



COMMUNICATION
IN POSTSECONDARY EDUCATION
Presented by Toni Bastian, MA

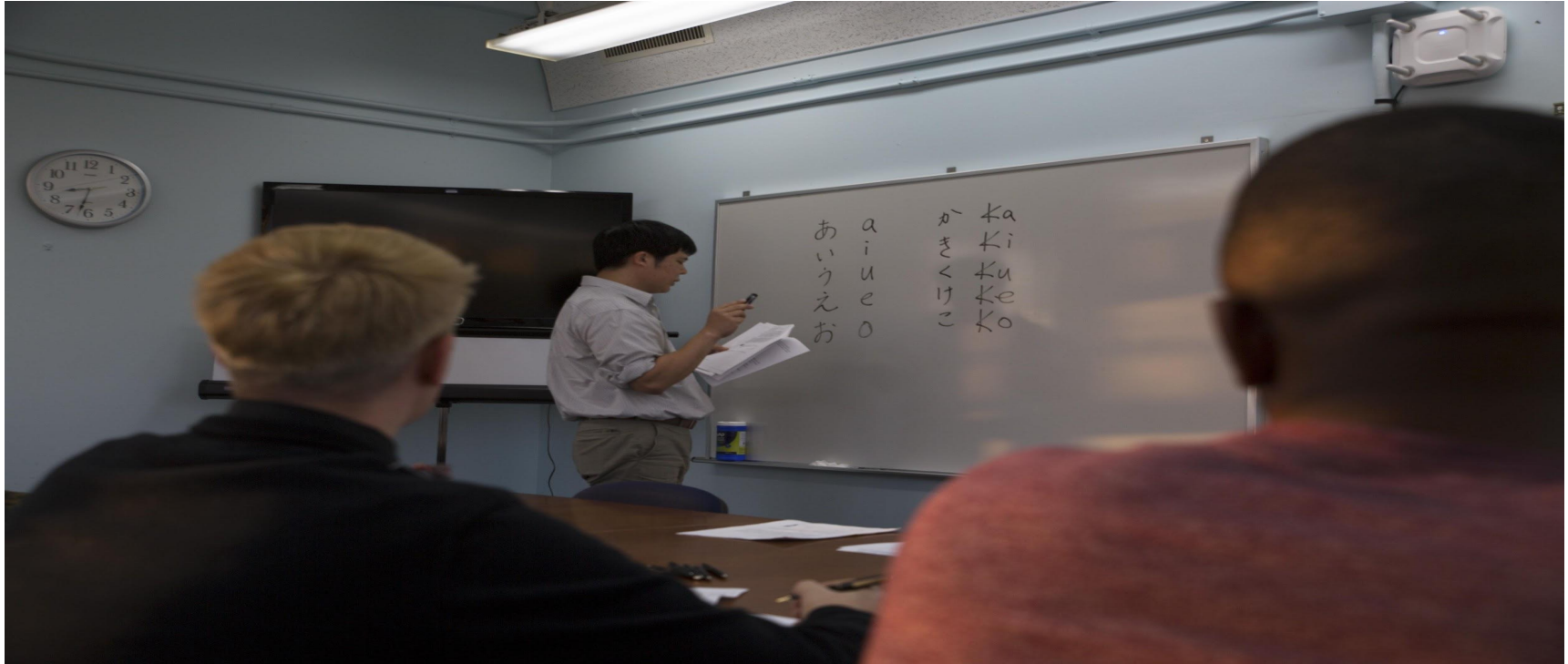


Communication Issues

What are the communication issues you face in your classrooms?



What are some ways you've tried to communicate more effectively with your students?



Your students come from all walks of life.

Getting to know your students may help bridge some communication issues. What are some ways you can get to know your students personally, and find out what they know about your content area?



Visual Representation

You can give the students time to create a visual representation about themselves.



Hi! My Name is... **Ms. Bastian**

This is a picture of
me...



My favorite place
to be is... **At home**



My favorite animal
is... **My kitten**



Something I really
enjoy doing is...

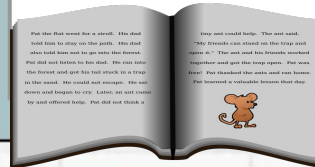
**Reading and
Stamping**



My favorite food is...
chocolate



My favorite school
subject is... **Language
Arts**



STUDENT SURVEYS



Michel DeGraff is a college instructor.

