



**Oh, Say Can You See? Moving Beyond Limitations:  
A few select resources to continue us all on our journey**

**Research on the Challenges**

Joe Hallinan (2010). *Why We Make Mistakes: How We Look Without Seeing, Forget Things in Seconds, and Are All Pretty Sure We are Way Above Average*. New York: Broadway Books, Random House.

*This Pulitzer Prize winning author summarizes research that challenges our notions of how we really see the world.*

National Assessment of Achievement Progress (NAEP)

*Wide range of data on the Achievement Gap. Further information about research on specific school and state strategies for closing the gap can be found at: National Governors Association Center for Best Practices. <http://www.subnet.nga.org/educlear/achievement/>*

Marshall R. Singer (1998). *Perception and Identity in Intercultural Communication*. Yarmouth, ME: Intercultural Press.

*This intercultural communication textbook integrates concepts of perception and identity throughout the text and is the source of the study cited on the bias of faces and perception of how easily the speaker was able to be understood.*

Teaching Tolerance: A Project of the Southern Poverty Law Center

*This website offers excellent resources on definitions, activities, and the Implicit Association Tests (IAT's), or Tests for Hidden Bias. The activities are excellent at making the concepts tangible, and materials are clearly marked and adapted for various ages. One example is: School lunches: Cultural Relevancy in the Classroom. <http://www.tolerance.org/activity/test-yourself-hidden-bias>*

YouTube Videos

*A number of versions of this activity of watching the ball exist on-line. The link here is a free download and is concise. This one seems to work well with a range of audiences.*

<http://www.youtube.com/watch?v=Ahg6qcgoay4>

**Activities**

*The following are here to serve as examples of the types of experiential learning activities that can be easily incorporated into college classrooms that the participants can then adapt for their own classrooms.*

- Tag Game (described in Dorothy A. Sisk (1995). *Simulation Games as Training Tools*. In Sandra M. Fowler and Monica G. Mumford (Eds.) *Intercultural Sourcebook: Cross-cultural Training Methods*. (Intercultural Press: Yarmouth, Maine.)  
*A ten-minute activity that allows for the debriefing to focus on in/out group dynamics, why we form connections the way we do, how we can support one another for belong to multiple groups.*
- BaFa BaFa (available through Simulation Training Systems)  
*Simulates the experience of traveling to another culture and being immersed in a new environment. I facilitated this classic recently and was reminded of its power to emulate the process of enculturation and how easily we judge others from our own cultural frame.*
- Redunancia (available at <http://www.nipporica.com/prod.htm> and through Amazon)  
*Reminder of the challenges involved when native English speakers and non-native English speakers communicate. Create tangible next steps to improve one's ability to hear and listen to non-native English speakers.*

## General Concepts to Incorporate

Types of topics to be included when we focus on integrating internationalization, multicultural and intercultural elements:

<input type="checkbox"/> Language (listening to accents, understanding how language shapes our interactions)	<input type="checkbox"/> Communication styles
<input type="checkbox"/> High/Low context (how do we process information and what influence do language and group history have on this processing?)	<input type="checkbox"/> Nonverbal communication
<input type="checkbox"/> Contact Hypothesis (which conditions does research suggest need to be met to have more positive outcomes?)	<input type="checkbox"/> Perceptions
<input type="checkbox"/> Scope of one's network (who do you have to turn to for culture-specific resources?)	<input type="checkbox"/> Identity development
<input type="checkbox"/> Attitudes toward difference (prejudice, stereotyping, discrimination)	<input type="checkbox"/> Learning style preferences

## Books

Blohm, J. M. & Lapinsky, T. (2006). *Kids Like Me: Voices of the Immigrant Experience*. Yarmouth, ME: Intercultural Press.

*Collection of 26 essays of mostly high school aged students. Excellent resource for teachers and students looking to find connections across cultural differences ("... you will find that you have things in common with all of them: everyone has favorite celebrations and holidays; favorite subjects in school and experiences that are upsetting. . ." (p.xiii)).*

Kappler Mikk, B., Cohen, A.D., & Paige, R. M. with Chi, J. C., Lassegard, J. P., Maegher, M. and Weaver, S. J. *Maximizing Study Abroad: An Instructional Guide*. <http://www.carla.umn.edu/maxsa/>

*Can be used in conjunction with the students using their own Student Guide or with you leading activities and discussions. Provides an overview of theory related to strategies for language and culture learning and use. Easy to use activities (it's a three-ring binder that you select activities from and have permission to copy and use with participants) focus on identity, communication, high and low context, communication styles, listening, speaking, reading skills. More than 100 activities are included.*

## Communication Styles

Hofner Saphiere, D., Kappler Mikk, B., Ibrahim DeVries, B. (2005). *Communication Highwire: Leveraging the Power in Diverse Communication Styles*. Yarmouth, ME: Intercultural Press.

*Enormous differences can occur in intercultural interactions. And yet, sometimes it's the little, every day differences that provide challenging barriers that prevent us from successfully connecting with others. This book provides an easy introduction into the complexity of communication styles and offers dozens of examples and exercises to improve and leverage one's skills.*

## University of Minnesota Resources: Internationalizing Teaching and Learning

*This website lists programs that U of MN offers to integrate U.S. and international students, as well as several resources specifically about internationalizing courses. Coming this summer, elements from a pilot program for U of MN faculty will be moved to this site and will include primers on such topics as facilitating intercultural learning.* <http://www.international.umn.edu/icc/>

## Center for Teaching and Learning: Engaging the International Students in Our Class

*Recording of a workshop focused on international students at U of MN that has strategies with broad applicability.* <http://www1.umn.edu/ohr/teachlearn/workshops/videos/EngagingStudents/>

## Internationalizing By Design

*This is a self-paced tutorial designed to "help you integrate global perspectives into either a new undergraduate class that you intend to teach or one that you have already taught."*

<http://www1.umn.edu/ohr/teachlearn/tutorials/design/index.html>

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