

Doppelganger-Inspired Change Effect Model of Faculty Global Cultural Competency: A Case-Based Study for Preparedness

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ABSTRACT

Our student populations' diversity now includes more than just African Americans, Native Americans, Latinos. We are now more representative of a wider range of cultural backgrounds. This shift brings fresh challenges of educator unpreparedness to identify with the unique cultures of international students. The cultural dissonance that international students face compounds this challenge. The cultural unawareness and misconceptions may be generated from both educators and students. The DICE model is inspired by an extensive review of the literature and a qualitative case study methods application. It is a process of fostering global cultural empathy and preparedness of educators by linking such preparedness to evaluating negative attitudinal influences that may block people from changing their thinking, which in turn will negatively impact global empathy preparedness. This is a valid linkage given the influence culture has on attitudes and vice versa and is true in the context of developing global empathy.

KEYWORDS

Bias, Diversity, Educator Preparedness, Global Cultural Competence, Inclusivity, Self-Analysis

INTRODUCTION

This article presents the findings of a Qualitative Case Study investigation that piloted the Doppelganger Change Effect (DICE) conceptual theory of cultural preparedness. It begins with a detailed description of the DICE principles, followed by the sharing of the pilot study's findings. The premise of DICE emanates from the changing dynamics of our classroom in today's global educational landscape. Our student populations' diversity is now representative of a wider range of international cultural backgrounds, including students from China, India, South Korea, and Middle East, who constitute over 70% of international students in the United States (Brophy, 2020). This nouveau population also contributes to the overall societal, academic and financial growth in the US, such as adding "\$44.7 billion to the U.S. economy during 2018" ((Reuters, 2020, paragraph 5), creating the need for more targeted support for them (Liou & Liang, 2020). In addition to such desirable opportunities, this changing dynamic also presents fresh challenges of educator's unpreparedness to identify with the unique cultural identities of international students, generating a cultural dissonance. Global cultural awareness is key to educational equity, teaching accountability and excellence arising from self-awareness (Danielewicz, 2014; Gay & Kirkland, 2003). However, there is a gap in the literature

DOI: 10.4018/IJBIDE.2021070102

regarding educators' self-awareness and self-concepts of their global empathy skills and abilities, generating a need for teacher training in empathy and positivity. (Stojiljković et al, 2014.).

DICE is inspired by an extensive review of the literature and a pilot application using Case Study Research method and elucidates a process of fostering global cultural empathy and preparedness of educators by linking such preparedness to evaluating negative attitudinal influences that may block people from changing their thinking. This is a valid linkage given the influence culture has on attitudes and vice versa and is true in the context of developing global empathy (Bachen et al, 2012; Reysen, 2012). This study answers the following research question:

- How do analyzing factors of fear, resistance and apathy contribute to the revelations and resolutions of any identity crises issues that may originate from cross cultural interactions?
- Can analyzing factors of fear, resistance, and apathy in the context of cultural attitude and change generate curriculum redesign ideas?

Doppelganger Inspired Change Effect (DICE) Brief

To facilitate a deeper understanding of DICE, the author drew an analogy to exemplify the core contexts, likening the attitudinal change process to having a doppelganger as its 'negative, other side' specter. The value of using analogies to foster and sustain cognition has been discussed extensively in the literature (Vecchiato, 2020). 'Doppelganger' word was coined by Jean Paul in 1796 to refer to such specters. "These second selves are perceived as being distinct from ghosts (which appear only after death), and sometimes they are described as the spiritual opposite or negative of their human counterparts" (Merriam-Webster, 2019). Given the possibility that the desire to change and the recognition of its value may be shadowed by the 'ghosts' of fear, resistance, or apathy change, we may become our negative-double selves (doppelganger), as our positive desire for change are diminished by our emotional resistance to change.

DICE identifies key lacunas to cultural preparedness. Using these identifiers as principles for self-evaluation, teachers and faculty can follow a structured approach to recognizing and dealing with their own biases towards global cultural empathy that may be generated by emotional 'ghosts' of fear, resistance or apathy. As discussed in greater detail in the Literature section, emotions of fear, resistance and apathy may act to block change, depending on the contexts and situations within which these emotions are generated and experienced (Deonna & Teroni, 2015; Gonzalez-Arcos, 2021). This is particularly applicable to challenges pertaining to global empathy. True empathy is obtainable, sustained and intensified through close, intimate relationships, where people live in close proximity, interact daily, share social contexts and develop feelings of familiarity and positivity for one another (Hatfield et al, 2009). However, global citizens may not necessarily grow up together and may not have long term proximal relationships. Additionally, empathy may be perceived and expressed differently across cultures, which may create added layers of challenge (Draguns, 2007).

LITERATURE BACKGROUND

Challenges of Global Empathy in Education

The emotion of empathy allows us to comprehend what others feel (Wang et al, 2003). Given that our personal affiliations and notions of cultural differences are forged over long periods, it is challenging to revamp and rewire our thinking to include empathy, when exposed to cultures we are not totally familiar with. This can become a serious challenge for educators, given the fast growth of international learner populations, which is why we must look beyond, imbibing national values and local cultures (Banks, 2014). Academe must "grapple with a number of salient issues, paradigms, and ideologies as their school populations become more culturally, racially, ethnically, and linguistically diverse" (Banks, 2014, p. 4). Since educators are responsible for fostering cultural equanimity, it is critical to

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