

Building Intercultural Capacity Through World Literature

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New Major/Minor

Our 2020 3-year grant was for new program development and we are on track now for offering a new Major and Minor in World Literatures and Intercultural Communication **starting in September, 2022**

The Main Innovation

Shift to a pluricultural/plurilingual model

----- creating more “interspaces” -----
 And, thus, more opportunities and motivation for students to do more connecting, more synthesizing, more contextualizing, more interacting, more group processing

Tangible Outputs

- Triple team-teaching
- non-linear course progression
- specialized experiential learning courses that bridge academic content with community engagement & practical intercultural skills development
- “Piggy-backed” experiential learning courses with Southern Medical Program Flex Learning – providing interdisciplinary intercultural student interaction

- multiple entry/exit points and transfer flexibility for students via badges
- digital modules to increase Indigenous perspectives & add geographical diversity

- Using the Intercultural Development Inventory (standardized assessment) as both content and QA
- “networking” intercultural assignments across all courses

Completed in 2020

Will do in 2021

Um, see Hurdles

New Courses Designed with Plurilingual/Pluricultural Conceptual Foundation

All have IDI assessment built in. Courses in orange have been (or are being) taught in the 2020/21 academic year

Basic entry course:

WRLD 150 Introduction to Intercultural Communication

Intro to Language and Culture Series:

WRLD 151: Mandarin Chinese

WRLD 152: Modern Korean

WRLD 153: French in Canada

WRLD 154: Modern Farsi (Iranian)

WRLD 155: Modern Maya

WRLD 156: Modern Punjabi

WRLD 157: Modern Arabic

WRLD 158: Modern Japanese

Triple-Team Courses:

WRLD 330: War in Literature

WRLD 331: “Best” Int’l Feature Film

WRLD 332: Nobel Prize Literature

Experiential Learning Courses:

WRLD 382: Cross-cultural Travel Narratives

WRLD 497: Community Service Learning

WRLD 498: Work-Integrated Learning

WRLD 499: Project-Based Learning

Triple-Team Teaching

Tripling “interspaces”

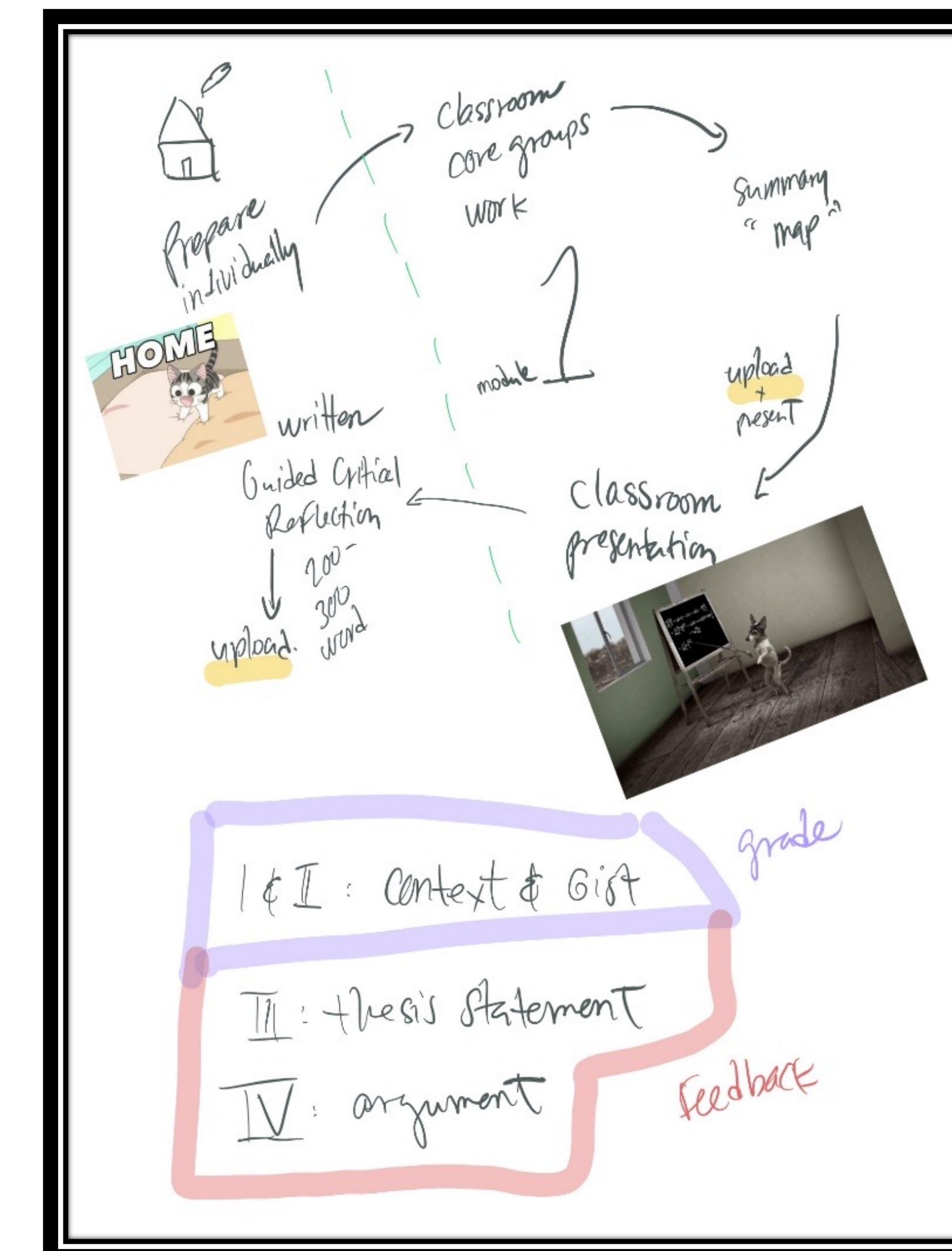
- 3 profs, 3 topics, 3 classes – shared
 WRLD 330 War Literature
 WRLD 331 “Best” Int’l Feature Film
 WRLD 332 Nobel Prize Literature
- 3 research methodologies (historical, poetics, cultural)
- 3+ linguistic areas (Japan, Brazil/Portugal, Quebec/France)

Impact on pedagogy

- seminar format
- modelling collaboration
- modelling contact, disagreement, communication, etc.

Impact on assessment & learning outcomes

- Assignments make the continuum
- Combination/contrast is at the heart of tasks
- Advanced learning outcomes



Hurdles

We have been experiencing pretty **significant resistance to the implementation of the curriculum changes** -- from both students and faculty -- some predictable, some surprising.

Experiential learning sounds wonderful on paper, and everyone would love to be able to say they are skilled at intercultural communication, but learning about them and actually doing them are totally different things – very much like learning a second language. **Effective self-reflection requires sincere and deep emotional work and so does not fit well into the grade economy.**

Aside from the time and energy it took to design courses that make the intercultural/experiential work happen, instructors were faced with a lot of anger from students who did not want to be pushed out of their comfort zones. **Burn-out and lower TEQs are hard to sell to faculty** – and can directly affect career progress.

Experiential learning projects take a long time to set up, but can fall apart quickly. And it takes hours to deal with student emails – **students don’t seem to actually want to experience and figure things out**, they want you to tell them exactly what the experiential learning is so they can ace it – they adjust eventually, but it takes a lot of instructor time & energy that needs to be scheduled in.

Students can already have higher scores on the IDI than the instructors, and **average faculty IDI levels may actually be quite average** – which doesn’t bode well for the program being able to produce measurable IDI growth unless the profs are also willing to do their own intercultural growth-work.