<https://youtu.be/fh1bvrJN4Fc>

BREAKOUT ROOMS

In the Breakout Rooms, each participant should design a survey that will help you get to know your students. Be prepared to share your surveys, please.



Revisiting the Survey

What are some ways you can revisit the survey later in the semester to find out if your students' views have changed?



Learning Style Inventory



Learning Style Inventory

What do you do with the information from the Inventory?



Diversify Your Content

Tell us some things you do to diversify your content.



Curriculum Infusion vs. Curriculum Transformation

CI - students view the experiences of cultural groups/women from the perspectives and conceptual frameworks of the traditional Western canon.

CT - the American and world experience is viewed from the different perspectives of different racial, ethnic, cultural, and gender groups.



Curriculum Infusion vs. Curriculum Transformation

Examples:

Columbus' arrival in the Americas is no longer viewed as a discovery but as a cultural contact that had different consequences for the Tainos, Europeans, and Africans.

The experiences of women in the West are not viewed as an appendage to the experiences of men, but through women's eyes.



Diversify Your Content

Breakout Rooms: Create a plan to bring diversity to your content area. Be prepared to share your plan.



CULTURAL COMMUNICATION

Dr. Tom Verghese is a leading authority in cultural intelligence.

Source: The Centre for Global Inclusion



HIGH CONTEXT vs. LOW CONTEXT CULTURES

*HIGH CONTEXT CULTURES: use communication that focuses on **underlying context, meaning, and tone** in the message, and not just the words themselves.*



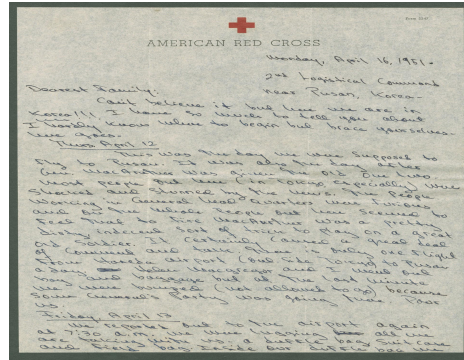
*LOW CONTEXT CULTURES: expect communication to be **explicitly stated** so there's no risk of confusion.*

Source: United Language Group

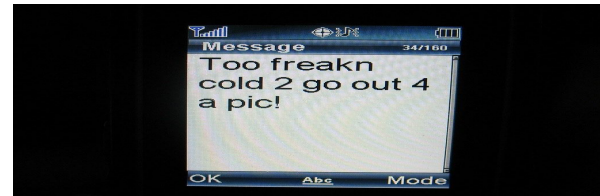


HIGH CONTEXT vs. LOW CONTEXT COMMUNICATION

HIGH CONTEXT CULTURES: *prefer **oral communication**, longer forms of communication that don't always focus on basic questions.*



LOW CONTEXT CULTURES: *favor **written communication**, emails, texts, online messaging - want basic questions answered.*



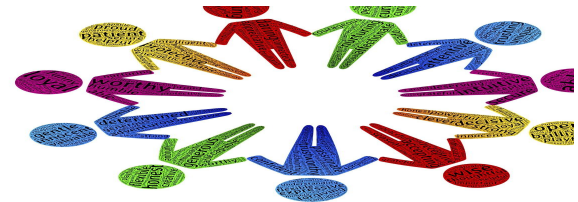
HIGH CONTEXT vs. LOW CONTEXT CHARACTERISTICS

*HIGH CONTEXT CULTURES: **similarity** is important, so messages can be contextualized by assuming an audience will think in the same way and follow the underlying message implicit in someone's speech or writing.*



LOW CONTEXT CULTURES: are diverse and focus on the individual instead of the group. Communication must be basic enough to allow for as many people to understand it as possible.

Source: United Language Group



CULTURAL COMPETENCE

The social awareness that everyone is not like I am, that their different cultures and backgrounds affect how they think and behave, and that this awareness allows me to behave appropriately and perform effectively in culturally diverse environments.

Source: Global Pathways: Cultural Competence Curriculum Module



CULTURAL COMPETENCE

In order to be culturally competent, and interact effectively with people of different cultures, we have to be self-reflective.

Source: Global Pathways: Cultural Competence Curriculum Module

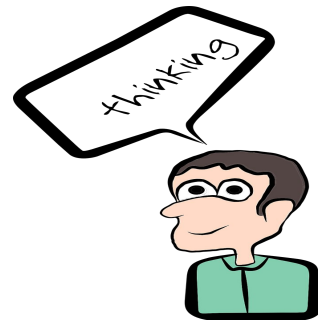


CULTURAL COMPETENCE

Please reflect honestly on the following questions:

1. Am I aware of my own cultural worldview?

What is my cultural worldview?



