



Insights into the Field

Supporting diverse student
populations across cultures



Curated by:

***Education Abroad:
Faculty Development
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Introduction

Welcome to Diversity Abroad's Insights into the Field Resource. These e-learning resources are designed to provide professionals with insight and practical tools to support and advance inclusive excellence in global education.

Insights into the Field are facilitated by members of the Diversity Abroad community who are passionate about the field of diversity, inclusion, and global education. Each video includes a resource sheet of links and further information.

- Understand the importance of intentional efforts to better support diverse student populations
- Gain skills and tools for achieving that goal to incorporate while preparing the curriculum, building community with the participants, and
- Reflect on your own practices



Session Objectives

Preparing Curriculum: Reflection

How can you modify your course to be more reflective of the diversity within the country where you are traveling?

Diversification can include:

- scholars referenced
- site visits you select
 - e.g., museums that represent specific parts of the population, or concerns you choose (classical or indigenous).

Preparing Curriculum: Reflection

How can you incorporate intentionally diverse experiences into your program? How will students be exposed to trends within the country where you are traveling?

Consider the influence and history of immigration in the region. How does it influence

- popular culture (e.g. music, food, etc.)
- language use

Building Community: Reflection

Which of the rules of engagement resonate with you? Are there any that don't? Are there others that are necessary? How should they be personalized to your communities?

- Basic Rules of Engagement
 - Practice vulnerability and cultural humility
 - Recognize your lived experiences knowledge and biases
 - Commit to being a lifelong learner
 - Take lessons, leave stories
 - Pause judgment
 - Call each other in, not out.
 - Leave titles at the door

Building Community: Reflection

Which of the activities described will you incorporate into your program?

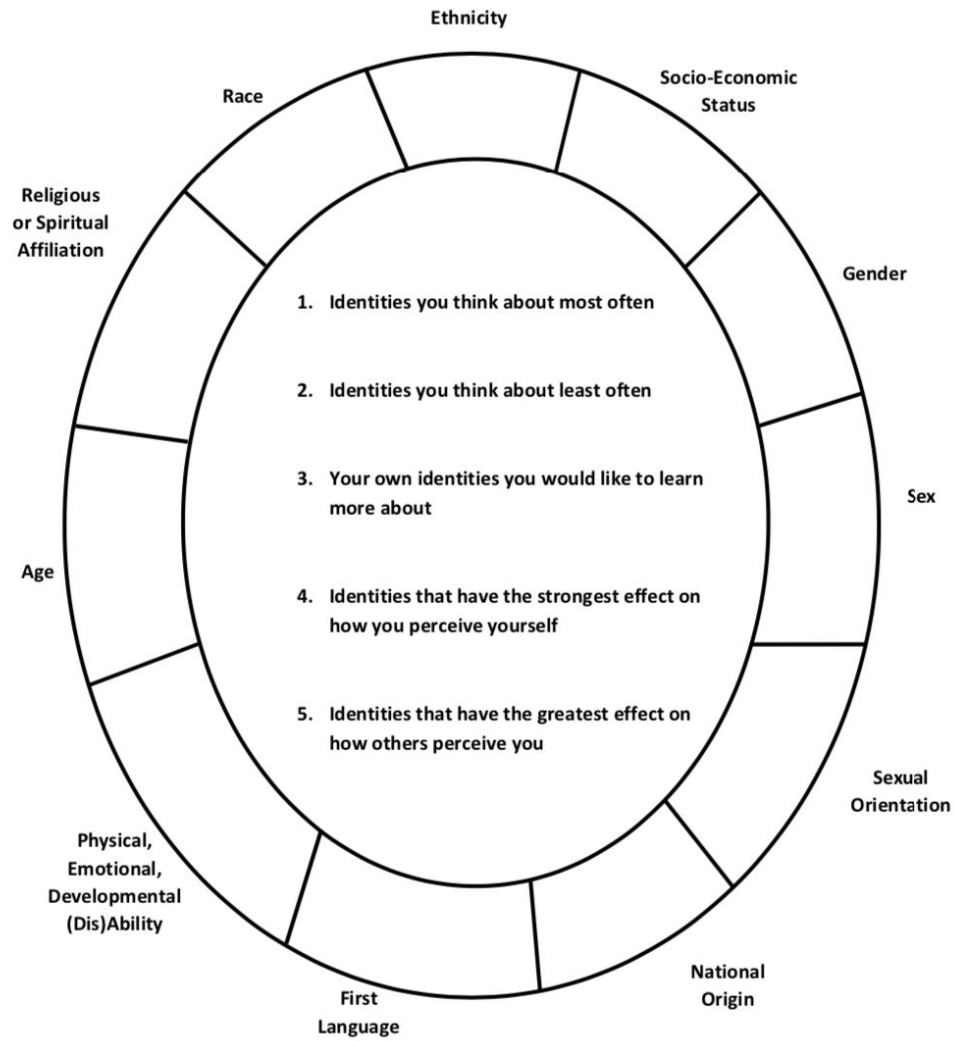
- Defining Rules of Engagement
- Affirm Inclusion in syllabus, materials, and introductions
- Individual check-ins before departure

