

## MODULE TEMPLATE COM 140 (Intercultural Communication)

Andrea Freile Spring 2020

### COURSE INFORMATION AND DESCRIPTION: COM 140-01

This course introduces concepts of cultural intelligence and global competence. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and contexts determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture.

### Description of Module:

This global module is a team based learning experience that reinforces the concepts of cultural intelligence competencies while exploring four countries. The class is divided into teams. Each team has a free license to decide where they are "traveling" and the "purpose of their visit" but the exploration must include:

- A belief system or value that enhances this country showing a direct impact to their way of living
- An aspect of the country's culture that influences their economy
- A cultural tradition.

The activities for the modules connect as a theme of "exploration" throughout the entire class journey and culminate with a website that displays the collection of activities.

For the purpose of this grant, regions in Europe will be highlighted but the framework applies to all regions.

### Student Global Learning Outcomes:

1. Students will learn to understand how belief systems shape European Cultures
2. Students will become familiar with practices, beliefs, and values in Europe while learning about their own culture – with the goal to reduce ethnocentrism

## Student Global Learning Activities:

### Activity 1

### *Mindful Eating – A European Experience*

#### **Objective:**

Upon completion of this activity, students will have experienced an opportunity to use the act of mindfulness, to understand the importance of food while honoring European cultures, different soils, different weather, and different flavors.

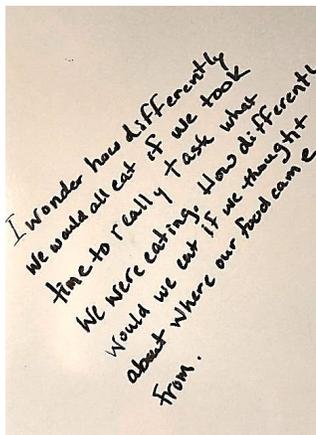
#### **Procedure:**

- Groups will bring/make food unique to the area of Europe they are exploring.
- Groups will bring their dish(es), drink, snacks to class and label their tray with facts about the area where the food is from. For example, the label will include facts such as if the item is enjoyed during a holiday, explain the soil or weather in that region, and the types of vegetables or spices used to make the dish.
- A table is set with all the items and for one hour, students are silent while they try all the different dishes. The instructor guides the activity with invitations to imagine the place where the food came from, appreciation for who made the food for the class and who typically cooks this food in the country it originates, appreciation for the process of certain foods traveling overseas, and the experience of exploring new flavors.

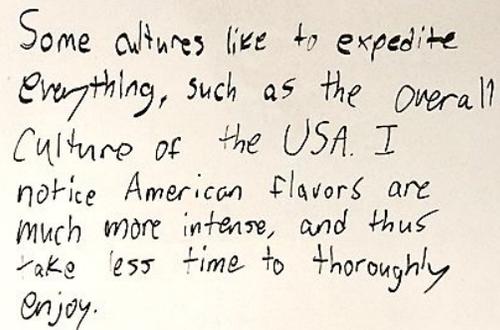
#### **Assessment:**

Students will write on the board some thoughts they had through this process. After thoughts are written down, an open dialogue about the experience will be held the following class period.

**Follow up:** Ask students to journal their experience through this exercise. Below are some of the quotes from students after the exercise



I wonder how differently we would eat if we took time to really ask what we were eating. How differently would we eat if we thought about where our food came from.



Some cultures like to expedite everything, such as the overall culture of the USA. I notice American flavors are much more intense, and thus take less time to thoroughly enjoy.

Some of the smaller textures

## Activity 2

### *A COM 140 Cultural Film Festival*

#### **Objective:**

Upon completion of this activity, students will be able to explain one aspect of their research via a film.

#### **Procedures:**

- Team selects one aspect of their research.
- Teams may use graphics, interviews, or animation to create a video on the subject. For example, if students decide to explore culinary arts in the section of Europe they are exploring, they can create a “cooking video.”

#### **Assessment:**

Students invite other students from school to the “film festival”

A Q&A session with the “producers” or “actors” will wrap up the event

#### **Follow- up:**

Ask students to journal their experience creating the film and explaining why they selected the aspect highlighted in the video.

Please click below to see two videos created for this event. Enjoy!

#### Video 1:

Category: Animation

Title: Greek Food (And a Little Bit About Apokries)

Produced by: Fraser

Actress: Alexis

<https://www.youtube.com/watch?v=nL1VIUv0vh0&feature=youtu.be>

#### Video 2:

Category: Cooking Show

Title: Never go hungry in Hungary

Produced by: Team 3

Actress: Katelyn

Supporting actress: Nutella

<https://krystalbmckeeel.wixsite.com/neverhungryinhungary/palacsinta-video>

# Activity 3

## *A Cultural Iceberg:* *What We See on the Surface, What Is Beneath*

### Objective:

Upon completion of this activity, students will be able to explain some of the visible and invisible cultural aspects of the European culture they are examining.

