Module #5

MODULE TITLE: Developing intercultural communication and awareness of the diversity of learners

Partner's organization name: SVEB/FSEA
Name and Surname of the Author/s: Caroline Meier and Annika Ribordy

Module Title	Developing intercultural communication and awareness of the diversity of learners in adult education context

	EQF LEVEL 6
Module relevance to EQF LEVEL	This module refers to advanced knowledge of the field of adult education, involving anintercultural awareness and an understanding of cultural complexities and diversity of our current times, from a variety of conceptual, disciplinary and professional perspectives. It invites participants to consider what these complexities might mean for individuals in a variety of contexts and also to develop further their own intercultural awareness and skillsasadult educator.

	Module aims	Structure and content of the module
Module Description	This module aims: 1. To provide basics theories concerning the diversity of cultural mindsets, the impact of culture on communication and the development of intercultural sensitivity in adult education settings. 2. Toprovide useful practical examples of intercultural communication and tools to manage difficult situations in a learning environment/process.	In this module, the adult educator is asked to question its vision and understanding of interculturality. We refer to theories and models as a framework to help the adult educator to know the diversity of cultural mindsets and its impact on learning process. Here a 4 chapters? (1) Interculturality in an adult education context; (2) Various conception of learning in relation with culture (3) Development of communication skills in a intercultural context; (4) Self-analysis and reflection on values and attitudes

Module Entry Level	Participants are normally expected to have a good grasp of theoretical aspects of adult education and learning. They are also expected to be active in their field with a minimum of 50 teaching hours in adult education programmes.

Module Duration	The suggested duration of the module is **20 teaching hours**(1 teaching hour = 45 minutes). The suggested time frame can be organised as follows: − **3hours session**will coverthe different aspects of intercultural theories − **3hours session**will coverthe different communication styles across different cultures? (divide = fossé) − **4hours session**will coverthe social norms and customs in different cultures and common "rules" of non-verbal communication − **7hourssession**will cover issues that relate to the effectiveness of adult educators communication in critical learning situations and provide tools to improve the participant's skills − **3hours** will cover **ad-hoc activities** to evaluate learners' performance in this module.The time frame may be altered depending on the level of readiness by the participants as well as their previous knowledge of adult learning theories.

Module Optional Supplementary Information	Adults educators should promote empathy, dialogue and understanding of the various contextsinfluencing the learning process

Module Learning Objective Title	Demonstrating skills in intercultural communication in order to facilitate learning in a intercultural context

	Knowledge	Skills	Competences
Expected learning outcomes – Knowled	With the completion of this module participants will be in position to: 1. Refer to different aspects of intercultural theories	With the completion of this module participants will be in position to: 5. Adapt their communication	With the completion of this module participants will be in position to: 6. Interpret non-verbal

	2. Understand different communication styles across different cultures 3. Understand the social norms and customs in different cultures; 4. Understand common "rules" of non-verbal communication in different relationships	style for working with diverse groups of participants	communication in different cultures 7. Practicing empathy tolerance when working with diverse groups

	Suggested learning and/or instructional material	Alignment to Expected Learning Outcomes
Suggested learning/instructional Material	1. Hidalgo, N. 1993. Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom. New York: Routledge.	**Suggested material #1** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to different aspects of intercultural theories)
	2. Yun Kim, Y. Grundykunst W. (XXXX). Theories in intercultural Communication. California State University, Fullerton, USA, California State University, USA, California State University, Fullerton, USA	**Suggested material #2** is selected in order to facilitate learners to achieve the learning outcome #2 (Understand different communication styles acrossdifferent cultures)
	3. Mezirow, J., Ed. (2000a). Learning as transformation: Critical perspectives on a theory in progress. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.	**Suggested material #3** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication)#5 (Adapt communication style) #5 (Adapt communication style) and #6 (Interpret non-verbal communication) #7(Practicing empathy and tolerance when working with diverse groups).
	4. Mezirow, J. (2000b). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow & Associates, Learning as transformation(pp.3-33). San Francisco: Jossey-Bass.	**Suggested material #4** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication)#5 (Adapt communication style) #5 (Adapt communication style) and #6 (Interpret non-verbal communication) #7(Practicing empathy and tolerance when working with diverse groups).
	5. R. Lind (Ed.) (2013). *Race/Gender/Media: Considering Diversity Across Audiences, Content, and Producers.* 3rd edition. Boston: Allyn & Bacon.	**Suggested material #5** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication)#5 (Adapt communication style) #5 (Adapt communication style) and #6 (Interpret non-verbal communication) #7(Practicing empathy and tolerance when working with diverse groups).
	6.http://www.edchange.org/multicultural/index.html	**Suggested material #6** is a website with training activities
Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe	**Suggested teaching method or technique (to be utilised individually or in combinations)**	**Relevance to learning/instructional material and alignment to Expected Learning Outcomes**
	1. **Presentationthrough multimedia**is employed to highlight the most important theories and approaches to adult learning.	**Presentationthrough multimedia**is selected as it is compatible to learning material #1, #2, #3 and #4 in order to facilitate learners to achieve learning outcomes #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication). Multimedia methods of presentation include slide shows, movies, and PowerPoint presentations. When creating presentations, it's important to keep notes concise and to the point while including interesting and relevant images. If done well, a presentation can be very interesting and effective for learner learning. Movies present their own set of problems and concerns but can be extremely

