



## **International Peer Coaching/Leadership Training**

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### ***Learning Objectives:***

By the end of the training session, you will be able to:

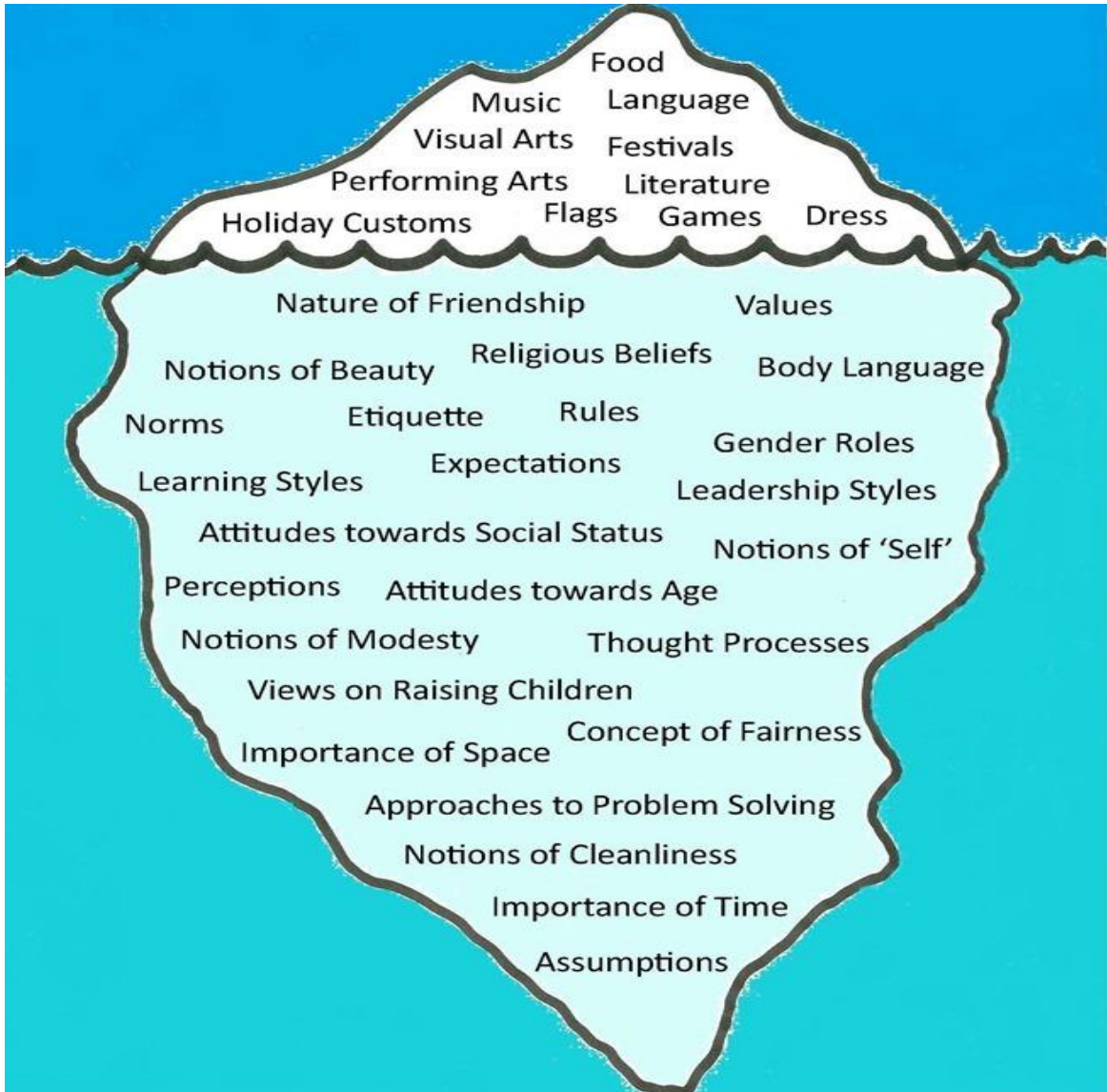
- Identify key differences between your home education system and the Canadian education system as experienced at KPU through a series of reflective exercises
- Discuss ways in which a lack of awareness of these key differences can create culture stress and/or hinder student success
- Apply intercultural communication theory to educational differences
- Recognize factors that contributed to your own successful transition to KPU
- Select ways in which you can use their current knowledge and experience to support other students in their transition to KPU
- Develop a script for a student perspectives video OR Follow a four-step model for creating a workshop plan (Connection, Content, Challenge, Change)