CULTURAL COMPETENCE

Please reflect honestly on the following questions:

2. What is my attitude about cultural differences?

Does that attitude change depending on the situation I'm in?

Source: Global Pathways: Cultural Competence Curriculum Module



CULTURAL COMPETENCE

Please reflect honestly on the following questions:

3. Do I have knowledge of different cultural practices and worldviews?

Is that knowledge superficial or deep?

Source: Global Pathways: Cultural
Competence Curriculum Module



CULTURAL COMPETENCE

Please reflect honestly on the following questions:

4. Do I have knowledge of cross-cultural skills?

In other words, do I know how to effectively engage with people from other cultures?

Source: Global Pathways: Cultural
Competence Curriculum Module



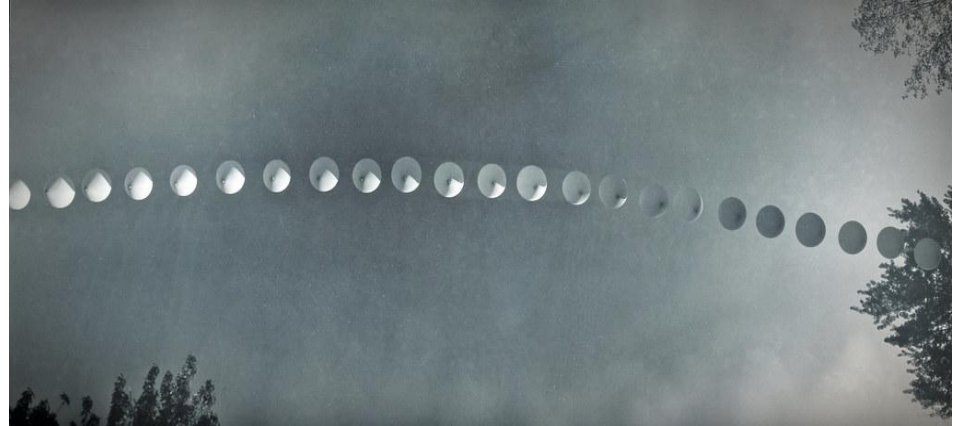
THE CULTURAL COMPETENCY CONTINUUM: KNOWLEDGE, BEHAVIORS, AND DISPOSITIONS FOR EDUCATORS

Step 1: Awaken and Assess

Step 2: Apply and Act

Step 3: Analyze and Align

Step 4: Advocate and Lead



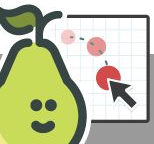
Source: The Case for Cultural Competency

THE CULTURAL COMPETENCY CONTINUUM FOR EDUCATORS

Step 1: Awaken and Assess - choose one statement that you most identify with.

1. I am aware of my own values, beliefs, stereotypes, and biases.
2. I affirm and respect cultures other than my own.
3. I actively seek to foster meaningful relationships with people of different cultural and racial identities.
4. I recognize the various kinds of racism.
5. I understand the varied cultural values of my colleagues and students.

Source: The Case for Cultural Competency



Students, drag the icon!

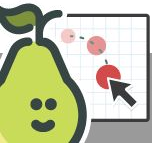


THE CULTURAL COMPETENCY CONTINUUM FOR EDUCATORS

Step 2: Apply and Act - choose one statement that you most identify with.

1. I help make all cultural groups feel welcomed and valued
2. I regularly assess if my students feel respected and valued in class by asking them for feedback.
3. I use communication skills to facilitate, manage, and participate in discussions on race, culture, and difference.
4. I am intentional about incorporating relevant cultural knowledge into instruction, curriculum, resources, learning environment, outreach, and assessment.
5. I regularly examine student data relative to gender, race, ethnicity, and language to monitor and manage equitable access and support services.

Source: The Case for Cultural Competency



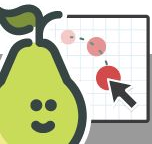
Students, drag the icon!



THE CULTURAL COMPETENCY CONTINUUM FOR EDUCATORS

Step 3: Analyze and Align - choose one statement that you most identify with.

