Learning 'how we do it around here': current practices in facilitating students' development of cultural competence.

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All students

- Tertiary study + culture shock
- Academic challenges

https://www.timeshighereducation.com/sites/default/files/confused_student.jpg

hs-student-news.ciee.org

http://alivecampus.com/wp-content/uploads/2014/11/13.jpg

Culture is…

Traditional pathway?

- Indigenous
- Disadvantaged
- Regional
- Parents
- Carers
- Different ability
- Transition to tertiary study
- First in family
- Part time
- Fulltime
- Not based on ATAR
- Moving between disciplines
- Moving between undergraduate and post-graduate study
- Study externally
- Study internally
- Mix mode study
- Working full –time
- Working part-time
- Returning to study
- 'Otherness'
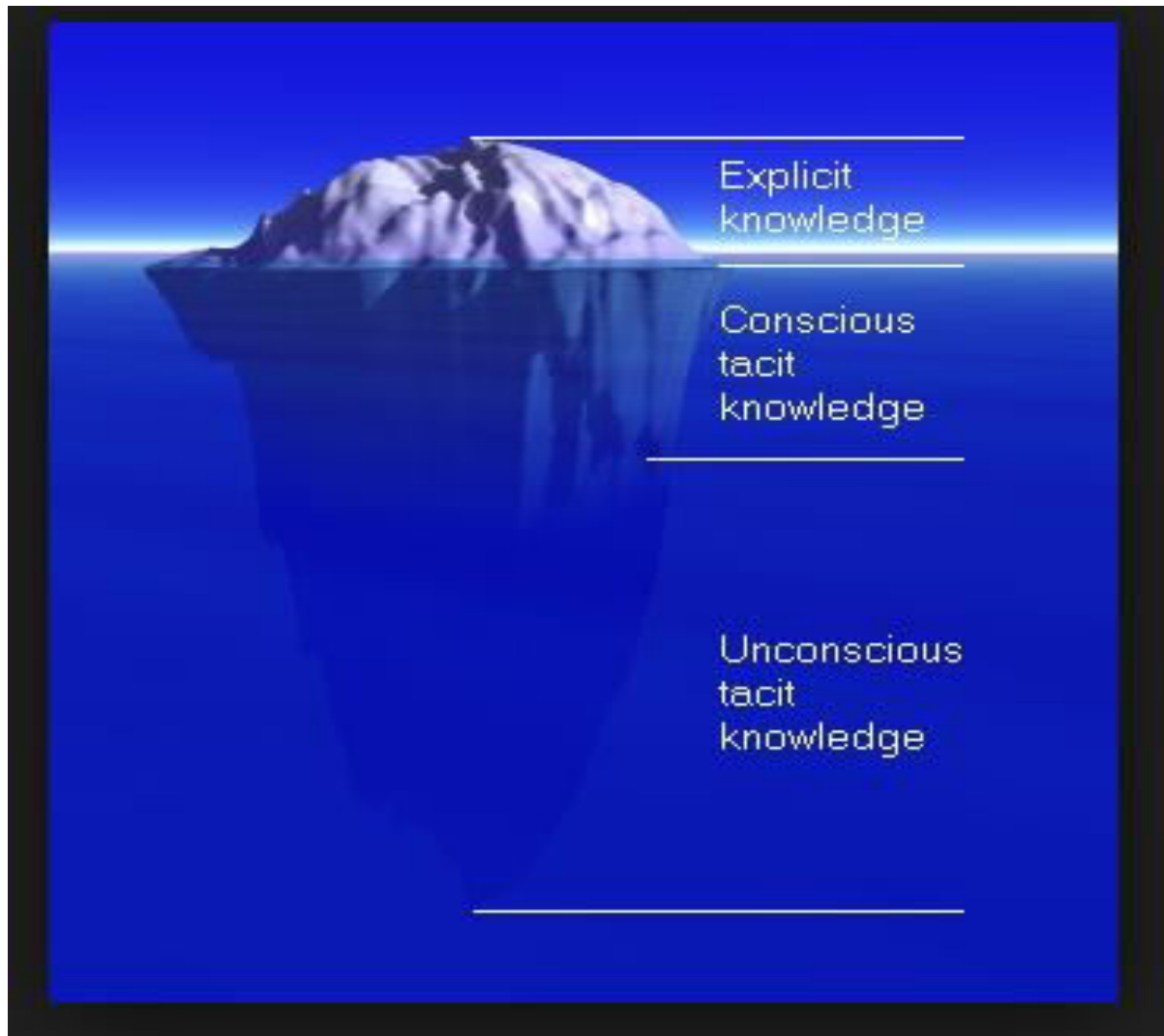
https://www.google.com.au/search?q=image+culture+iceberg+higher+education&client=firefox-b&dcr=0&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj-1qa4_oXWAhWBmZQKHcOfBWEQ_AUICigB&biw=1685&bih=887#imgdii=kq6omJ_v_8ZbHM:&imgrc=zZ-Qjtp9x45B4M:

I had no idea—the first day I was here and I got lost and wandered around and I went home to my husband and said ''There's a whole food hall there and a supermarket sort of thing and everything''…I wasn't expecting that. (Nina)

It feels like I'm in an institution that has a whole different language. (Yvonne).

O'Shea, (2016)

University dropout rates

Indigenous

53.3%

26.1%

Indigenous students make up **just** 1.4% of all enrolments and more than half of that cohort drop out, more than double the national average.

Time on campus

A student's study-mode has the most significant impact on their likelihood of dropping out.

Full time
21.3%

Part time
50.9%

Part time students are more than twice as likely to drop out than full time students.

University dropout rates

National average

26.4% 29.1% 24.5%

Age

Students aged 25 and over are twice as likely to drop out than students aged 19 and under.

19 years and under	20 to 24 years	25 years and over
19.7%	29.6%	41.6%

University dropout rates

Socio-economic status

Low SES
31.1%

Medium SES
27.4%

High SES
22.3%

Low SES students make up 17.1% all enrolments and have a dropout rate of 31.1%.

Location

Student location has a significant impact on dropout rates with students from regional and remote areas having a significantly higher dropout rate than students living in cities.

Metropolitan
25.0%

Regional
30.2%

Remote
40.5%

Profile of a resilient student

Students with

- *strong problem solving abilities*
- *high levels of empathy*
- *self-efficacy*
- *optimism*
- *social support*

are likely to have good resilience as such qualities are shown to operate as protective factors

(Kim, Lee & Lee 2013)

Resilience?

- 'positive adaptation or ability to maintain or regain mental health, despite experiencing adversity' (Rutter 2006)

- 'a relatively positive psychological outcome despite serious risk experiences' (Hermann et al 2011)

- *Resilience can be learned or extended at any time during a life-time* (Stephens, 2013, 126).

How can cross-cultural competence be measured?

CENTRE for WORKPLACE COMMUNICATION & CULTURE

ABOUT THE LEARNING CONFERENCE

Araluen Arts Centre Alice Springs, Northern Territory, Australia
1-4 October 1997

Cross-cultural adaptability inventory (Kelley & Meyers 1995)

- **Flexibility/Openness (FO) Scale** Helps measure the extent to which a person enjoys the different ways of thinking and behaving that are typically encountered in the cross-cultural experience.
- **Perceptual Acuity (PAC) Scale** Helps measure the extent to which a person pays attention to and accurately perceives various aspects of the environment.
- **Personal Autonomy (PA) Scale** Helps measure the extent to which an individual has evolved a personal system of values and beliefs and at the same time respects others and their value systems.
- **Emotional Resilience (ER) Scale** Helps measure the degree to which an individual can rebound and react positively to new experiences.

