HANDOUT:

Recommendations for professional development of faculty leading or advising undergraduate students in Experiential Learning Opportunities domestic and internationally. Developed by Christina Gunther, Sacred Heart University

**Tools for Active Learning and Faculty Development**

* [The Hofstede Centre](https://geert-hofstede.com/cultural-dimensions.html)

Tools to visualize cultural dimensions

* [The danger of a single story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

“Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.” (ted.com)

* [Eight Dimensions of American Culture](http://www.dimensionsofculture.com/category/culture-specific-topics/american-culture/)

Discerning cultural practices of everyday life for Americans.

* Jose Antonio Vargas’ [Define American](http://www.defineamerican.com)

The story of undocumented immigrants.

* [Facing History and Ourselves](https://www.facinghistory.org/why-facing-history)

“Through rigorous historical analysis combined with the study of human behavior, Facing History’s approach heightens students’ understanding of racism, religious intolerance, and prejudice; increases students’ ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy.” (facinghistory.org)

* Writing about the self (e.g., [identity chart/map](https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/identity-charts?utm_medium=Social&utm_source=Facebook&utm_campaign=Teaching%20Strategy&utm_content=353))

“Identity charts are a graphic tool that helps students consider the many factors that

shape who we are as individuals and as communities. They can be used to deepen

students’ understanding of themselves, groups, nations and historical and literary

figures. Sharing their own Identity charts with peers can help students build

relationships and break down stereotypes. In this way, identity charts can be utilized as an effective classroom community-building tool.” (facinghistory.org)

* Photography: my community, my culture (e.g., [NY Times Culture Shot](http://www.nytimes.com/learning/teachers/studentactivity/CultureShot_Student.pdf))

This activity requires students to clip a photo from a newspaper or magazine that they feel best represents American culture. Guided questions ask students to reflect upon their choice.

* Digital story, example, [adapting to a new culture](http://digitalstorytelling.coe.uh.edu/view_story.cfm?vid=411&otherid=featured&d_title=Featured%20Digital%20Stories).

In this video autobiography, Yukiko Nishimura describes her experience adapting to

her new U.S. culture.