Methods and tools of managing diversity and teaching diverse groups

The Project CCLVET

CCLVET

Culture matters

Education and Diversity

Education and training have always been two of the most important factors in personal and societal development.

The intercultural dimension of teaching and learning is of growing importance in in globalized world.

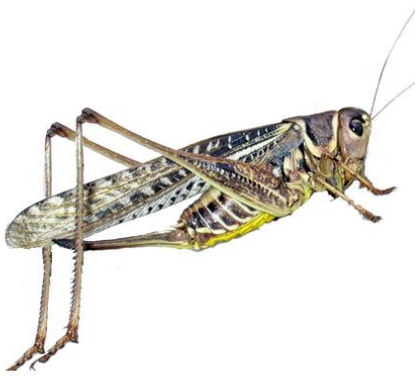
Diverse classrooms

More and more European VET institutions, companies, and institutions of higher education are promoting their programs to increasingly diverse groups in terms of:

- Age
- Nationality
- Religion
- Disability
- Gender

Different Perspectives

USA:

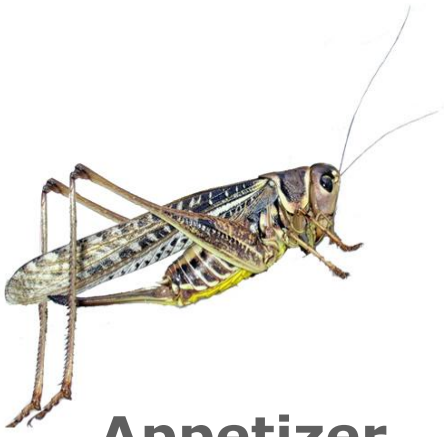


Pest

China:

Pet

Thailand:



Appetizer

Grasshopper

HSBC The world's local bank

Perception and Change of Perspective

„Scrap that angle“

There is always more then one way to perceive.

Perception is a product of cultural sozialisation and individual experience.

The image of the iceberg shows that we can only a little part of each other.

Different Angles

„Take a step out of the situation“

A good medicament for headaches?

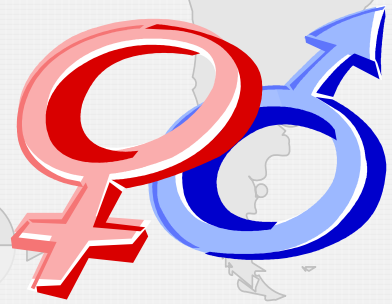
Differences in Perception in diverse groups:

Time

„When is late too late ?
And are deadlines really dead ?“

Power

„How much authority does the trainer want ?
How much does he or she get?“



Gender roles

„To mix or not to mix ?
Does everyone expect the same ?“

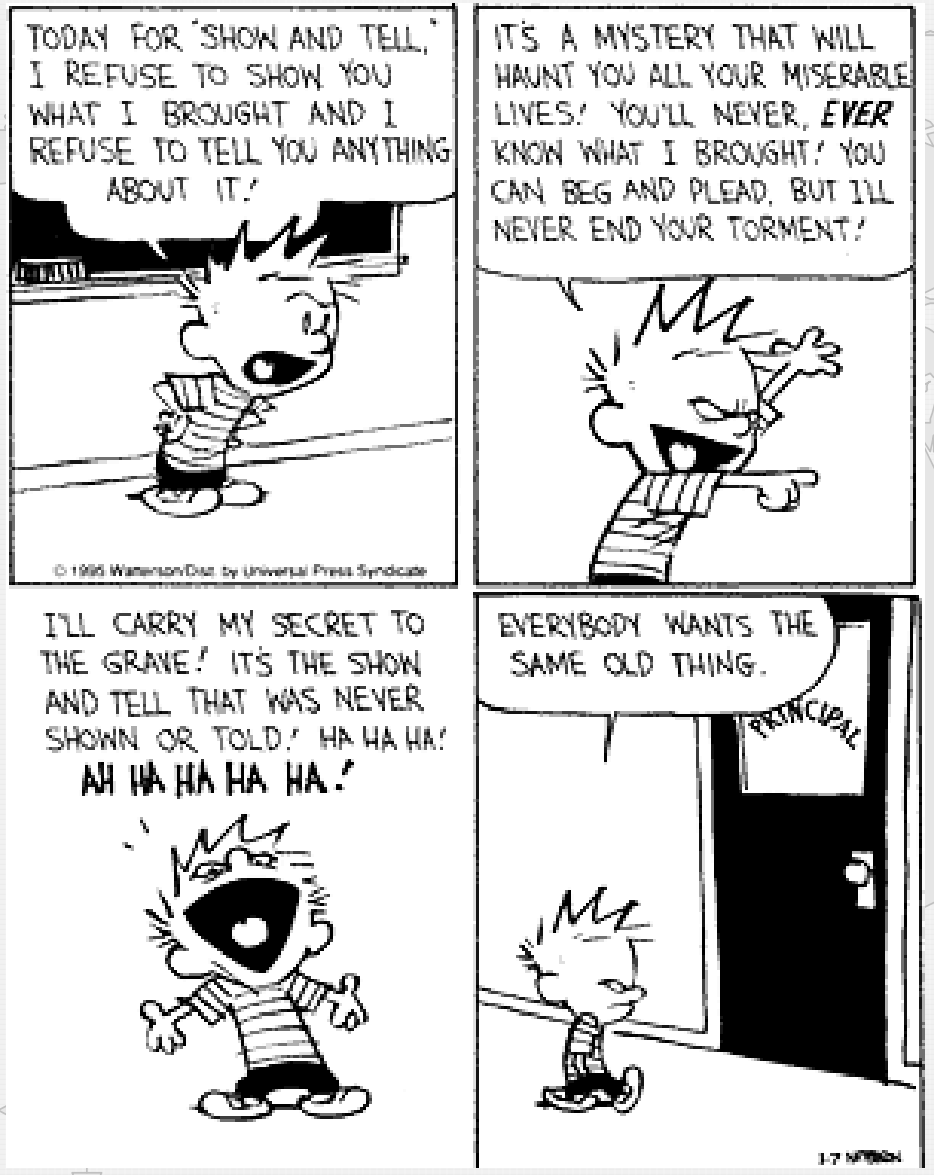
Individualism and Collectivism

„About the importance of mixing methods“

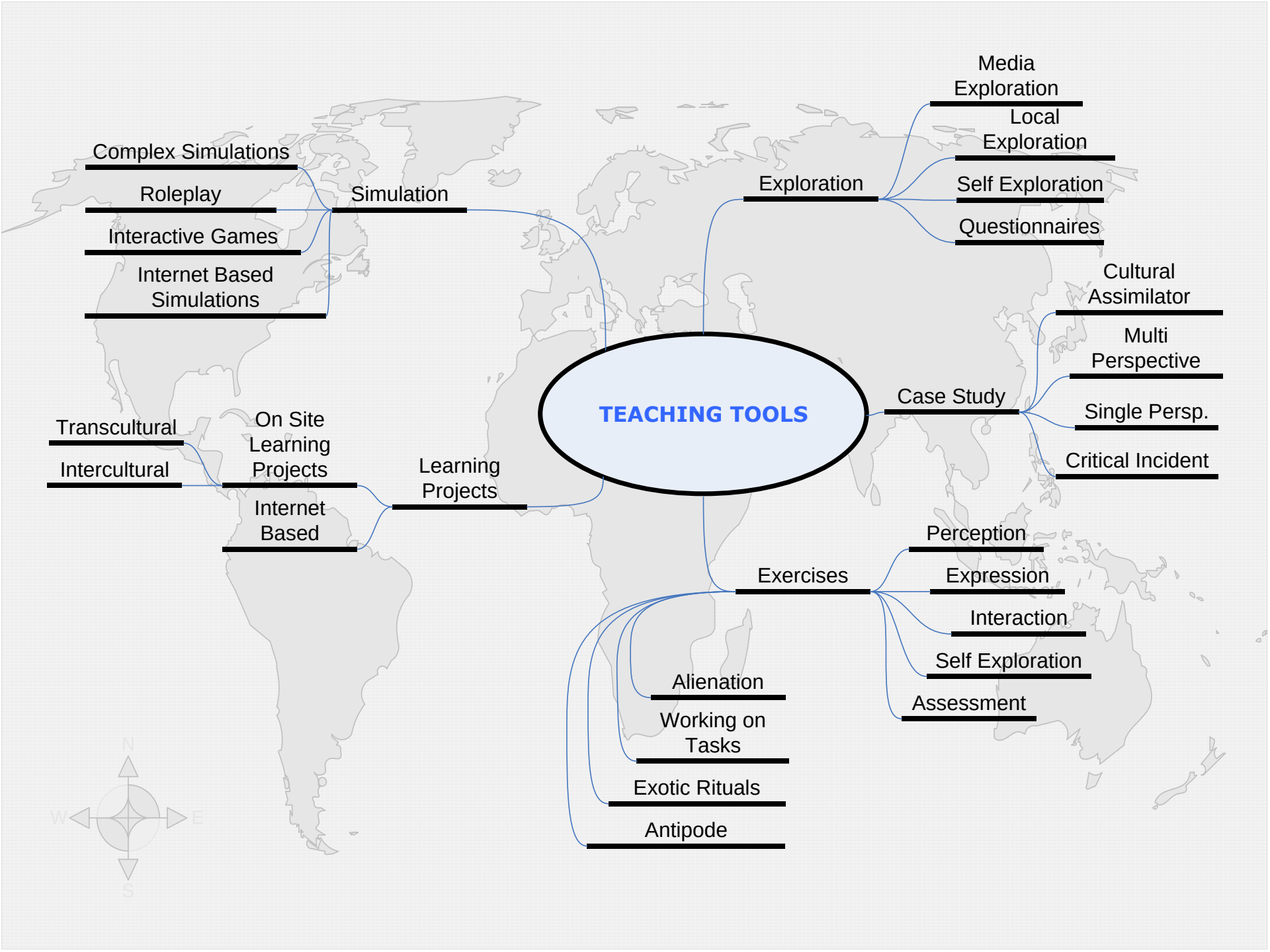
Individualism and collectivsm are very different in different cultures.

What is more important the individual success or the collective aim? A chinese saying goes like this **„The nail that sticks out will be hammered in the board.“**

In a diverse classroom you will meet very different approaches to this question!

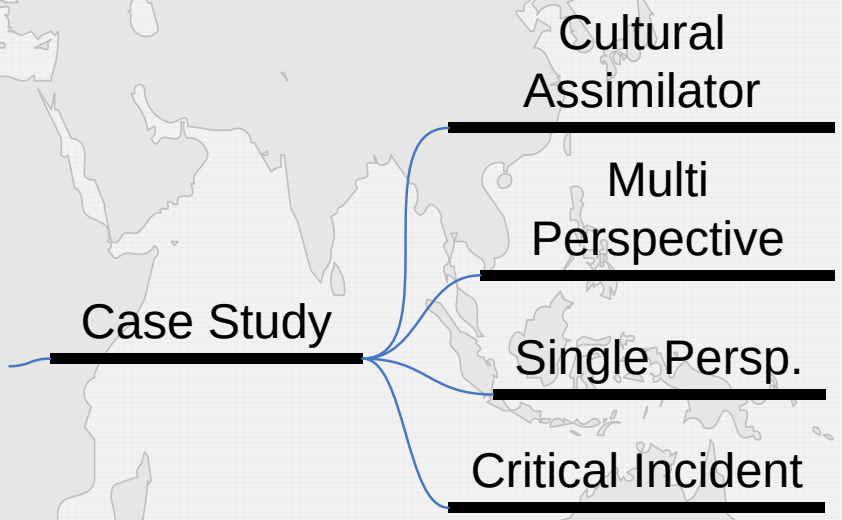


Teaching Tools

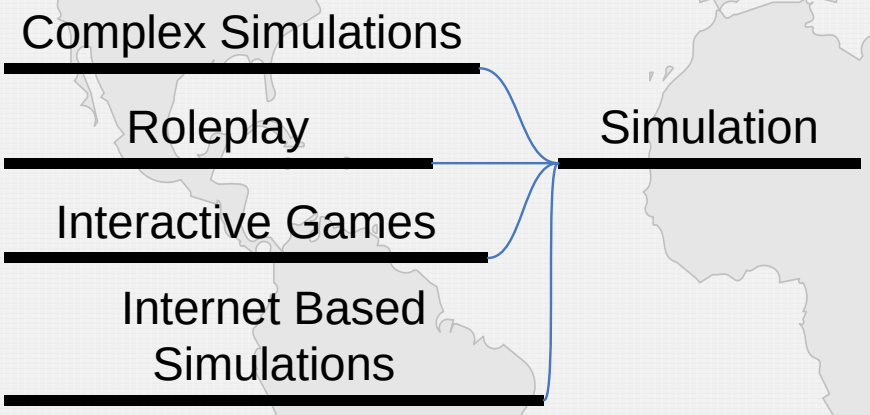

TEACHING TOOLS
Simulation
Complex Simulations
Roleplay
Interactive Games
Internet Based Simulations
Exploration
Media Exploration
Local Exploration
Self Exploration
Questionnaires
Case Study
Cultural Assimilator
Multi Perspective
Single Persp.
Critical Incident
Learning Projects
On Site Learning Projects
Transcultural
Intercultural
Internet Based
Exercises
Perception
Expression
Interaction
Self Exploration
Assessment
Alienation
Working on Tasks
Exotic Rituals
Antipode

Cases or **Case Studies**

- **Cases**, or **Case Studies**, are typically the history or presentation of a problem or dilemma.
- Background information is often used to illustrate the problem.
- The aim of the teacher is to work through the problem at hand and lead the participants to find acceptable solutions for themselves.