DEMOGRAPHIC AT CDU COMPARED

High numbers of non-traditional students: First in family, P/T, ES or OB, Mature Age, Alternative entry
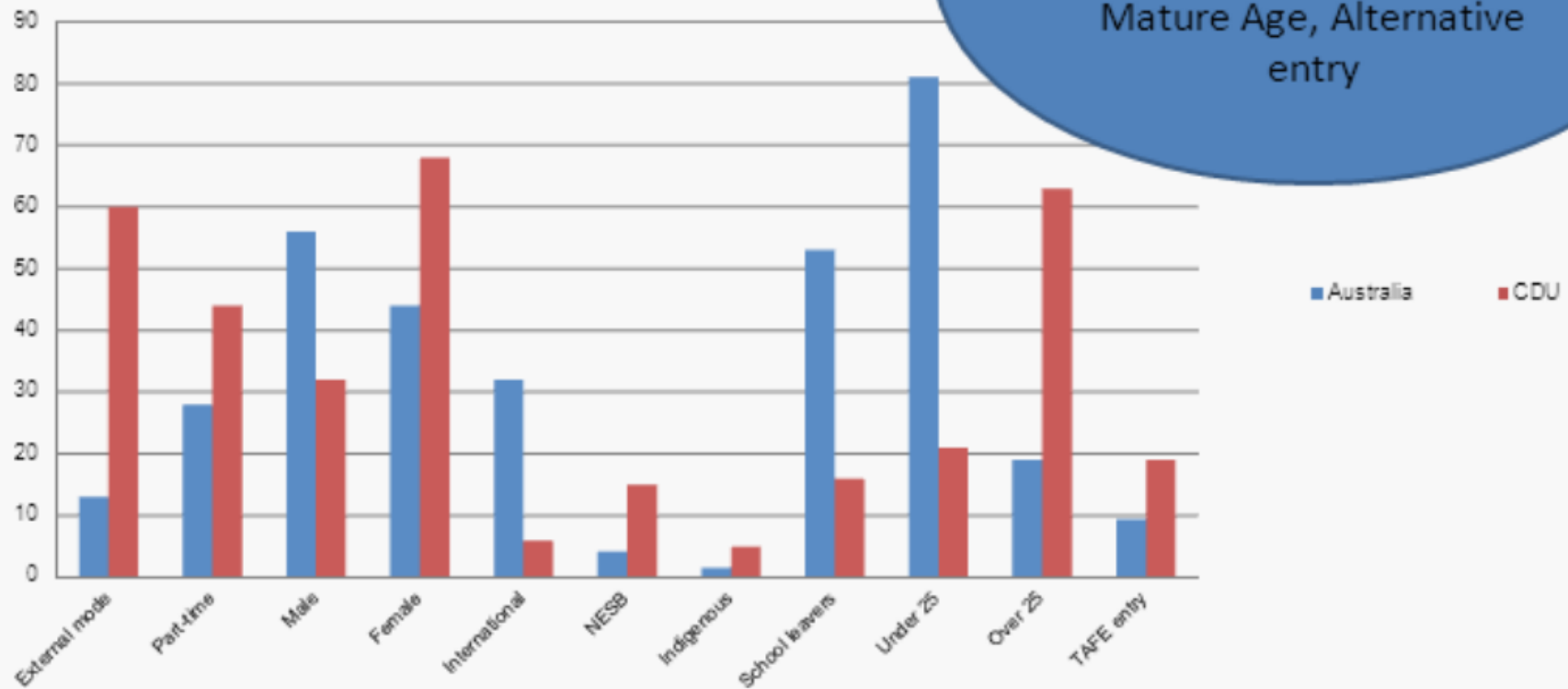
CULTURAL LITERACY (CUC107)

- Understanding of self as a multidimensional cultural being
- Analyse the dynamic interactions of self and others in a variety of cultural contexts;
- Analyse and evaluate strategies for creating culturally safe spaces in diverse social, academic and work environments;
- Identify, access, evaluate, organise and communicate information using contemporary technologies.