### Procedures:

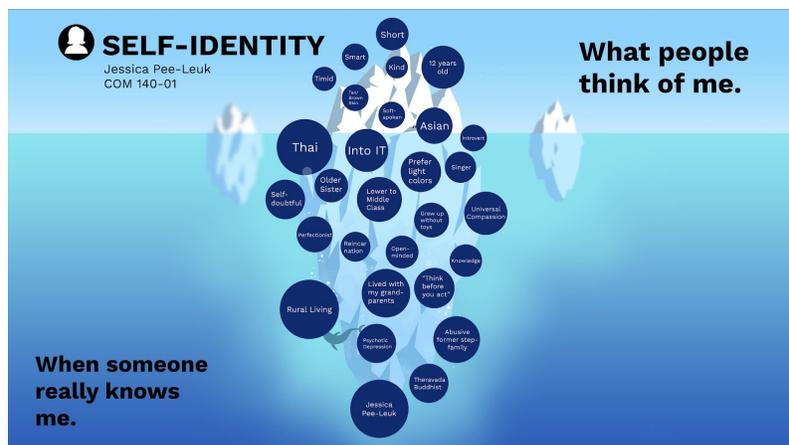
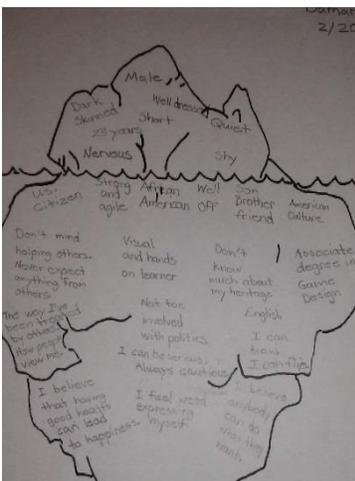
- Each student creates their own iceberg model
- After the students understand the impact of the parts of their own culture that we see (behaviors) and the ones we don't see (values) the team explores an iceberg of the country they are exploring.

### Assessment:

Students present their own iceberg via a visual of their choice. One team member presents the cultural iceberg of the country they researched.

### Follow-up:

Ask students to journal their experience creating their own iceberg and comparing it to the culture they are exploring. Below is a picture taken while one student created his iceberg.



## Activity 4

### *Why haven't I tried that before?*

### *Products we've never tried that are popular around the world*

#### **Objective:**

Upon completion of this activity, students will be more informed about European products and imports. They will also gain insight into products we have never heard of before that European countries value.

#### **Procedures:**

Each team decides which one of these categories they will research and present via a visual aid:

1. Research products that countries in Europe rely on or enjoy that we don't use in the USA
2. Follow the path of an item from Europe to the USA
3. Research items we export to Europe
4. Support Local (based on the Global is Local WorldView concept).

#### **Assessment:**

Students present their visual to the class in "stations"

#### **Follow- up:**

Teams walk from place to place talking to each other assessing the presentation and learning about the product. Students are asked to write a reflection on the experience and a fact they learned during the activity.

Example of reflections written about Hungarian Ribizil:

*"I think it's funny because in the U.S. a lot of people consider starfruit and mango to be exotic yet here is this amazing fruit that no one here has heard of. You can find this fruit across Europe but it did originate in Hungary and they are still the biggest distributors for this fruit."*



## Activity 5

### *Time to Show Our Work to World View partners*

*Please visit the links below to see examples of our final product, a website, inspired by the research collected through the activities above. I also invite you to check out the bios so you meet the WCC students who helped with this grant process.*

#### **Social Justice or Injustice**

*Differences between Norway and the United States' justice systems*

<https://smmeza-romero6957.wixsite.com/socialjusticeinjust>

*At COM 140, We are learning to develop global leadership skills by creating interactive objections. Our objection here is to show everyone the difference in the justice system between the United States and Norway.*

#### **Never go Hungry in Hungary**

Website: <https://krystalbmckeel.wixsite.com/neverhungryinhungary>

*Hello and welcome to our website all about St.Stephen's Day in Budapest Hungary! Here at "Explore Europe" we plan all your European adventures and you just enjoy the rest. As the best travel agency, we wanted to give you a detailed description as for what this whole day is about and the activities that happen every year. We wanted to explore this holiday in Hungary because more and more people are adding Budapest on the list for them to visit so we thought that sharing this beautiful holiday would. In this class we have learned that just because something is different than they way we do it, does not make it wrong. And that is such a big focus when looking a Hungarian culture, food, art, and people. We hope you have an open mind and please explore this beautiful country on their special day!*

## Resources and References

- UNC World View Global Distinction Curriculum Grants Resources

<https://worldview.unc.edu/files/2018/08/Tips-for-starting-module-2018-2019.pdf>

- Course textbook: Leading with Cultural Intelligence by David Livermore

- Demystifying Outcomes Assessment for International Educators: A Practical Approach by Darla K. Deardoff

- Cultural Iceberg videos:

<https://www.youtube.com/watch?v=woP0v-2nJCU>

[https://www.youtube.com/watch?v=a9Z83I\\_g4Hw](https://www.youtube.com/watch?v=a9Z83I_g4Hw)

- A special thank you to the World View team for arranging a visit to UNC Chapel Hill on February 25, 2020 to meet with Julia Kruse, Director, STAR Student Consulting at UNC Kenan-Flagler Business School
- A special thank you to the students of COM-140 Spring 2020. Not only did they work with me during a pandemic, but they gave me permission to share their work with World View partners. We took a group pic for the World View team:

