

Ideas and Resources for Teaching to ILO #4: Cultural Awareness

Assignment, Assessment and Activity Ideas to Support Students in Achieving ILO #4

- After focusing on the location of countries and continents, we carried that knowledge into lessons on WWI and WWII. We talked a bit more deeply about why Hitler came into power. We also made comparisons to how U.S.A. provided financial support for countries in WWI and WWII and how that is what we were doing with Ukraine to help fight Russia. This led to discussions of impeachment and cultures across the U.S.A. (ABE)
- Class discussions focus on the various historical cultural influences on ceramics. Student presentations focus on the modification of those cultural influences to meet their needs. (ART)
- Looking at artworks from around the world. Class assignments - students use different cultures as inspiration to create their own artwork. (ART)
- Assignment on how world cultures are represented in artwork. Students get assigned a particular culture to do research on and they discuss with the class their findings as well as present images for the class to study. (ART)
- Drawing assignment - students research and apply learned content to a drawing assignment specific to world cultures and societies (ART)
- Mishima project (ART)
- Students spent time in the library learning how to access research resources to look at artwork from all around the world. Students were challenged by an assignment to use museums and art galleries available through their CGCC library access. (ART)
- This course incites much curiosity about variation in the human species and how those differences and similarities express within populations. Students explore these ideas on a personal level but also make observations about how definitions play out in terms of geographic distribution. In addition, we explore the history of racial profiling and biological expression of traits in the past as well as the present. (ATH)
- Since cultural anthropology is an exploration of culture systems around the globe, we address how to “ask deeper questions about other cultures and seek out answers to these questions” as a part of our investigations into expressions of culture. (ATH)
- This course connects strongly with cultural awareness, inciting students to explore areas of interest through both geographical location and spatial/time awareness. Because it addresses prehistory on a global level, and the place of people in the landscape throughout time, students often are excited to focus on their personal areas of interest. (ATH)
- Class discussion as it applied to doing business globally and having a diverse workforce. (BA)
- Activities include both a personal journey journal and group blog discussion entries. (CAS)
- Some work involves researching and writing about important people in the field of chemistry, for the past two years I have had students focus on scientist of color. Students were not told this, it was just that they scientist we discussed happened to be people like Mexican Nobel Laureate Mario

Molina, the person responsible for humans reduced use of CFCs which caused a hole in the ozone layer. (CH)

- I have included more Latinx scientists in an effort to draw in my Latinx students. (CH)
- I connected them with native Chinese speakers through different forms of communication such as exchanging videos & letters. I encouraged students to ask further cultural questions through the responses from their language exchange partners. During group practices in classes, students need to come up with appropriate conversations in various designated daily life situations. (CHN)
- Country Profile. Students also conducted interviews of people who had traveled internationally and experienced a variety of cultural occurrences, learning how these people expanded their curiosity and increased their awareness and knowledge of cultural differences. Students also researched the cuisine of their chosen culture for the international buffet. (COMM)
- Students learn to more deeply understand the cultural and social construction of gender in our world and how it impacts daily interaction. (COMM)
- Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations. (EC)
- Multi-cultural and child development (ECE)
 - The first level is looking with-in – what are my biases? How will that affect my working with children?
 - The second level focuses on how to apply cultural awareness and appreciation, i.e.:
Windows and Mirrors
- We incorporated some "brave space" activities, and created group norms together and kept them displayed all term long. I encouraged all students (and myself) to be curious rather than certain. We had some really deep discussions as well as writing assignments that encouraged us to identify our own biases towards those who are culturally different from us. (ECE)
- Class discussions related to elements of equity and inclusion; discussions about how early childhood providers/teachers could ensure that their practices were inclusive and supportive of each student in a respectful manner and ensured that each individual child's needs were met and that their culture and individual dispositions were considered during curriculum planning; discussions on how to create curriculum that was free from bias and how to create inviting environments that supported all children to thrive. (ECE)
- Sessions on Communication and Ethical Responsibilities to Families include consideration of cultural perspectives and practices. (ECE)
- This class highly supports students to initiate and develop interactions with culturally different others in several capacities. Students are supported to engage in whole group discussions and smaller group break-outs during Zoom class with their peers who represent a broad range of diversity including cultural differences, differing abilities, diverse personal identities regarding pronouns, and many other areas of difference such as age. In addition to their peer interactions, the course content has a focus on how to build relationships with families from diverse backgrounds, particularly regarding sensitive classroom guidance practices and how to work respectfully with young children from a framework that acknowledges that each child is embedded within their own rich individual cultural contexts. Understanding that each one of us has unique micro-systems,

