



**Forming culturally  
intelligent teachers who  
understand and appreciate  
diversity**

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**CC Nel (Learning Designer  
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Kopiereg voorbehou

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# OUTLINE

- Background
- Improving cultural intelligence of teachers through an Education module
- Methodology
- The impact of the intersecting roles of
  - curriculum
  - lecturer characteristics
  - teaching strategies
  - student participation and
  - classroom environment
- Recommendations

# BACKGROUND

- We are still largely living in a society where different groups of South Africans know very little about cultures other than our own.
- Positive relations between cultures can only be built through interaction.
- Need to provide students with an appreciation for diversity and social differences through engagements in a learning environment.
- This means to provide them with the basic capabilities to understand different cultures.
- This distinct ability is known as cultural intelligence (CQ).
- To notice, recognize and predict behaviour in various cultural settings. It is therefore an essential developmental ability that needs to be nurtured in their future classrooms.

# IMPROVING CULTURAL INTELLIGENCE OF TEACHERS THROUGH AN EDUCATION MODULE

- The presentation forms part of my Masters study, for which the aim was to determine whether a possible change in CQ was evident amongst two groups of students on the same campus. The one module specifically had it's focus on social reflections and the other not.
- The predominant research question that guided the study was whether a module aimed at increasing discussions/ reflections about societal issues can influence the cultural intelligence of education students.
- The results that will be discussed today relates to the contributing factors can influence CQ in students.

# METHODOLOGY

## Education module

Focus specifically on oppressive practices, inclusion and managing diversity.

The group of students formed the basis of the study and was the only group of education students on campus.

## Control group

Focus is on economic systems & basic microeconomics

The control group was selected due to the fact that the curriculum did not focus on any of aspects that could contribute to CQ.

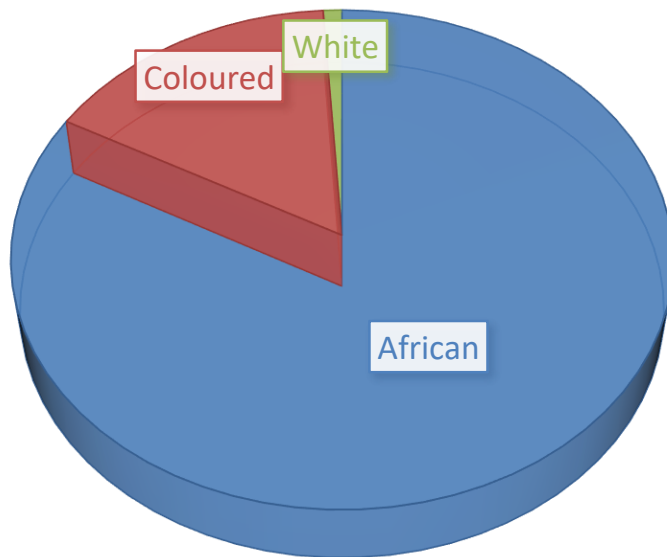
All students in the education module participated in the study. The control group were randomly selected in classroom.

A pre-test and post test was conducted to compare the two groups.

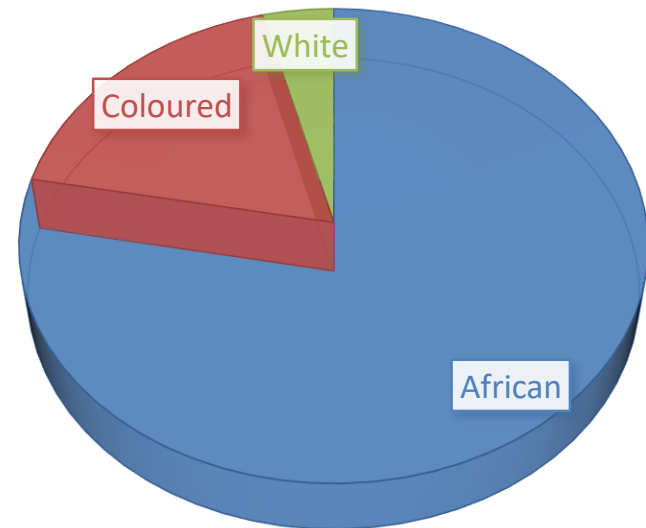
This was done at the onset of the first semester, and again at the end of the semester.