1. I can effectively challenge racism, inequity, or discriminatory practices in a professional and proactive manner.
2. I own the responsibility for building an authentically inclusive and just classroom and school environment.
3. I work with my colleagues to institutionalize our learning and implement agreed-on goals and vision.
4. I have critiqued various schoolwide policies and practices and worked to reduce or eliminate any that my perpetuate inequitable outcomes.
5. I know the legal issues surrounding racism, bullying, and fostering a hostile environment, and I examine policies and procedures to ensure my practices are fair and legally defensible.

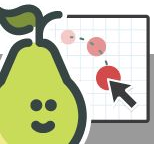


THE CULTURAL COMPETENCY CONTINUUM FOR EDUCATORS

Step 4: Advocate and Lead - choose one statement that you most identify with.

1. I empower all stakeholders and encourage open dialogue and dissent.
2. I identify barriers that prevent certain populations from full access to services and have taught colleagues ways to remove them.
3. I confront racism when I see it.
4. I advocate for cultural competency and social justice effectively and professionally.
5. I am a brave equity warrior (and I have the scars to prove it).

Source: The Case for Cultural Competency



Students, drag the icon!



CULTURALLY COMPETENT TEACHING AND LEARNING

1. *Critical Reflection - culturally responsive teaching engages students in self-awareness activities that lead to reflection on cultural assumptions.*



Source: Higher Ed Teaching Strategies

CULTURALLY COMPETENT TEACHING AND LEARNING

2. Cultural Backgrounds - experiences based on various traditions, norms, and values inform ways of knowing and learning.



Source: Higher Ed Teaching Strategies

CULTURALLY COMPETENT TEACHING AND LEARNING

3. Individual Learners - in addition to pedagogical and subject matter knowledge, competent instructors relate well to their students.



Source: Higher Ed Teaching Strategies

CULTURALLY COMPETENT TEACHING AND LEARNING

4. Intercultural communication skills - culturally competent instructors are willing to learn from their students.



Source: Higher Ed Teaching Strategies

CULTURALLY COMPETENT TEACHING AND LEARNING

5. Intentionally Structured Environments - perspective-taking behavior requires an understanding of norms, values, and traditions that have informed the other's worldview and learning behaviors.



Source: Higher Ed Teaching Strategies

CULTURAL QUOTIENT (CQ)

Helps us understand and communicate with people from other cultures effectively.

Source: Global Pathways: Cultural Competence Curriculum Module



CULTURAL QUOTIENT (CQ)

Is one's ability to recognize cultural differences through knowledge and mindfulness, and behave appropriately when facing people from other cultures.

Source: Global Pathways: Cultural Competence Curriculum Module



CULTURAL QUOTIENT (CQ)

Is critical to improving culturally diverse situations:

1. Enhances sensitivity to cultural differences.
2. Reduces use of overly simplistic stereotypes.
3. Enhances adjustment and relationships in multicultural contexts.
4. Improves decision-making and work performance in multicultural contexts.



Source: Global Pathways: Cultural
Competence Curriculum Module

HOW CAN INSTRUCTORS CONNECT WITH THEIR STUDENTS?

<https://youtu.be/OtZ0HtamJ7E>

Amanda Rose teaches high school students.



HOW CAN INSTRUCTORS CONNECT WITH THEIR STUDENTS?

Things to avoid in ICEBREAKERS

- 1. Do not ask students to take massive social risks with people they barely know.*
- 2. Do not ask questions that won't help the students become familiar with one another.*
- 3. Do not use an activity that is cheesy.*

Source: Cult of
Pedagogy



HOW CAN INSTRUCTORS CONNECT WITH THEIR STUDENTS?

ICEBREAKERS THAT WORK:

1. Blobs and Lines

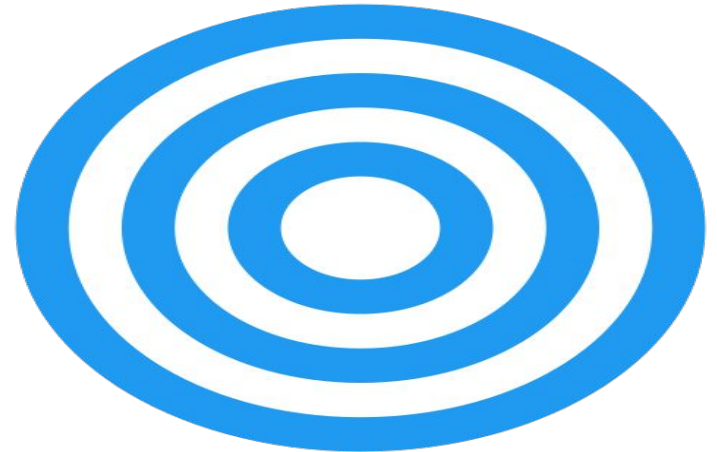


Source: Cult of
Pedagogy

HOW CAN INSTRUCTORS CONNECT WITH THEIR STUDENTS?