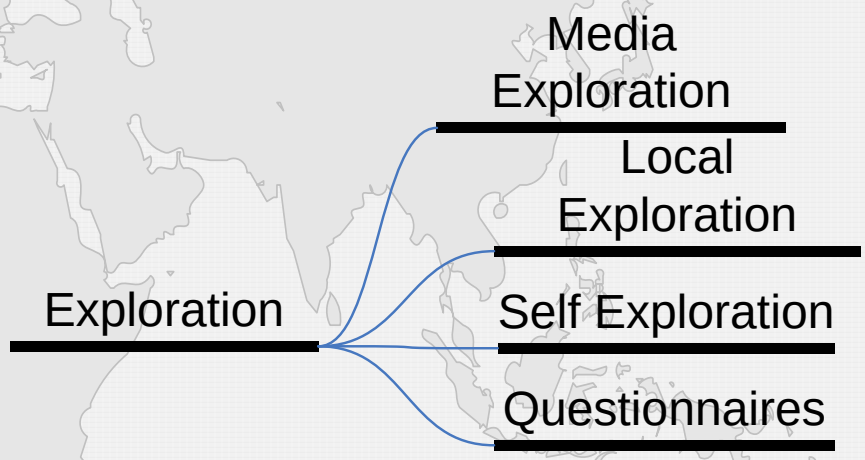
Simulation



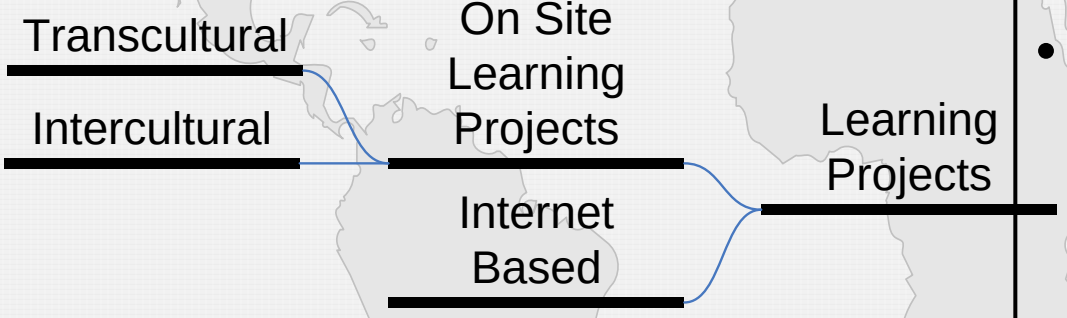
- "**Simulation** is popularly defined as a partial representation of reality which selects crucial characteristics of a real situation and makes replica of them, within an environment or place which is basically free of risk"
- Actively participate in a situation/scenario and learn without having the bear the negative consequences of possible failure.

Explorations

- In the most direct form of excursions, participants directly travel to a local or location or event to personally and directly experience it.
- In a more indirect approach, participants can be asked to explore their own surroundings, either exploring freely or using a questionnaire to answer specific questions raised by a trainer.
- An alternative form of exploration is media exploration



