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Transforming Undergraduates with Cultural Competence Interwoven with Information Literacy

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**TRANSFORMING UNDERGRADUATES
WITH
CULTURAL COMPETENCE
INTERWOVEN WITH
INFORMATION LITERACY**

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GOALS OF OUR DISCUSSION

- will discuss **motivation** for cultural competence within the context of the culturally immersive service learning experience.
 - Student background
 - campus demographics
 - “purpose of university college experience”
 - “global learning”
- **understand** the campus and community partnerships required to execute this unique course, including service agencies, campus disciplinary units, libraries, and student service organizations.
- **share** the embedded information literacy and informed learning activities.

WHY THIS COURSE?

- Information literacy has a place in culturally relevant service learning as we understand the in and outs of :
- the **reasons** we serve while learning
 - **whom** we serve
 - **who we are** as servants
 - who is **“they”** (raise consciousness)

WHY ME?

- IMPACT Team member (Instruction matters: Purdue Academic Course Transformation)
 - Course redesign initiative built on ideas of autonomy, relatedness & competence
 - delivery matters
 - environment matters
 - deliverables/assessment matters
 - instructional librarian at heart
- **already embedded somewhere else?!?!**
 - networking

WHO ARE THE STUDENTS?

- ⑥ 60-120 undergraduate students in the College of Agriculture; varied classifications
 - ⑥ appears to be largely white males
 - ⑥ few minorities (gender, ethnicity, culture)
 - ⑥ largely **homogenous** group

FALL 2016 DEMOGRAPHICS

College of Agriculture

2736 total undergrads

-  2197 **white**
-  193 **underrepresented minorities**
-  2094 **IN residents**
-  220 **international students**

KEY STAKEHOLDERS

🌐 Campus Community

- 🌐 IMPACT initiative
- 🌐 College of Ag
- 🌐 Libraries
- 🌐 Teaching & Learning leaders
- 🌐 Cultural Centers:
 - 🌐 Asian & Asian American CC
 - 🌐 Black CC
 - 🌐 LGBTQ CC
 - 🌐 Latino CC
 - 🌐 Native American Educational & CC

🌐 Off- campus Community

- 🌐 Local Agencies and Service providers
 - 🌐 including but not limited to:
 - 🌐 retirement centers
 - 🌐 food pantries
 - 🌐 religious institutions
 - 🌐 shelters

WHY CULTURAL COMPETENCE IN AGRICULTURE?



- Also, as a result of this course, it is hoped that students who have participated will in the future:
- Promote a **more inclusive environment and foster a deeper understanding of diversity** issues within the College of Agriculture.
 - ④ Advance **democracy outcomes**, including perspective taking, citizenship engagement, racial and cultural understanding, and judgment of compatibility among different groups in a democracy.

WHY INFORMATION LITERACY IN CULTURAL COMPETENCY ISSUES?

- ④ discern the biases, relevance, currency, authority, and purpose of information shared and used in agriculture, aka the CRAPP Test (aka PARC, CRAP, etc.)

SO WHAT DOES IT LOOK LIKE?

- 1 lecture visit
- 3 lab visits per section (!!!)
 - research question generation
 - information tree exercise & search
 - synthesis exercise
- redesigned reflection rubrics
- redesigned final paper & presentation & rubric
 - aka Cultural Immersive Project
 - SERVICE LEARNING COMPONENT!!

5 IL AFFIRMING ACTIVITIES/ACTIVITIES TYPES

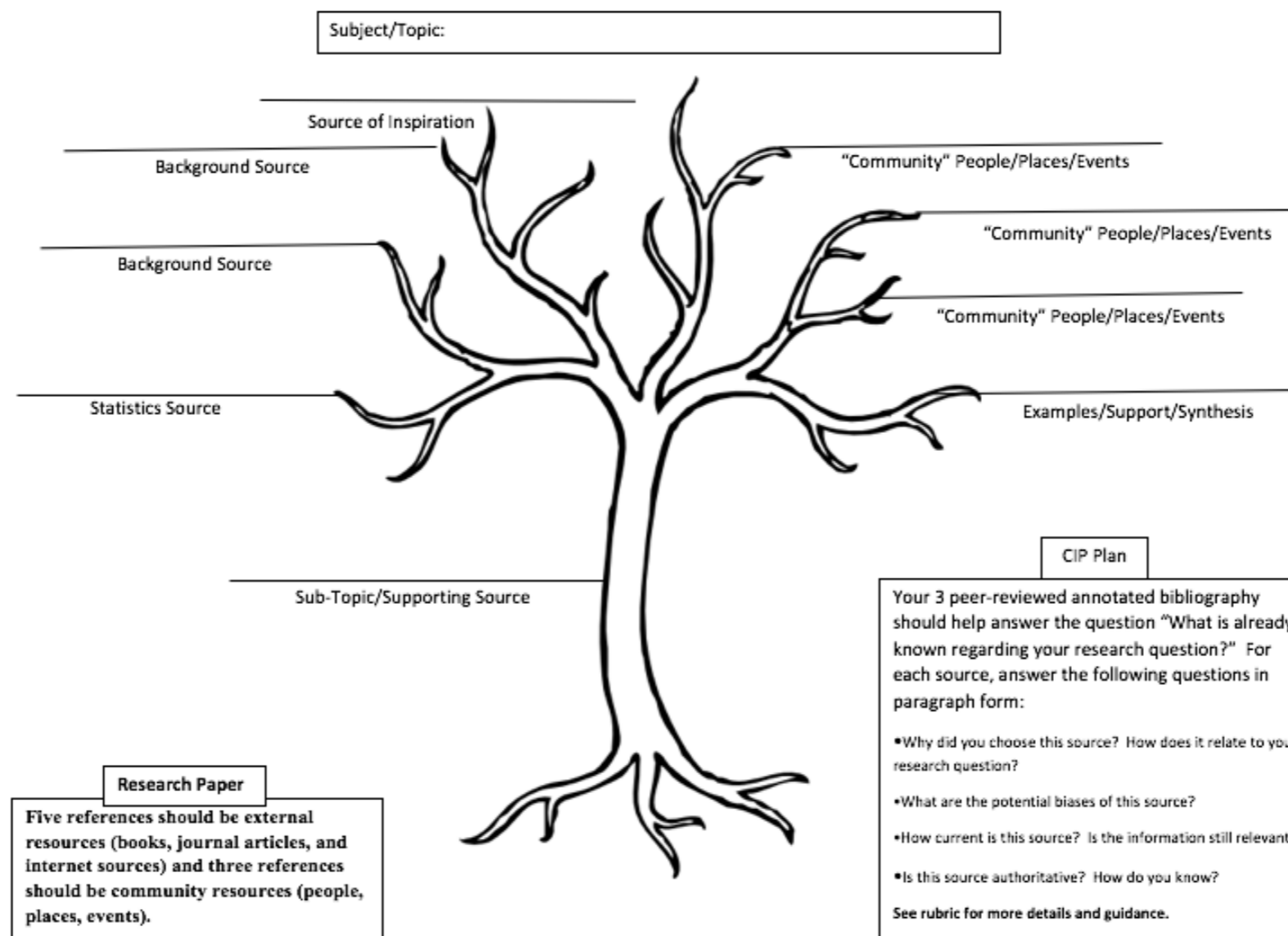
- 🌀 reflections
- 🌀 research question design
- 🌀 annotated bibliography
- 🌀 synthesis in-class activity
- 🌀 project planning and evaluation