macro-systems and meso-systems that serve to shape us and that each one of us is equally and fully human and worthy of respect is a message that I hope comes through as a major part of this course's content. (ECE)

- Students have open-minded, supportive online conversations with students from different backgrounds. (ECE)
- The sheer volume of new technologies within the electronics field should be a curiosity to students. Read students Read. (EET)
- Discussions on how personal bias can effect patient treatment based on race, religion, sexual orientation, etc. Treating all patients equitably is a major focus in EMS today. (EMS)
- Cultural Literacy is an important aspect of this course, as the culture of Early Modern England is different from our own. (ENG)
- Early Modern England is a culture very different from modern day America. Students were curious about several aspects. For example, while studying Romeo and Juliet, students were interested in the marriage practices of couples in Early Modern England and were shocked to find that most marriages were not arranged. Actually the average marriage age in England in the 1600s was mid to late twenties, similar to today. When we read Richard II, students were interested in the idea of primogeniture to determine if it was right for Bolingbroke to seize the crown from Richard. (ENG)
- I greatly increased the number of marginalized voices in my curriculum, from around 30% to over 70%. The result was a much more well-rounded view of our early literature and culture. Students loved the additions, many of which were really eye opening! (ENG)
- Had students work in groups to develop wiki pages for Black poets; did a unit on Poetry of Social Justice and Protest. Very powerful. (ENG)
- I increased the cultural awareness aspect of this course by increasing the % of materials from marginalized populations AND incorporating LGBTQ texts into the course, with exploration of how LGBTQ writers face many of the same challenges as women writers (and historically, many women writers were in fact LGBTQ+ (ENG)
- Cultural awareness was a major focus in this course. With a multicultural group of students, we learned about each other's cultures, as well as other cultures around the world. (ESOL)
- This is an ongoing theme in the course. Working with students from other cultures presents great opportunity to look more deeply at culture in general. (ESOL)
- Our class is multi-cultural. Students ask one another many questions about each other's cultures daily. (ESOL)
- We talk about different ways to become more active in our communities (ESOL)
- Our class is multi-cultural and we often take time to appreciation and learn about one another's culture and values. (ESOL)
- We include world cultures when discussing environmental worldviews and this is always better when I have multi-cultural groups so we hear many viewpoints. (ESR)
- Differences in ideas and approach to disease (FN)
- Volcanoes Discussion - Provide information about other cultures to get students thinking (G)
- Add in some cultural information related to the oceans (Native American legends about tsunamis and earthquakes, climate change and sea level rise impacts on other countries, asking students to compare hazard responses to one another when discussing projects, etc. (GS)
- Cultural awareness is achieved through readings, lectures, and cooking assignments where students can showcase meals that they have created, which are often culturally diverse. (HPE)