Identities Home & Abroad: An Activity

Purpose

Understand and articulate your own identities.

Build rapport with students to be open to discussing their identities and ways they experience them in different contexts



Social Identity Wheel

Facilitating

Provide list of social identities - review & clarify!

Encourage students to write down the ways they identify

Identities: A Review

Nationality - citizenship

Ethnicity - cultural ancestry & heritage

Race - physical attributes - societally contextual

Identities: A Review

Age - generational & societal expectations

Religion/Spirituality - system of beliefs and rituals, which can include a community and culture; relationship to a supernatural being or beings

Identities: A Review

Gender Identity - internal sense or awareness of self related, but not limited to masculinity/femininity

Sexual Orientation - emotional, romantic, and/or physical and/or sexual attraction to others

Identities: A Review

Socioeconomic Status - wealth, education level, networks

Ability - physical, emotional, developmental ability to engage in environments as they are constructed

Facilitating

Have students consider which identities they think about most often.

Research together: What conversations/norms are present in the site country about those identities?

Facilitating

Use this activity before AND during the trip to allow students to reflect on any adjustments in their responses, and to conversely examine the U.S. or home country context while outside of that context.

Keep In Mind:

Every student brings their unique identities to the experience, which may be felt or experienced differently as they navigate across cultures.

All students should be learning about a diversity of experiences in the host country.

You cannot make assumptions, but you can create a space where students can tell their own stories.

If students of diverse backgrounds hear about how well you support all students, they may be more likely to participate.

Additional Resources & Readings

Activity Resources

[Social Identity Wheel Facilitation Lesson Plans and Resources - University Of Michigan](#)

[Crash Course Sociology: Race and Ethnicity](#)

[Race, Ethnicity, Nationality and Jellybeans](#), Produced by Eliana Pipes for Encompass at the Western Justice Center

[Facing History and Ourselves: Religion and Identity](#)

[The Gender Galaxy & Sexuality Galaxy](#) – Beyond the Basics, Action Canada for Sexual Health and Rights

[The Gender Unicorn](#) – Trans Student Educational Resources

[What are Social Identities?](#) – 2012 Diversity Summit by Race Matters

Kiely, R., Zukerman, S., & Hartman, S. (2020). How can you strengthen your knowledge, skills, attitudes and behaviors to enact cultural humility in diverse contexts? In E. Hartman (Ed.). *Interdependence: Global Solidarity and Local Actions*. The Community-based Global Learning Collaborative. Retrieved from <http://globalsolidaritylocalaction.sites.haverford.edu/cultural-humility/>

University websites

[University of Dayton Education Abroad - Diversity and Identity Resources](#)

Additional Resources

[Transgender/ Non Binary / Gender Nonconforming Passengers](#) - TSA.gov

[LGBTQI+ Travelers](#) - Travel.State.Gov

[International Gay and Lesbian Travel Association](#)

[Taranath, Anu. *Beyond Guilt Trips: Mindful Travel in an Unequal World*](#)

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**Thank you for your
time!**

