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Table Discussion Notes - Harmonizing Education for Local Concerns with Global Issues

Portland State University

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Winter Symposium 2016 - What Does It Mean to be Educated in the 21st Century?
Wednesday, January 20
8:30 a.m. to 3:30 p.m.
Ballroom, Smith Memorial Student Union

Table Discussion Notes - Harmonizing Education for Local Concerns with Global Issues

- “Ethnics” is culturally based
  - sometimes irreconcilable differences
- Piracy (of music, books, films) benefits the society (at cost to some individuals)
  - (Who “wins”?)
- How to recognize (ie. value) teamwork? (Business usually only rewards individuals.)
- Most local concerns are connected to global issues
- What are the local effects of global problems?
- Develop empathy with local context issues in other regions
- Teach between discourse and actual practice (discussion and publication)
  - Example: Academics require sources to be cited, but politicians, business people, etc. make it look like your original idea.

- Instructors take where student comes from? - “Cultural humility”
- Building classroom collective consciousness
- Centering social justice

- Global Issues - other languages and cultures
- Domestic and Global companies - most domestic companies are in fact global
- Let knowledge serve the city - balance between local and international
- Even local businesses have to interact with other nations
- Bring international alumni to talk about experience in class
- 2 candidates with same qualification
  - Candidate with additional language getting job
- Language shows aptitude
- Focus on minor program on languages
  - Becoming more and more important
- Local businesses (Nike and Adidas) with huge global reach and market
- Value of bilingualism and fostering home/heritage language
- Reach into resources of diverse population of students
- International students prefer to stay in their groups - not confident enough
- Value of bundling a major with a minor in foreign languages
Employees are looking for multilingual employees

Students schedules are so full

Value of Study abroad

Language and culture is not only important for humanities. Business relies on that, engineering etc.

Languages have to be highlighted from freshman year

Business and accounting requirement for any major so they can run their finances

Intercultural skills set: linguistics, social skills, knowledge awareness - the stuff you need to do this is an Intercultural mindset

Intercultural Mindset: Being aware of own culture; willingness to engage with other cultures, curious and willing to be uncomfortable

According to cognitive neuroscience research: Negotiation [Something has to be at stake]
  ○ Argues for experience vs education

How do we scaffold classroom experiences to get at that

work abroad trumps study abroad

"service learning and make it practical

Need paradigm shift that study/work abroad shouldn’t be privileged but an expectation, option for everyone

Need to push for more study abroad awareness
  ○ What are the barriers? Failure of public education

Address American monolingual arrogance

System

we are at a critical moment

Faculty role model - advising and supporting going abroad - need to address the $ barriers/concerns, financing

Need to address and value local public education system

Cultural informants - classroom technique

Look at common needs between international and american (local) students

Look for/develop innovative instructional models to foster relationships and engaging
  ○ Idea of students as partners (local and international)

Teachers need to play constructive role in developing good group experiences

Be real and explicit about what’s at stake for students if they don’t do/try/figure out group work across differences

