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HubICL Hu
Intercultural Learning H

A Letter from HubICL Manager, Annette Benson

This time of isolation has provided time to think about strategy for the Intercultural Learn functionality, and add new resources, especially to the Toolbox and Collections.

First, as to strategy, we are undertaking a communication plan to get in touch with as man course of this year to make sure that you are getting what you want out of the HubICL. It membership but also a membership that is using the HubICL and finding what they are ne intercultural learning practitioners. Please be looking for an e-mail from a CILMAR staff feedback about how we can best serve you.

Secondly, you may have noticed that the tool categories and the frameworks areas have ch have tried to make both more useable by providing more clarifying verbiage. For tool cate & Texts," "Reflection" to "Debriefing & Reflection," and "Curriculum" to "Courses & Tr frameworks, we reframed the Intercultural Development Continuum (IDC) as "stage based developmental relationship between each mindset. Additionally, we have expanded "Other Leadership," "Diversity, Equity, and Inclusion," and "Emotional Resilience." We believe help our users better differentiate between categories and frameworks as they navigate the

Finally, please check out some of the new Tools that have been added in May-June:

- A series of activities and a poster for discussing difference with K-12 students creat of Education and Communities, Australia (Tools 592-600)
- Case studies and critical incidents for use with undergraduates (Tool 606) and grad
- A resource pack from the SALTO Cultural Diversity Resource Centre in support of "Youth in Action" (Tools 608-617)
- A training pack from Culture Wise designed for adult learners, such as managemen

625)
- Two of our favorite additions from Thiagi's recent LOLA seminar (Tools 626-627
- A series of activities from Margaret Sheble, which encourages learners to engage ir games, a musical, and a movie (Tools 629-631)
- A series on discerning stereotyping in advertising produced for K-12 educators by t 634-645)
- A series of videos entitled The Boiler Inclusion Project, created for new student ori (Tools 650-653, 271)
- Coming soon: A lesson plan for discussing *The Farewell* by Lindsey Macdonald (T

We'll be highlighting Collections later in the issue which are of most interest during this t continue reading.

As always, we'd love to have your contributions of new tools in the Toolbox, Reviews, C how we can best be of assistance to you.

Happy Hubbing!

Annette Benson for all of the HubICL Curation Team

CILMAR's Aletha Stahl Makes Intercultural Learnin and Beyond

The Intercultural Learning Hub (HubICL) aims to foster intercultural learning and mentorship throughout higher education. Aletha Stahl, Senior Intercultural Learning Specialist at Purdue's Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR), plays an integral role in embedding intercultural learning into curricula through her expertise in collaborating with faculty, staff, and students across campus.

Stahl came to intercultural learning through the field of

However, Stahl is most designed and adapted fo tools—How Easy is My —was adapted from an presented by Renee Tho Black Cultural Center, activity gets participant the advantages and disa lives. Aletha was conce people who are in polar asked to confront a topi adapted it for participar Development Continuu

comparative literature. Unlike intercultural learning, which is most concerned with intercultural competence on an individual level, comparative literature focuses on the textual and symbolic manifestations of cultural differences and how language can be both a barrier and a bridge in regards to relating across difference. Stahl received her MA and PhD in Comparative Literature from the University of Iowa and was then hired in the French and Francophone Studies Department at Earlham College. While there, she co-designed a program where students studied more than one language and performed comparative analysis of cultural artifacts across those languages.

"My work has always been with multiple cultures," Stahl indicated, "but I started thinking more about cultural general skills—what are often designated intercultural skills—in my work with students as I designed and led both semester-length and short-term study abroad programs." Stahl said that she joined CILMAR because she was very interested in "how learning happens for students." She also felt that her previous experience working with faculty made her a great fit for CILMAR's mission to promote intercultural learning across campus.

When designing and curating resources for the HubICL, Stahl tends to target faculty as her primary audience. She has been especially prolific in terms of building collections, and she always thinks about what would be the most useful to particular faculty groups. For example, she built a collection of activities that are easy to adapt to the target language in courses for World Languages.

One of Stahl's most rec
CILMAR-recommende
racism. All CILMAR st
collection, but Stahl wa
because of her previous
Center for Social Justic
then co-directed it for c
with departments and st
develop programming t
around the world.

Stahl believes that the I
the current movement t
continuing to develop a
pedagogy, but also by t
identities that those resc
[shared on the HubICL
or an audience that has
"So I think that the Hul
together dialogue and a
perspective that these n

She also contends that i
focus more on how pov
difference: "I think we
perceived as 'political'
intercultural learning. V
divisive, but we can lea
think the HubICL is a s

Resources for Social Justice and Antiracist Pedagogy

The HubICL Curation Team is committed to the current movement to fight the injustices
wake of the ongoing protests across the world, we have curated several collections of reso
antiracist pedagogy.