### ***Identify Cultural Differences in Education***

### ***Discuss the Ways in Which a Lack of Understanding of Cultural Differences can Create Culture Stress and/or Hinder Student Success***

When we first arrive in a new culture, we often notice surface differences between our country and the new country – food, clothing, festivals, and language. However, as we begin to understand our new environment more deeply, we become aware of differences that are “below the surface”. These differences can cause us confusion or culture stress in our new environment as we learn to navigate them well, particularly because they often relate to values and ways of thinking we consider important.

Differences in visible culture	Differences in invisible culture



Which of these differences were easier to adjust to?

Which differences caused you more stress as you learned to navigate them?

## Where Do Cultural Differences in Education Come From?

Learning in a new culture can cause culture stress because the surface differences in the educational systems often reflect philosophical differences that are “below the surface”. These differences are often placed in *cultural dimensions* by cultural theorists:

	<b>Cultural dimension</b>	<b>Characteristics</b>	
<b>How we view social relationships</b>	Hierarchy-equality	<b>Hierarchical cultures (differences in status/rank are important):</b> Focus on the authority of leaders and institutions, prefer to have leaders make decisions, reluctant to question authority	<b>Egalitarian cultures (believe that all people are equal):</b> Believe that power should be distributed equally and that decisions should be made by consulting the group, tend to question authority
<b>How we view ourselves in relation to others</b>	Individualism – collectivism	<b>Individualistic cultures:</b> Focus on individual rights: people make decisions based on what is best for themselves, place value on personal goals, tend to communicate in a direct manner	<b>Collectivistic cultures:</b> Place value on social harmony over individual rights, loyalty to the group is important, decisions are made by the group; communication tends to be subtle and more indirect
<b>How we view time</b>	Monochronism – polychronism	<b>Monochronistic cultures:</b> View time as a limited resource, tend to separate work and personal life, value punctuality, approach work in a task-centered way	<b>Polychronistic cultures:</b> View time as unlimited, integrate work and personal life, approach work in a people-centered way, place less emphasis on punctuality
<b>How we view personal and social obligations</b>	Universalism - particularism	<b>Universalistic cultures:</b> Are rule based, value keeping rules, believe that rules should be applied to all people in the same way, value doing things according to correct procedures	<b>Particularistic cultures:</b> Believe that rules may be modified based on the circumstances of individuals, focus on taking care of those in close relationship, treating them differently than others

*Adapted from:* Nardon, Luciana, and Richard M. Steers. “The Cultural Theory Jungle -- Divergence and Convergence in Models of National Culture.” *Cambridge Handbook of Culture, Organizations, and Work*. Ed. Rabi S. Bhagat and Richard M. Steers. Cambridge: Cambridge University Press, 2009.

Storti, C. (1999). Figuring foreigners out: A practical guide. Intercultural Press. Retrieved from <http://library.books24x7.com/toc.aspx?bookid=6724>

Reflection exercise: My cultural and personal values

*Draw a vertical line to show where each culture fits on the spectrum (is it closer to the left side, or to the right side)*

1. My home culture
2. My personal values
3. Canadian culture

Values equality		Values hierarchy
Values individualism		Values collectivism
Monochronistic (views time and events as separate, sequential categories)		Polychronistic (values flexibility in time, blends work and personal life together)
Values universalism (fixed rules)		Values particularism (rules change according to the situation)

What impact do these differences have when people relate cross-culturally

Does understanding cultural dimensions change how you are understanding any aspects of your experience in Canada/at KPU?

