Developing Teacher Support Programs for Intercultural Competence

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Climate

1) Choose an area in which you think you have more expertise.
2) Choose one area in which you feel your institution is lacking.

Log on to Kahoot.it

Four options:
- Teacher training
- Digital Exchanges
- Support
- Documentation/Impact measurement
Deliverables

- A comprehensive model for COIL using interdisciplinary integration and organizational partnership as a support method for connectivity, for the enhancement of intercultural competencies.

- Insight into reflective and qualitative results from using the “Connected Multicultural Learning” pilot model.

- Practical activities to develop projects and planning structures.
Connective Multicultural Learning
CML is a teaching strategy that encourages professors to use social networks as a platform for the creation of cross-cultural projects between professors and students from different educational institutions, thus generating multicultural learning.
Student Exposure

Have Never Engaged In Digital Exchange: 87%

Have Never Used Social Media For Academic Purposes: 64%
Organization

❖ Distinctive facilitation process and support

❖ Meets students individualized needs

❖ Utilizes latest digital technology and social media
Reach

786 Students

18 Mexican Teachers

17 Intl. Teachers

Age Range

90%
10%

Mexico

Taiwan

USA

Switzerland

Italy

Uganda

South Korea
Program

1. TEACHER TRAINING
   (PrepaTec)

2. DIGITAL EXCHANGES
   (KMW)

3. SUPPORT
   (PrepaTec/KMW)

4. DOCUMENTATION
   (KMW)

5. IMPACT MEASUREMENT
   (PrepaTec/KMW)
Teacher Training

- 3 digital courses:
  - 1) IT tools for education: 15 hours
  - 2) Intercultural sensitivity: 30 hours
  - 3) Connective Multicultural Learning: 15 hours
- Requirements: participate in two exchanges over two semesters.
- End Result: Global Learning Certificate
KMW Exchanges

- Matched 18 teachers per semester
- Facilitated one to one and multiple participant exchanges
- Multi-generational and developmental levels
- Focus on Social, Emotional, Cultural and Academic strategies
- Customized Project Development
Exchange Support

- CML & KMW Program Directors in constant communication
- Goal orientation
- Weekly check-in with participants
- Developed timelines and interdisciplinary project plans
- Relationship building
- Intercultural Communication
- Institutional support at Tec de Monterrey
Documentation

- Use of the latest technology and social media platforms.
- Schoology platform for documentation
- Gamification
- Digital Portfolio
- KMW shares content on the web.
Poverty: 11th Grade

Mexico & USA

The food desert website made me realize that there is not a sufficient amount of healthy options based on the population density in my community. This is a major issue that some people fail to recognize. While working on the food desert, I started to become cautious of what I was consuming. I was watching the foods that I ate and the main liquid I was consuming has been water. I realized that there are many fast food restaurants in my community. Because of this, many people will often eat fast food restaurants. One of the reasons why people will eat at fast food restaurants is because they may be too tired to prepare food for themselves. Another thing that I realized is that people who eat at fast food restaurants is the fact that they are cheap. This reminded me of how my family can be, especially with a busy schedule. In the Skype video, we talked about how Michelle Obama has put in effort to improve our school lunches. Over the past four years, I have noticed how my usual school lunch tray has changed. This is from always having fries as a side to my lunch to having a vegetable as a side to my lunch. Also, in the video we talked about one of the main issues of the school is growing fresh food outside of the school with the hope of it being served to many people. Along with the issue of food deserts, we talked about social issues in Maryland, with the main one being about racial profiling. I have noticed that many people will get judged initially based on their looks. Usually for minorities, there will be a negative connotation that comes along with it. I try to act in a way so that I will not be put in that category. This makes me believe that I need to think ten times smarter before I speak.

The Otomi people made me realize that because you are small, that there is a great chance that you will not be treated with respect. I find this troubling because this is one of the reasons why a language can die. When a language dies, a piece of history in the world is gone forever. It made me concerned about my tribal language in Nigeria. I would not be happy if it disappears because it was treated with no respect. For the Otomi people, they have often been discriminated on. In order for the Otomi people to get past discrimination, they need to become a part of a whole community. I think that for the Otomi people to get a good job in Mexico because they cannot speak Spanish. This is similar to the United States as it is often difficult to get a good job if a person cannot speak English. In the chat, it was discussed how the Otomi people can adapt with Mexico by celebrating their traditions along with Mexican traditions. This is so that the Otomi can keep their sense of identity while becoming connected with other people. It is often difficult for a larger population to adapt to a smaller population. In the video about the Otomi people, it struck me when I saw that they would often have to sleep in the streets. The first thing that came to my head was the way homeless people get treated in America. It is difficult for them to have a nice living. Otomi people are abused because of the activities they need for survival. Otomi people need to be provided with more opportunities so they can live a better life. Along with discussing about the Otomi people, we talked about other issues in Mexico. One interesting thing that I have noticed is that gang members usually have tattoos. This impacted me because I usually have a negative initial reaction whenever I see someone with a sleeve of tattoos around their body. I learned that Mexico has issues with profiling just as America does.

Overall, this experience has taught me a lot about my community and issues that need to be taken more seriously. More awareness needs to be raised on how their needs to be more availability of healthier options. For me personally, I will have a healthier diet. Also, indigenous groups need to have better respect from others. They are people just like everybody else. I learned that I can gain valuable information from these people. I have learned that I am more privileged than I originally thought I was. I need to be thankful for what I have and I cannot take what I have for granted, because it can be gone at any moment.
Quotes

What new understanding or awareness did you come to about the other country and culture?
“The fact that our countries face some of the same issues was interesting. Some of these issues included the fact that individuals have to face discrimination. The main difference between discrimination in North America and Mexico is the fact that there is discrimination that leans more towards the type of clothing that people wear in Mexico. Discrimination in North America leans more towards skin color.” -Mexico/Student

What new understanding or awareness did you come to about yourself through this experience?
“That I want to do this my whole life, talking to new people and learning from other cultures.” -Mexico/Student

“I found out that I am actually very closed and not worldly. There are so many things out there that I don’t know about!!!” -USA/Student

What did you find most interesting about this exchange?
“The mere fact that we were able to communicate with people through the internet and I feel as though this experience has helped me comprehend the Spanish culture and language.” -Taiwan/Student

What did you find most challenging about this exchange?
“Attitude from professors, because if one of them did not have commitment this will crash.” -South Korea/Student
Impact measurement

94% Positive rating among students

94% Positive Rating Among Students
Idea Share

1. Participants break into small groups based on Kahoot.it responses.
2. Each group is assigned a color to represent their area of expertise.
3. Groups brainstorm for 15 minutes and list 1 idea/method per Post-it.
4. Each group is called to front to present their ideas.
5. Groups stick Post-it’s on the whiteboard under appropriate category.
6. Facilitators organize posts into a digital graphic organizer to be shared as best practices for the group.

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