

*Three Projects, Three Pillars:
Experiential Learning in a Multicultural Environment*

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Abstract

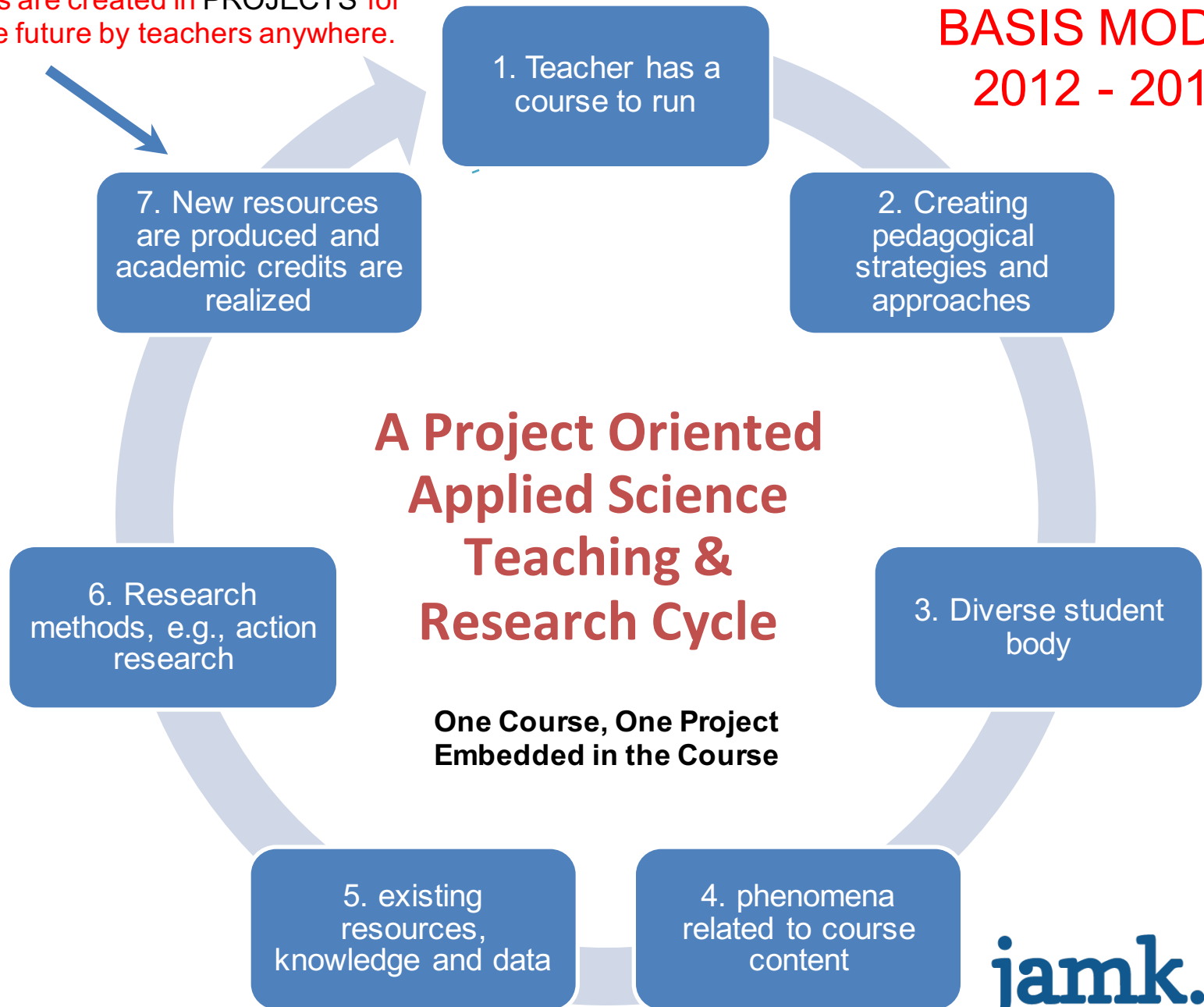
Three Projects, Three Pillars: Experiential Learning in a Multicultural Environment