# SAMPLES USED

EDUCATION



CONTROL GROUP



### **Cognitive**

- Ability to define culture
- How culture varies
- How culture affects behaviour

### **Meta-Cognitive**

- Being aware of your own assumptions, ideas and emotions
- Reflection

### **Motivational**

- Intrinsic
- Extrinsic

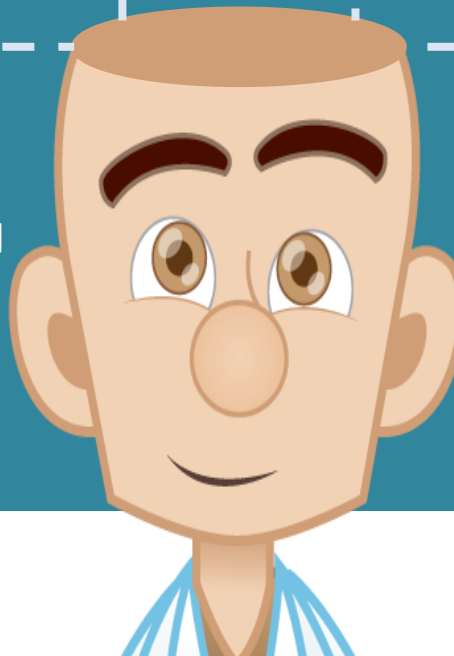
### **Behavioural**

- Body language
- Working in diverse groups

## **WHAT IS CULTURAL INTELLIGENCE (CQ)**

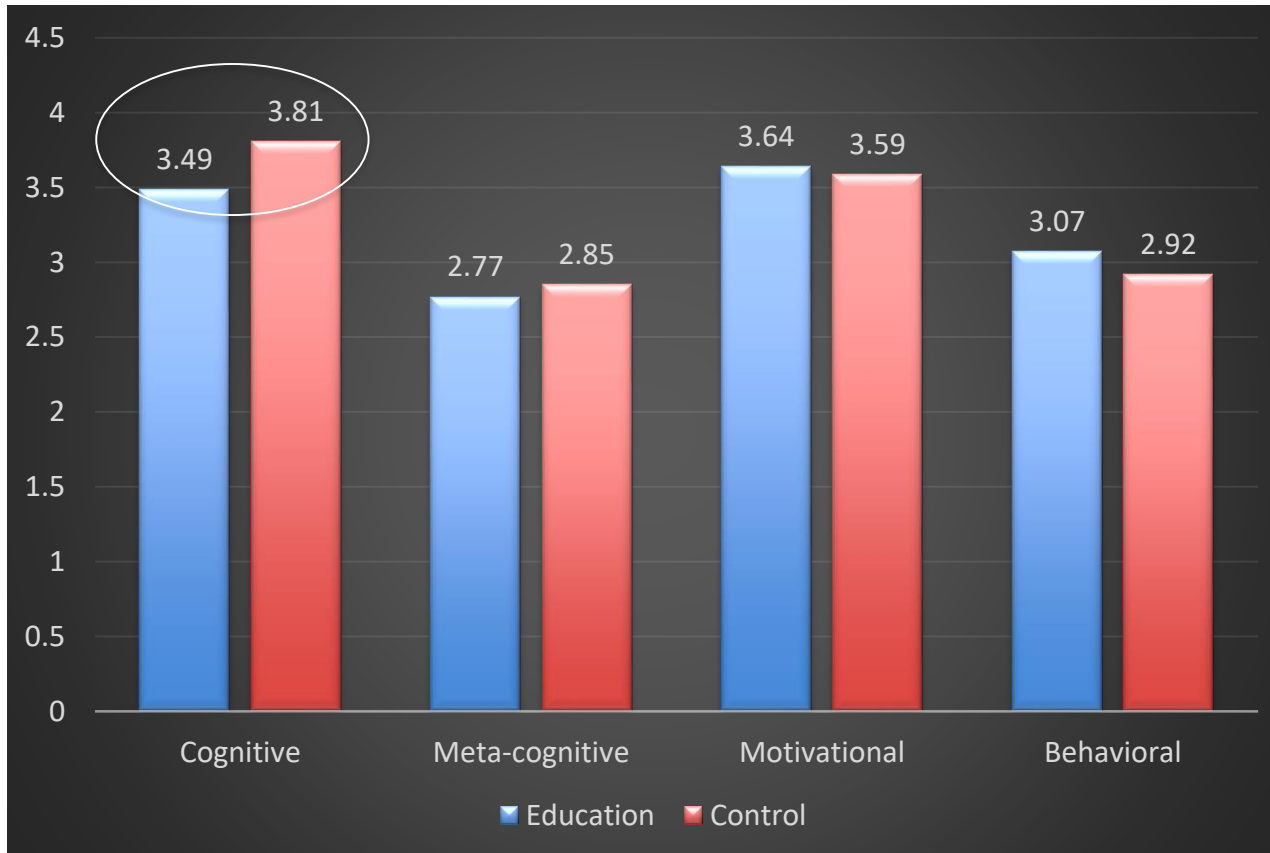
**A MEASURE OF A  
PERSON'S CAPACITY TO  
FUNCTION EFFECTIVELY IN  
A MULTICULTURAL  
ENVIRONMENT**

