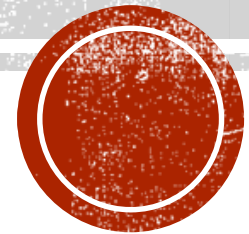


EMERGING NARRATIVES

What do the definitions and data tell us?



QUESTION:

- What is the PURPOSE of intercultural learning?



DEFINING INTERCULTURAL LEARNING

Read the definitions and discuss:

- What is the purpose?
- Who benefits?
- What is missing?
- Which one is your favorite? Why?



ANOTHER DEFINITION

“Intercultural learning is a process of social education aimed at promoting a positive relationship between people and groups from different cultural backgrounds, based upon mutual recognition, equality of dignity, and giving a positive value to cultural differences. The main purpose of intercultural learning is to inflect ethnocentric perspectives, fight prejudices and promote solidarity actions that support equality in human dignity and respect for the plurality of cultural identities”

Cunha, T. & Gomes, R. (2009). Against the waste of experiences in intercultural learning.



FOR REFLECTION

- “Despite unquestionably good intentions on the parts of most people who call themselves intercultural educators, most intercultural education practice supports, rather than challenging, dominant hegemony, prevailing social hierarchies, and inequitable distributions of power and privilege” (Gorski, 2008).



Intercultural Learning Paradigms

Post Positivist

Hofstede: Dimensions of culture
Trompenaars & Hampden Turner:
5 Dimension
Gudykunst: Anxiety Uncertainty
Management
Ting-Toomey: Face Negotiation
GLOBE: Cultural Attributes
Pros: Provides frameworks for
understanding differences in
values and behaviours
Cons: National / regional
contexts
Lacks individual experience

Social Constructivist

Bennett: Developmental Model of
Intercultural Sensitivity
Deardorff: Process Model
Byram: Intercultural Competence
Model
Pros: Challenges post-
positivism's potential reification
of culture acknowledges lived
experiences
Cons: Focus on individual
development
Lacks recognition of systems'
influence or other salient identity
factors

Critical Interculturalist

Gorski: Equity Literacy
Dervin: Critical Interculturalality
Halualani: Diversity and Inclusion
analytics
Nestian-Sandu
Pros: Sensitive to
intersectionality
Focus on inclusion and ethical &
social justice frameworks,
recognition of power
Cons: Challenging in the current
neoliberal educational
environment

Figure 1. Principles of intercultural education



1. What % of Canadians were born outside of Canada? **22.9**
2. Between 2010 and 2017 the international student population increased by what percentage?
152 (CBIE, 2019)
3. In 1981, 10% of Canadians were allophone (people whose mother tongue is neither English nor French). What % of Canadians are allophone today? **20%**
4. What are the top 5 languages (not including English and French) spoken by Canadians?
Mandarin, Cantonese, Punjabi, Spanish, Tagalog, Arabic
5. How many Indigenous languages are spoken in Canada? **60**
6. What are the top 3 Indigenous languages spoken in Canada? **Cree, Inuktitut, Ojibway**
7. Between 2012 and 2017 documented hate crimes against Muslims in Canada increased by what %? **676**
8. The last residential school in Canada closed in what year? **1996**
9. In 2018, how many of Canada's 338 MPs were Black? **7**
10. In Canada, people with Asian-sounding names are what % less likely to get called for a job interview? **40**



NSSE DATA

	1	2	3
8a. Engaged in discussion with people from a race or ethnicity other than your own	64%	64%	79%
8c. People with religious beliefs other than your own	63%	60%	70%
2c. Included diverse perspectives (political, racial/ethnic, gender etc.) in course discussions or assignments	58%	59%	43%
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52%	50%	43%



CBIE SURVEYS

2009:

30% of international students agreed that they had experienced racism.