The requirements of university culture are explored in relation to the educational cultures students know
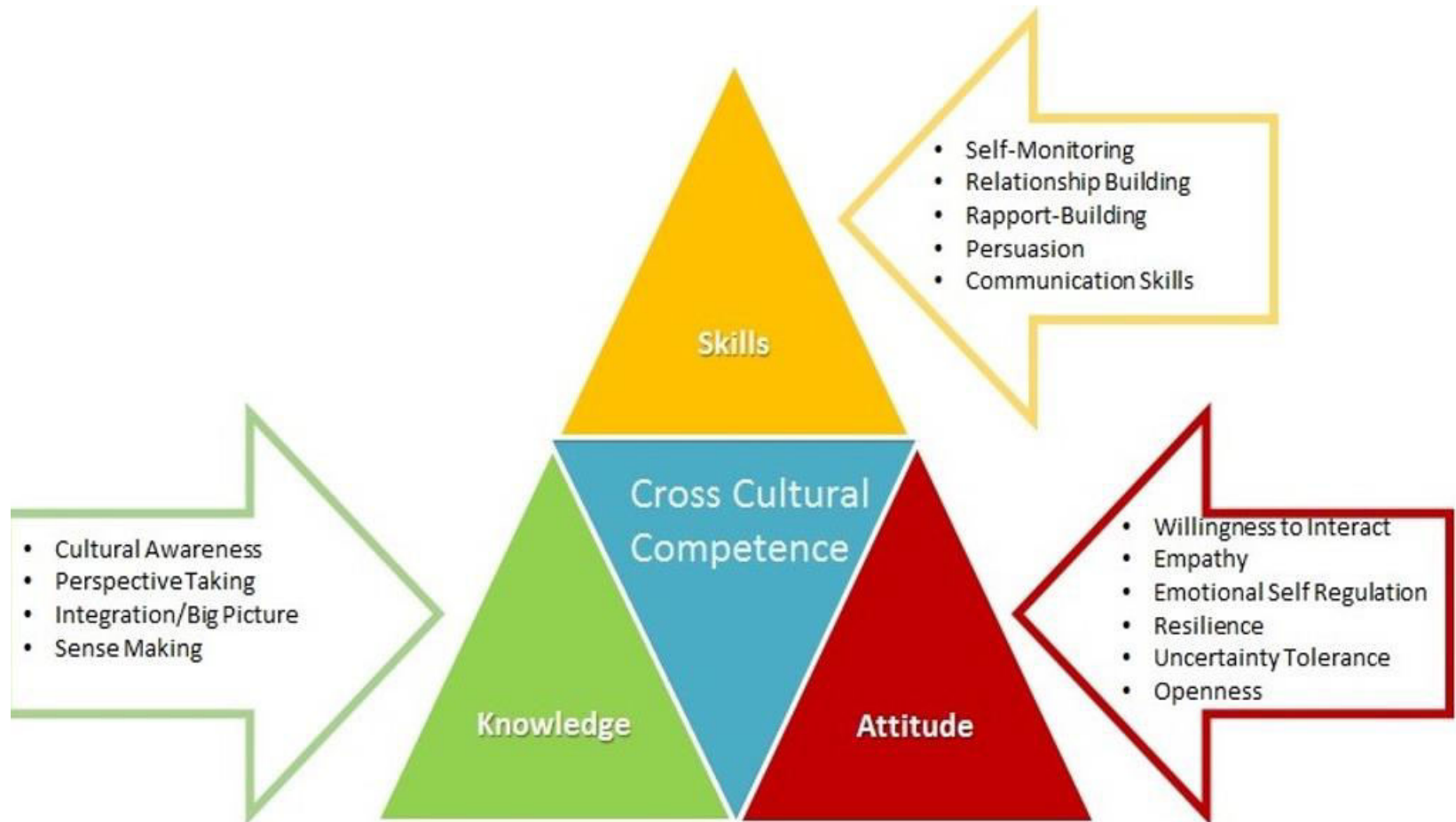
Cultural intelligence
Brislin et al.

…quick application of previously learned information …the traits and skills of people who adjust quickly, with minimal stress, when they interact extensively in cultures other than the ones where they were socialized….make adjustments in their own behaviors during their cross-cultural experiences.

https://www.youtube.com/watch?v=crAv5ttax2I

Starting point in Tertiary study?

Supporting resilience through curriculum content in the first year of university: A case study of CUC107 2016
School of Academic Language and Learning
Zemits et al

Usefulness of the unit?

- *Cultural intelligence, awareness and capabilities are also necessary and relevant ...It makes you more aware of your own culture and how it can impact on other cultures in the workplace*

- *Helped me to understand the assignment tasks and university academic culture...Constructing analytical essays and finding resources and journal articles*

- *Knowing who I am teaches me personal strengths and weaknesses*

- *It makes me examine my own prejudice view*

- *Appreciating different cultures has allowed my future learning be so much more holistic.*

Application of the unit in work and study

- *Looking a little deeper into cross cultural communication (in my own country compared to previously being in a foreign country, 'looking outwards')*
- *I applied relationship between culture, knowledge, experience and behaviour in my work and study so I ability to interact effectively with people from different cultures.*
- *Understanding safe work spaces and how to create them*
- *I work in a managerial position, it has helped me widen my perspective.*
- *In current units work and personal life*

Reflection – research questions

Institutional approach

•Compulsory or optional?

