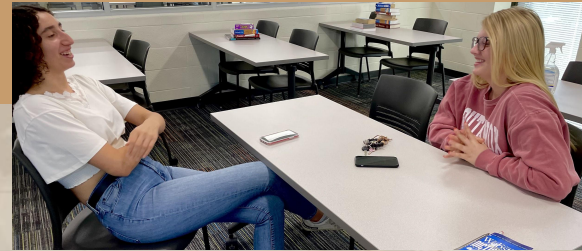


From Collaboration to a Celebration of Diversity

Ann Herman and Emily Yetka

Vincennes University



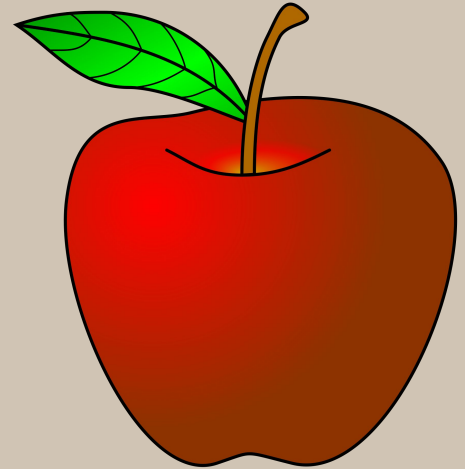
Connections to be made

What is the connection between the two objects that were given to you?



“This has to be the most fun class that I have had in my career at Vincennes University. I learned so much valuable information that I will be able to carry the rest of my life. I was really glad that we were able to have the different talks with both Vincennes University staff and other students from different countries.”

- VU Education Student



Introductions

Professor Ann Herman
Chair of Education Department at Vincennes University
Population of students

Professor Emily Yetka
Chair of English as an Additional Language Program at Vincennes University
Population of students

Creating the Opportunity with a Collaborative Spirit

Original idea for collaboration was not possible
but started the conversation

Energetic discussion/planning meetings & open-mindedness

Knew we had idea that needed to be explored

Also, believed idea would be mutually beneficial

What did the class look like?

Parameters of EDUC 395 Cultural Immersion course

Weekly focused topics and activities

Use of Flip (formerly Flipgrid) video learning platform



Utilizing Course Frameworks

Used framework of EDUC 395 – Cultural Immersion class

This course provides preservice teachers an opportunity to observe and participate in a cultural immersion project to develop a deeper understanding of diversity issues within a school setting.

Presentation about cultural bias and microaggressions

Presentation by Professor Yetka on working with EAL students

Created opportunities for both sets of students

Unique and organic encounters

Maddie, Junko, & VR room

Addressed Challenges within our Programs

Opportunities for particular interactions to occur

EAL – “One-room schoolhouse” and lack of interaction between EAL students & domestic students

Education – Opportunities for our education students to interact with others with different cultures, races, and backgrounds.

→ Creation and scaffolding of opportunity to interact with peers of a different background



Yumi (left), EAL student, and Leslie (right), EDUC student, first met through videoconferencing until Yumi arrived in US

Requisite Resources

People – students and professors

Experiences

Interactions first began through framework from Cultural Immersion class

Student excitement

Jill (left), an EDUC-395 student, and Belkis (right), an EAL student, have really enjoyed working together this semester.



Connection to Accreditation

The Education programs at Vincennes University are accredited through the

Council for the Accreditation of Educator Preparation

HLC criteria for accreditation regarding DEI

Reflective Teaching

Initial trepidation

At the beginning of the semester we were both very closed off in our conversations. It was very formal and relaxed, but by the end we became friends and the conversations had a lot more depth. We had conversations about a lot of different topics and we both learned a lot from each other. He said that we gave him a lot of valuable information that he had not received in his time here in the United States. He also really enjoyed how we were able to have conversations outside of the given topics. – EDUC student

Beginning meeting with Esther, I was very nervous. I was afraid I might ask or say something that would offend her. I also worried that we might bring up bad memories for her if her time in Haiti was not good. However, I learned that it was easier to communicate with her by not just asking about her life. In our meeting we would each talk about our lives, school, and work. This made it feel like normal conversation instead of just drilling her for information about Haiti. We each enjoyed sharing information with each other and just getting to talk. – EDUC student, also demonstrating her ability to be a reflective practitioner

At first, I thought there wouldn't be anything to eat [at the breakfast], but I saw this (French toast), and we have this in my country. – EAL student from Europe

Reflective Teaching

Logistical struggles

Scheduling meetings between students

Particularly, struggle for domestic EAL students

Visiting EAL student at his place of work

→ Modifications made for Fall 2022 implementation



Sarah (left), EDUC student, and Tomas (right), EAL student, during our breakfast event utilize Google translate to aid in their communication

Student Reactions

How will you use this experience in working with your future students?