1 in 4 reported that their instructor did not show sensitivity to racial issues (MENA, East Asia up to 42%)

2013:

In response to questions about experiences of discrimination based on race, culture, religion, 18% – faculty / 20% staff / 28% students

(MENA, Africa, East Asia up to 32%)



EDUCATION

Massey College and insidious racism on Canadian campuses

Opinion: Controversy at the University of Toronto underlines the insensitivity faced by many student leaders on campus

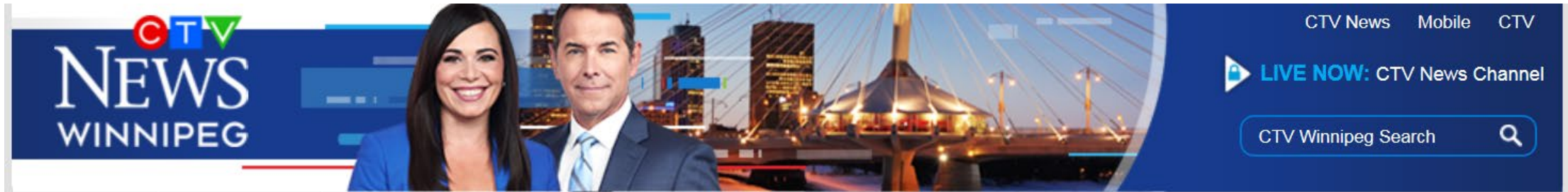
by Abdullah Shihpar Oct 3, 2017



Manitoba

Brandon University students alarmed by 'horrifying' posters, stickers promoting white supremacy





Indigenous students facing 'disturbing' racism on campus: U of M president

CTV Winnipeg

Published Friday, February 8, 2019 12:14PM CST

Last Updated Friday, February 8, 2019 8:21PM CST



'It's okay to be white' signs appear in Ottawa

MEGAN GILLIS Updated: November 1, 2018



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'Racist & hateful' graffiti appears on campus

Vandal targets Indigenous art display at Jeffery Hall

April 8, 2019 | Raechel Huizinga

Ar

...



uOttawa student detained and carded, accuses campus security of racism

The student, who is black, says he was put in the back of a security car and questioned before eventually being let go without any ticket or charges.

Jun 14, 2019 8:24 AM by: OttawaMatters Staff

Laurentian University student expresses concern about racism



Laurentian official says steps are being taken to address racism

CBC News · Posted: Apr 15, 2019 10:45 AM ET | Last Updated: April 15



CANADIAN INSTITUTIONS DON'T COLLECT COMPREHENSIVE DIVERSITY DATA

“[Students] want institutions to collect the data, partially because for so many years experiences of racism or racial discrimination have been seen as anecdotal or, you know, a few bad apples.

- Renu Mandhane, chief commissioner of the Ontario Human Rights Commission



JOURNAL OF DIVERSITY IN HE

Discrimination, Diversity, and Sense of Belonging Hussain, M., & Jones, J. M. (2019)

- examined the buffering effects of diverse peer interactions and institutional commitment to diversity on the relationship between discrimination–bias and sense of belonging

Unwelcome on Campus? Predictors of Prejudice Against International Students

Quinton (2019)

- university identity, socialization with international students, standardized college-admission test scores, and positive stereotypes predicted lower negative attitudes toward internationals
- found differences between white and students of colour



SERU: STUDENTS' EXPERIENCE IN RESEARCH UNIVERSITIES

Explored student Experiences With Diversity and Students' Satisfaction and Sense of Belonging at Research Universities

- found that having more frequent interactions with diverse peers was positively associated with students' sense of belonging
- A growing body of research tells us that students' sense of belonging on campus is crucial not only for student success and persistence, but for student equity.
- Feeling respected, welcomed, and valued is correlated with outcomes like higher grades, retention, and engagement.
 - Yet demographic disparities in these outcomes remain, caused in part by lower reported senses of safety and belonging for equity seeking groups.

