

## BAA Course Proposal – Global and Intercultural Experience

### Board/Authority Authorized Course Framework

<b>District Name:</b> Greater Victoria School District No. 61		<b>Date of submission:</b> June 6, 2016
<b>Course developed by:</b> Global and Intercultural Focus Program Working Group	MyEd BC course code: YSSC-2CX--	<b>Date developed:</b> Jan – May 2016
<b>School name:</b> N/A <b>International Student Program</b>	<b>Administrator’s name:</b>	<b>Number of hours of Instruction:</b> 100 hours
<b>Course name:</b> Global and Intercultural Experience	<b>Grade Level:</b> 12	<b>Number of credits:</b> 4

#### Course Synopsis:

***This course is designed for students in grade 10-12 and would typically be taken after the completion of Global and Intercultural Studies 12.***

***It is intended that this Global and Intercultural Experience course will position students to derive the maximum educational benefit from whatever real-world intercultural experience the student has chosen to comprise their applied learning component of the Global and Intercultural Focus Program (GIFP). It will not always be possible to align the course with every student’s intercultural experience, but this is the intended design to garner the most benefit from the reflective process).***

This course will expand upon and apply the concepts introduced in the *Global and Intercultural Studies 12* course, while focusing on experiential learning. The goals of the course are to assist students in: adapting to the global community; acquiring a knowledge and skill-set transferable to both domestic and international environments; and integrating their existing life skills and knowledge to the future living, studying and working environments they will face.

Through the practicum experience, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

A critical component of the course is the opportunity for students to apply their knowledge and skills through direct experience either locally or abroad. The idea of learning through our experiences has a long standing tradition in education, dating back to Aristotle in Ancient Greece, and as an integral component of indigenous ways of knowing and learning. David A. Kolb states that experiential learning is a “continuing inquiry into the nature of experience and the process of learning from it” (Kolb, 2015, p. xviii). A facilitated reflection process encourages students to become more self-aware of their own cultures, values, and communication styles, and the impact these influences can have on their perception and negotiation of intercultural relations. After making these connections, students will be

able to carry their learning process into future experiences and intercultural contexts.

### **Rationale for offering the course:**

Today's increasingly interconnected and interdependent global society demands that students develop a much more sophisticated global awareness and understanding than previous generations of students. As the 'global' is arguably now the 'local', the importance of intercultural competence has become paramount. Active, socially responsible citizenship in multicultural and diverse domestic environments requires that students develop an appreciation of the diversity of cultures, and gain skills that will help them become more culturally sensitive and aware. This process requires students to learn about other areas of the world, as well as to engage in a reflective process in which they examine the ways in which their own cultures influence their worldviews and perceptions of other people and cultures. While it is important to learn much about political and economic interactions of nation states and global organizations, being interculturally competent also includes the necessity to possess tools to understand the cultures of the people living in those nation states.

Further, the continuous change and evolution of cultures and environments requires that students have the flexibility to adapt and to determine which new skills will be required for increasingly diverse contexts. The ability to incorporate differing values, perspectives and opinions in one's decision-making and critical and creative thinking leads to a higher functioning society, one that is better apt to compete within a global knowledge economy as well as thoughtfully address societal and environmental issues. Finally, such learning complements the core competencies identified by the Ministry of Education, namely Communication, Thinking and Personal and Social.

*"Experience plus reflection equals Learning"* John Dewey (1938)

The course is built on the premise that through direct experience combined with critical reflection students can deepen and personalize their learning. It is proposed that active engagement within a global or intercultural cultural context will lead to a meaningful process of discovery for students. As the exploration of personal identity and cultural awareness are an introspective and transformative process, the results of the learning experience is internalized and forms the basis for future experience and learning.

### **Organizational Structure:**

\*There is flexibility in how these units are ordered, given that different intercultural experiences (e.g., study abroad, hosting a homestay student, etc.) will follow different timelines. Ideally, the course is taken as the experience is happening so students can work through the units applying them to their experience and engaging in sharing and discussion with their classmates who may have selected a different experience.

