



EDUCATION INDUSTRY BRIEFING

INTERCULTURAL LEARNING AND DEVELOPMENT SERVICES

Purpose

To outline the business case for targeted and cost effective intercultural learning and development programs for teachers / lecturers to:

- Build effective teaching and lecturing practices
- Increase satisfaction and retention, and
- Improve learning and student engagement.

Background

- Australia's culturally diverse student population
 - Culturally and linguistically diverse background
 - Over 130 languages / 179 countries represented
- Supports Institutions' Internationalisation strategy
- Builds teaching and lecturing quality
- Improves relationships with business community
- Increases opportunity for teamwork, problem solving and innovation
- Increases learner engagement and competency development.

Internationalisation of Education

Internationalisation in higher education in terms of its desired or intended effects as defined by Knight (2003) states "*the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post secondary education*".

Teachers, customer services staff, international/bicultural students, government and the market are part of the success of the Internationalisation of higher education.

CultureResourcecentre bridges the educational institutes' stated objectives and the actual teaching and learning practice. In this industry brief we focus on teachers and lecturers who teach culturally diverse classrooms.

Research

Over the past 2 years we have assessed close to 100 teachers who participated in our training workshops for a range of educational institutes via our Training Needs Analysis (TNA) tool. The results show the following:

Areas where you as a teacher have faced cultural challenges while teaching students from cultural diverse backgrounds:

Classroom participation	89%
Intercultural Communication	71%
Feedback	64%
Assignments	60%
Accountability	40%
Respect	36%
Conflict	32%
Time Concerns	25%
Trust	17%

COMMENT BOX

Feedback from Teachers / Lecturers

What participants say about program:

- All our facilities need to attend this training course (including top level manager)
- Great presenter, best staff development I have been to for ages and so relevant in our new cultural teaching profession
- Very relevant and excellent information - very useful in my future career
- I enjoyed the workshop – very enjoyable, insightful and thought provoking
- Really very good and helpful - given me a place to start and a good direction
- Encourage all teachers in the section to participate in this program
- Great to hear of and share other teacher experiences.

COMMENT BOX

Examples from Teachers / Lecturers

Selected challenges as identified by participants:

- Miscommunication without knowing – thinking message is clear when it is not
- Uncertain how to best encourage students to participate: sometimes can be very quiet and I am conscious that they are not involved but don't want to make them feel uncomfortable
- Most students from Asian background are passive and it is hard to know whether they understand or not until exam time
- Middle Eastern students sometimes try and dominate discussions
- Typically many non-English students take time to adjust to more egalitarian teaching style practices in most classrooms
- Developing rapport is difficult, students who feel it is inappropriate to be critical or have a negative response
- Female Islamic students not being assertive in taking up activities
- Unfamiliar with the idea of learning from other students
- Individuals feeling reticent to make errors of pronunciation in front of other cultures
- Students miscomprehension of the conceptual and task requirements
- Rudeness and lack of respect from male students of particular cultures
- Rubber time, island time and being flexible with time - no acknowledgement of lateness in class or overdue assignments
- Unfamiliarity with the idea of feedback, some don't understand it but don't seek clarification
- Developing awareness that the students know they are also accountable for their own work
- Some students don't see problems associated with plagiarism
- Want to be hand fed information – personal tuition
- Dealing with students who are unhappy with their results



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Interventions

- On-line Training Needs Analysis to identify specific challenges, concerns and experience;
- Customised learning outcomes developed for each target group;
- Training to increase knowledge to map and negotiate the cultural differences;
- Training to enhance specific cultural skills for bridging the cultural gaps;
- Workshops to develop expertise in teaching and engaging culturally diverse classrooms;
- Training Feedback Analysis to identify key learning's, and application areas in the teaching / lecturing practice.

Outcome of Training Workshops

Process for Mapping, Bridging and Integrating

With help of enhanced cultural awareness and understanding, participants develop the competence and ability to map, bridge and integrate cultural differences while working with culturally diverse classrooms.

Practices for Culturally Diverse Classrooms:

Participants discuss, explore and refine teaching / lecturing practices to effectively manage the challenges of culturally diverse classrooms.

Culturally Intelligent (CQ) practices deal with the following areas:

- » Advance Preparations
- » Designing Course Materials
- » Encouraging Inclusive Practices
- » Delivery in the Classroom
- » Assessment

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COMMENT BOX

Recommendations from Teachers / Lecturers How to apply the learning as indicated by participants in Training Feedback Analysis:

- Apply cultural toolbox concepts, use the teaching practices and observe communication techniques
- Apply skills and acquired knowledge for class preparation and cooperation
- Recognise communication styles and preferences of students and use to appropriate communication techniques
- Share know-how with my team, reflect on course materials when preparing for and delivering courses, and take more time to assess student context
- Reviewing delivery strategies and assessments to cater for all cultural types rather than based on my values set
- Try to identify diverse cultural background and be aware of differing behaviour
- Look at my teaching style, course materials and assessment events
- Be more flexible in future planning by being more understanding to cultural needs e.g. deferring assessment tasks until after Ramadan
- Implement various behavioural strategies to assist in better management and student discipline matters
- Primarily with organising and preparing classroom delivery such as groups (both formal & informal) for discussion and or assessments in class
- Be aware of how my personal preference impact on teaching: identify different cultural behavior in classes and vary teaching delivery
- Take more time at the start of the lesson to explain very clearly what the students needs to do and complete
- Be able to look, identify, plan, deliver and assess and evaluate effectiveness using tools learnt from this topic
- Daily in my class and assist in asking the right questions
- Strive to understand better inclusive teaching practices, giving insights to other teachers by way of explaining, developing cultural competence.