**CQ IS MEASURED USING  
THE FOUR FACTOR MODEL  
OF CQS**



# RESULTS

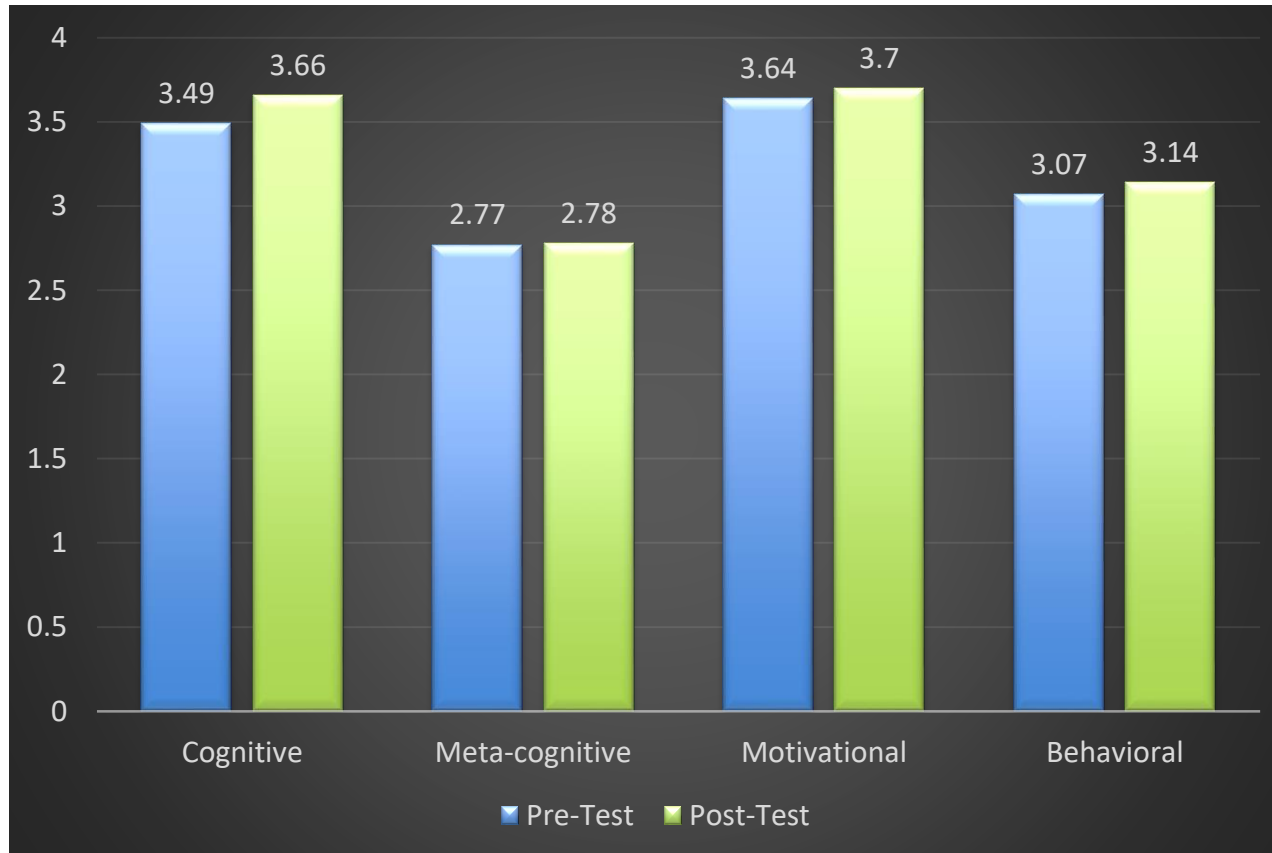
(Pre- Test)- Comparing initial CQ levels of the two groups