## Educational Philosophies in Cross-Cultural Perspective

### East Meets West: Socratic and Confucian models of education

	<b><i>Socratic model (influences Western thought)</i></b>	<b><i>Confucian model (influences Eastern thought)</i></b>
<b>Purpose for learning</b>	To develop one's mind and understand the world To increase one's ability and skill To achieve personal goals	To work towards moral and social perfection To develop knowledge and skills for self-development To make a valued contribution to society
<b>Processes that contribute to learning</b>	Inquiry and asking questions Thinking (particularly critical thinking) Using active practice and learning Using speaking as a learning tool	Working diligently Exerting oneself in order to learn Being willing to work through hardships Persevering Concentrating on the task at hand
<b>Ways of thinking</b>	High value on seeking truth Challenging authority is viewed positively Open-mindedness and tolerance are valued High value on critical thinking while learning, memorization may be seen as "rote"	Memorizing material is viewed as the first step in a four step process: <ol style="list-style-type: none"> <li>1. Memorize the material</li> <li>2. Understand the style and meaning of the material more deeply</li> <li>3. Apply the material to known situations</li> <li>4. Enter into questioning/ modification of the material</li> </ol>
<b>Ways of expressing oneself</b>	Verbal self-expression (answering questions and sharing one's opinion) is highly valued Believe that speaking improves thinking	Prefer to learn more quietly, even silently Speaking while trying to solve problems may cause stress
<b>Attitudes to learning</b>	Differences in individual ability may affect preferred learning tasks; learners may avoid studying subjects where they do not feel skilled	Believe that effort must be applied to every learning activity, and that effort may lead to success

Li, Jin. *Cultural Foundations of Learning: East and West*. Cambridge: Cambridge University Press, 2012.

## ***Applying Cultural Theory to Educational Differences***

<b>Aspect of the Educational System</b>	<b>Typical patterns in my home country</b>	<b>Typical Patterns in Canada</b>	<b>Reasons for the difference</b>
How instructors relate to students			
How students relate to instructors			
Amount of time spent in class			
Amount of time spent in independent study			
How other sources are used (e.g. citation, academic integrity)			
Communication in the classroom (who speaks? How much?)			
How students are evaluated (projects, exams?)			
Individual vs. group work			

## **Recognize Factors That Contributed to a Successful Transition to KPU**

### **What Contributed to My Success?**

For most people who have lived internationally, the first months and years of this experience are usually stretching and challenging. The experience of international life can also produce growth, self-awareness, and the development of new skills.

Consider your own experience as an international student. What were the greatest challenges in your first months? What helped you to overcome these challenges?

<b><i>Challenges I faced as an International Student</i></b>	<b><i>What helped me to overcome these challenges?</i></b>

## **Select Ways in Which They Can Use Your Current Knowledge and Experience to Support Other Students**

### **Supporting Incoming International Students**

As an experienced international student, you are able to be a key resource person for newer international students. So far in this workshop, you have reflected on key differences between your home country's education system and the Canadian system. You have also reflected on key areas that were challenging for you. The next step is to use this information to design a resource or workshop that will support other international students from your home country.

What can you provide as a peer leader to other students (that faculty cannot provide)?

### ***Identifying Key Areas to Support New International Students***

From the reflection you have done so far, list the three most important pieces of advice you would give a new student from your home country:

1.

2.

3.

Another key aspect in supporting other international students relates to helping Instructors understand your experiences. Often, Instructors members are very motivated to help their students succeed. However, many Instructors have only experienced the Canadian educational system, or one that is very similar, and they might not be aware of the information that would be important for their students to know.

What information would you want to share with Instructors? How do you think this would help to improve the transition to KPU for students?

The goal of this workshop is that you leave equipped to create one or more resources that support other International students. This could be:

- Participating in developing videos for Instructors
- Adding to the information available for Instructors online
- Creating a handout or learning resource that can be shared with students
- Designing a workshop or event for other students
- Joining one of the peer coaching teams at KPU



**Create a workshop plan/ Develop a script for a student perspectives video**

**International Student Leadership Project Plan**

Project I would like to do:

Why it is important:

Who is my audience? (faculty, other students)

Learning Objectives: What do I want my audience to be able to understand, do, or feel?

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Content or activities I plan to include:

Steps I need to do:

Step	Timeline

Support I need:

## ***Write a Video Script***

Step 1: Write your learning objectives. What do you want your audience to understand, do, or feel after they have watched your video?