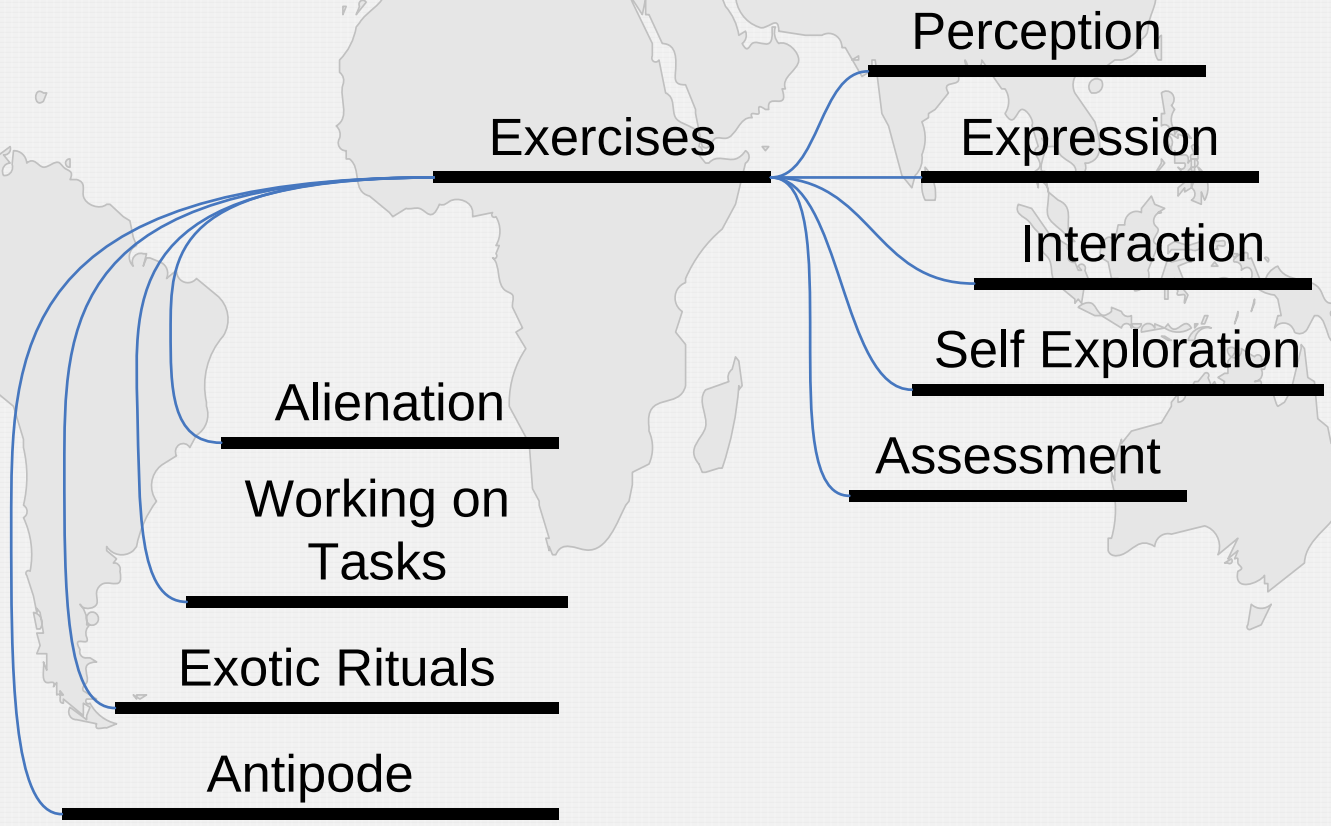
Project work



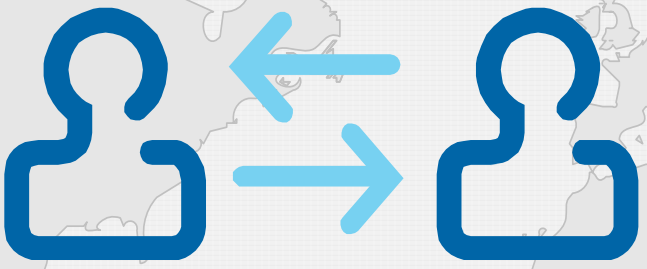
- **Project work** with participants can take many different forms.
- Good intercultural projects tackle current issues, especially those which are of concern for different cultural groups, and involve people from different cultures to discuss these problems together and work on a common solution.

Exercises

- Shorter activities, some of which need only a few minutes of time and minimal preparation. Exercises come in many forms and shapes and have different aims.



Concrete Tips for Training



Interaction:

- Be careful how you treat the more silent participants
- Try to give everyone the chance of speaking up
- Try to not put too much emphasis on in-class participation
- Offer private channels (email, after-class office hours)
- Clearly define interaction rules in class

Concrete Tips for Training

Didactics:

- Explain your methodology
- Offer theory and practical examples
- Use modern interactive and group centred methods
- Ask participants to explain their point of view
- … but don‘t force them to do so
- Describe differences but do not evaluate them

http://cclvet.fh-joanneum.at

Any questions?

Ask yourself:

- What can I take along ?
- What did I like ?
- Where was the trainer wrong ?

Thank you very much !