		effective when teaching certain subjects.
	2. **Lecture** is employed to explain and analyse in more detail historical aspects on theories and approaches to adult learning.	**Lecture** is selected as it is compatible to learning material #1, #2, #3 and #4 in order to facilitate learners to achieve learning outcomes #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication). Lectures are instructor-centered forms of instruction that often get a bad rap. However, it is important to realize that lectures come in many different forms, some more effective than others. The least effective form of lecture involves a educator reading from notes or the text. Learners quickly lose interest and typically little is learned from the experience. However, dynamic educators often lecture in a more free form manner, including learners and providing humorous or insightful information throughout. The third form of lecture includes multimedia. For example, an art history educator might show images and lecture on individual elements of paintings.
	3. **Group brainstorming** is employed to motivate learners respond to issues that relate to the structure and scope of adult learning theories and models as well as to extract ideas regarding critical views on certain adult learning theories and their implication to practice.	**Group brainstorming** is selected as it is compatible to learning material #1, #2, #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #5(Adapt communication style) #6 (Interpret non-verbal communication) and #7(Practicing empathy and tolerance when working with diverse groups)) Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore solutions further, using conventional approaches. You can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. You can develop ideas in greater depth with group brainstorming than you can with individual brainstorming. Another advantage of group brainstorming is that it helps everyone feel that they've contributed to the solution, and it reminds people that others have creative ideas to offer. It's also fun, so it can be great for team building. Group brainstorming can be risky for individuals. Unusual suggestions may appear to lack value at first sight – this is where you need to chair sessions tightly, so that the group doesn't crush these ideas and stifle creativity. Where possible, participants should come from a wide range of disciplines. This cross-section of experience can make the session more creative. However, don't make the group too big: as with other types of teamwork, groups of five to seven people are usually most effective.
	4. **Icebreaker** is employed to develop group dynamics in order to respond to issues that relate to the implication and effectiveness of adult learning theories.	Ice breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. If such a session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators, and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome. But have you ever been to an event when the ice breaker session went badly? Just as a great session can smooth the way for a great event, so a bad session can be a recipe for disaster. A bad session is at best simply a waste of time, or worse an embarrassment for everyone involved. As a facilitator, the secret of a

		successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is appropriate and comfortable for everyone involved.
	5. **Whole group discussion** is employed to assist learners with responding to possible challenges in implicating and applying certain learning theories and models into practice.	**Whole group discussion**is selected as it is compatible to learning material #2, #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #5 (Adapt communication style) #6 (Interpret non-verbal communication) and #7(Practicing empathy and tolerance when working with diverse groups). In a whole group discussion, the instructor and the learners share the focus of the lesson. Typically a educator presents information through questions and answers, ensuring that the learners are involved in learning. Educators can retain control while checking on learner learning throughout the lesson.
	6. **Small group discussions** is employed to assist learners with responding to possible challenges in implicating and applying certain learning theories and models into practice.	**Small group discussions**is selected as it is compatible to learning as it is compatible to learning material #2, #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #5 (Adapt communication style) #6 (Interpret non-verbal communication) and #7(Practicing empathy and tolerance when working with diverse groups). This is a more complicated form of discussion. The educator breaks the class up into small groups and provides them with talking points that they must discuss. The educator then walks around the room, checking on the information being shared and ensuring participation by all within the group. An example of when this method of discussion would work well would be when learners have read a novel and are sharing information based on questions posed by the instructor. However, the educator must have a good handle onclassroom management to ensure that the discussion groups stay on topic.

ACTIVITY #1→Inclusion or exclusion from the learning process (40 minutes)

Activity Objectives	1. Share experiences as students, exploring different ways people are made to feel "included" in and "excluded" from the learning process 2. Report the range of learning styles and needs in any group of people 3. Show the importance of reflective practice and understanding one's own socialization 4. show the power teachers have through both implicit and explicit actions
Additional objectives	