A RUBRIC

AGR 201 – Communicating Across Cultures
Reflection Rubric # Two- “Crash”

Topic	Description	Points Value	Evaluation Points
Content	<ul style="list-style-type: none"> The narrative structure of this film is dense with coincidence. What function does the degree of connection among the characters serve? 	4	
	<ul style="list-style-type: none"> Much of the film’s dialogue is overtly confrontational, in which racist accusations are overtly articulated---perhaps more overtly than is commonly seen in real life. Can this lack of nuance be said to have a function? If so, what? 	4	
	<ul style="list-style-type: none"> In what ways does the film explore the systemic or institutionalized nature of racism? How and where does the film examine the complicated relationship between race and class, and race and gender? 	4	
	<ul style="list-style-type: none"> What is left out of the film or, in your opinion, what does the film get wrong? What, from your perspective, did the film get right? 	4	
	<ul style="list-style-type: none"> Is this film valuable in learning about social issues? What are some pros and cons of using films as a source of information? 	2	
Quality	<ul style="list-style-type: none"> Content: demonstrate that you have attended the lectures and labs, read the material, and actively try to tie the course content with the questions asked. Application: answer questions such as "So what?" and "Why is this important?" Personal reflection: demonstrate your reasoning, insights, observations, originality, creativity, imaginative thinking Presentation: pay attention to clarity of thought and expression. What new knowledge did you gain? What new insight or understanding do you have? Unpack your emotions: pay attention to what you feel and how those feelings contribute, distract, enhance, or challenge you. Notice where you feel these emotions in your body and what this mean for you? 	Use these as guidelines in writing your responses. To receive full credit for the content section, your answers should appropriately include quality criteria.	

INFORMATION TREE



Cultural Immersion Information Tree

RESEARCH QUESTION

Research Question/Thesis Worksheet (AGR 201)

<p>1. What topic, problem, or issue are you interested in?</p>	<p>2. What specific part of the topic are you interested in?</p>	<p>3. List 3 possible questions about your specific topic area? (Ask: What? Who? When? Where? Why? To What Extent? How?)</p>
<p>4. Choose one to be your main research question. (Your research question will likely change and be refined over the semester.)</p>	<p>5. Make your question as clear and specific as possible. Consider defining any vague words.</p>	<p>6. State your working thesis statement. <u>Your</u> working thesis statement will summarize the answer to your main question, and will likely change.</p>

SYNTHESIS ACTIVITY

A Change Gonna Come, Sam Cooke
Times Are A Changin', Bob Dillon

Daughters, John Mayer
Brown Sugar, Rolling Stones

WHAT DO STUDENTS SAY?

81%



“These things helped us narrow down our topic and understand what questions we could ask people in an interview and what we should avoid.”

“Allow a little more in class time for the project. It helps students who need a little more clarity on some things and helps resolve any issues in timing and scheduling.”

“I wish the library services could come to more of the labs, because it was very helpful to have that push to complete and think about our presentation.”

“Need to help with our assumptions at the beginning since they are hard to remember at the end of the project.”

WHAT DO THE INSTRUCTORS SAY?

YES!!!!

WHAT I'VE LEARNED AND DONE AND DOING...

- Certified cultural competence assessment facilitator (IDI Intercultural Development inventory)
 - embedded mentor for students studying abroad
- plans to partner with Univ of Kentucky who have adopted this course
- building service learning IL rubric
- building/revising online content & assessment & research question handout
- what about the faculty and staff !??!?!

3 KEY TAKEAWAYS

- 🌀 *It can be done...*
 - 🌀 what's "it"? "overlaying information literacy principles to a service learning course"
- 🌀 *If you have a lot of time...*
 - 🌀 or even if you have no time...
- 🌀 *It matters.*
 - 🌀 Matters to you, matters to the profession, matters to the world, matters to the campus

Q & A

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Thank you!!!