

Mentor and Teach to Improve Student Cultural Competency

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Human Relations in a Multi-cultural Society

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The Teaching and Learning Setting

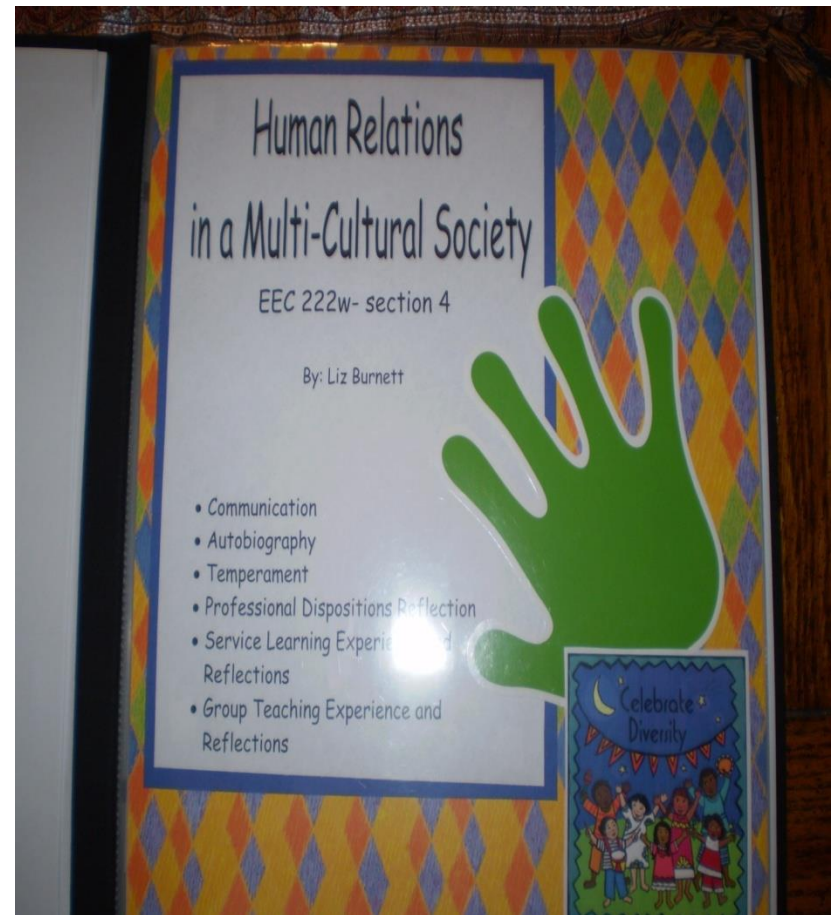
- Who? MSU undergraduate students
- What? Cultural competency
- When? Academic years 2010, 2011, & 2012
- Where? EEC 222w: Human Relations in a Multi-cultural Society
- How? Campus-based instruction, service learning, and more
- Why? To prepare students for their careers in southern Minnesota and throughout the world

Course Objectives

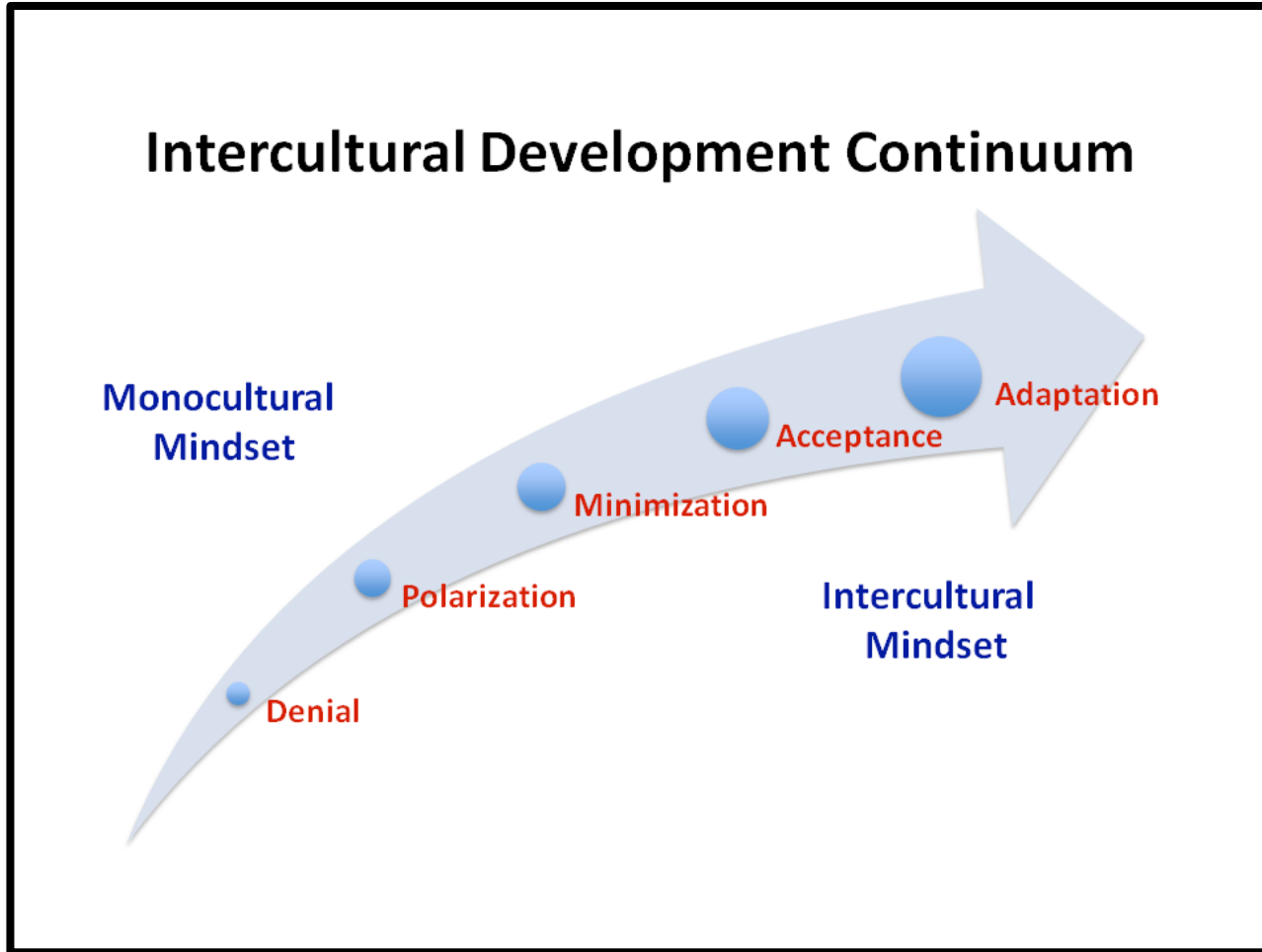
- Increase understanding & appreciation of one's own culture.
- Identify & reflect on personal characteristics, qualities, & experiences with diversity & culture.
- Reflect on personal pre-judgments about other people.
- Learn to accurately perceive & understand other cultures.
- Understand the value of multi-cultural & anti-bias education.
- Know principles of multi-cultural education.
- Understand & reflect on the emotional impact of unfair practices.
- Practice positive and respectful communications.
- Create plans to stand up against discrimination.
- Improve academic writing skills.