Online module Awareness of diversity and Ethics

Global Training goes both ways

beyond certification in class team assignments tensions in class between different ethnic groups - teacher’s job to break tension - lifelong friendships
• Definitional issues and understanding of values + ethnic related to globalization are needed
• Note: It’s not just about having more international students Need more
  ○ Platforms for interaction
  ○ support for both domestic and international students to push past comfort zones
to truly interact (+ feel safe)
• Application
• Cultural sophistication of our students Focus on this in the classroom, students report
they don’t think we do well on designing a curriculum to include, to welcome, to learn
  ○ How to elevate the conversation in the classroom. We need help mentorship from
those who do well in this
• What does intercultural competence look like?
  ○ We prefer the term cultural humility
  ○ “competency” means knowing we don’t know
  ○ draw on the conversations elevated recently by students for a previous
symposium by Tia (Student from ASPSU)
• Do we do enough in the in the liberal arts to encourage students to appreciate the
contribution of cultures outside the western/european?
  ○ UCC is doing this
  ○ History
  ○ Art
• Opportunities to travel and learn
• Students can use financial aid to support travel but students with other obligations and
constraints cannot do this. its elitist (lots of affordable options)
• Deliberately tapping the rich diversity here already
• “coffees” and other voluntary opportunities depend on student initiative
• do we require this? structure it in as a goal?
• How to structure it in?
  ○ Has to happen in the classroom, for most to take advantage of it
  ○ “requiring” other kinds of social connections most likely won’t work
  ○ quality education requires a relationship between instructor and students. Having
more international faculty offers more opportunity for that
  ○ create space… like today… we appreciate today
• Faculty need to get informed about student’s psychological background in extreme
situations
• International Competence
  ○ ability to work with international teams
  ○ sensitive to diverse customs and more
  ○ awareness and knowledge and innovations around the world
  ○ appreciation for technologies and understandings of non-industrial contexts and
problems
● aware of international career opportunities and how to prepare for it
○ Willingness to take advantage of international experience opportunities
○ Willingness to seek out interaction with international experience/opportunities available in Portland

● How to achieve with examples from PSU
○ Bring international conferences to Portland with student volunteers ex. PICMET
○ Short term international student projects (ex. Engineers without Borders)
○ Connect with international universities

● It’s part of our mission and vision at PSU. Where do you put the emphasis?

● What do we mean when we say “globally competent”
○ You can know French but know very little about French culture
○ 1 year language and 1 term overseas?

● How do we cultivate global interactions? Interactions with people from other countries.

● We don't offer enough study abroad opportunities!!
○ Integrated berrer - more funding. Fit into major.

● Nationwide language barriers
● Does anyone ever say “I am globally competent?” Not finite.
● Use “cultural” instead of “global”
● Support the international film festival!!!
○ Find different ways to provide thought.
○ Build class around festival?

● Bring more diverse scholars to university. Challenge = Portland is not very diverse.
Difficult to recruit. And they don’t stay. Build the community. Connect faculty to community.

● Difficult topics to discuss. How can we talk about issues without offending people?
Create safe space?
● Universities should be a place to cultivate open discourse. We’re at a crossroad
● GET AN INTERNATIONAL PUBLIC SCHOLAR TO SPEAK AT LEAST 1X PER YEAR.

● Provide examples of different places and cultures. see ourselves through others.
● Globalization social justice power differences
● study abroad experiences can provide a broader understanding of social/economic issues.