What White Educators Can Do for Racial Justice — Corinne Shutack, Equality Includes Y

- This set of resources is compiled from Corinne Shutack's *Medium* article, "75 Thir
Justice." The collection is primarily geared toward K-12 educators and features chi
that can be used to foster diversity and inclusion in the classroom. Many of the resc
protagonists and Black authors, but other diverse identities are also featured.

"Say Their Names" Collection: Training & Assessments for Equity, Inclusion & Social C

- This collection, curated by Katherine Yngve, includes experiential activities, assess
cultivate equity, inclusion, and social change in a variety of contexts.

CILMAR-Recommended Resources for Addressing Systemic Racism

- The resources provided in this collection address topics such as antiracism, action s
justice, perspectives on life by people of color, whiteness, higher education's role i

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Instructional and Demonstrational Videos Available

Over the past several months, Kris Acheson-Clair, Director of CILMAR, has created instru
Toolbox. These videos provide facilitators with additional context surrounding the activiti
desired learning outcomes.

These videos are available for the following tools:

- Pacing
- Language Envelopes
- Albatross
- Miniature Metaphors
- Pick-a-Postcard
- Picture Storytelling
- Intercultural Development Orientations Classification Card Game
- Familiar and Unfamiliar
- Conversation Starters
- Adapt or Be Yourself
- Human Values Continuum and other related Hofstede Activities

- Understanding Miscommunication
- Name Story, aka The Name Game
- Scenery, Machinery, People
- Ice Sculpture

Several tools also feature demonstrations of activities that were facilitated at the Intercultu Cultural Working Group at Purdue University. These videos offer a glimpse into how thes participants.

The following tools feature these videos:

- What Would You Do?
- Thiagi Debrief
- Role Playing
- Pacing
- Intercultural Dialogues
- Individualist-Collectivist Quiz
- Voices from the Past (Name Tags)
- Negotiations
- Human Values Continuum
- Dividing the Spoils
- Direct-Indirect Communication Quizzes
- Power Distance Quiz
- Toothpicks

Contributions to the HubICL from CILMAR Gradua

Graduate assistants play an important role at CILMAR and use their expertise to foster the highlight tools and publications that graduate assistants, past and present, have created or a

Tools from Lindsey Macdonald

Disagree Better: Empathy Gym

- This activity guides participants through an alternative way to disagree with othe understanding another person's viewpoint. It is adapted from Dr. Jamil Zaki, Di Neuroscience Laboratory.

Tribalism and Empathy

- This activity asks participants to consider the relationship between tribalism and
events and social media have contributed to increased tribalism and a decline in

Empathy and Fiction

- This activity uses fictional characters to discuss how we develop empathy and hc
Participants listen to an episode of Alan Alda's *Clear + Vivid* podcast and then i
empathy and why they feel that way.

Limits of Empathy, The

- After listening to an episode of Alan Alda's *Clear + Vivid* podcast, participants
extended empathy and connected with people who were different from them. Th
chose to not extend empathy and thereby identify their limits to empathy.

Emojis and Culture

- This activity asks participants to consider the cultural significance of emojis and
doesn't in the standard set of emojis available on most keyboards. They will exa
Zouzoukwa, which was created by O'Pleureou Grebet, a graphic design student
app because he noticed a lack of African representation in the standard set of em

Different Perspectives: Bias and Assumptions During Interviews

- Participants use two videos created by the Purdue Envision Center to analyze bia
setting. One video is shot from the perspective of the interviewee and the other f

Tools from Margaret Sheble

Mental Blocks: Understanding Different Perspectives and Privilege

- This activity uses the board game *Mental Blocks* to help participants understand

build empathy for others.

Engaging with Communication Styles Through Board Games

- In this activity, participants play the board games *Just One* and *Codenames* to lea and recognize characteristics of indirect communication styles.

Curious "Show & Not Tell" Icebreaker

- For this activity, participants bring in an item of personal or cultural significance they will attempt to guess who brought in which item. This tool was inspired by Archives and Special Collections and Barron Hilton Archivist for Flight and Spa Virginia Kelly Karnes Archives and Special Collections Research Center

Figuring Out Life

- This activity uses several gaming platforms to help participants identify their ow teamwork skills.

Becoming Self-Aware of American Culture Thru Hamilton

- For this activity, participants either watch *Hamilton* or listen to the soundtrack. T order to develop awareness of their own cultural rules and biases.

Understanding Empathy Through Jojo Rabbit

- This tool presents a series of activities inspired by the film *Jojo Rabbit*. These ac build empathy and develop an ability to understand other perspectives and feelin

Tools from Brittany Biesiada*

For Whom the Cowbell Tolls

- For this activity, participants will listen to an episode of the podcast *Radiolab* an individualism, collectivism, assimilation, xenophobia, and naturalization. They v

"belonging" to a place and articulate their own sense of belonging.