•Face-to face or online?

•Credit points?

•Teach dedicated subjects?

•Teach explicitly?

•Modelling?

•**Academic staff**

•What intercultural skills do you have?

•How well equipped are you?

•How do you know what you know?

•How did you get to where you are now?

•What training did you have?

Professional staff

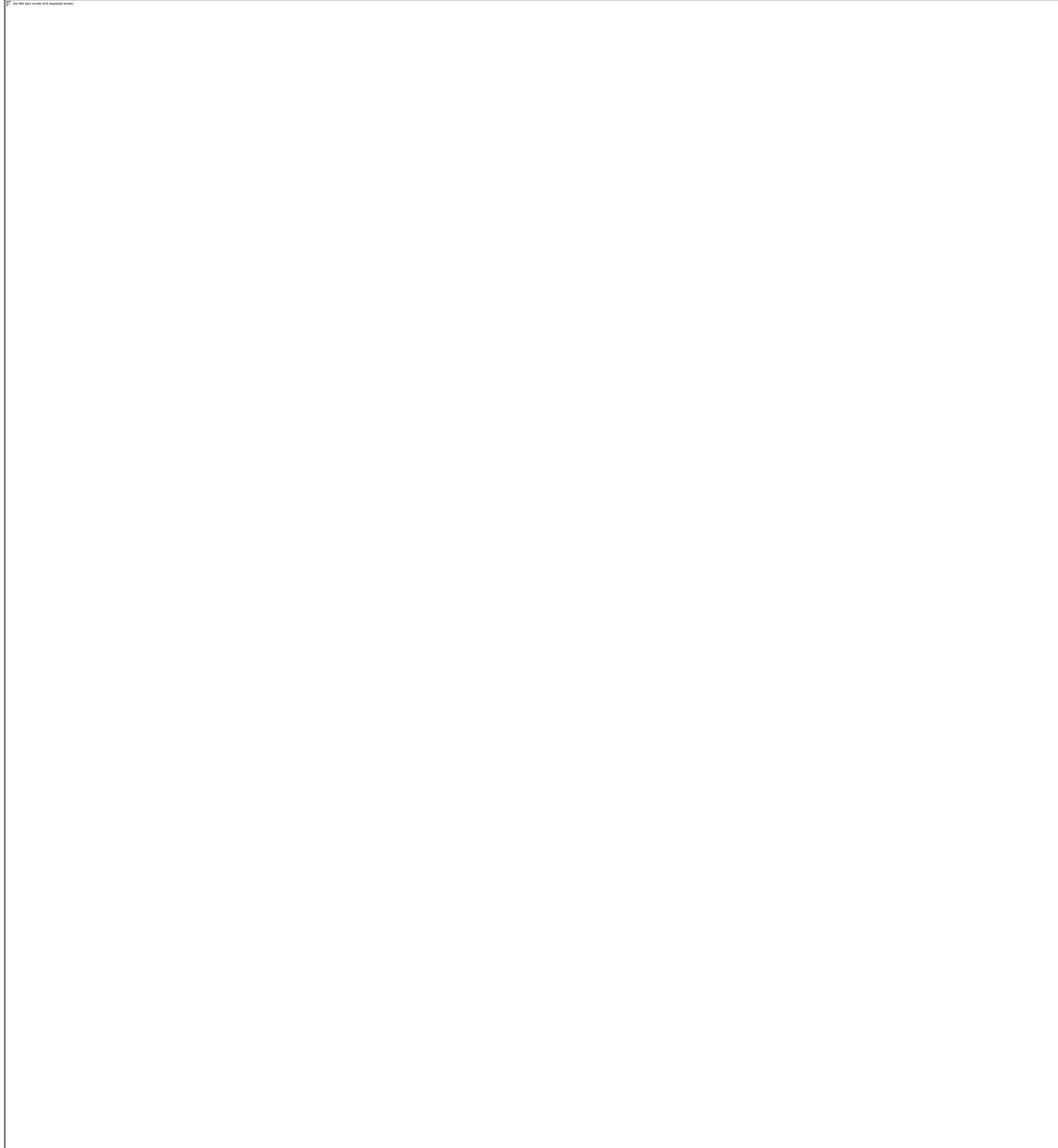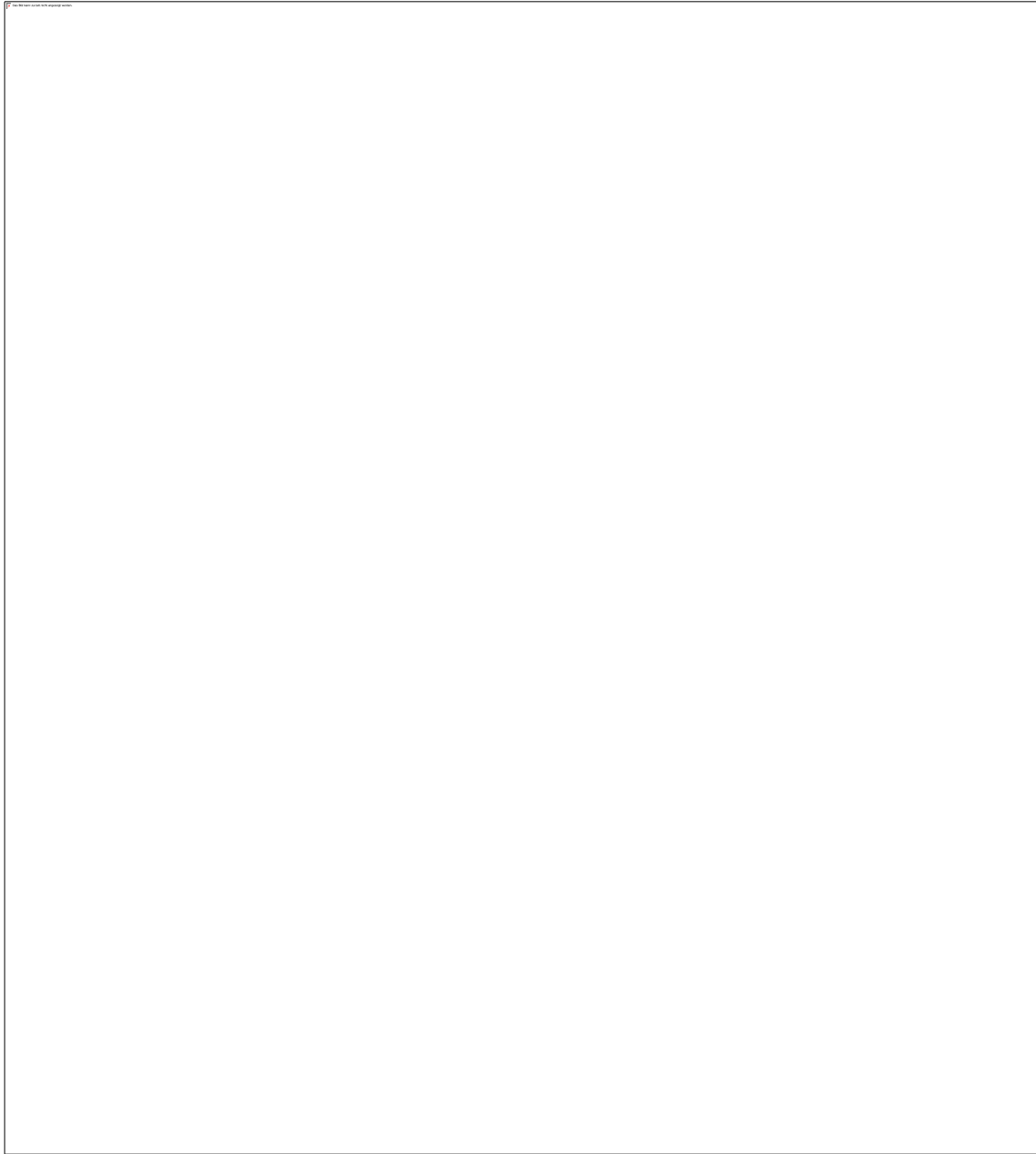•Role of academic staff in equipping professional staff?