● More faculty led study abroad
● Build it into curriculum - require students to learn about other cultures
● learning how to apply knowledge to other cultures is important
● how does islapgonoa effect our students on campus?
● How do we learn to reach out to different cultural groups even in our own community
● Have international students participate in the education of our domestic students finding ways to interact.
● Socializing opportunities can help reduce prejudice and discrimination we should prove more opportunities for social interaction
we should build this into classes because our students may not have time
beware of tokenism but still need to have “cultural awareness”
Current overhaul of first-hand experience is an opportunity to revise curriculum
Add International components to existing majors
we need an international dorm! Programming
Combine curriculum with extra-curriculum opportunities
Intercultural competence doesn’t have to be international but considering other cultural perspectives
Social Justice, colonial history, the consumption we do and the impacts on their societies
study interaction between cultures
better understand the origin of stereotypes what and whose purpose is being served by stereotypes
Increase opportunities for students to study abroad or do international work here in Portland
Keywords:
○ Sustainability
○ global change
○ connection local - global
Connect global issues to local concerns
○ Example: energy sustainability, nuclear power etc.
○ (some) students may be caught in their own compartments… relates back to panel #1 about breathe of knowledge
○ students discovery of their own culture … what do they know about their own identities background?
○ Working with international students: takes a long time
Curriculum:
○ Language requirements?
Competencies?
○ (some) languages have privilege? esp. English becomes an issue of Justice etc. as global citizenship
How to make the case: These competencies (e.s. language) will work for you
Position as urban west coast: We can (ought!) to be a LEADER on this issue our (PDX!) local is the (global!)
Cultural competency
○ faculty
○ student
○ faculty to student(s)
○ student(s) to student(s)
Cultural Awareness and Humility
Going abroad
○ Working
○ studying
- Experience for everyone
- Multilingualism
  - language education
  - Language dominance (English)
  - Cultural awareness
- “Culturalize” the curriculum
  - Group work across difference
  - Tension on class across difference
- Fostering social interactions with international students
  - Student to student
  - faculty to student
- Institution funding for this work
- “The Scott Walker Treat”
- Need for a job
- Complexity of thought
  - Students entering with set of expectations
- Students outcomes
  - Finding voice
  - Finding a career
  - Developing resilience
  - Finding a place
- What is learning/teaching about?
  - Dialogue
  - Deliberative Democracy
  - Giving Voice/Enabling Participation (eg. People with disabilities)
  - University honoring experience, discovery, room to fail
  - Faculty need to know how to engage
  - changing institution
- Accountability
  - Leveraging the International experience of what is already here on campus
  - Include international experience on degree maps for seamless understanding of outcomes
  - Integrate with curriculum so students understand affordability, integration with major
  - Help depts understand what global competency means, institutional statement of support and resource allocation
  - Create internship program with local NGO’s
- Intercultural “humility” competency
  - How do we get there?
    - ■ FUNDING! Lack of Institutional support
  - When do we become “competent”
• Ambiguity, translation to international contexts
  ■ back up strategic goals with $
• Addressing problems with multicultural lens
• How actions impact other communities (Self awareness)
• Understanding privilege
• Acknowledge own boas, impact on culture
• Celebrate International scholars, engage in classroom
• PDX scholar

• Integrating concepts:
  • Cultural Humility: Respect differences, recognize values and attitudes, overcome fears, local vs regional
  • Global issues: international $ competition; geographic differences
• Fostering interactions - internships, study abroad, sharing cultural perspectives
• Barriers: Language; Policies; inflexible structures; systems
• exposing students to diverse values
• How do professors model behavior that demonstrates awareness appreciate and celebrate local differences reflected globally

• As faculty we have to critically examine the limitations of our own perspective
• In designing our pedagogy we need to
  • value the potential contributions of our international and immigrant students
  • enable contributions by recognizing the obstacles these students face in fully participating
  • provide avenues of contributions that allow online and or structured discussions
  • educate students in listening skills, suspension of judgement recognition of cultural dominance. Decolonizing
  • How to harmonize the global and the local
  • Incorporate global/intercultural/equity issue, across a broad range of classes in meaningful ways recognizing that relevance will enhance student engagement with subjects (this is not a burden it can be a plus-plus if done thoughtfully)
  • Remove obstacles, create incentives and opportunities for collaboration across disciplines in curriculum design.

• Connecting with others
• physical activity
• diet
• If we start from a deficit model we aren’t preventing the issues from developing… Wellness is an asset model as opposed to a deficit model
• The academic model of objectivity draws us away from student/faculty/staff/person-centered learning. If we address our students as people, we activate agency
• we will become equitable and inclusive when we care for/about each other - and wellness will develop naturally from that

• Hold ourselves accountable
  ○ Get a better understanding of our competencies
  ○ call out the experts and hold accountable

• Ensure students are exposed to diverse scholarly
  ○ Promote the work being done
  ○ bring other perspectives into the classroom
  ○ bring/hire more diverse faculty. Then retain those good hires

• Intercultural competence…
  ○ Climate surveys helpful, but don't get to level we need. Change course evals to be more inclusive

• Celebrating what has been accomplished
• core skill
• latino and faculty over future
• dive into unfamiliar culture at home
• Occasional presentation how same issue is handled on other continents
• Everything abroad valuable
• Data versus Naiv data use
• is Portland really so global?