Expand Your Toolkit for Intercultural Development

Alyson Hyman

• Associate Director, Global Business Center, UNC Kenan-Flagler Business School
• Designs and facilitates disruptive, innovative student experiences to ignite their intercultural capacity
• Lived and worked in Liberia and Vietnam; worked and traveled in more than 30 other countries

Julia Kruse

• Executive Director of Association of International Education Administrators (AIEA)
• Author/editor of 7 books, 50+ book chapters and articles
• Affiliated faculty at numerous universities and advisor to UN, OECD and other organizations

Darla K. Deardorff

• Executive Director, Global Business Center, UNC Kenan-Flagler Business School
• Oversees strategic, School-wide Dean’s Global Education Initiative
• Native of Germany; studied abroad in France, Mexico, Spain, UK; worked and traveled worldwide

Alyson Hyman

• Associate Director, Global Business Center, UNC Kenan-Flagler Business School
• Designs and facilitates disruptive, innovative student experiences to ignite their intercultural capacity
• Lived and worked in Liberia and Vietnam; worked and traveled in more than 30 other countries

Julia Kruse

• Executive Director of Association of International Education Administrators (AIEA)
• Author/editor of 7 books, 50+ book chapters and articles
• Affiliated faculty at numerous universities and advisor to UN, OECD and other organizations

Darla K. Deardorff

• Executive Director, Global Business Center, UNC Kenan-Flagler Business School
• Oversees strategic, School-wide Dean’s Global Education Initiative
• Native of Germany; studied abroad in France, Mexico, Spain, UK; worked and traveled worldwide

NAFSA2018
Diverse Voices
Shared Commitment
MAY 27-JUNE 1 • PHILADELPHIA, PA USA
Why experiential learning?
- Application and practice is critical to the development of intercultural skills

What to remember for experiential training:
- Identify learning objectives first; then choose exercise
- Debrief, reflection and feedback are paramount
- Connect to “real-life” (e.g., how to talk about intercultural skills in job interviews)
- Learners should leave with a “mini-action” plan
Learning Objectives

1. Utilize engaging and innovative training exercises to advance intercultural skills in students, faculty and staff.

2. Amplify the active processing of cross-cultural knowledge and the self-discovery element of intercultural education for your learners.

3. Apply the participatory techniques covered in the session to topics and programs most relevant to your work.
Story Circles (from UNESCO Project)

Please get into groups of 4-5 people and:

In one minute or less, briefly introduce yourself by sharing three words or phrases that describe your background and why those words/phrases are important to you.

>Listen for understanding – not reply or judgment!
Stop counterproductive activities and behaviors to make space for innovation and new behaviors

1. First alone (1 min), then in a small group (3 mins), compile a list of **to-do’s** in answer to:

   **How can I guarantee that people in the country where I’ll be studying view me as disrespectful, ignorant, and unprepared?**

   ➢ 4 minutes. Be Specific. Go wild!
2. First alone (1 min), then in your group (3 mins), go down your list and ask:

Is there anything I do or have done that resembles in any way something on the list?

- Be unforgiving!
3. First alone (1 min), then in your group (3 mins), compile a list of what to stop. Take one item at a time and ask:

**How am I going to stop this behavior? What is my first move to practice not doing this?**

- What triggers this behavior?
- Be as concrete as you can
- Can you practice the change in behavior now (i.e., before you travel abroad)?
Form 2 circles – one inside the other
Stand directly across from one other person
One person facing “out” - the other is facing “in”
Finish the sentence on the screen (2 minutes total)
When you hear the clacker, the outer circle moves a space to the right, then respond to new slide sentence
Etiquette

- Don’t over-think answers
- Finish each of the open sentences with a short phrase
- Think about your intercultural learning where appropriate
- Stay curious, dig deep, have fun!
What inspired me to study abroad was...
What **surprised** me most after I arrived was...
What I found to be really hard was…
My biggest personal insight is...
One way that I’ve changed is…
One thing I want potential employers to know about me now is...
1) What I noticed in this session was…

2) So, what that makes me think or feel is…

3) And what seems most important is…

4) Now, what I plan to do next is…

Draw a continuous tight spiral for 30 seconds without lifting pen from paper
Sharing Resources

- On a card, leave your **name, email address and resource suggestions** you love and leave in the bag at the door
  - We will compile and email back to you, adding more of our own (& this PPT)!

- Some key resources now:
  - *The surprising power of liberating structures* by Henri Lipmanowicz and Keith McCandless [www.liberatingstructures.com](http://www.liberatingstructures.com)
  - *Building cultural competence: Innovative activities and models* edited by Kate Berardo and Darla K. Deardorff
  - NAFSA Theory Reflections: Intercultural Competence Framework/Model [www.nafsa.org/.../theory_connections_intercultural_competence.Pdf](http://www.nafsa.org/.../theory_connections_intercultural_competence.Pdf)
  - Story Circles Project, ICC University Consortium – contact [d.deardorff@duke.edu](mailto:d.deardorff@duke.edu)
Please complete this session evaluation NOW!

Or FAVORITE now and EVALUATE later!
For more information:
www.gbc.unc.edu
http://www.aieaworld.org/