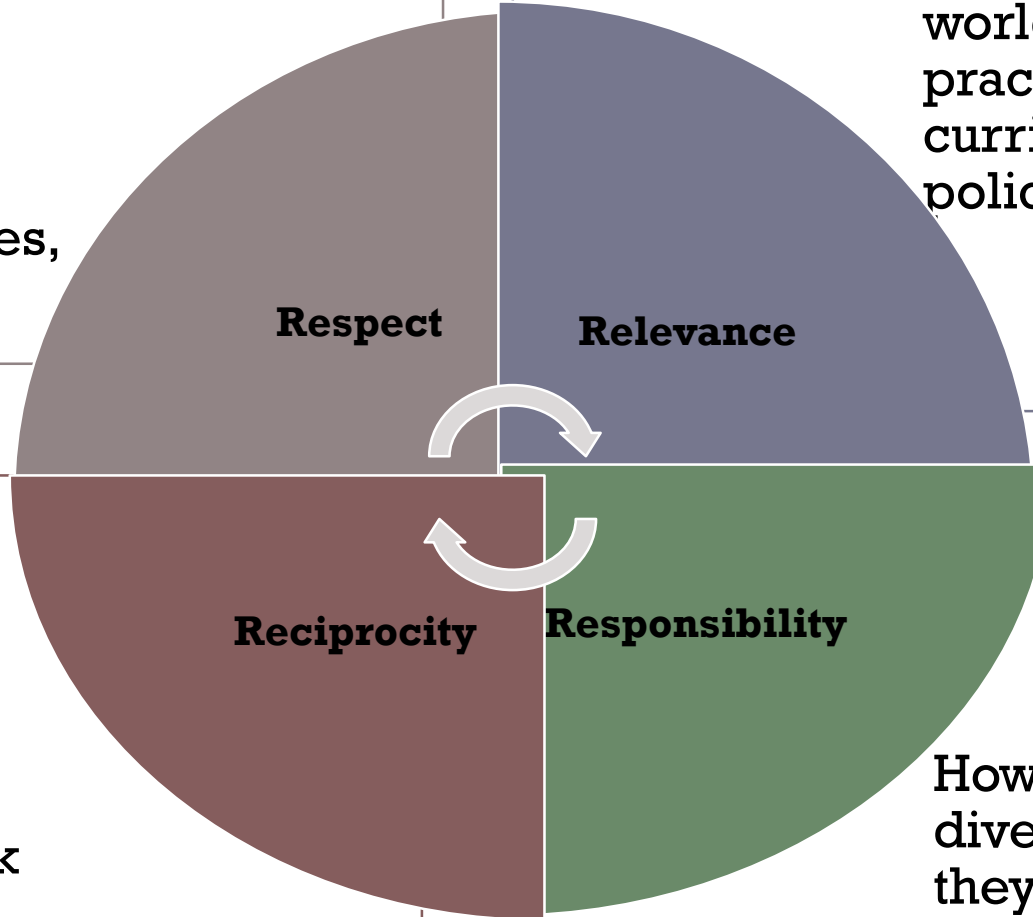


INDIGENOUS WHOLISTIC FRAMEWORK (PIDGEON)



- Who are our students?
- How do we know they are doing well?
- How is respect for cultural knowledge, traditions, values, and activities valued?

- Is respect for cultural worldviews, values, and practices embedded in curricula, instruction, and policy?



- What are the relationships between institution and students?
- What do students bring back to their family / community?

- How can we meet culturally diverse learners where they are at?
- Does curricula transfer to other contexts?



Accord on Internationalization (ACDE, 2014)