Building a House for Diversity

- This activity uses a modern fable, "The Giraffe and the Elephant," to discuss the analyze the inclusive and exclusive ways that people and organizations typically

Critical Mass

- In this activity, participants work with the concept "critical mass," which is the p becomes prevalent enough in a particular setting to no longer feel uncomfortable on this concept, as well as inclusion/exclusion, and stereotypes.

Empathy For Those We Hate

- In this activity, participants learn about the "dark side of empathy." They will lis *Edition* and discuss the concepts of tribalism and empathy, as well as how attituc time.

Tools and Publications from Michelle Campbell*

Self-Care 101

- Self-care advice that is available online can often be inaccessible (e.g. many peo or spa day). Therefore, this activity asks participants to develop self-care guides individuals from a variety of backgrounds.

Shipwrecked!

- In this adapted simulation activity, participants pretend that they are shipwrecke together to survive and escape. Through this simulation they develop communica skills.

Intercultural learning in semester-long study abroad: A comparative analysis of the effe

mentored interventions

- This publication in the HubICL Research Repository is a collaboration between I Kris Acheson-Clair that was originally published in the *Journal on Excellence in* findings of previous studies that address mentorship in study abroad programs.

*Brittany Biesiada and Michelle Campbell both graduated from the Purdue English Depar instructor in the English departments at Monmouth University and Rutgers University. Ca Duke University in the Pratt School of Engineering.

Please upload your original or adapted tools here to have them included in the Septe