- Privacy censorship – how other cultures deal with policies (LIB)
- Students introduced to workplace discrepancy in wage and representation in gender. (MFG)
- The students must seek out a healthcare professional of a culture different from their own, to discuss cultural healthcare issues. (MP)
- incorporate cultural information into math work problems = spark curiosity (MTH)
- Quick research moment for math history (using cell phone & 3 mins.) (MTH)
- Small projects involving the history of the quadratic equation. Students learn which cultures used the equation. We then have a class discussion of how the equation is used in their lives. Definitely still working on bringing more history of math into the classroom, more visuals, more videos, and have found some great TedEd programs to have students watch and evaluate. (MTH)
- Students read short historical excerpts and responded to these. Researched the different methods of multiplication over the ages and how these are still used today. (MTH)
- Accessing math history as a discussion point to focus on cultural awareness for many of the math assignments. Rewriting problems from the textbook so they are culturally relevant. Discuss why some topics would not make any sense to students. (MTH)
- Students research content dealing with subjects that are esthetic, cultural and artistic in nature. The written essay topics were encouraged to be tied into student's ethnicity or genealogy resulting in a greater quality of engagement. The rich archive of world music performance available on You Tube is multi-dimensional in that it presents people making music in the context of village life, festival performance, educational settings, music combined with worship, dance, storytelling, and various age groups young and old. Instrument building is also present on line and the technologies required from ancient to modern. (MUS)
- Students address cultural awareness in theory and in clinical practice. The clinical concept map and care plan documents developed for this and next term will highlight psychosocial/cultural/spiritual assessment, along with holistic nursing concepts structure on Gordon's Functional Health patterns (NRS)
- The course contained specific theory time for cultural aspects of nursing care. Additionally students completed a cultural self-assessment and interviewed people from other cultures in teams of 2. Interviews included their perception of how culture impacted care and interactions in the health care arena, among other topics. Students did a presentation to the class about the culture they had selected. (NRS)
- The cultural awareness aspect of pathophysiology is addressed in the material related to various pathologies. (NRS)
- Case studies and learning activities weave cultural factors into building understanding about risk factors, prevalence and healthcare disparities related to disease processes. (NRS)
- Cultural practices and natural remedies were discussed where relevant, both in class and through discussion forums (i.e. folk remedies, use of natural products). (NRS)
- Disease processes which reflect health disparities were discussed where relevant, both in class and through discussion forums (i.e. diabetes prevalence, COVID 19 morbidity and mortality.) (NRS)
- Theory objectives sometimes specifically highlight cultural aspects of care, such as, "Identify cultural influences on the labor/delivery process", from the intrapartum lecture. Sometimes classroom activities will highlight cultural aspects of the topic, such as a cultural group of questions in the OB Jeopardy game. (NRS)

- Students are assigned a paper where they are given minimal information on their "patient" and they have to explore and discuss what they would want to know/do/ask about their patient. They have to rely on the information they have learned in the 4 terms prior to this term and apply it to the NCP patient. There are different 'cultural' aspects that the student has to consider in this paper. (NRS)
- While completing their nursing care plan, there is a component which addresses culture of the patient. The student has to complete this on a med-surg patient to better understand how culture can affect a patient's health and well-being. (NRS)
- Students learned about the various culture's views towards medicine/pharmacology and how each culture used medications. (NRS)
- Added cultural components to SUD mental health and sexual assault and domestic violence lectures. (NRS)
- Theory content, learning activities, and a group assignment focused on the cultural differences of Dementia individuals. (NRS)
- Case studies and class learning activities weave cultural factors into building understanding about risk factors, prevalence, and healthcare disparities related to disease processes. (NRS)
- There is a week in this course where we focus on a multi-culture work places and work place ethics. Students have materials to view, forums for discussion, and a journal for reflection for the week. The students also stated in the course survey that they felt this was an important part of this course, and that it helped improve their understanding of a multi-cultural work environment. (OS)
- Students participate in online discussions requiring review and research of resources and discuss and evaluate various situations regarding human relations, professionalism, and workplace culture and diversity. Students are required to ask questions in order to seek out answers. (OS)
- Film documentaries were provided to present worldwide views. Students submit papers and class discussions are involved. Guest speakers are provided to enhance differing cultural perspectives. (PSY)
- We spend an entire unit looking at how hormonal differences between men and women affect stress, love and relationships (PSY)
- Every aspect of personality was viewed through a cultural lens, and the individual cultural experiences of the students were often incorporated into the weekly discussions. (PSY)
- Forum questions focus on curiosity related to other cultures. We spend a lot of time in the course talking about the importance of curiosity in the study of psychology and how important it is to think about the applicability of all the concepts for other cultures. (PSY)
- Forums on understanding and applying how culture contributes to the experience of human development. (PSY)
- Readings that reflect expanding cultural awareness. I've loved discussions resulting from Chimamanda Adichie's "Danger of a Single Story" (RD)
- Asked students a discussion question where they are to think about a time that they felt either ethnocentrism or culture shock. This discussion is an excellent way of bringing about cultural awareness. I find that this discussion is one of the most interesting and engaging discussions that occurs in my class. (SOC)
- Created a lecture that incorporates visuals of the different cultures that I have visited. I believe that the visual information makes the lecture more interesting. (SOC)
- The first week is dedicated to intercultural communication issues. (WR)