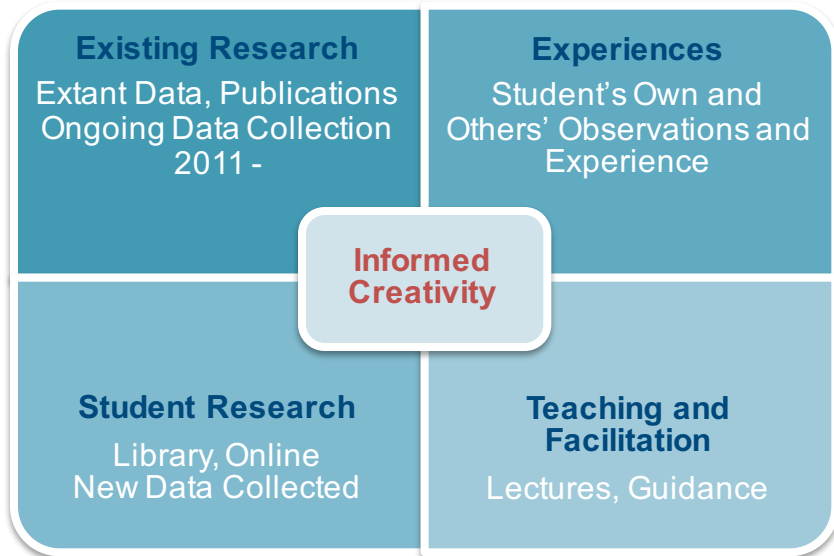
A multicultural education campus can be viewed as emerging organically within a diverse community in a process that activates and connects various stakeholders, including particularly teachers, students, administration and staff. At JAMK University of Applied Science's International Business Degree Programme we support our international community by combining theory, research and student-centered pedagogical innovation. We place particular emphases on creating an informed and culturally nuanced approach to ethics and responsibility; develop novel approaches to teaching intercultural communication (ICC); and facilitate a meaning-centered, experientially oriented pedagogical approach in which students learn and benefit from their inter- and multicultural experiences. In this presentation we will describe how we presently 1) engage a diverse student body to respond to challenges related to academic integrity, 2) combine innovative pedagogy and research to activate and reinforce ICC theory and learning, and 3) activate students to respond to and make sense of their shared experiences, for example by guiding them to create research-based ICC teaching and learning tools. The results comprise a base of free-to-use resources for other teachers and students using an Internet connection and World Wide Web browser software.



New tools are created in **PROJECTS** for use in the future by teachers anywhere.

BASIS MODEL 2012 - 2015





Tangible

Reflective / Creative

PLUS

Reflective self-assessment

Meaning-Centered Education*

Construct and organize our experiences

Reflective intrapersonal communication

* Kovbasyuk and Blessinger (2013)

Meaning-Centered Education: International Perspectives and Explorations in Higher Education: Routledge

BASIS MODEL

2012 – 2015

**One Course, One Project
Embedded in the Course**

** Kolb, David A. (1984)

Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall

Experiential Learning Theory**

Watching

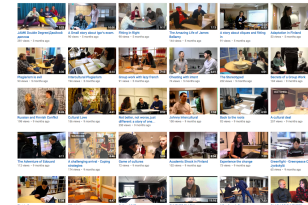
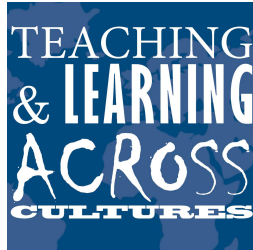
Thinking

Doing

Feeling

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Project Cross-over and Integration Example



**Tales from a
Multicultural Classroom**



“Project A”



Researching Academic Integrity and Practices
on our campus.

