



Workshop - Participant's Pack

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Each participant is to bring a completed workbook.

Workshop schedule

Timings (minutes)	Activity
10	Introduction
30	Activity 1.1: Definition and awareness of culture (Exercise A) Participants discuss the concept of culture and compare and contrast their findings.
30	Activity 1.2: Cultural Model: the Iceberg (Exercise B) Participants become aware that there are cultural models that they can apply while working with international teams or while abroad.
40	Activity 2: Other culture and stereotypes (Exercise C) Awareness of how commonly stereotypes can be in specific cultures. Participants will realise that stereotypes are shared within a specific group. Participants understand that there is an insider and an outsider's view about a specific culture (a group of people) that might differ.
20	Activity 3.1 Cultural Dimension (Exercise D) Participants become aware of the challenges of cross-cultural communication by reflecting on exercises they completed on cultural dimensions.
20	Activity 3.2 Individual exercise based on 'awareness of the self and the other' (not in on-line unit; only in the workshop)
35	Activity 3.3 Group exercise on elements of culture, creating a positive culture and social norms (Exercise E).
30	Activity 4.1: Ethnocentrism (Exercise F) Participants become aware of their perception of their own culture. Illustrate one's own awareness of deep-rooted assumptions, ideas and emotions pertaining to their own as well as the other culture(s). Autobiography pairing exercise and feedback.
	Break
30	Activity 4.2: DMIS Model (Exercise G) Groups compare and contrast results & feedback
10	Activity 5.1: Intercultural sensitivity Participants complete a reflective exercise based on the Autobiography
20	Activity 5.2: Critical Incidents Participants are shown resources and contribute to class discussion
10	Activity 6: Instructions on 5 hours post course work
15	Debrief and reflect on the workshop's activities.
Total: 5 hours	



Activity 1.1 Culture Definitions

- Discuss in **groups** how you defined “culture” in Exercise A of your *workbook*?
- Compare and contrast your results.

Reflection:

- Was it easy to come up with one common definition?
- How is this relevant to you at work and when you or others are working in multicultural teams?

Activity 1.2 Cultural Models: The Iceberg

- Discuss in **groups** the meaning of the iceberg model and how you completed Exercise B in the *workbook*.
- Compare and contrast your results.

Reflection:

- Was it easy to allocate various cultural aspects to the iceberg model of culture?
- Do you think this model is useful for describing all cultures or a specific one?
- Do you think that it is an easy model?
- Have you paid attention to examples that can be placed above and below the waterline?
- How is this relevant to you at work and when your students/colleagues are working in multicultural teams?

Activity 2 Other Culture and Stereotypes

- Discuss in **groups** the meaning of stereotypes and how they can influence you/your students' and colleagues behaviour/others by referencing Exercise C your *workbook*.
- Compare and contrast your results.

In the same **groups** discuss:

- the meaning of stereotypes and how they can influence you or others (including students if relevant)
- how this can influence your behaviour and the behaviour of others
- the meaning of the iceberg model and how you completed Exercise B in the *workbook*

Reflection:

- What stereotypes are more common and well known?
- Why can stereotypes have a negative effect and how might they have a positive impact?
- How do other people perceive your cultural background when abroad?
- What is your experience of dealing with stereotypes?
- Are you applying stereotypes when dealing with your students/colleagues?
- How is this relevant to you at work and when your students are working in multicultural teams?



Activity 3 Cultural Dimensions

3.1 In **pairs** compare the main findings from your reflective piece in Exercise D in your *workbook*

3.2 **Individual exercise:** Complete the exercise worksheet at:

<http://archive.ecml.at/mtp2/icopromo/results/Lucru/Files/1%20Awareness%20of%20the%20self%20and%20the%20other/d%20Preferences%202.pdf>

“Awareness of the self and the other”.

Preferences > awareness of your own cultural background when working in multicultural teams.

3.3 Break into **groups**

- Take a look at completed Exercise E in your *workbooks* and compare and contrast results.
- Discuss the 3 points learnt from Exercise E your *workbooks*.

Post-it notes are distributed to groups' members and you are invited to feedback your main learning points on the areas below using the post-it notes provided:

- elements of culture;
- creating a positive culture;
- social norms;

Reflection:

- Was it easy to decide your answers?
- Were there similarities/differences in your group?
- Why is it important not to understand the cultural dimensions in an absolute way?
- How is this relevant to you and your students?
- Why is it important not to just discuss the differences in a multicultural team, but also consider any similarities?
- How is this relevant to you at work and when your students are working in multicultural teams?

Activity 4.1 Ethnocentrism and Ethnorelativism

- Take a look at completed Exercise F in your *workbooks*
- Compare and contrast results.
- Discuss why it is more desirable to move from an ethnocentric to an ethnorelative perspective while referencing Exercise F in your *workbook*.

Activity 4.2 DMIS Model

The **DMIS model** demonstrates perceptions of cultural otherness. With reference to the video on the model:

- Break into **groups** and compare and contrast your views on the DMIS model
- Each group to feedback on their findings.



Reflection:

- Discuss the solutions to Exercise G which you completed in your *workbook* by referencing the link below:
- http://www.albany.edu/ssw/efc/pdf/Module%201_3_Bennett%20Model%20Activity%20Final.pdf
- Do you agree with the six defined stages?
- Is it easy to define the model for immigrants?

Activity 5 Intercultural Awareness Summary

5.1 Autobiography

- Break into **pairs** and take a look at completed Exercise H in your workbook
- Compare and contrast results
- In **pairs** exchange the learning from the encounters you reflected on
- Share your learning with the class.