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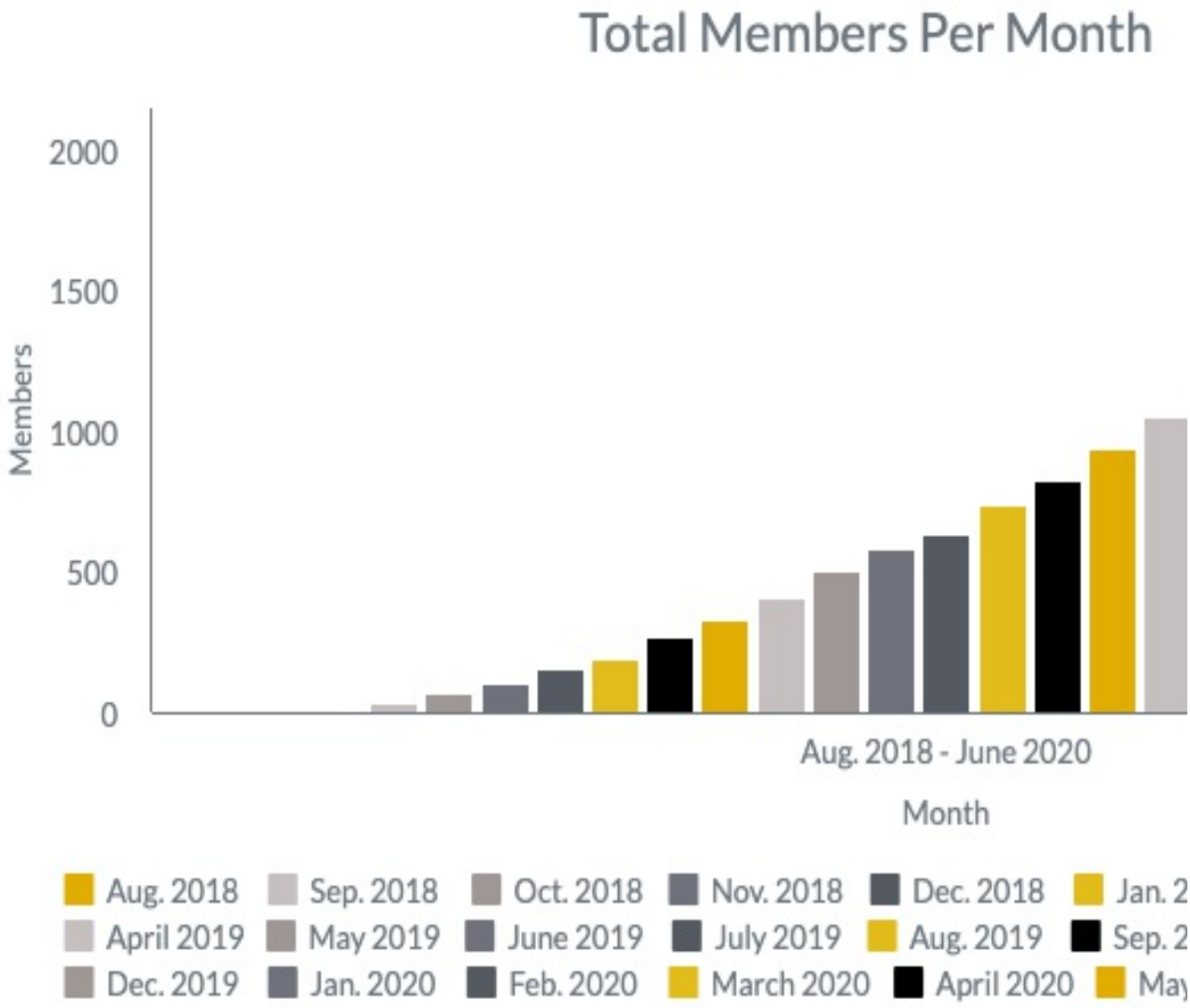
HubICL Growth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1500
1000
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Members
Aug. 2018 - June 2020
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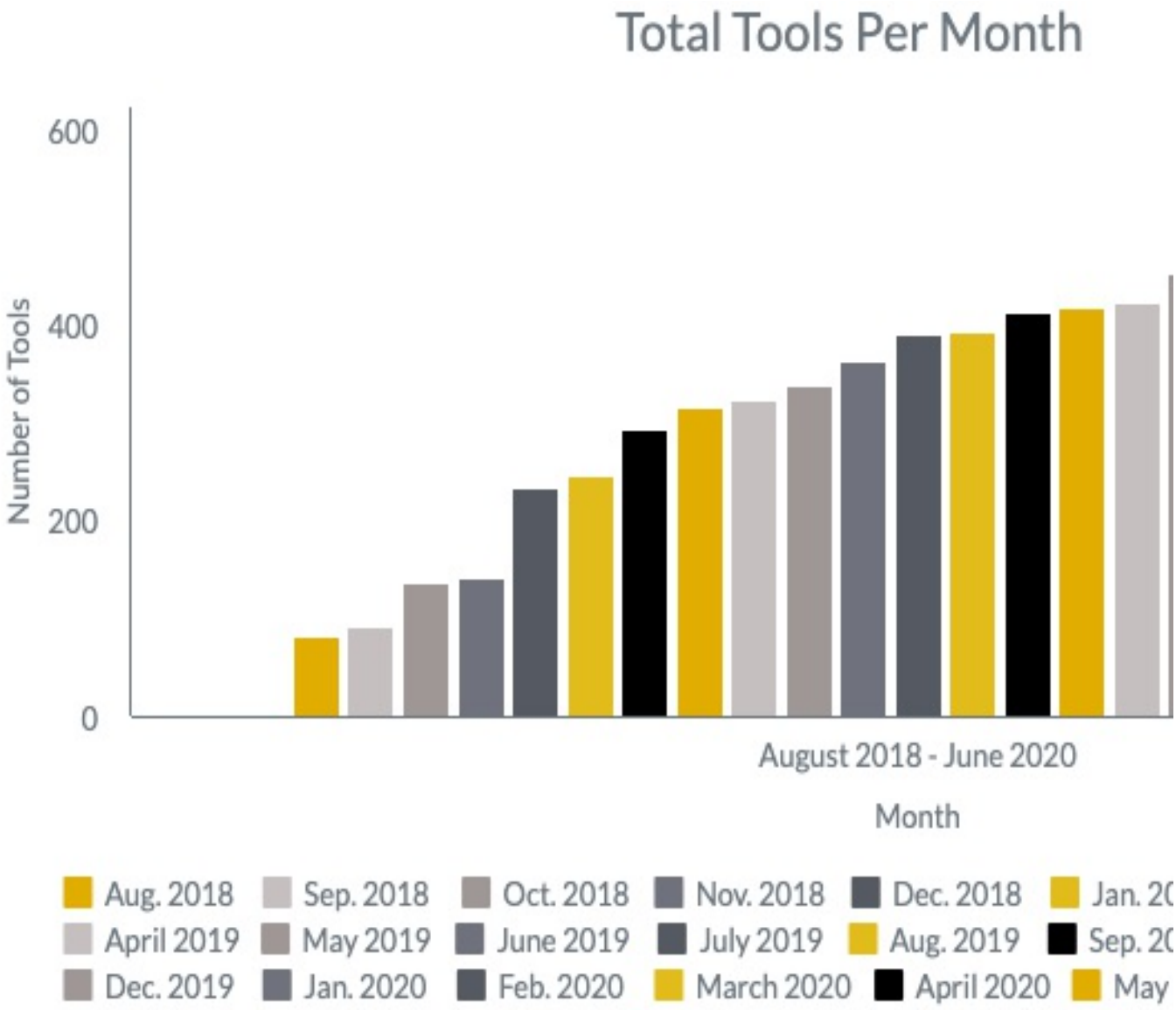

As of July 2020, the HubICL has reached 2,048 members and 593 tools in the Toolb
institutions of higher education, 146 private/nonprofit/government organiza

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The HubICL was created by Purdue University's Center for Intercultural Learning, M
(CILMAR)

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