Four Main Challenge Areas

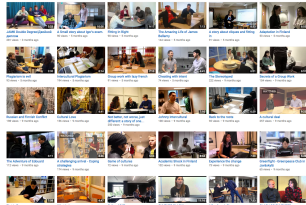
Classroom and campus behavior

Academic Writing

Cheating with intent and without intent

Group work activities and interactions

Crossing Over to “Project B”



Tales from a
Multicultural Classroom



Intercultural Plagiarism, a multicultural student group-produced video addresses current social issues at the school that relate to academic integrity including plagiarism, classroom conduct, cheating with and without intent, and group work dynamics.

https://www.youtube.com/watch?v=ESBY2CFz_a4

Student-produced video based on research in “Project B”

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BASIS MODEL **EXTENDED**: The life of a student-produced video

1. Critical action research conducted by a thesis student identified four problem areas in academic integrity on our campus.

Research

Connecting across university stakeholders

2. Problem areas worked out further in a conflict management course and a stakeholder workshop.

Bringing research into different courses.

3. Results brought into an ICC course in which 8 groups developed videos informed by the previous research and teaching processes. Videos are published on Youtube.



4. A resulting video, "Intercultural Plagiarism," primarily targets aspects related to groupwork and plagiarism.

Outcomes used to inform an ICC course group.

Going back into a new ICC course group

5. The video has recently been used in orientation and tutor training.

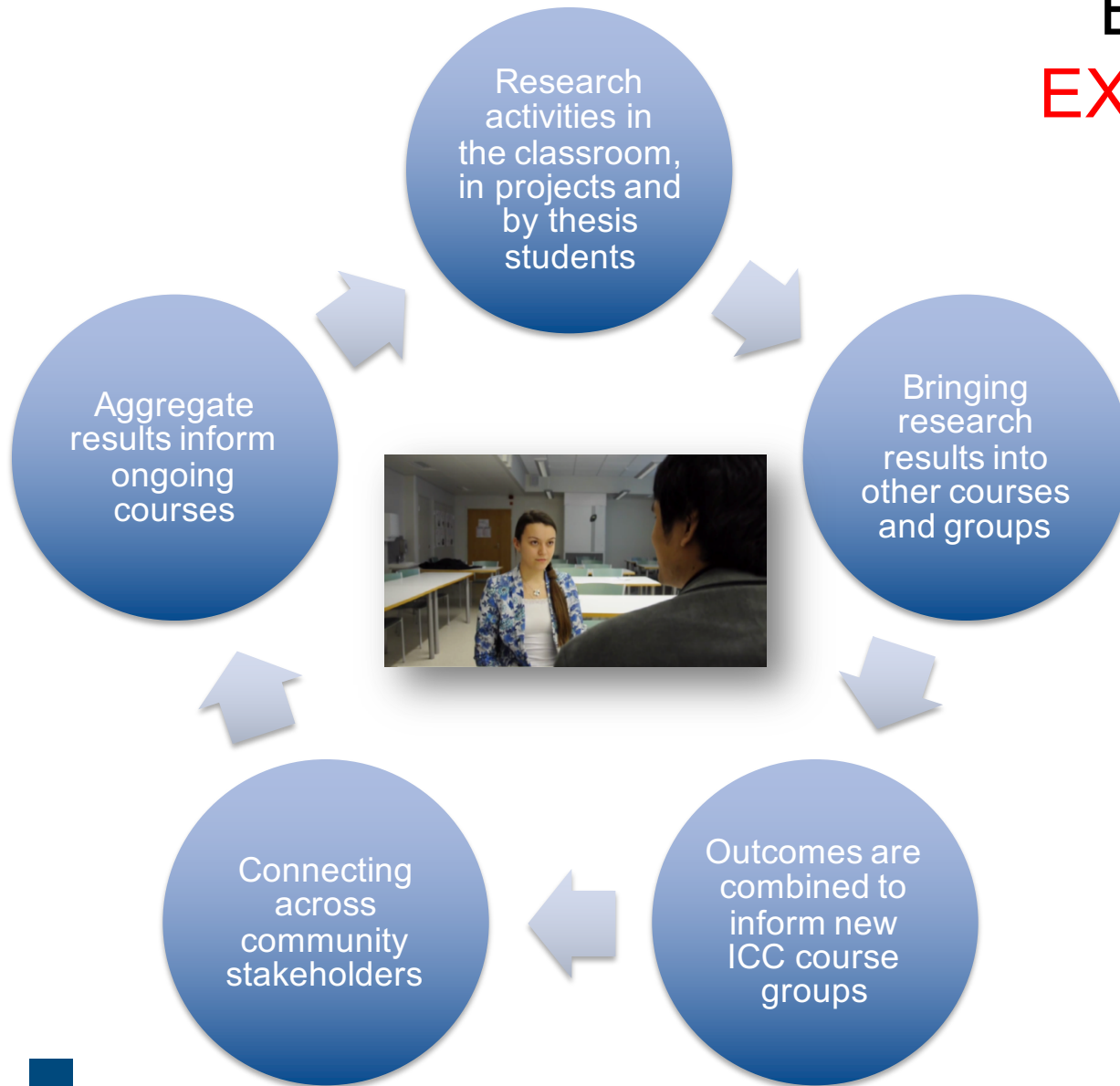
6. Teachers have used the video in their classrooms to talk about academic integrity.