5.2 Critical incidents are cultural misunderstandings - have a look at the video clips below:

Diversity and culture sensitivity:

<http://www.immi.se/eiw/videos/unit1.html> (Time 2.12 mins)

Appearance and culture sensitivity:

<http://www.immi.se/eiw/videos/unit3.html> (Time 2.53 mins)

Attitude to time and culture sensitivity:

<http://www.immi.se/eiw/videos/unit7.html> (Time 5.09 mins)

- Discuss strategies on how to manage intercultural encounters
- Exchange “critical incidents” examples based on your experiences of working with students/colleagues in the workshop.

Activity 6 Post Course Work

The final part of this learning process is for you the participant to apply your learning to your work and maintain a reflective journal (which can be submitted to the workshop facilitator within your workbooks or through the creation of a blog) as part of this process.

Please to reflect on:

- ‘How does this course make a difference in the way you:
 - interact and communicate with people from another cultural background’?
 - how will this impact on your teaching and learning strategies?
- How can you work on your intercultural development? For example, use students and colleagues as a resource; to understand their perspectives and contrast this with your own.

Structure of reflection

You should have the ability to identify:



- a series of situations which need correction/improvement
- an appropriate response to each situation
- the response should be informed by theory
- the participant should demonstrate how they drew on theory to formulate the response

An example maybe the development of a class-based activity to better integrate International students into a HEI as the participant has become aware that various groups within the class tend to complete tasks together and may not interact with particular students. The activity can encourage students to develop intercultural competencies and sensitivity in their communication with others from various nationalities may give them the confidence to interact more freely. Encouraging a shift from ethnocentrism to ethnorelativism and the application of the DMIS model would be relevant here.

Debrief

- Watch the video and explain how it fits into cultural sensitivity: <https://www.youtube.com/watch?v=z-ne2HEUJcl> (Time 3.00 mins)
- Discuss on how you found the micro-credential
- Please also see additional resources at the end of this document
- Reflect on “concrete” examples of intercultural sensitivity: considering that there are various communication styles and not everyone might share your attitude about time and authority.
- How could you assess validate and consider organisational change for enhancing intercultural conducive learning environment(s).

Learning outcomes

Learning outcomes		During this session, the facilitator will:
By the end of this session, each participant will be able to:		
LO1	Define the concept of culture and how the cultural model of the Iceberg relates to it. What implications has this, for example, to the workplace?	Assess definition and comprehension during Activities 1 and 2
LO2	Identify how stereotypes and ethnocentrism can influence our behaviour	Assess identification of influences during Activities 3 and 4
LO3	Evaluate how useful the application of "cultural dimensions" is participants' lives.	Assess evaluation of discussion during Activity 5
LO4	Apply learning within the workplace	Assess evaluation of learning application in Activity 6
LO5	Developing intercultural attitude (curiosity and willingness to learn): acquire intercultural knowledge (cultural (self-) awareness and cultural knowledge; Intercultural skills (empathy and frame shifting)	Discuss “global responsible citizenship”

Additional resources:

1. Racism: A young guy's experience of racism in Germany:



- Schwarzfahrer: <https://www.youtube.com/watch?v=XFQXcv1k9OM>
2. Government ad on racism: <https://www.youtube.com/watch?v=6yVMik5Mfwk>
 3. Perception: a young Chinese man wants to live in Ireland and learns Irish to find out that almost nobody speaks the language when he moves there
<http://www.youtube.com/watch?v=qA0a62wmd1A>
 4. Anti-racism: a “letter home” from a homesick African in Ireland
<http://www.youtube.com/watch?v=miUKTDMtTXg>
 5. Cultural dimensions: Different attitudes to time and a racist approach:
<http://www.immi.se/eiw/training.html>
 6. ‘Transitions of International Students into Higher Education in Ireland’
<http://www.teachingandlearning.ie/wpcontent/uploads/2017/03/International-Transitions-web-ready.pdf>
 7. ‘Towards a National Digital Skills Framework for Irish Higher Education *All Aboard! Enabling & Empowering Staff & Students to Flourish in the Digital Age*’
<http://www.teachingandlearning.ie/wpcontent/uploads/2016/10/DSFramework2015.pdf>
 8. Pluralism and Diversity Management in Education IJSE-funded published book, Brereton B. Co-Editor (2013) <http://ijse.padovauniversitypress.it/issue/5/>
 9. ‘Teaching Intercultural Competence: Challenges and Opportunities’ Brereton B. Co-author <http://ijse.padovauniversitypress.it/2013/2/9>
 10. Have a look at the ECML PluriMobil exercise:
<http://plurimobil.ecml.at/Portals/37/basic/PluriMobil-lesson-plan-vocational-EN.pdf?timestamp=1457953826334>. Exercise example from lesson plan 2. What is the meaning of this exercise? The facilitator will create “stations”. Each participant receives some information about a specific cultural aspect of the country they are trying to identify. They have to guess the correct countries.
 11. Asante, M.K., Miike, Y. and Yin, J., 2013. *The global intercultural communication reader*. Routledge.
 12. INTERCULTURAL COMPETENCE MODEL (please note that this is a “process”):
From “The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United



States” by Dr. Darla K. Deardorff in Journal of Studies in International Education, Fall 2006, 10, p.241-266 and in The SAGE Handbook of Intercultural Competence, 2009 (Thousand Oaks: Sage).

Source:

https://www.nafsa.org/_/File/_/theory_connections_intercultural_competence.pdf