•Modelling?

These strategies, especially those that employ pedagogies of engagement to enhance student classroom success, ultimately depend on the skills of the instructional staff to effectively implement them in class
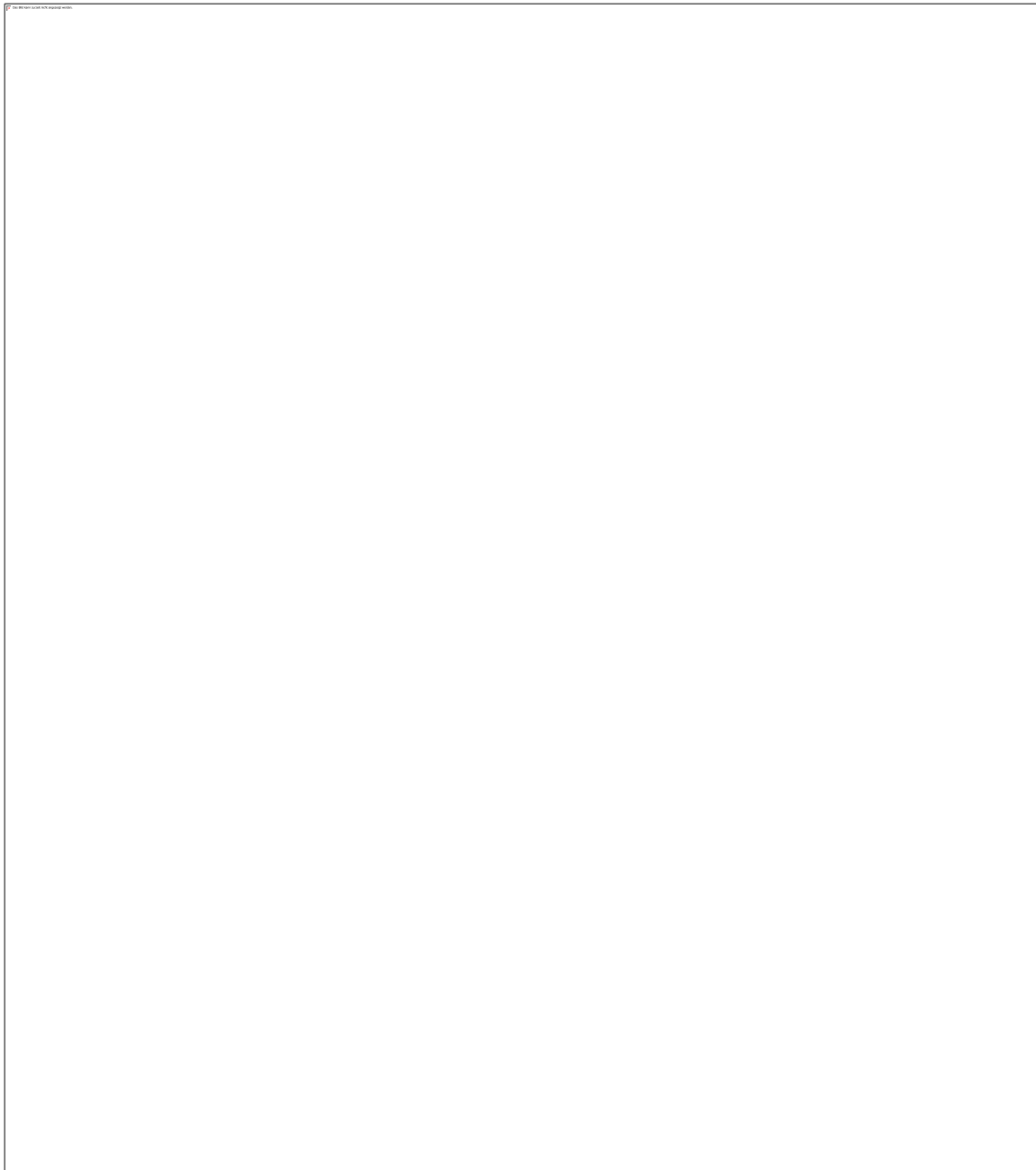
Tinto, 2012

References

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THANK YOU