ICEBREAKERS THAT WORK:

2. Concentric Circles



Source: Cult of
Pedagogy

HOW CAN INSTRUCTORS CONNECT WITH THEIR STUDENTS?

ICEBREAKERS THAT WORK:

3. This or That

Source: Cult of
Pedagogy



STUDENT SURVEYS: QUESTIONNAIRES

1. GOALS

- what are your career goals
- what do you see yourself doing in the next 5-10 years
- how do you plan to get to where you want to be 5-10 years from now



Source: Norman Herr, Ph.D
CSU, Northridge

STUDENT SURVEYS: QUESTIONNAIRES

2. FAMILY AND HOME ENVIRONMENT

- how many brothers and sisters do you have
- how do you get to school
- what language do you speak at home

Source: Norman Herr, Ph.D
CSU, Northridge

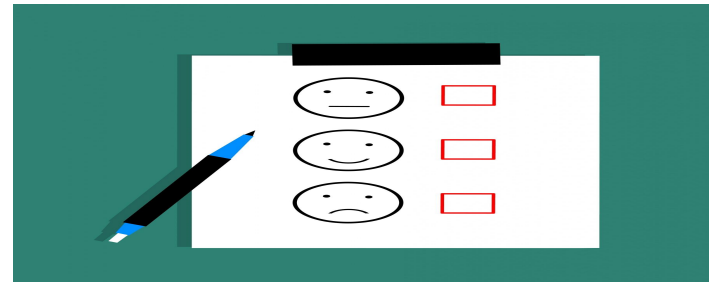


STUDENT SURVEYS: QUESTIONNAIRES

3. PERSONAL INFORMATION

- do you know anyone in this class
- what do you enjoy doing in your free time
- what are you most proud of

Source: Norman Herr, Ph.D
CSU, Northridge

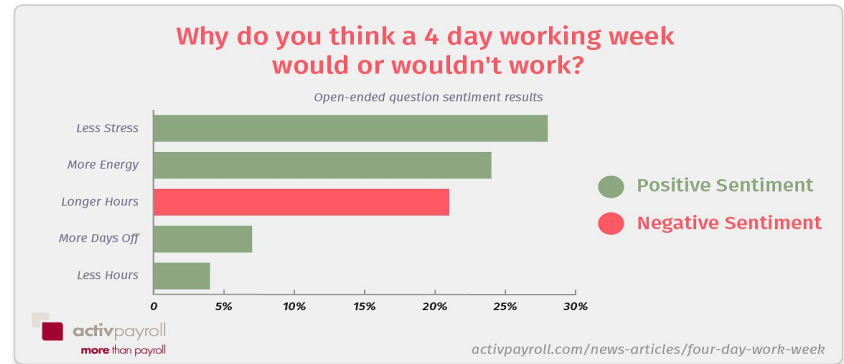


STUDENT SURVEYS: QUESTIONNAIRES

4. ATTITUDE TOWARDS SCHOOL

- what was your favorite subject in high school
- what was your least favorite subject in high school
- why did you enroll in this class

Source: Norman Herr, Ph.D
CSU, Northridge

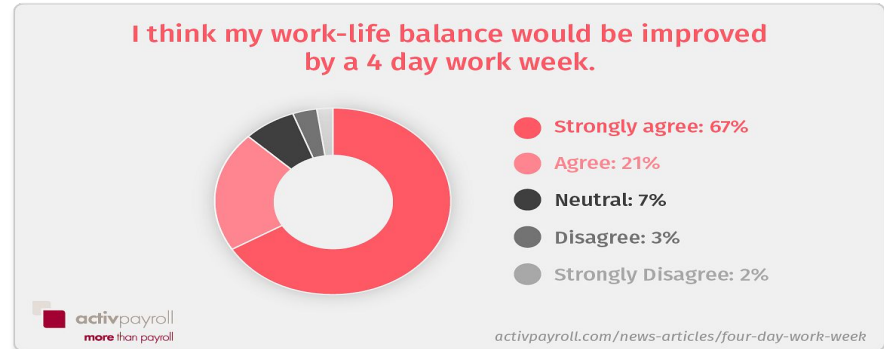


STUDENT SURVEYS: QUESTIONNAIRES

5. EDUCATIONAL BACKGROUND

- when was your most recent _____ class
- list the _____ courses you have taken
- what is your class schedule

Source: Norman Herr, Ph.D
CSU, Northridge



STUDENT SURVEYS: QUESTIONNAIRES

6. WRITING ABILITY (Writing prompts)

- I learn the most when the teacher . . .
- My definition of (insert a school subject) is . . .
- My ideal job would be. . .