7. Teachers in other schools have used the video with their students.

8. The video returns to an ICC course as a teaching tool and an exemplar for students who are now creating new videos.

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BASIS MODEL EXTENDED 2015 -



*An Iterative,
Experiential,
Meaning-centered
ICC Teaching &
Learning Process
Across Multiple
Courses and
Projects*

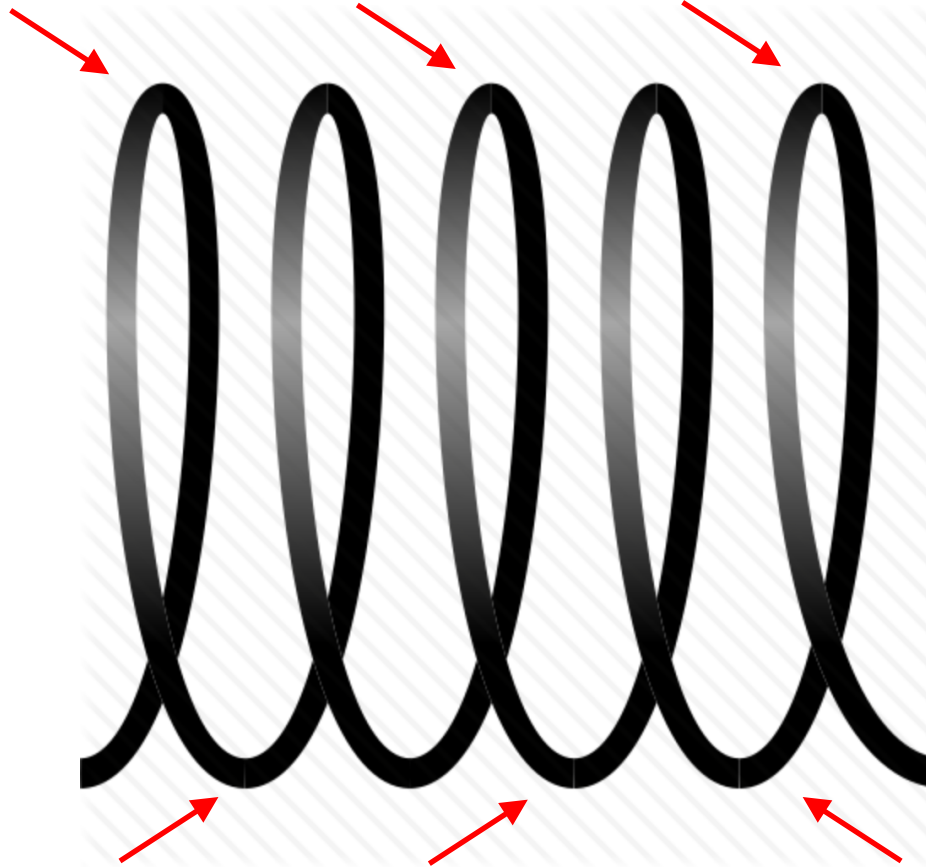
Content Competencies Development

Courses and Related Intended Learning Outcomes (CILOs)

ICC

Conflict Mgmt.