#### **A. EXPERIENTIAL LEARNING CYCLE**

15 hours

##### **1. The Experiential Learning Cycle**

2. Understanding Ourselves: The Reflective Process
3. Reflective Writing & Journaling

Learning outcomes	<ul style="list-style-type: none"> <li>• Gain a familiarity with Kolb’s experiential learning cycle and be able to identify the different steps in the process</li> <li>• Understand role of experiential learning in Indigenous worldviews, perspectives and ways of knowing.</li> <li>• Understand the purpose and the importance of the reflective process in enhancing experiential learning.</li> <li>• Identify dispositions and ways of being that will enhance and deepen the reflective process</li> <li>• Identify different ways that meaningful reflection can occur – writing, journaling, blogging, etc.</li> <li>• Understand principles and criteria of reflective writing</li> </ul>
Suggested Instructional Strategies	<ul style="list-style-type: none"> <li>• Use Kolb’s experiential cycle to analyse and debrief an important memory or event in student’s life</li> <li>• Elder visit to discuss experiential learning</li> <li>• Guest speakers</li> <li>• Journal entry/writing of family history</li> <li>• Mini field experience to local location that is ‘foreign’ or a new cultural experience (visit to place of worship, new cultural location, etc.)</li> <li>• Reflective writing exercise (blog, journal, tape recording)</li> <li>• Peer review of reflective writing examples</li> <li>• Personal memoir readings and analysis</li> </ul>

## B. GEOGRAPHIC AREA/CULTURE FOCUS

20 hours

1. Identify region or culture focus
2. Research, set goals and anticipate challenges
3. Practice: Tools and adaptation techniques

Learning outcomes	<ul style="list-style-type: none"> <li>• Identify helpful resources that will help student gain background knowledge and information about their region or cultural focus</li> <li>• Understand how physical geographic factors have influenced the development of culture in their area of choice</li> <li>• Understand historical and current challenges and issues facing the region or culture of choice</li> <li>• Identify potential skills and tools that will be required to be culturally sensitive in this environment/with this group of people</li> <li>• Identify and articulate personal challenges that student may encounter in this intercultural context or setting.</li> </ul>
Suggested Instructional Strategies	<ul style="list-style-type: none"> <li>• Geographic Webquest on destination region or focus culture</li> <li>• Historical timeline of key events in destination region or focus culture</li> <li>• Photo essay of destination region or focus culture</li> <li>• Blog post or creation of website about destination region or focus culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Position paper presenting some aspects of the destination region or focus culture</li> <li>• Reflective writing articulating hopes and potential challenges for the experiential learning experience</li> <li>• Interview with person from destination region or focus culture</li> <li>• Novel, short story, poetry or non-fiction readings from destination region or focus culture</li> <li>• Research local artists or musicians from region/cultural group</li> <li>• Documentary or foreign film viewing</li> <li>• Research news coverage of region/culture</li> <li>• Language practice (Duolingo)</li> <li>• Museum visit</li> <li>• Prediction &amp; Anticipation Guides about potential challenges</li> </ul>
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C. REVIEWING AND APPLYING KNOWLEDGE

20 hours

*\*Each of the parts in this unit are covered in Introduction to the Global Competencies Certificate 12, and are re-presented in this course for application to the student’s intercultural experience.*

1. Global and Intercultural Engagement & Understanding
2. Intercultural Communication
3. Cultural Awareness and Adaptation