Time	Content Focus	Method/Task
2 Minutes	**Preparation** • Form small groups of 4 -6 people	
5Minutes	**Instructions** • Ask participants to do a five-minute free write based on two prompts: (1) Recall a time from your own schooling when you felt especially included, engaged, appreciated, and validated in the learning process; and (2) Recall a situation when you felt especially excluded, alienated, and invalidated from the learning process.	− Brief orientation − Working individually
15 Minutes	**Participation in group discussion** • In their small groups, ask participants to share the parts of their stories they feel comfortable sharing. Once everybody has shared both stores, ask them to reflect upon the similarities and differences in their stories. • Each group prepare brief notes about both categories of the stories ((What makes	− Small group interaction − Brainstorming

	students feel included? What makes them feel excluded?)	
15 Minutes	**Return in big group** • Each group presents the result of the discussion	− Identify similarities among the situations, which ways to include or exclude
3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation formdistributed and filled by participants

ACTIVITY #2→Understanding the Depth and Breadth of "Multicultural" (40 minutes)

Activity Objectives	1. To engage students in a process of defining "culture" and examining its complexities. Often, especially in a class about multiculturalism or diversity, "culture" becomes synonymous with "race" or "ethnicity." 2. To reveals the limitations of such a conceptualization and challenges, the assumptions often made by educators about what students identify as the important strands of the "cultural" in "multicultural."
Additional objectives	

Time	Content Focus	Method/Task
2 Minutes	**Overview** • Defining the activity	− a chalkboard or large sheet of paper Make sure your students or workshop participants are positioned such asthey can all see the chalkboard or paper.
15 Minutes	**Defining Multicultural** • Start by underlining the prefix "multi" and asking participants what this prefix means. • Move on to "-cultural." What does this term mean? • Prod?? participants to think more deeply about how they define their cultures.	− Brief orientation − Working as a panel
15 Minutes	**Categorizing list items** • The next step is to divide the items into categories, which will make the final step of the exercise much easier. Indicate this intention to the group, and mention that you will be using Nitza Hidalgo's "three levels of culture." • Write short definitions for these levels on the board or sheet of paper you used to record the dimensions of culture.	− Hidalgo, N. 1993. Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom. New York: Routledge. o the Concrete: This is the most visible and tangible level of culture, and includes the most surface-level dimensions such as clothes, music, food, games, and so on. These aspects of culture are often those which provide the focus for multicultural "festivals" or "celebrations." o the Behavioral: This level of culture clarifies how we define our social roles, the language we speak, and our approaches to nonverbal communication. The Behavioral level *reflects* our values. Aspects to be listed in this category include language, gender roles, family structure, political affiliation, and other

		items that situation us organizationally in society.
		o the Symbolic: This level of culture includes our values and beliefs. It can be abstract, but it is most often the most important level in terms of how individuals define themselves. It includes value systems, customs, spirituality, religion, worldview, beliefs, mores, and so on.
5 Minutes	**Consistency in Conceptualization** • Facilitate a discussion about relatedness, importance, and the consistency of how individuals define themselves and others.	−
3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation formdistributed and filled by participants

ACTIVITY #3→Multicultural Problem Solving: Case Studies(45 minutes)

Activity Objectives	1.engage participants in a process of collaborative problem-solving around multicultural related issues through the use of case studies 2.develop an understanding of the necessity to include a variety of voices and perspectives in order to successfully address issues that arise around race, gender, class, sexual orientation, or any other identity dimension.
Additional objectives	

Time	Content Focus	Method/Task
2 Minutes	**Preparation** • Form small groups of 4 -6 people	
10 Minutes	**Instructions** • Ask participants to do a five-minute free write based on two prompts: (1) Recall a diffcult leaning situation dealing with multiculturality; and (2) explain which strategy was used to dealt with it	− Brief orientation − Working individually
15 Minutes	**Participation in group discussion** • In their small groups, ask participants to share their stories • Each group prepare brief notes about the strategy used to deal with the problem	− Small group interaction − Brainstorming
15 Minutes	**Return in big group** • Each group presents the result of the discussion	− Identify strategies − Share experiences
3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation formdistributed and filled by participants

Evidence requirements	Suggested evidence requirement	Alignment to Expected Learning Outcomes
	1. **Case study:** All participants will produce a case study(max. 1000 words or 3 pages) explaining a difficult leaning situation in a multicultural context in order to review	**Case study** is aligned to all expected learning outcomes of this module #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal

	Suggested assessment and/or evaluation method	Alignment to Expected Learning Outcomes
	individual learning.	communication)#5 (Adapt communication style) and #6 (Interpret non-verbal communication) #7(Practicing empathy and tolerance when working with diverse groups)
Suggested Assessment or Evaluation method/s	**Suggested assessment and/or evaluation method**	**Alignment to Expected Learning Outcomes**
	1. **Self-reflection** 2. **Peer-reflection** 3. **Checks for Understanding**	**Self-reflection and Peer-reflection methods are selected in relation to** learning outcomes#5 (Adapt communication style) and #6 (Interpret non-verbal communication) #7(Practicing empathy and tolerance when working with diverse groups)) **Checks for Understanding**is selected here because it is better aligned with learning outcomes #1 (Refer to theories concerning multicultural communication), #2 (communication styles), #3 (social norms), #4 (non-verbal communication)