Cross-cultural Management



Processual Competencies Development

Projects; Experiential Activities; Multicultural Interaction



NEW PROCESS MODEL: Student View

Spiral Curriculum?

Bruner, J. S. (1966) *Toward a Theory of Instruction*, Cambridge, Mass.: Belkapp Press.

Processual and Content ICC Competencies

Stier, J. (2006) Internationalisation, intercultural Communication and intercultural competence, *Journal of Intercultural Communication*, Issue 11.

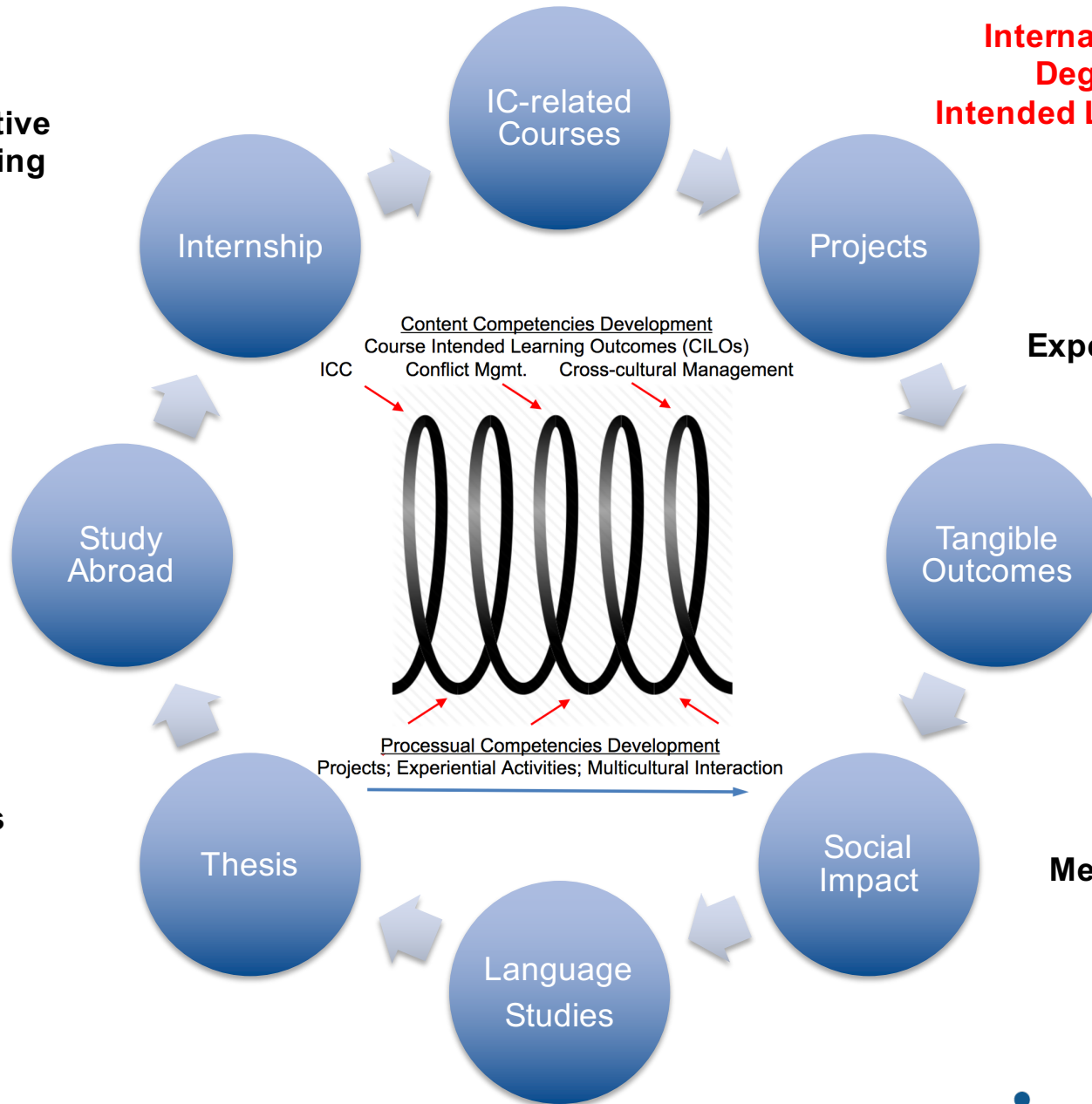
**Transformative
Adult Learning**

**International Business
Degree Program
Intended Learning Outcomes
(PILOs)**

Experientially-driven

**Meaning-centered
Pedagogy**

**Research
And
Publications**

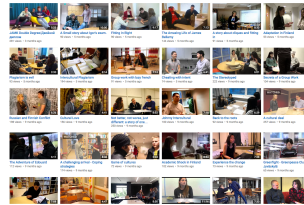
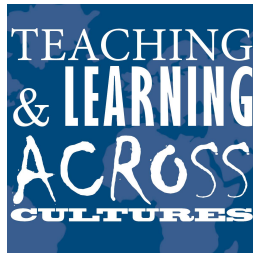


NEW PROCESS MODEL: Curriculum View

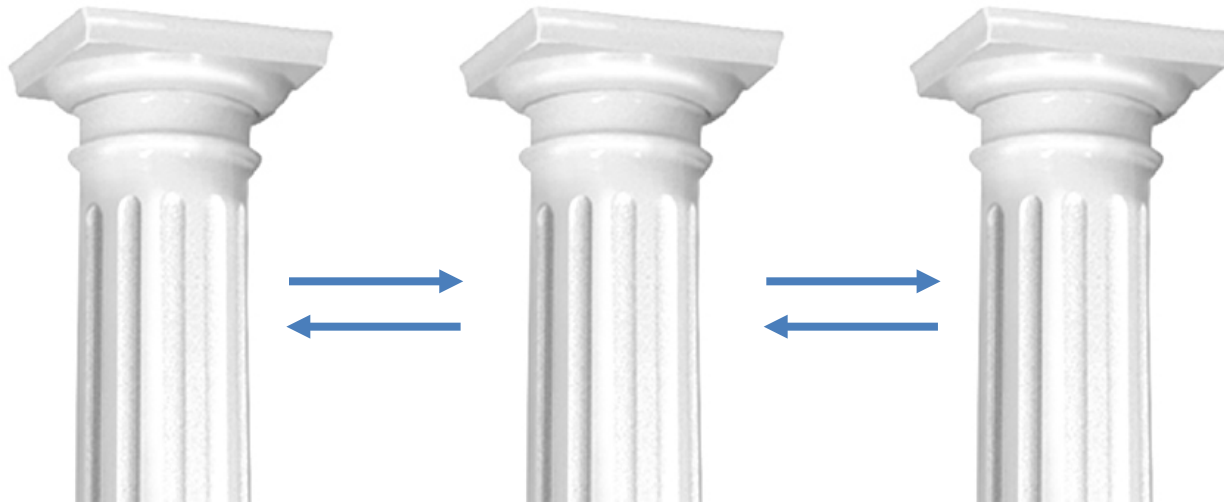
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PROJECT INTEGRATION EXAMPLES

Three Projects



**Tales from a
Multicultural Classroom**



RESULTS



Two completed theses, two under way:
Christine Niemi-
(<http://www.theseus.fi/handle/10024/89217>)
Pham La Trang-
(<http://www.theseus.fi/handle/10024/96748>)

Student reports on teaching and learning traditions and E&R practices in nations represented in the JAMK student body: China, Finland, France, The Netherlands, Russia, Spain, and Vietnam.

