Do students need to be resilient in the classroom? Leveraging Cultural Humility in the Classroom

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Key Concepts

- Transnational Education (TNE)
- Flipped Classroom Model (FCM)
- Sense of Belonging
- Cultural Humility
Participants

- 3 Countries: U.S., Cambodia, Indonesia
- 2 Microcampuses
- 49 Participants: U.S. Instructors, Lecturers, Students, Administrators
- Business and Engineering

Triangulation Method

- 40 In-Depth Interviews
- 6 Learning Management System (LMS) Course Observations using adapted Quality Matters Rubric (QMR)
- 6 In-Person Classroom Observations using Teaching Dimensions Observation Protocol (TDOP)
R1: STRUCTURE
How does the course design and structure influence students’ sense of belonging as perceived by students in a flipped classroom transnational education model?

R2: LEARNING AUTONOMY
How does the flipped classroom pedagogy engage students and promote learning in an online transnational education model?

R3: DIALOGUE
What are the experiences of U.S. instructors and lecturers in engaging with flipped classroom transnational education model?
Transnational Education (TNE)

- TNE students were able to adapt to active learning and independent learning
- TNE must consider the learning goals of their students: Local vs. Global
- Power dynamics between Lecturer & U.S. Instructor played a role in student learning

Cultural humility occurs in TNE when a cross-border institution honors the beliefs, customs, and values of the culture they are engaging with intention.
The answer: No, student’s shouldn’t have to be resilient.....

Learning outcomes increase when barriers are removed and cultural humility is shown in transnational learning.
Cultural Humility Practices in Online TNE Learning

Students want the learning to feel more than “transactional”

- Access to Resources
- Belief Systems Recognized (Ex: Flexible deadlines)
- Organized LMS
- Additional Course Materials
- Educational aspirations to be considered by curriculum
- Places to share identity and experience
- Feedback
Questions?  
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