- Students completed a rhetorical analysis of a charity ad for an international crisis within the frame of ""poverty porn"" (WR)
- The course starts out with a lesson on intercultural communication and students write a written reflection about culture and ethics. (WR)
- Students were exposed to writing from author's whose cultural backgrounds were different from their own. For example, when studying satire, we watched several skits by Key and Peele. These skits related the black experience in a way that was comedic, but also a social commentary. Some of my students had never considered lived experience of a BIPOC person. (WR)

Instruction Ideas

- Make integral throughout curriculum
- Incorporate service-learning into courses – getting involved in community cultures
- Foster peer-peer interaction
- Use multi-media (videos, music, articles, guest speakers) to engage student curiosity
- Help students learn to ask more critical, reflective questions
- Give them time/opportunities to ask the questions
- Make it personal to the students
- Start with visual communication – have open talks about different interpretations
- Being exposed to social culture in USA as well as outside USA
- Exposure to writings/authors translations into English
- Reward creativity and ideas in students
- Acknowledge that social groups are cultures and awareness is critical to us understanding and making decisions
- Supplemental materials with multicultural focus (videos, articles, guest speakers)
- Encourage “Devil’s Advocate” in class discussions
- Asking open-ended questions
 - Varying perspectives approach
- Small group work in class sessions
 - Diverse make-up of groups
- Keep in mind who audience is
- Taking learning out of the classroom and into the real world
- Look at people who have done research from South America because that is a large culture in my class

Activities

- Assignments that are more exploratory in nature (as opposed to strictly skill based)
- Assignments that include/require an element or component of cultural awareness
- Share personal identity (students and faculty)
- Understand own culture
- Self-assess dimensions of cultures
- Situational prompts and how one responds
- Food exposure from different cultures
- Interview a person of another culture

- Cultural write-up and class presentation
- Research assignment of another culture
- Word origin/cognates
- Background/cultures/students – contrast and compare
- Readings about other cultures – essay response
- Cultural collages
- Difference with international systems of units - bargain vs USA system
- Movies from foreign countries
- Field trips to foreign countries
- Class activities that force students to put themselves in other’s shoes – details of scenario/case study, etc.
- Projects with international focus
- Stereotyping exercises
- Appreciate values of childhood/background
- Self-assessments (awareness) to rate and seek to improve CQ (Cultural Awareness Component)
- Read short articles about other people’s education
- Look at culturally diverse pieces of literature – children’s stories - use literature as a way to establish connections
- International business – what is acceptable?
- Using reading materials by authors from around the world

Resources

- [YouTube video](#) (by Dr. Allen) presented during Zoom class sessions that discussed the statistics of expulsion rates in preschool programs. We were reading a NAEYC article on the subject of preschool expulsion rates that week and I felt that the YouTube video was very thought provoking and added a lot of value to that topic. As a follow up discussion, we discussed anti-bias practices and how to ensure that our work supported positive outcomes for all of the children and their families. (ECE)

Institutional

- CGCC needs to support more courses that speak strongly to cultural curiosity (literature, foreign language, gender studies, etc.)
- CGCC website different languages
- Culture fair

Barriers and/or obstacles to curiosity about Cultural Awareness

- So “white” – student & faculty
- Not interested
- Fear of not being “it”
- How to ask questions?
- No exposure/experience