Research-informed, student-produced videos about E&R at JAMK University of Applied Sciences

https://www.youtube.com/watch?v=ESBY2CFz_a4
<https://www.youtube.com/watch?v=cZrzatjUyYg>
<https://www.youtube.com/watch?v=dcdDFarSlfo>
<https://www.youtube.com/watch?v=0ImbugvrzC0>
<https://www.youtube.com/watch?v=xIWwVA4j9NQ>
<https://www.youtube.com/watch?v=SoV7uCN9b5s>
<https://www.youtube.com/watch?v=RoXPqhSxRys>
<https://www.youtube.com/watch?v=FkhX-R2oQ1M>

Completion of first student-centered, student produced guide to ethics and responsibility at JAMK, *Academic Integrity at JAMK: A Student Centered Perspective* (version 1.0)

A video produced by Russian students for prospective Russian students focusing on how to prepare for student life at JAMK
(https://www.youtube.com/watch?v=QedkqBB_gDs)

SIETAR Europa conference presentation (teacher and student team)

Project video with introduction by Matti Hirsilä:
<https://vimeo.com/130032221>

RESULTS



JAMK Uni'ted for Refugees

A campus-wide student initiative born in a course.

Situation awareness and analysis in Finland and abroad.

NGO partnering.

Reflective journal assessment, auto-ethnographic approach.

<https://www.facebook.com/jamkunitedforrefugees/?fref=ts>

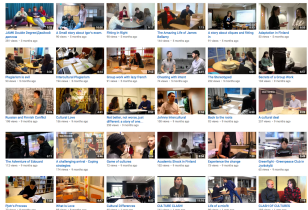
Planned documentary video.

DIVERSOPHY® Migration game under development.



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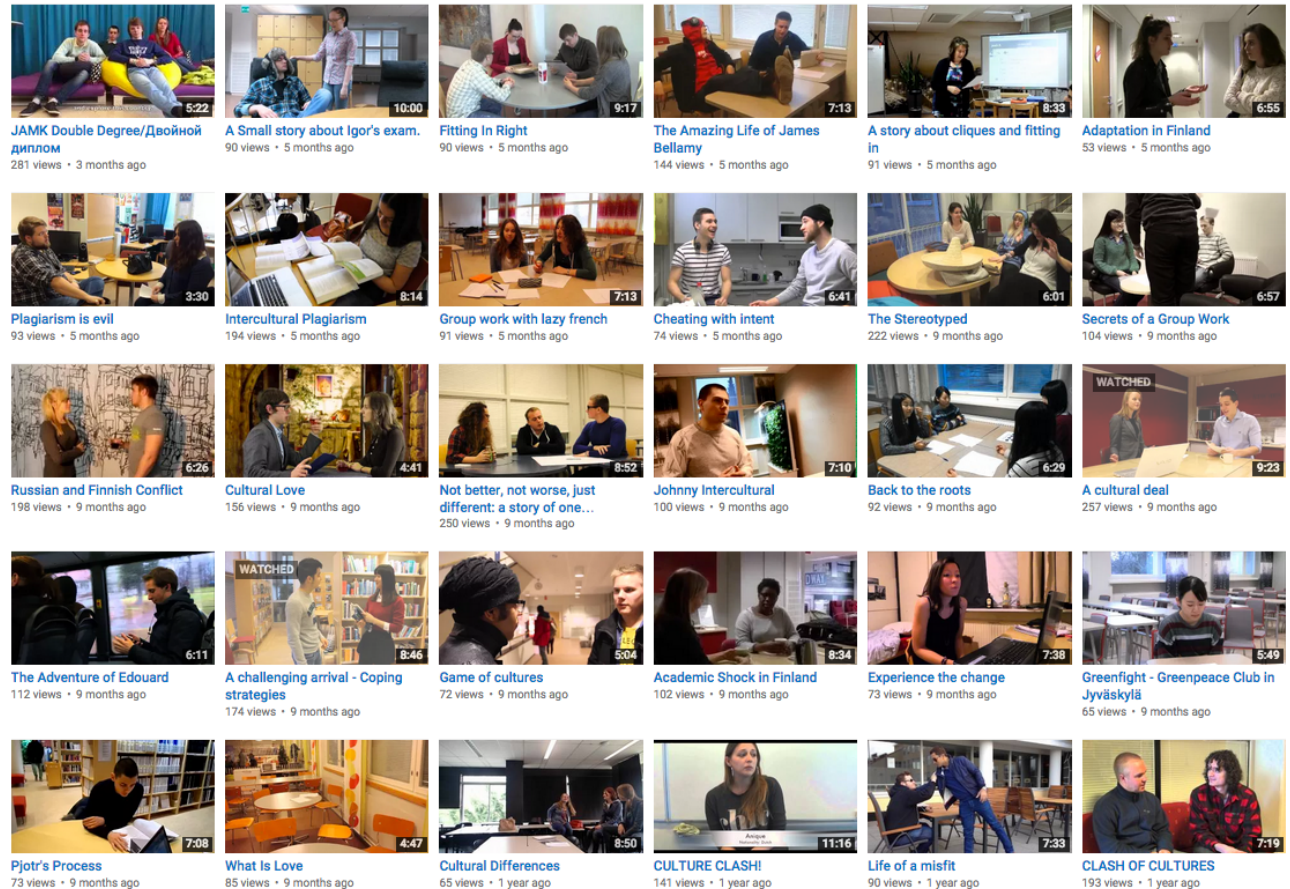
RESULTS