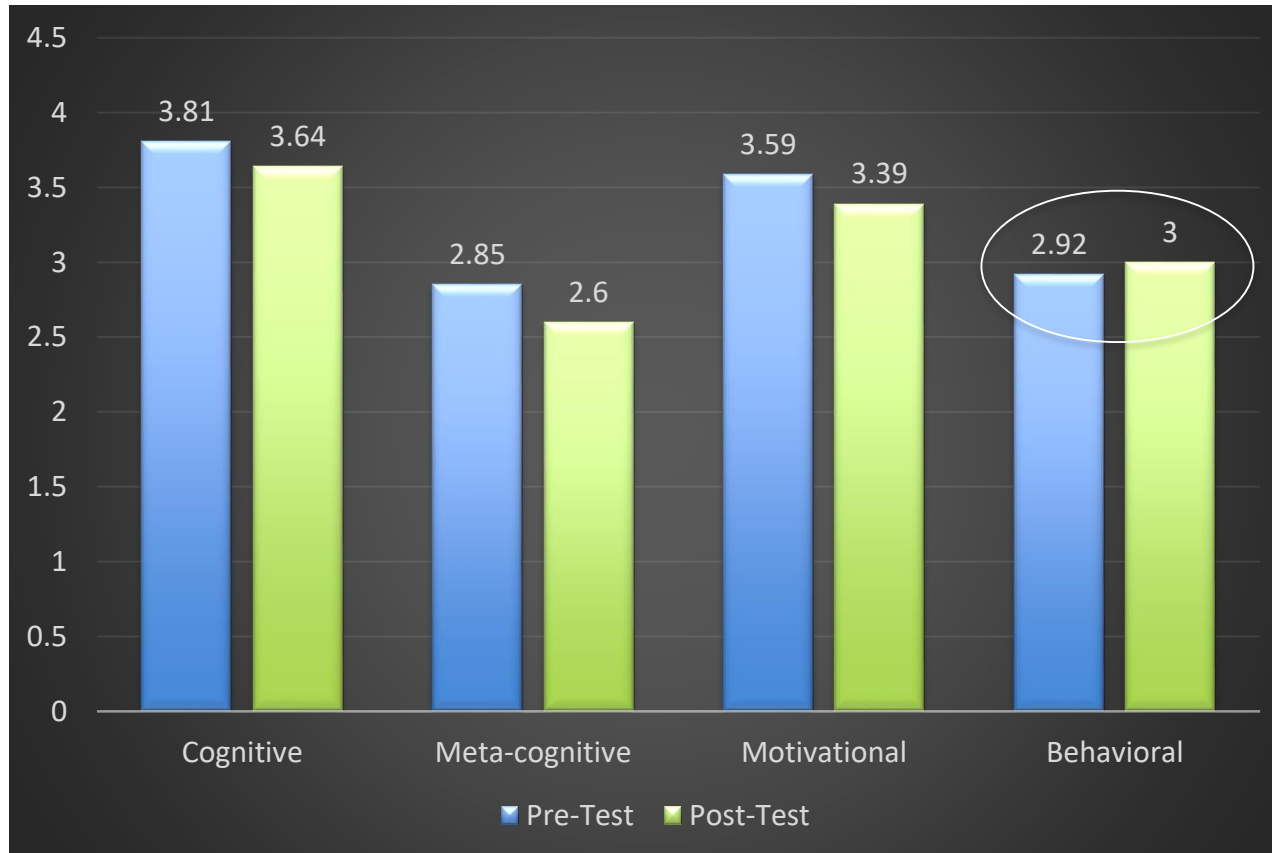
# RESULTS

CQ of the education students before and after the semester



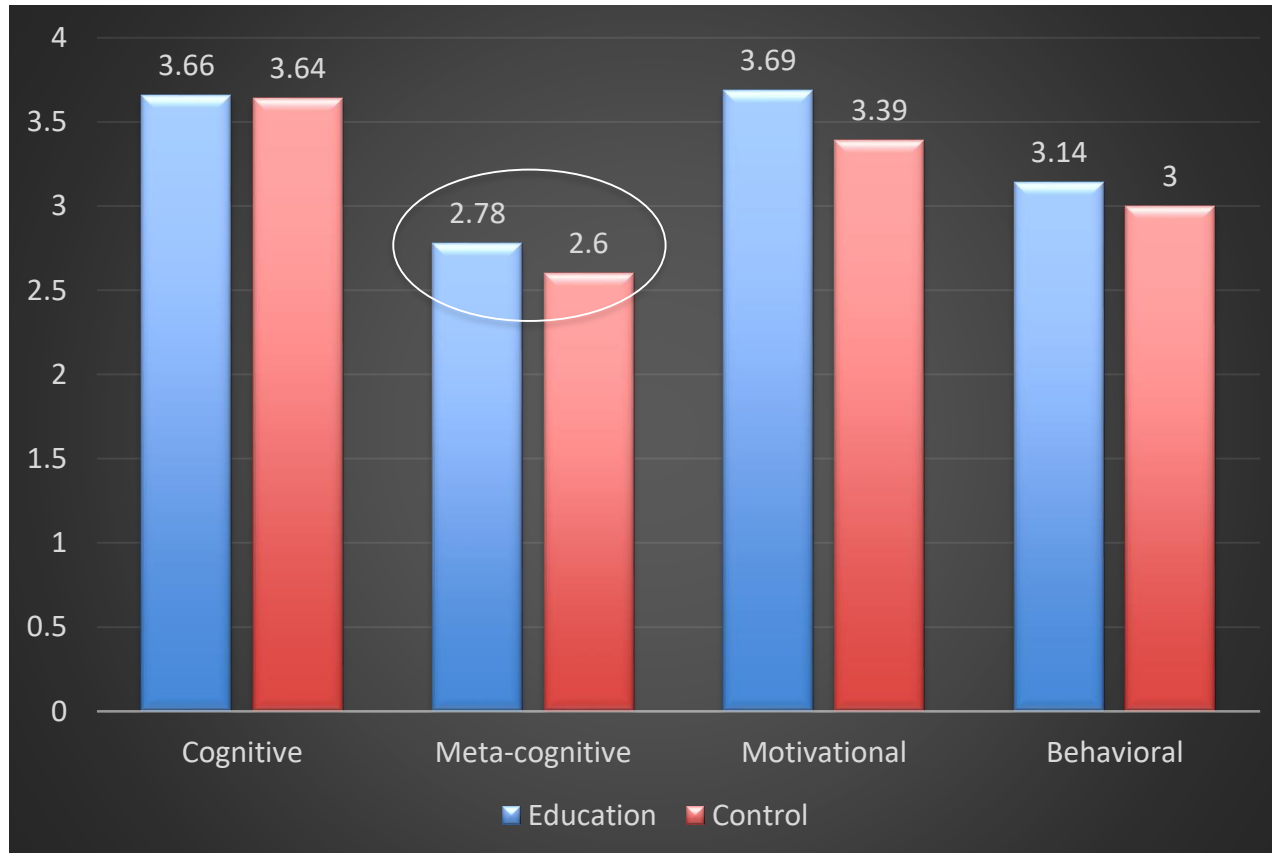
# RESULTS

CQ of the control group of students before and after the semester



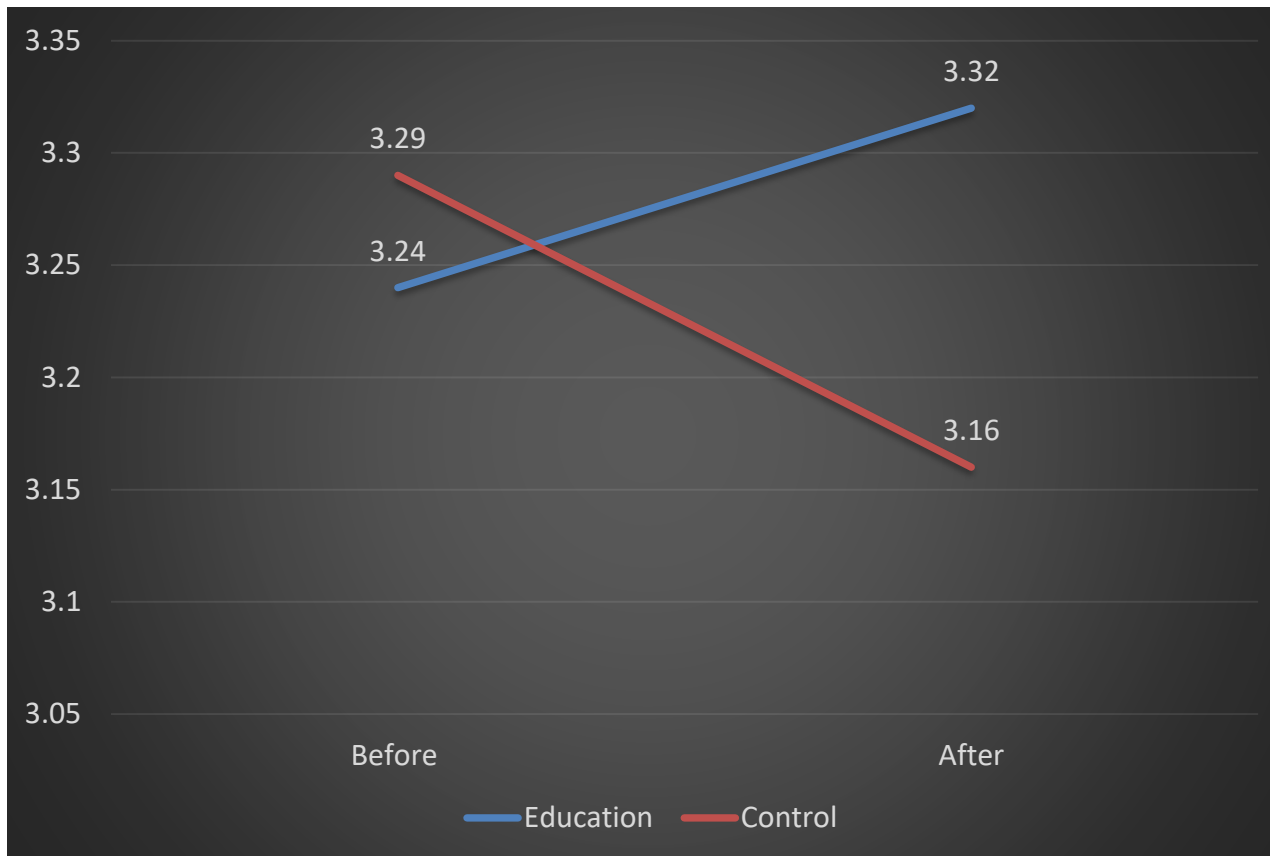
# RESULTS

(Post- Test)- Comparing the final CQ levels of the two groups



# RESULTS

## Trends



# THE IMPACT OF THE INTERSECTING ROLES

## Curriculum

- Content in the education module was designed specifically to move education students into challenging their own identities in the diverse context they're living in.
- Improving the CQ of students is therefore an unintended outcome of this module.
- The module included units focussing on:
  - Individual and social identity (Cognitive CQ)
  - Oppressive practices in society (Meta-Cognitive CQ)
  - Inclusive education in the South African context (Motivational CQ)
  - Managing diversity in their classrooms (Behavioural CQ)

