# Introduction:

Growing up in Taiwan, I was used to seeing my teachers’ feedback in red. In fact, when I became an elementary teacher in Taiwan, I also used red ink pens to grade students’ assignments. Red ink pens were the go-to pens when grading assignments for teachers. I do not recall any of my teachers or colleagues using other color ink pens for grading. Red ink pens were for grading. It was the tradition! However, I did not know using red ink pens to provide feedback could create anxiety for students, even when the feedback was positive and encouraging, until I was teaching a graduate-level research methodology class in the United States. Students needed to provide me with hardcopies of their research proposals. It was 2010 when learning management systems were not used for assessments. To give students feedback, naturally, I followed my own tradition and used a red ink pen to grade students’ proposals. One could find a lot of texts and circles in red on those papers that I graded. I thought students would appreciate the feedback and the amount of effort that I put in to helping them to improve their proposals. On the contrary, students were nervous and intimidated by the feedback in red. One student shared with me how he felt before he started reading my feedback in red. I did not know red had a negative connotation until then. In my culture, red means happiness and prosperity. I started paying more attention to colors and tried to understand how colors were incorporated in different cultures.

# Participant Instructions:

# Prework

1. Review the following articles:

* How Translating Colors Across Cultures Can Help You Make a Positive Impact  
  <https://eriksen.com/marketing/color_culture/>
* Cultural Color – Cultural Meanings of Color and Color Symbolism  
  <https://www.empower-yourself-with-color-psychology.com/cultural-color.html>

1. Reflect on the following questions:

* Were you surprised by the articles? What surprised you and why?
* Did the articles accurately portray color meaning in your own culture?

# In-class Activities

1. Group discussion following prework.

* Share your reflections on the articles using the prework reflection prompts.

1. Think-pair-share discussion.

* Identify one color that has a special meaning in your own culture and share it with a partner.
* You will then introduce the color and story your partner shared with you to the whole class. You can also use the prework reflection prompts to add to the discussion (e.g., discuss what surprised you).

1. Group discussion.

* Look at each individual color on the color wheel and articulate the similarities that you have learned about the colors through other participants’ stories.
* Using the same color wheel, articulate the differences that you have learned about the colors through other participants’ stories.
* As a group, create a color cultural map that illustrates the color similarities and differences shared by the group.

1. Group debrief.

* Debrief the activity as a class using the critical reflection framework (What? So what? Now what?).
* Share how you would apply what you have learned through the activity.