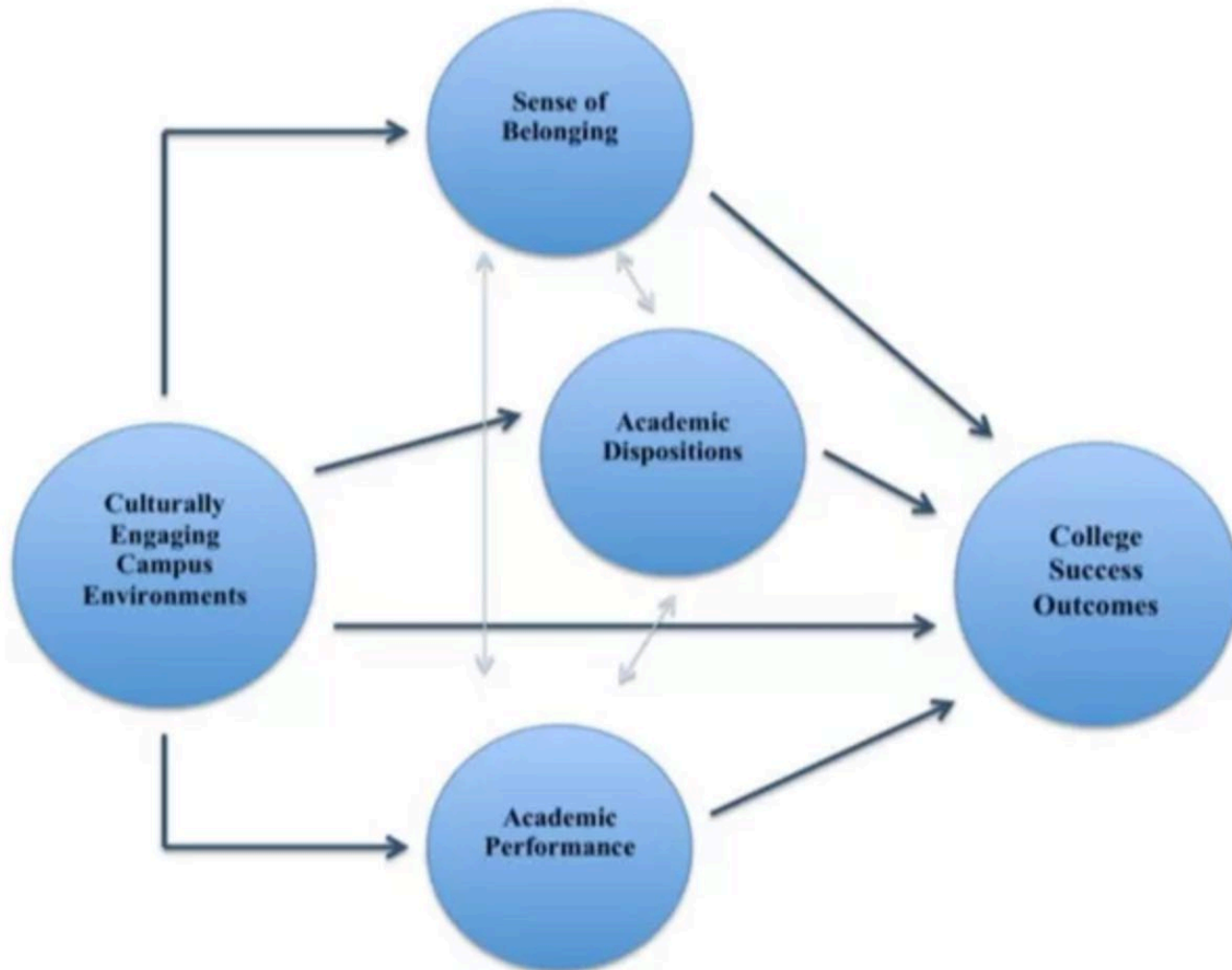
- Economic and **social justice and equity** across contexts and sites of educational practice
- **Reciprocity** as the foundation for engaging in internationalization activities
- Global **sustainability**
- Intercultural awareness, **ethical engagement**, understanding, and respect
- **Equity of access** to education, regardless of socio-economic status or financial circumstance

UNIVCAN Principles on Indigenous Education

- Promote **dialogue** between Indigenous and non-Indigenous students
- **Greater exposure and knowledge** for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada
- Recognize the **importance of fostering intercultural engagement** among Indigenous and non-Indigenous students, faculty and staff

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS

(MUSEUS, 2014)



- 9 Indicators in 2 categories
- Cultural Relevance
- Cultural Responsiveness

Figure 2: The focal point of the CECE Model



CULTURAL RELEVANCE

THE DEGREE TO WHICH LEARNING ENVIRONMENTS ARE RELEVANT TO CULTURAL BACKGROUNDS AND IDENTITIES

- ***cultural familiarity***- Campus spaces for students to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences.
- ***culturally relevant knowledge*** - Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.
- ***meaningful cross-cultural engagement*** - Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.
- ***culturally validating environments*** - Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students face.