Learning outcomes	<ul style="list-style-type: none"> <li>• Show evidence of expanded knowledge and understanding of learning addressed in the <i>Global and Intercultural Studies 12</i> course including: racism, stereotyping, generalizing; internationalization versus interculturalization; engaged citizenship; cultural assumptions; non-verbal versus verbal communication; systems of power and hierarchy; indigenous worldviews, ways of knowing and epistemologies</li> <li>• Gain a further understanding of their own cultural position and on the differences between universal, cultural and personal aspects of life</li> <li>• Understand and articulate ways that our own cultural identities and worldviews shape the way we perceive others groups of people and cultures</li> <li>• Identify and articulate connections between values and culture, as well as visible versus invisible aspects of culture</li> <li>• Understand the concept of Global and Local divide in development and wealth (e.g., North-South)</li> <li>• Understand both the advantages and disadvantages of an increasingly complex geopolitical and socio-economic systems.</li> <li>• Articulate and show evidence of the ability to practice mindful, sensitive and responsive communication skills</li> <li>• Identify skills and methods that will help them find their bearings abroad, and to adapt to local situations relevant to their focus culture or region.</li> <li>• Explain process of culture shock and adaptation, and identify ways of dealing with new experiences and settings in healthy, adaptive ways.</li> <li>• Understand holistic philosophies of dealing with stress – including physical, emotional, intellectual and spiritual effects</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explain importance of empathy, patience and flexibility in intercultural/global experiences.</li> </ul>
Suggested Instructional Strategies	<ul style="list-style-type: none"> <li>• Who Am I? – History of my name</li> <li>• Reflection journal</li> <li>• Iceberg Activity – value systems</li> <li>• Guest speakers</li> <li>• Compare &amp; Contrast Canadian values/worldviews/culture vs. focus region or culture</li> <li>• Position paper on impact of globalization on culture and indigenous peoples</li> <li>• Media analysis of focus culture/geographic region</li> <li>• Exploration of the indigenous Medicine Wheel (ex. Anishinaabe framework) and other holistic approaches to health and healing</li> <li>• Research news coverage of focus culture or region Canada and analyse for bias, stereotypes and worldviews.</li> <li>• Elder Visit</li> <li>• Medicine Wheel – Personal Analysis of Health</li> <li>• Role play &amp; Simulations of anticipated challenges</li> <li>• Artifact Box – collection of important things to help adapt and thrive in new environment Empathy – Blanket Exercise with debrief</li> <li>• Practice of Action-Reflection-Response Strategy and Reflection as Cultural Analysis,</li> <li>• Blindfolded-partner drawing activity &amp; debrief</li> </ul>

#### D. GLOBAL/INTERCULTURAL LEARNING EXPERIENCE

25 hours minimum

1. Preparations for safe and rewarding experience
2. Guidance and support
3. On-going process of planning, action, observation, reflection

The 25 hour minimum applies to the class setting, e.g. preparation for, instruction regarding and reflective discussion of the global/intercultural experience

In addition, students must successfully complete a teacher-approved global/intercultural experience. See examples below table.

Learning outcomes	<ul style="list-style-type: none"> <li>• Make thoughtful and insightful connections between their learning and the practicum experience</li> <li>• Articulate personal goals that the student would like to achieve through their experiential practicum activities</li> <li>• Demonstrate the ability to practice and engage in the recursive stages of the experiential cycle</li> <li>• Identify personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting</li> <li>• Discuss challenges that arise during the experience and suggest possible courses of action, and ways of problem-solving</li> </ul>
Suggested	<ul style="list-style-type: none"> <li>• Reflective Writing – journal entries, website, blog posts, tape recordings,</li> </ul>

Instructional Strategies	<ul style="list-style-type: none"> <li>video journal, podcasts</li> <li>• Online forum discussions and dialogue</li> <li>• Letter writing</li> </ul>
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Example Qualifying Intercultural Activities

- Experience in an Intercultural Setting
  - Short-term Study Abroad or Cultural Exchange Programs (min. 10 days)
  - Long-term Student Exchange (e.g., 1 semester or longer)
  - Work Abroad (at teacher’s discretion)
  - Extended visits with local and/or global intercultural communities (min. cumulative 10 days)
- Service Learning (min. 4 months)
  - International Student ‘Buddy’ Program
  - Immigration/Refugee Community Welcome/Support Group
  - Immigration Services Society volunteer (ex. Welcome House)
  - Aboriginal Friendship Center
  - Habitat for Humanity project
  - ELL summer camp volunteer
  - Volunteer work at Community Centres or Programs that would be considered an intercultural or global environment
- Club Participation (min. 4 months)
  - Participation in a school club such as International Club, Culture Clubs where students would be immersed in a global or intercultural setting
- Hosting Homestay or Exchange Student Host Family (min. 6 months)

**Note: If a student has completed Planning 10 and the Worksafe BC Certificate and their Global/Intercultural Experience is being completed in B.C. then the student may, if appropriate, apply the hours from the Global/Intercultural Experience to the Work Experience program.**

