Garden Crest Apartments. As of now it is unsure of either suspects race but it is believed that one of the suspects is Caucasian. When we have an official ID more information will be released. If you think you recognize either one of the suspects in the above sketches please do not hesitate to call the Anytown Police Department. The local police feel strongly about this and believe they are close to finding the two who are guilty of this crime. As Chief Samuel said in the press conference they are narrowing in on their search range and are getting closer every day. Every lead helps which is why they encourage you to call the tip line. It can be reached at (555) 555-2100.

Anytown City statistics

“Johny is a good kid, so I told him to get out or I was going to call the police”

-Eye Witness

- Daily News

- Daily News
example

two
1. See their world, put yourself in their shoes

2. Understand their feelings

3. Accepting them non-judgmentally

4. Communicate understanding

**Elements of Empathy**

**SHIFT**

Disruptive Elearning
Yeah, that stinks. I'm glad I got paired up with Megan!

I understand your frustration. Mark works hard and this could be a good chance to get new collaboration skills.

I feel for you. You have a tough challenge ahead of you.
Sal and Jenny are on a spelunking adventure. Sal is getting angry at Jenny because she can't spelunk as quickly as he can. Sal makes a comment that he should have brought Jeff on the trip because “guys are better spelunkers in general”.

As Jenny, how do you respond?
example three
To Participate:

For the Dyslexia Code:
http://data.qz.com/2016/dyslexia/
Questions?

Farah L. Vallera - fvallera@gmail.com

https://bit.ly/2HVq2Tv
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website