Tales from a Multicultural Classroom



4 Semesters, 44 Videos, 1 Channel
<https://www.youtube.com/channel/UC6p0Wps-7OxNGSCmTTZrdVw>



Example Teaching Approach

Using a Video Produced
in a Previous Course Iteration:

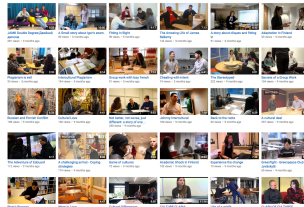
A Cultural Deal

Intercultural Communication (ICC) in Business Contexts:

- 1st year course
- 5 ECTS credits
- Students from many countries
- Learning about ICC theories



https://www.youtube.com/watch?v=eJVTtHIm_LE



Tales from a
Multicultural Classroom

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Critical Incident Analysis Exercise

Influenced by Flanagan and Cultural Detective®

Step 1: objective description

To practice the art of observation and objective description so as to avoid judgement and evaluation, and to filter out biases.

Step 2: develop multiple perspectives

To imaginatively place yourself in another's shoes to help you to explain the incident from the perspectives of the participants.

Step 3: conduct analysis

To discover what could have contributed to the misunderstandings and influenced the participants' behavior, e.g., using hedging language (might, could, seems) to describe values and behaviors.

Step 4: build a bridge

To discuss and explore how to build a cultural bridge between the primary characters.



From the student's perspective



How and why the videos work?

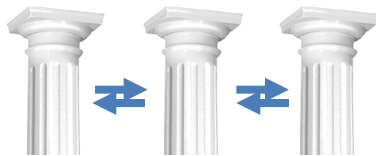
- A medium (video) that students can relate and respond to
- Existing videos show peers in a familiar setting (our school)
- Students are informed and inspired by previous student results
- Not 'professional' videos – 'sympathetic' value – less stress
- Makes studying and research lively and relevant
- Teaches and reinforces course theory

Students interviewed about working on Tales videos:

<https://youtu.be/vXB-sfVLiHE>

<https://www.youtube.com/watch?v=B9YIJUwMlfQ>

<https://youtu.be/A-zERJt8EN8>



Primary Multi-Project Outcomes

1. Each project activates the **applied research model** in the curriculum and in the classroom.
2. Teachers employ **novel pedagogical solutions** for teaching intercultural communication and related courses by **actively engaging multicultural groups to co-create new knowledge and tangible results across projects, research, and course groups.**
3. Students and teachers **produce and publish** teaching and learning tools for use by teachers and students anywhere.
4. **Students may present** our results at major conferences.
5. The integrated, process-oriented cross-cultural management program **adds pedagogical value to the existing international business degree program curriculum.**

For further information about teaching intercultural communication at JAMK:

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