### **Learning Objectives:**

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Step 2: Decide the format for your video. Here are some possibilities:

- Interview
- Story/ sharing
- Group discussion
- Presentation with voiceover

### **Video format:**

Step 3: Create a “hook” to interest your audience in what you will say in the video

Step 4: Create a video opening where you help your audience clearly understand what they will learn from your video.

Step 5: Draft the rest of your video script, and get feedback.

Step 6: Practice your video content until you can say it clearly and naturally.

Step 7: Record your video

## ***Design a Workshop or Learning Event***

Well-designed workshops incorporate some basic principles of adult learning:

- Make sure that the workshop is relevant for the participant's *current* needs and goals
- Connect the workshop content to the participant's prior knowledge and experience
- Incorporate meaningful learning activities
- Provide opportunities for people to immediately apply what they've learned).

Before you design any workshop or learning event, you will want to conduct a needs assessment. This helps you to make sure your event connects with what the participants need to know, and that it will be immediately applicable.

### **Needs Assessment Worksheet**

1. Who are the participants I think might attend this workshop? (consider their background, prior experiences, and current life situation)
  
2. What do they already know about this topic?
  
3. What do they need to know?

Now, you will design your Learning Objectives. Here are a few tips:

- You should be able to measure whether your objectives have been achieved (ie. You can't really tell if a participant has "learned" something; you can tell if a participant has "discussed the importance of a weekly schedule for time management")
- Objectives should be written using action verbs (see <https://tips.uark.edu/blooms-taxonomy-verb-chart/> for examples)
- A good structure for writing objectives is: "By the end of the session, students will have.../ By the end of the session, students will be able to..."

### **My workshop objectives:**

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The next step is to design learning activities within a workshop that will lead your participants to accomplishing your objectives.

One model for workshop design that incorporates these principles is the “Four C’s”

1. Connection
2. Content
3. Challenge
4. Change

### **Connection**

The Connection portion of the workshop involves discussion or an activity to help learners connect what they will learn in the session with their prior knowledge. What do the students already know about the topic? By bringing this knowledge out, you will:

- Make it easier for students to connect what they will learn with skills and knowledge they already have
- Gain a clearer picture of what the students already know in order to tailor the information you will provide to their needs.

### **Content**

After creating connections, you will present your workshop content (based on the workshop objectives). Note – presenting new content doesn’t need to be a “chalk and talk” (or Powerpoint and talk). You can use any format that will present the information you want the participants to learn. You might:

- Use video
- Have students read in small groups and discuss
- Use drama or role plays
- What else...?

Usually, a content segment should be no longer than 20 minutes, particularly if students are doing a lot of listening or taking notes.

### **Challenge**

The Challenge applies the principle that participants should make use of their new knowledge immediately after they learn it. The challenge is always activity based, and should focus on giving participants the opportunity to creatively apply what they are learning. For example – after learning principles of time management, participants could create a semester or weekly schedule. After learning the principles of SQ3R, participants could practice surveying a chapter of their textbook, or creating questions.

### **Change**

After completing the learning activities, participants are invited to reflect on what they might want to do as a result of their learning from the workshop --- where to from here? Activities for this section might include:

- Having participants write a key take-away on a post-it note

- Inviting participants to give an “elevator” speech summarizing what they’ve learned

Note: A workshop may move through these cycles more than once (e.g. there may be more than one “content” piece, and more than one “challenge” activity, depending on the topic).

As you plan your workshop, consider incorporating some *Learning Aids*. These materials provide a short introduction to learning strategies that have proven successful for many students in the Canadian University context.

See <http://www.kpu.ca/learningcentres/learning-aids> for the most up-to-date collection.

# Workshop Design Template

Workshop Name: \_\_\_\_\_

Peer Facilitator(s) : \_\_\_\_\_

Language: \_\_\_\_\_

## ***Objectives***

By the end of the workshop, participants will be able to:

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## ***Materials and Preparation***

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**Connection**

**Content**

**Content (cont'd)**

**Challenge**

**Change**

Evaluation: How was this workshop? What would I like do differently next time?