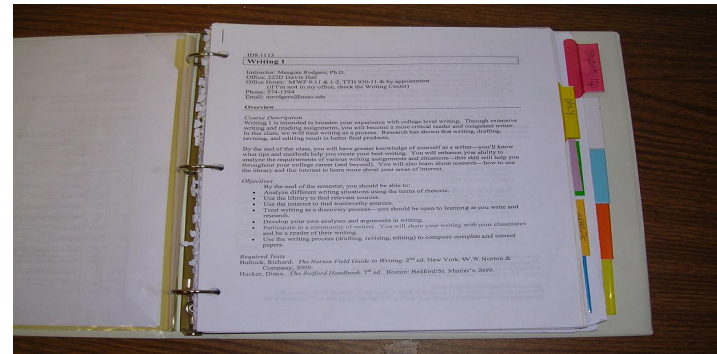
Source: Norman Herr, Ph.D
CSU, Northridge



THE SYLLABUS

Dr. Aaron S. Richmond, a professor of Educational Psychology and Human Development at Metropolitan State University of Denver, suggests creating a *Learner-Centered Syllabus*.

Source: Constructing a Learner-Centered Syllabus: One Professor's Journey



THE SYLLABUS

The Purpose of a Syllabus

- 1. Viewed as a contract**
 - rules regarding academic dishonesty**
 - calendar of course events**
 - grading policies**

Source: Constructing a Learner-Centered
Syllabus: One Professor's Journey



THE SYLLABUS

The Purpose of a Syllabus

- 2. Considered a permanent record**
- course catalog description**
 - student learning objectives (SLO's)**
 - required readings**

Source: Constructing a Learner-Centered
Syllabus: One Professor's Journey



THE SYLLABUS

The Purpose of a Syllabus

- 3. Can serve as a cognitive map/learning tool**
- provides a visual layout of the course**
 - explanation of course assignments**
 - list of assessments**

Source: Constructing a Learner-Centered
Syllabus: One Professor's Journey



THE SYLLABUS

How to move from a Teacher-Centered Syllabus to a Learner-Centered Syllabus

1. Establish Community

- accessibility of the teacher
- learning rationale
- collaboration



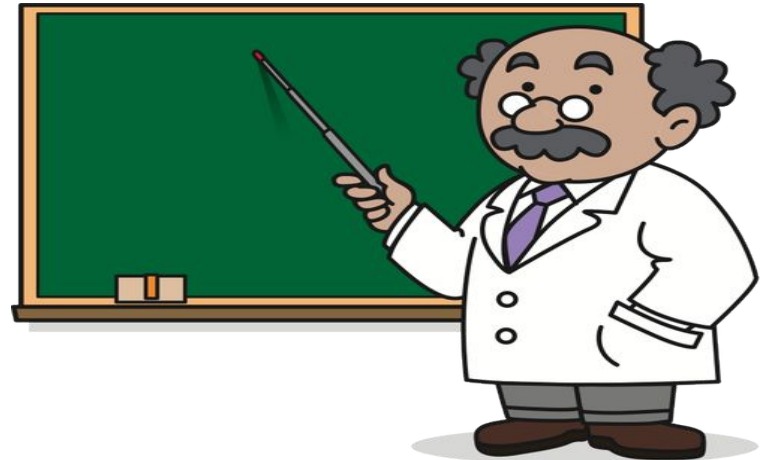
Source: Constructing a Learner-Centered Syllabus: One Professor's Journey

THE SYLLABUS

How to move from a Teacher-Centered Syllabus to a Learner-Centered Syllabus

2. Power and Control

- teacher's role
- student's role
- outside resource
- tone and focus of the syllabus



THE SYLLABUS

How to move from a Teacher-Centered Syllabus to a Learner-Centered Syllabus

3. Evaluation and Assessment

- feedback mechanisms
- evaluation
- learning outcomes
- revising/redoiing



Source: Constructing a Learner-Centered Syllabus: One Professor's Journey

THANK YOU



Contact Information

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