# THE IMPACT OF THE INTERSECTING ROLES

## Lecturer characteristics

- It is a necessity to create an inclusive environment, to allow students to learn from one another. Creating a sense of belonging in the classroom where students feel valued.
- It is important for a lecturer to be enthusiastic, emotionally intelligent and approachable for students.
- It needs to be someone that relates to the subject matter and that presents it in a meaningful way to students

# THE IMPACT OF THE INTERSECTING ROLES

## Teaching strategies used; student participation and motivation

- Shaping the environment- Creating an inclusive environment by sharing her own identity. Thus, creating an environment where it is fine to be vulnerable and where sharing is acceptable.
- It was made clear at the beginning of the semester that she wanted them to participate.
- Having a small class also contributed to individual attention given to student groups in the classroom and learning everyone's names enrolled for the module.
- Students were divided into groups that represented different cultures, to learn from one another throughout the semester. Thus arranging the classroom in a way that encourages active learning from other cultures.

# THE IMPACT OF THE INTERSECTING ROLES

- The following strategies also guided learning throughout the semester:
  - Case studies on each unit (group work)
  - Visual aids used in each lecture
  - Classroom discussions in each contact session
  - Online reflection journals
  - Group reflection assignments
  - Group posters
  - Online tests on each unit
- The teaching strategies used in this module contributed to higher student participation, especially using online activities through the local learning management system (Blackboard).
- Not only did all students pass the module. The results of the research study indicated that the student group as a whole conveyed higher levels of CQ in all domains of CQ compared to the start of the semester.



# RECOMMENDATIONS

- To Shape a module around the concepts of CQ requires you to include those specific materials in your curriculum/ to determine which once in your curriculum does have an impact.
- If possible at all, the amount of students in the classroom should be as little as possible at one time. However, innovative ways in online learning could be used to contribute towards more learning.
- Get to know your students and stay involved in their learning in all ways possible.
- Then it requires a determined lecturer with learning strategies that would contribute to an inclusive environment and active participation.
- Encourage classroom discussions by using different teaching strategies to contribute towards classroom discussions on relevant content.
- Use online assessments/ reflections to engage with those students that don't want to share their ideas in classroom and to assess student's understanding of content discussed in classroom.

# Thank you

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