DIALOGUE TECHNIQUES:

Fostering intercultural empathy and communication skills for success

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THE PROBLEM AND THE GOAL

Problem

- I teach a 3 year Dual Enrollment rigorous and intensive IT program to high school students. (CT in IT Helpdesk, 29cr)

- I need my students to be able to work efficiently and productively together right away.

- They are high school sophomores, juniors, and seniors (15-18 yo) so their responsibility and maturity levels are not up to what we expect from adults.

- Some of them are not used to working within a diverse group and this is very important to work in the IT Field.

Goal

- Create a team environment where a very diverse group of students can feel safe and openly share and absorb diverse perspectives, and demonstrate empathy.

- See improvements in effective collaboration for rigorous course work and rise in quality of work.

- Diversity in tech is essential for businesses to stay relevant, I want to see students be able to create IT solutions with that in mind.

- Increase retention from year 1 to year 3.
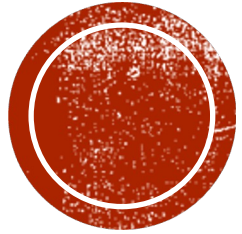
CROSSING BOARDERS EDUCATION

Small Group Activity

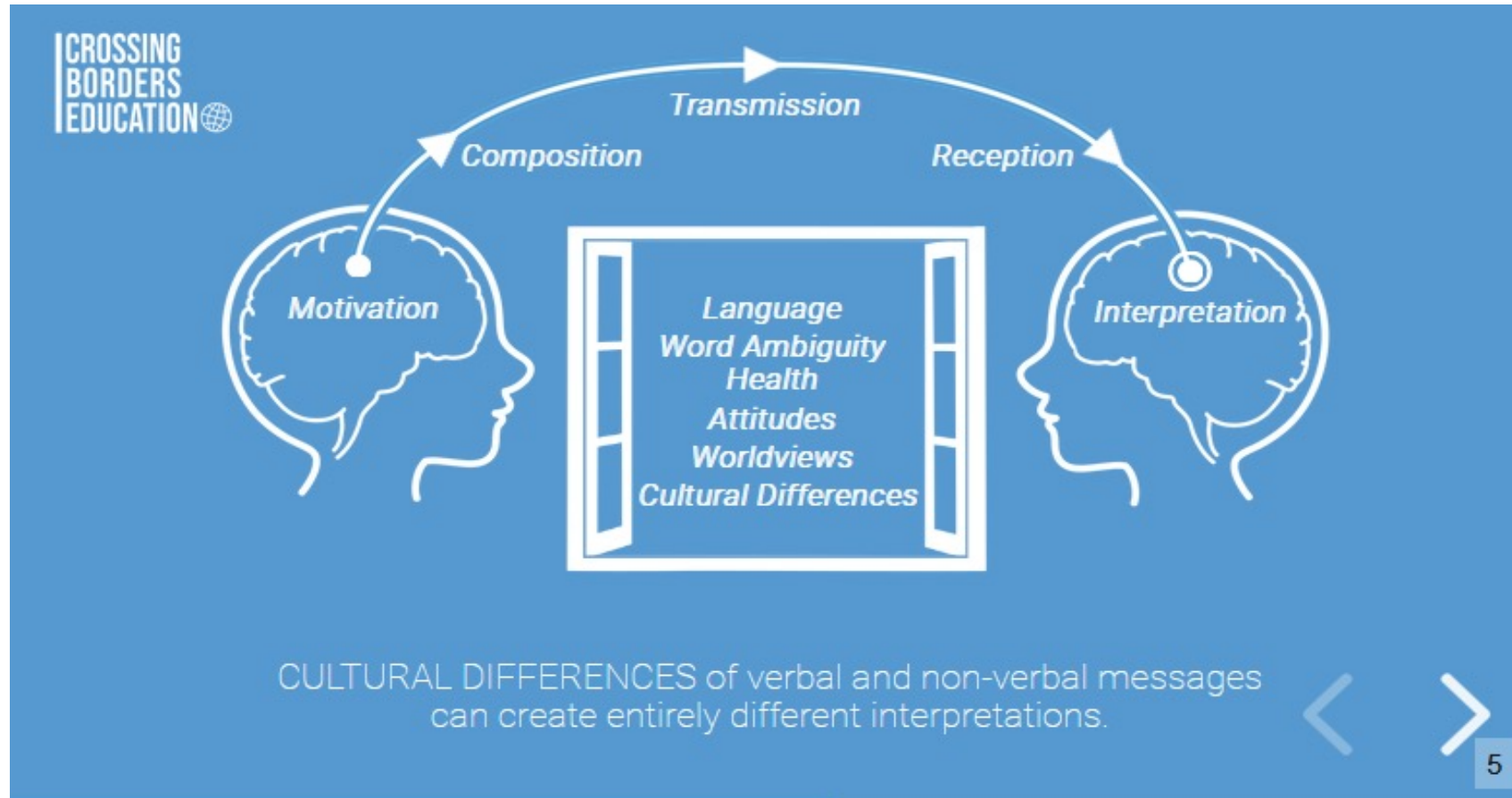(For larger groups you can do several rounds of icebreakers.)

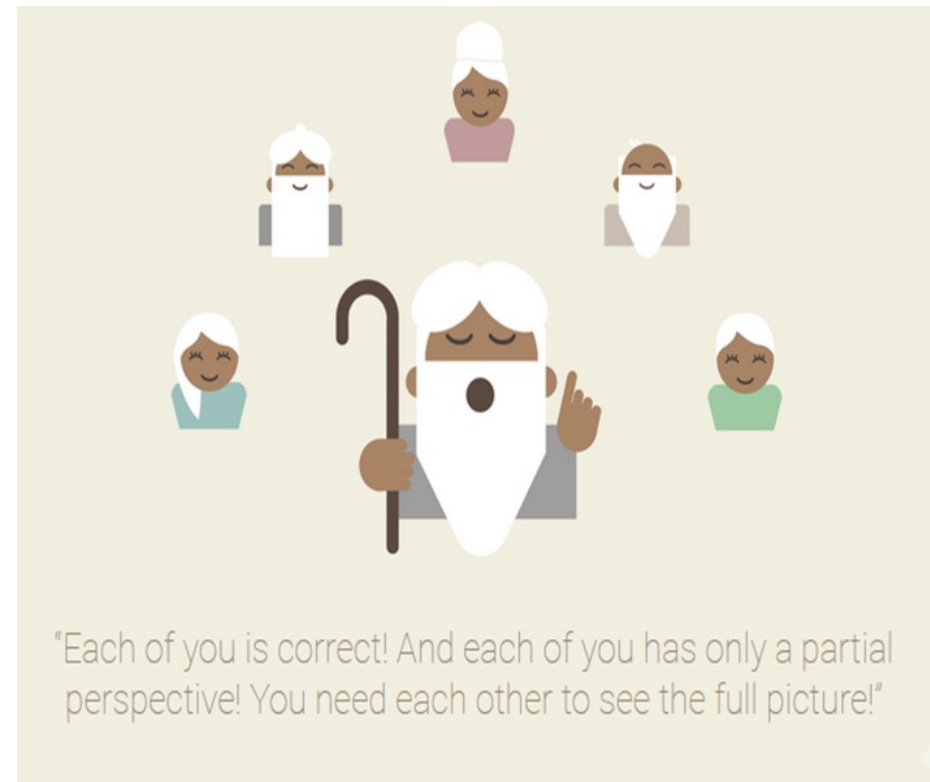In your group each student will Introduce themselves (1 min each) with:

-your name
-place of origin
-one passion
-one issue that bothers you within society and/or a cause you deeply care about/are active in.

LETS PRACTICE WITH AN ICEBREAKER

THE COMMUNICATION PROCESS

CULTURAL DIFFERENCES of verbal and non-verbal messages can create entirely different interpretations.

THE ELEPHANT PARABLE

ACTIVE LISTENING

Active Listening needs AWARENESS that:
_____

Sometimes we judge.

Sometimes we simply tune out.

Sometimes we listen only to what we understand.

Sometimes we stop listening to start crafting responses.

Active Listening needs COURAGE to:
_____

Face our fear.

Overcome our discomfort.

Openly witness the reality of the 'Other'.

Allow the person's story to impact our perspective.

INTENTIONAL SPEAKING

THE DIALOGUE EXPERIENCE

CROSSING
BORDERS
EDUCATION🌐

VALUES: The interaction is a two-way process that carefully balances Active Listening and Intentional Speaking.

DIALOGUE AGREEMENTS

Activity 1:
1) List the things you learned in this session that you agree to do to foster a classroom environment conducive to collaboration, teamwork, respect, and opportunity for all to learn.
2) Review both CSA and Ivy Tech's student handbooks focusing on sections relating to student conduct and list 2 policies that are most important to you.

Activity 2:
1) Read each classmates posts and using that information state any changes or wording you would like customized in our Dialogue Agreements.

Activity 3:
Customize, finalize, and commit to using *your* Dialogue agreements in class.

SLIDE DECKS POST ACTIVITY

Dialogue Agreements
Regarding our Way of Speaking and Listening

Openness: We commit to learning to understand and not to persuade.
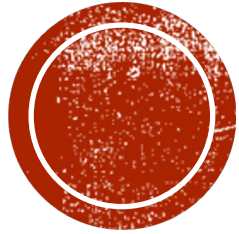
Personal: We aim to use personal language and avoid hurtful generalizations.

Resilience: We commit to listening when something is hard to hear.

Respect: We aim to value another person and not interrupt.

Airtime: We will share "airtime" carefully and equally.

IT Pathways
Dialogue Agreements

Regarding our Way of Speaking and Listening

Openness: We commit to learning to understand and not to persuade; respect other's boundaries; and seek to understand others feelings or points of view.

Personal: We aim to use personal language and avoid hurtful generalizations; and to be kind and help one another.

Resilience: We commit to listening when something is hard to hear.

Respect: We aim to value and respect each other by not interrupting, speaking over anyone, creating distractions, and keeping an appropriate voice level during various activities.

Airtime: We will share "airtime" carefully and equally by remaining quiet while listening when others are speaking (peers and teacher).

Adapted from Crossing Borders Education

PRODUCT OF ACTIVITY

The students customized the Dialogue Agreements to include issues important to each of them.

They posted copies around the classroom.

We review them regularly.

RESULTS

Implementation

- Began implementation beginning of Fall 2023 semester with sophomores.

- Used the following slide decks from CBE to teach with: Active Listening, Intentional Speaking, the Dialogue Experience, and Effective Dialogue. (website on Resources slide)

- Used the activities demonstrated in this presentation. (slides 4 and 11)

- Had students customize and commit to their Dialogue Agreements.

Progress so far
Compared to 2022 and 2023 cohorts

- I found it gave students power having a voice.

- I found when they made the agreements they more closely followed them.

- I found that customizing the Dialogue Agreements created some positive peer pressure among them.

- After an initial adjustment period to the new agreements, much less time was spent avoiding one another , spending time only amongst their core friend groups.

- More time was spent collaborating and being productive and new friendships and study partners/groups were forming.

- Decreased drop rate from year 1 semester 1 to semester 2 in this cohort compared to previous cohorts.

Continue each semester thru graduation with CBE training materials.

Next: adding more of the Dialogue Skills and Training lessons.

Then: adding lessons related to:
Conflict Transformation
Intercultural Communication
Self Transformation

Finally: make comparisons across the next 3 c0horts from the previous 3 cohorts in:
- Retention rates
- Quality of work
- Demonstrating diversity in collaboration skills and solutions
- What worked? What didn't?

Make adjustments and produce high performers ready for the workforce!

WHAT'S NEXT?

QUESTIONS?

RESOURCES AND REFERENCES

CBE Resources for use:

- Crossing Borders Education: https://crossingborders.education/
  - About, films, short videos, training, slide decks,

- CBE Slide Decks: https://crossingborders.education/resources/slide-decks/

References used in development of Crossing Borders Education

- Coleman, M., Gottlieb, B., & Jones, S. (2021). The role of dialogue in promoting social emotional learning in schools. Journal of Social and Emotional Learning

- Topping, K., & Ehly, S. (2014). The benefits of peer dialogue in enhancing learning. Journal of Education and Learning, 3(2), 65-74.

REFERENCES

The methods and resources used in this session were developed by Arnd Wächter. Arnd is an award-winning filmmaker, intercultural educator and social entrepreneur. He founded the non-profit organizations Crossing Borders Education and Morocco Exchange as a creative and proactive response to 9/11.

Since 2018, the CBE peer methodology has shown its impact with a wide range of diverse institutions in three sectors (higher education, civic organizations, corporations), including: • Cisco Networking Academy ('largest classroom in the world', 3.3M enrolled students)

▪ Purdue University's Center for Intercultural Learning, Mentorship, Assessment and Research (Purdue was voted the most innovative university in the USA view)

▪ The Charter for Compassion (a global network of 3,000 non-profit organizations)

▪ Outrage+Optimism podcast (podcast host Christiana Figueres, Costa Rica, was the Executive Secretary of the COP18 negotiating the Paris Climate Agreement) Our methodology demonstrated effective, highly personal, and easily scalable pathways to serve participants in building communities of practice that enhance vital capacities, such as empathy, self-inquiry, wellbeing, active listening, dialogue across difference, conflict transformation, and civic engagement; all skills that can serve global programs.