



## Session II A, July 17-21, 2017

### 20. Education from the Inside Out: Intercultural Learning Away from “Home”

Many of us dream about the day when our organizations will be more diverse and inclusive. The silos where we work, however, too often work against the fulfillment of that ideal. Offices that send students abroad, centers that serve international students, departments that promote social justice, programs that organize community-based learning at home and away are often more distant than collaborative. In this workshop we will explore a developmental, holistic, and mindful approach that asks us to bridge across the differences that separate us, including the gaps among our institutional silos. This approach asks each of us to “educate from the inside out”: to first develop and transform ourselves, and then to support our students as they learn to do the same. You’ll leave the course with materials and competencies to help you prepare yourselves and your students to engage with different others, whether at home or away.

**Designed for:** Faculty and staff who work in international education, who support students advocating for social justice, or who engage students in community-based learning; high school teachers, intercultural consultants, managers, and human resource professionals who are interested in transforming their training.

#### Workshop Objectives

You will have the opportunity to:

- Apply three different models in your training, including Experiential Learning Theory and the Intercultural Development Continuum
- Work with several debriefing methods, including Thiagi’s six-question framework
- Explore the meaning of your individual IDI and Kolb LSI profiles through an individual debriefing session
- Reflect on your own intellectual, emotional, and physical experience of cultural difference and commonality, and learn to apply these insights in teaching and training others
- Understand and practice self-reflective activities designed to enhance mindfulness and creativity
- Apply the challenge and support theory to balance content and methods in your training

#### Learning and Teaching Activities

- Short lectures and discussions about core intercultural competencies and principles of intercultural learning and teaching
- Applying strategies for practicing these core competencies and principles
- Identifying the ways you characteristically respond to a variety of experiential activities
- Using the following types of activities in your teaching and training: simulations, role plays, skits, inventories and questionnaires, critical incidents, case studies, and guided visioning
- Discussing teaching and learning concepts: experiential learning, intercultural development, holistic learning, meaning-making, mindfulness, challenge and support, framing and frame shifting
- Creating an intercultural tool kit
- Reviewing an annotated bibliography of key publications and websites



**Dr. Mick Vande Berg** has held international education leadership positions at several institutions and organizations that are well known for their commitment to international and intercultural education. The principle editor and author of *Student Learning Abroad: What Our Students Are Learning, What They're Not, And What We Can Do about It*, he frequently trains intercultural trainers and provides intercultural coaching in Europe, Latin America, and North America. A founding board member of the Forum on Education Abroad, he is a recipient of both the Forum's Peter A. Wollitzer award for his "remarkable effectiveness in influencing institutions of higher education to understand and support study abroad" and the IDI Intercultural Competence Award "for outstanding contributions to organizational development in increasing intercultural competence."

**Dr. Tara Harvey** is passionate about helping people learn and grow through international and intercultural experiences. She has been in the international/intercultural education field for more than 15 years—teaching English abroad, advising international students, researching international education, facilitating intercultural training, teaching experience-based intercultural courses, designing curriculum, and training fellow educators. Tara has worked at Texas A&M, the University of Wisconsin-Madison, the University of Minnesota-Twin Cities, and as the academic director of intercultural learning at CIEE: Council on International Educational Exchange. As founder of True North Intercultural, Tara provides intercultural consulting, training, and coaching services to help educators and institutions of higher education facilitate transformative intercultural learning.



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