CULTURAL RESPONSIVENESS

THE EXTENT TO WHICH CAMPUS SUPPORT SYSTEMS EFFECTIVELY RESPOND TO THE NEEDS OF CULTURALLY DIVERSE STUDENT POPULATIONS

- ***collectivist cultural orientations*** - Campuses cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
- ***humanized educational environments*** - Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.
- ***proactive philosophies*** -Philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.
- ***holistic support*** Students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue



THANK YOU

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- <https://www.tru.ca/intercultural.html>



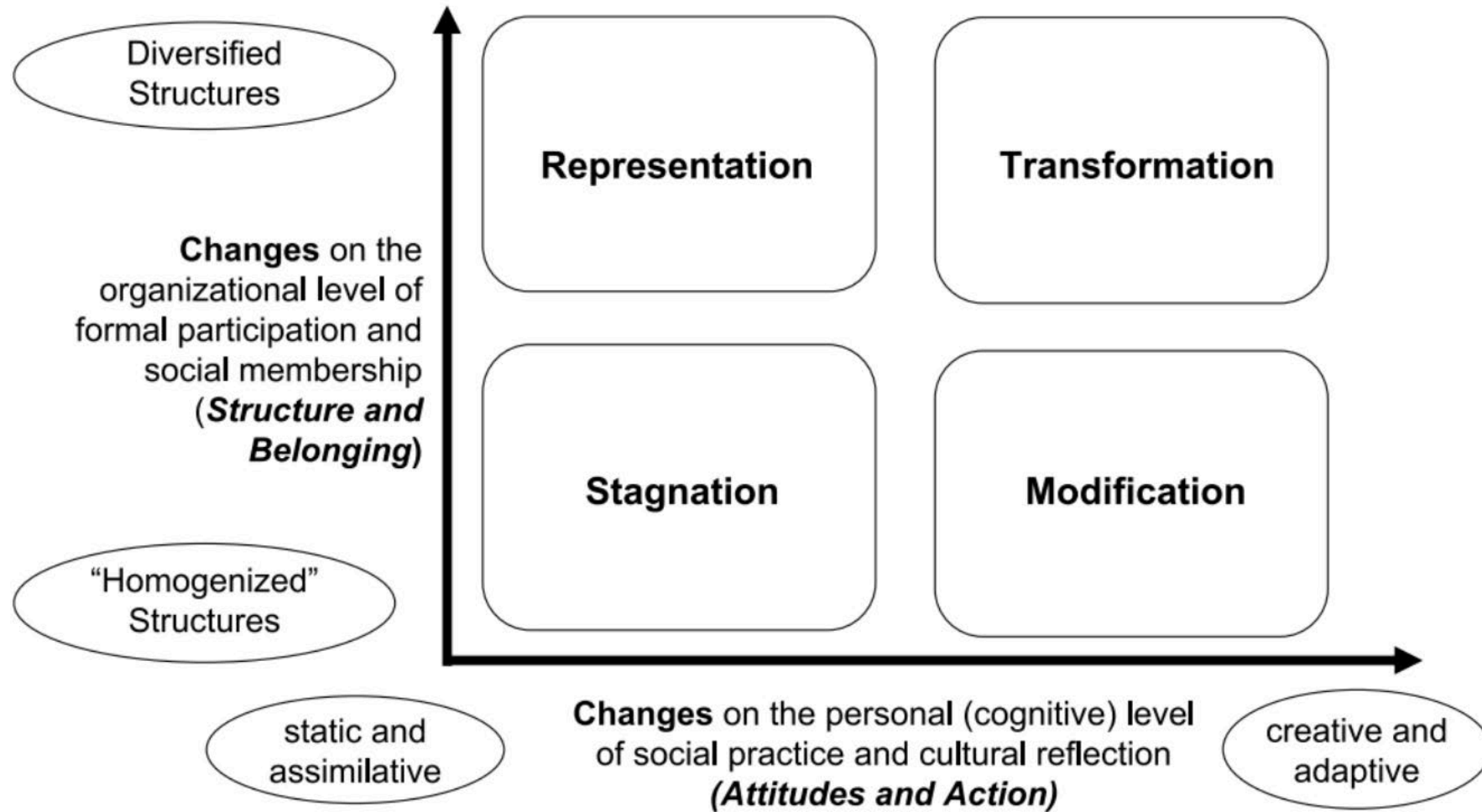


Figure 1. Typology model of intercultural orientations in international higher education.