Course Instructional Strategies (from syllabus on file)

- Campus-based instruction (45 hours)
- Service learning experience (18 hours)
- Team-based research and presentations (10 hours)
- Self-reflection paper on temperament
- Autobiography
- Guest speakers
- Final reflection comment



Measuring Cultural Sensitivity (Mitch Hammer, 2005)

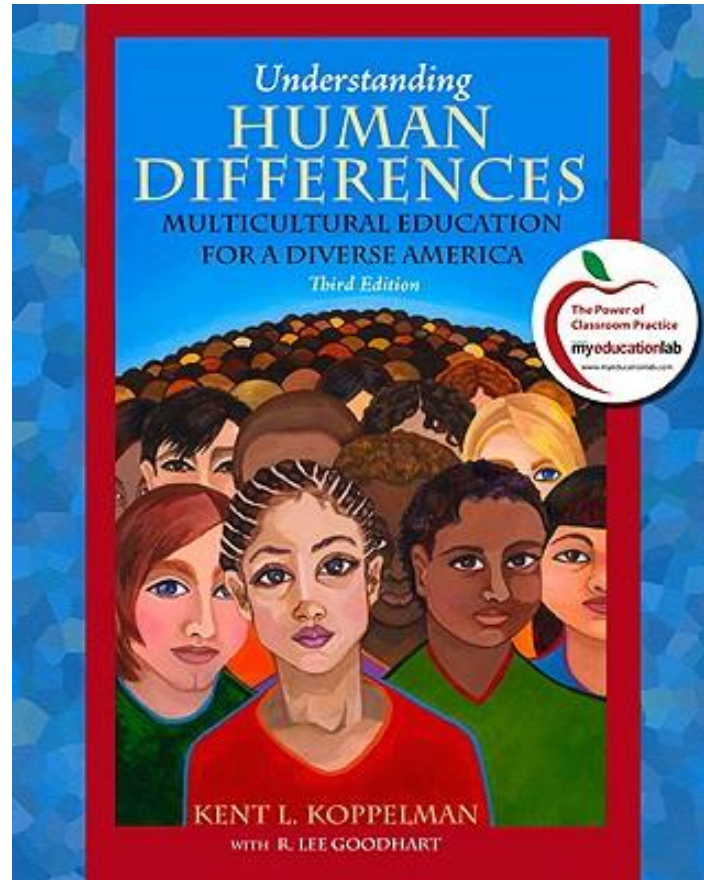


MSU first- and second-year students start in stages of:

- (1) Cultural disengagement
- (2) Denial/
unawareness
- (3) Polarization/
seeing differences
- (4) Beginning minimization/
seeing similarities



Read a new textbook



Learn about our own preferences



Complete personality assessments



Learn about our own cultures.



Complete Service Learning at the Mahkato Wacipi



Cultural Partnership Interviews



Cultural Partnership / Interview



From Remember the Titans

One-on-one feedback meetings with instructor

Structured discussion about cultural differences



MSU first- and second-year students move to stages of:

- (1) Cultural engagement
- (2) Polarization/
seeing differences
- (3) Beginning minimization/
seeing similarities
- (4) Acceptance/
liking the differences

