



Teaching Interculturality at James Madison College:

A Practical Workshop

Interdisciplinary Inquiry and Teaching Fellowship, JMC

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ABSTRACT

With the growing number of international students on campus, we must ask ourselves: do we meet them half way in terms of cultural exchanges? In the first part of this workshop, I will briefly walk you through WHY interculturality matters in a classroom. In the second part, we will take a look at concrete activities that I developed as part of my Interdisciplinary Inquiry and Teaching (IIT) fellowship at James Madison College. You will have a chance to interact with the activities and critique their usefulness in your particular context. I am interested in hearing your voices in terms of classroom inclusivity and the applicability of those activities in your current courses.

WHY SHOULD WE CARE?

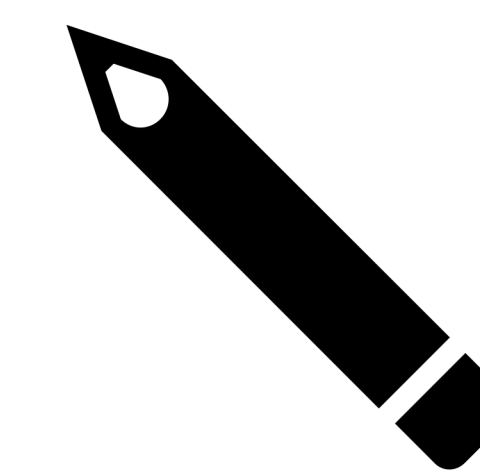
- ✓ Numbers don't lie > 1,094,729 international students > U.S. > 2017/2018 (Open Doors, 2018)
- ✓ Cultural (mis)representations (Holliday, Kullman, & Hyde, 2017)
- ✓ Culturism & culturist language (Holliday et al., 2017)
- ✓ Intercultural competence models (Byram, 1997; Deardorff, 2009; Dervin, 2016)

- ✓ Chinese students > Long-standing stereotypes (Shi, 2006)
- ✓ We are conscious human beings and recognize the need for constant professional and personal development.

WHAT'S INTERCULTURALITY IN TEACHING AND LEARNING ALL ABOUT?

- ✓ Intersects with democratic citizenship, human rights education, conflict transformation and global education
- ✓ Has the potential for social transformation
- ✓ Values diversity and promotes a world view that diversity is rooted in equality
- ✓ Is about multiperspectivity
- ✓ Stands against discrimination and other forms of intolerance and social injustice
- ✓ Offers an alternative to multiculturalism
- ✓ Promotes equal opportunities and active participation by giving everyone a voice
- ✓ Takes into account the political and structural implications of everyday life

CATEGORIES & ACTIVITIES:



1. What makes "ME"

- ❖ Family tree
- ❖ Home
- ❖ Family life

2. Culture matters

- ❖ Artifacts
- ❖ Cultural statements
- ❖ Observing & Interpreting
- ❖ Short readings
- ❖ Supermarket Psychology
- ❖ Newspapers speak
- ❖ Political debate

3. Communication in action

- ❖ Defending your beliefs
- ❖ Empathy
- ❖ Intercultural interviews
- ❖ Intercultural skits
- ❖ Mediating & Resolving conflict
- ❖ Nonverbal interviews
- ❖ The art of gestures

4. The way I see it

- ❖ Picture Drawing
- ❖ Stereotypes
- ❖ The song reminds me of...
- ❖ Adverts speak...
- ❖ What is beauty?

5. Here & There

- ❖ Country Talks
- ❖ Cultural Adjustments
- ❖ Local Community Field Survey

- ❖ The First Days
- ❖ International Heroes
- ❖ Us & Them
- ❖ Breaking the Cultural Ice
- ❖ **6. Lessons Learned**
- ❖ Now I know...
- ❖ The Next Chapter
- ❖ Transitions



ACTIVITY ASSESSMENT TEMPLATE:

Your subject area:	
Activity Assessment 	I fully understand the goal and would use it in my class.
	I understand the goal somewhat and might use it in my class.
	I am struggling to understand the goal and won't use it in my class.
	I fully understand the goal but won't use it in my class because...
	Pros <input checked="" type="checkbox"/>
	Cons <input checked="" type="checkbox"/>
	Suggestions for improvement:
ACTIVITY'S NAME	

Thank you