Before this semester, I have [sic] never really talked to someone outside of the country other than the exchange students my high school has had. In my everyday life, I am not around people who are from different countries. However, my comfort level and overall respect for EAL students grew rapidly over the semester. They are so cool! Each student has unique stories and purposes for why they came to the United States. Also, each one is also so incredibly brave for leaving their families to come to a country with a different language, different culture, etc. Not to mention all the macroaggressions, injustices, and weird looks that they might get every day. After the semester, I wish everyone would give these students a chance as if they were 'American.' I will always value this experience. – EDUC student

I plan to use this experience as a foundation for how to work with students of diversity, primarily how to get to know those students. It was very interesting to me getting to know Hanna and learning about Poland from her perspective. I learned typical information about Poland, like climate and food and hobbies, but I was also able to learn about more controversial topics going on in the country with government and protests. I really enjoyed the new knowledge that I gained from her and so my hope is that when I have diverse students that I will be able to really get to know those students. I am eager to learn new things and so getting to learn about my students would be a wonderful opportunity for me, as well as for my students to share about their culture. – EDUC student

More Student Reactions

I will use this experience in a very useful way throughout my career as both a teacher and a leader in my school. I will help other teachers and students have success when it comes to understanding and communicating with other people. I will always strive to make sure that if there are issues with communication, or someone is feeling uncomfortable communicating with someone, that I will address the situation on the spot. I have learned from this class that if there is an issue at hand, you address that issue when it happens. We always need to be able to communicate our feelings and not let things fester in our daily lives. I will also make sure that when someone communicates with me that they are having an issue with something I do or say, that I address it in a respectful manner. I will always be willing and open to change for people. – EDUC student

I will use this experience in dealing with diversity in my teaching career by celebrating diversity rather than ignoring it. I think students should learn where they came from and what that culture looks like. – EDUC student

Through this experience, I have learned that if I were to have an EAL student in my classroom or even at the school I teach in, it will be very important to be patient with them. I think it can become very frustrating for them when they cannot communicate effectively with you, so it will also be important to find the best forms of communicating with the students, while at the same time teaching them the language. It will also be important for me to be aware of other cultures and make sure all students feel welcome in my classroom. It is important to remember that students come from all different types of backgrounds and they all should be respected. – EDUC student

Student Videos

Olivia & Sho, calming room

Jill and Belkis, (country of origin)

Maddie and Junko, initial interview (country of origin)

Steven and "Hal," initial interview (country of origin), funny part: 48 seconds to 1 minute, 30 seconds

Nova and Funda -- Intro, 3 fun facts

In Summation

Reflective practices were helpful for both faculty and students

Resources were at our disposal

Get creative

Growth mindset for faculty and students

Faculty – jumping in and being comfortable with gradual release

High expectations for students

Exceeded expectations

Thank you!

Questions?

Contact Info



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Student videos

Ashley & Yuki

Renaë and Tuana, 8 minute video about Turkish president (country of origin)

Katie and Yoka (Ryoka), initial interview (country of origin)

Jonathan and “Mike,” initial interview (country of origin), funny part: 48 seconds to 1 minute, 30 seconds

Lexus and Nisa - Intro, 3 fun facts

Katie, Ryoka, & VR

Student Aliases (Hidden Slide)

Esther = Skendya

Nova = Lexus

Hanna = Gosia

Olivia = Ashley

Sho = Yuki

Jill = Renae

Junko = Ryoka/Yoka

Maddie = Katie

Belkis = Tuana

Steven = Jonathan

Funda = Nisa

Sarah = (Ever's partner in the photo)

Tomas = Ever

Leslie = (Suzu's partner in the photo)

Hal = Mike

Yumi = Suzu