

How can we evaluate
Cultural Awareness,
Cultural Humility,
and Cultural Competency?

Some examples to discuss

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Just as
a reference point...

- **Cultural Awareness**

[NCCC: Curricula Enhancement Module Series \(georgetown.edu\)](#)

- **Cultural Humility**

[3 Things to Know: Cultural Humility | Hogg Foundation \(utexas.edu\)](#)

- **Cultural Competency**

[NCCC: Curricula Enhancement Module Series \(georgetown.edu\)](#)



Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world.

NCCC: Curricula Enhancement Module Series (georgetown.edu)

- 1. Cultural Awareness:** To know other people and other cultures.
 - 2. Cultural Humility:** To know own self and be nice to others as well.
 - 3. Cultural Competency:** To understand differences of people's background as institutional level or in the system where people in.
- There are many ways to define such terminologies since 1980s and 90s.



Rather than discussing about the terms, I would like to share some examples that my family members of educators and students including myself witnessed recent years in Oregon Coastal region. Then I would like to know thoughts of other staff members at OCCC.

- What do Cultural Awareness, Cultural Humility and Cultural Competency actually mean in the daily life?
- Is your effort of “understand other culture” right approach?
- What do we evaluate Cultural Awareness or Cultural Humility and Cultural Competency as an educational institution at OCCC?

1. Secondary school, male teacher, middle age, grow up in American bases (not sure military, navy, air force) in different areas including Spanish speaking countries.

1-1. This teacher said student's name or its sound "weird." pronunciation of J in the name. This student has a heritage from another continent than America.

1-2. Used mimic Latino accent.

This teacher called a Latino student's name before the student introduce herself in the class.

2. In a class at a secondary school

Showed an animation as an important advocacy about Covid protocol method in an Asian language with English subtitle.

- None of students of the grade spoke in that language. There are many English video of this topic available.
- The teacher though "cute" video and "cool" to show the animation to explain the matter in another language.
- The teacher just showed the video without following up.

**3. Secondary school,
male and female teachers, both Caucasian grow up in U.S.A.
The way to pay attention on a particular student who is a
multi-racial person.**

3-1. A male teacher called a female mix-race student O's name repeatedly during the class. Her name can sound English and other languages but slightly different pronunciation than English.

And multiple times, the teacher said "student O is great!" and "I love Y culture!" in front of other students during the class. Y is one of the O's heritages and most students know that she has the heritage.

The way he commented on her was not applied to other students. The manner of this teacher is not a way to get other students attentions to focus on topics as her an example or use her as a conversation starter.

**3. Secondary school,
male and female teachers, both Caucasian grow up in U.S.A.
The way to pay attention on a particular student who is a
multi-racial person.**

3-2. A female teacher and other male teacher also told O that they were happy to get more attentions from teachers when O was telling her feeling which was uncomfortable to her. And the male teacher agreed that he was glad to get extra attention.

(This female teacher made this comment in a way to assess the student's feelings.

So, reactions by the female teacher and male teacher were not same.)

Small group discussion on example #3, Experience of Student's O during the session

- It looked like not a student-center circumstance but it was a teacher centered.
- Teacher's influence on other students' perception will be big.
- Who does decide the student identity? That should be by student.
- The teacher was calling out students without noticing what the teacher was doing.
- The teacher did not show enough empathy to the student.