E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING

10-15 hours

1. Review, Reflect, Critique and Process
2. Synthesize, Present and Celebrate
3. Set Goals for the Future

Learning outcomes	<ul style="list-style-type: none"> <li>• Improve written and oral communication skills</li> <li>• Understand the merits of an intercultural experience</li> <li>• Make thoughtful and insightful connections between their overall theoretical learning and the practicum experience</li> <li>• Articulate personal growth and transformation that has occurred through the learning process</li> <li>• Identify and reflect upon personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting</li> <li>• Discuss challenges that arose during the experience, as well as problem solving and critical thinking strategies that were effective tools in dealing with situations</li> <li>• Demonstrate an understanding of the ways in which our own cultural identities</li> </ul>
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	<p>influence the way we operate and behave in the world</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical mindset and an ability to recognize systems of power and hierarchy within intercultural relationships and communication</li> <li>• Identify areas of personal growth and development needed to succeed in future intercultural settings and experiences.</li> </ul>
Suggested Instructional Strategies	<ul style="list-style-type: none"> <li>• Editing and sharing of reflective writing and journaling from experiential practicum experience</li> <li>• Small group or online discussion and sharing and debrief of experiences</li> <li>• Goal-setting activities</li> <li>• Debrief with supervisors or other participants of experience</li> <li>• Portfolio development</li> </ul>

**Suggested Cumulative Assessment Protocols:**

**Students will choose ONE of:**

- Portfolio presentation of artifacts, images and reflective writing
- Formal writing piece that combines theoretical frameworks with practical examples from experience
- Series of reflective writing examples that demonstrate reflective and experiential learning process (journal, blog posts, poetry book)
- Creation of website, series of podcasts, or video that demonstrates theoretical and practical learning
- Pecha Kucha or oral presentation that demonstrates and articulates learning as an ongoing narrative
- Creation of a cumulative artistic artifact (musical composition, visual essay, art piece) with an artist statement that shows evidence of theoretical and experiential learning
- Other potential cumulative product accepted by local (i.e., district or independent school GIFP coordinator).

**Students will also complete:**

- Personal 'Global Competencies Action Plan' to identify areas of growth, development and investigation in the future

**Resources:**

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data that reflects the current geopolitical situation in the focus region, and its current socio-cultural influences. As well, it is important that students are impressed upon the need for multiple and diverse sources in the research process, and the ability to detect bias, perspective and worldviews within the source information.

*This list is a work in progress.*

**Online sites & Documents:**

Aboriginal Worldviews and Perspectives in the Classroom

[https://www.bced.gov.bc.ca/abed/awp\\_moving\\_forward.pdf](https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf)

An Inventory of Useful Learning Strategies

[http://educanet2.ch/pec/.ws\\_gen/57/Learning\\_strategies.pdf](http://educanet2.ch/pec/.ws_gen/57/Learning_strategies.pdf)

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Bennett, J. 2011. Developing Intercultural Competence.

[http://www.intercultural.org/documents/competence\\_handouts.pdf](http://www.intercultural.org/documents/competence_handouts.pdf)

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

[https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric\\_trevor\\_holmes.pdf](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf)

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

The Intercultural Development Inventory.

<https://idiinventory.com/>

Kairos Canada, 2015. The Blanket Exercise.

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pearson Education Canada. Canadians in the Global Community.

[http://www.pearsoned.ca/school/secondary/soc\\_sci/global.html](http://www.pearsoned.ca/school/secondary/soc_sci/global.html)

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.

<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

C. Articles, Media, and Presentations:

Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling.

Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.

Dewey, John (1938), Experience and Education. Collier, New York.

Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.

Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)

Grassroots Films, 2010. The Human Experience. (film)

Hofstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.

Hofner Saphiere, Diana, 1997. Ecotonos: A Simulation for Collaborating Across Cultures. Cultural Detective.

Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>

Keilburger, C. and Keilburger, M. 2012. My Grandma Follows Me on Twitter and Other First World Problems.

Jacques, Martin (2003), The Global Hierarchy of Race.  
<http://www.theguardian.com/world/2003/sep/20/race.uk>

Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.

Morrison, Terri, & Conway, Wayne, 2006. Kiss, Bow or Shake Hands: The Art of Doing Business in More Than 60 Countries. Adams Media.

Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.

Redundancia: A Foreign Language Simulation. Cultural Detective.

Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.

Shaules, Joseph, 2015. The Intercultural Mind. Intercultural Press.

Stringer, D. & Cassidy, P. 2009. 52 Activities for Improving Cross-Cultural Communication, Intercultural Press.

Thiagarajan, Sivasailam, 2006. Barnga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.

van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Althouse Press.