

Abstract

As the student population becomes increasingly diverse, educators in higher education are required to improve their instructional skills to address all the needs of the diverse students. Culturally responsive instruction has been emphasized by multiple states to close the cultural and ethnic gap in classrooms. However, very few programs that directly link to specific cultures exist in higher education. This study is to focus on Korean culture by designing an online teacher education module, SMILE in Korea, and measure its effects on seven educators' cultural proficiency and interest in Korea. SMILE in Korea helps the educators to learn Korean language and culture and integrate them in teaching. The seven educators were selected as culturally responsive instructors who were able to reduce their cultural bias and preferences about Korean culture and develop culturally responsive instructions. SMILE in Korea was developed by using H5P. The results of pre- and post-survey with the educators are expected to show how much the educators' self efficacy, cultural proficiency, and understanding about Korea and provide a guideline for designing online programs to enhance educators' cultural competencies.

Introduction

- Educators are the key to close the persistent unequal educational outcomes among ethnic minority groups (Franklin, Slate, & Joyner, 2014).
- Research (Qian, et. al., 2017; Theobald, E. J., et. al., 2020; William, 2011) suggests that culturally responsive instructions enable educators to resolve potential cultural differences among students in the classroom and create an equal learning environment for all students, including minority students.
- Culturally responsive instructions are based on educational research that recognizes that students learn best in interactive classrooms within their various cultures rather than in classical classrooms that focus only on Western culture (National Scientific Council on the Developing Child, 2009).
- Students successfully achieve when their strengths are nurtured and their culture and home languages are recognized as essential elements of learning (Ladson-Billings, 2009).
- Culturally responsive instructions get ethnic minority students engaged in demonstrating their proficiencies in their languages and culture and translates them into the school curriculum, which helps them to experience intellectual growth.
- Culturally responsive teachers are expected to transform their own cultural biases and preferences for learning and communicating to engage and sustain student participation and achievement in classrooms (Kozleski, 2010).

Methods and Materials

- Participants are 7 educators who were selected based on the based on three types of assessments: a) a standardized test for Korean language & culture; b) a cultural competence test; and c) a need for culturally responsive instructions. Their major fields are bilingual education (1), math education (1), social studies education (1), statistics (1), Physics (1), and elementary education (2), composed of 2 males and 5 females.
- Procedure is (1) For *designing* the online module, H5P was used, and the contents of the module were based on 5 E learning cycle (Engagement, Exploration, Explanation, Elaboration, & Evaluation): An Interactive video (Engagement), an image hotspot & a branching scenario (Exploration), a structure strip (Elaboration), and a drag the words & a flash card (Evaluation) (See following Figures); (2) For *participating* the module, the seven educators will take the module along with the guidance of the primary investigator; and (3) For *performing* the culturally responsive instructions, the educators will get engaged in a microteaching after their participation. Before the educators participate in the module and after they perform the culturally responsive teaching, they will be asked to take pre-and the post-survey tests for the study.



Figure 1. Interactive Video in Engagement

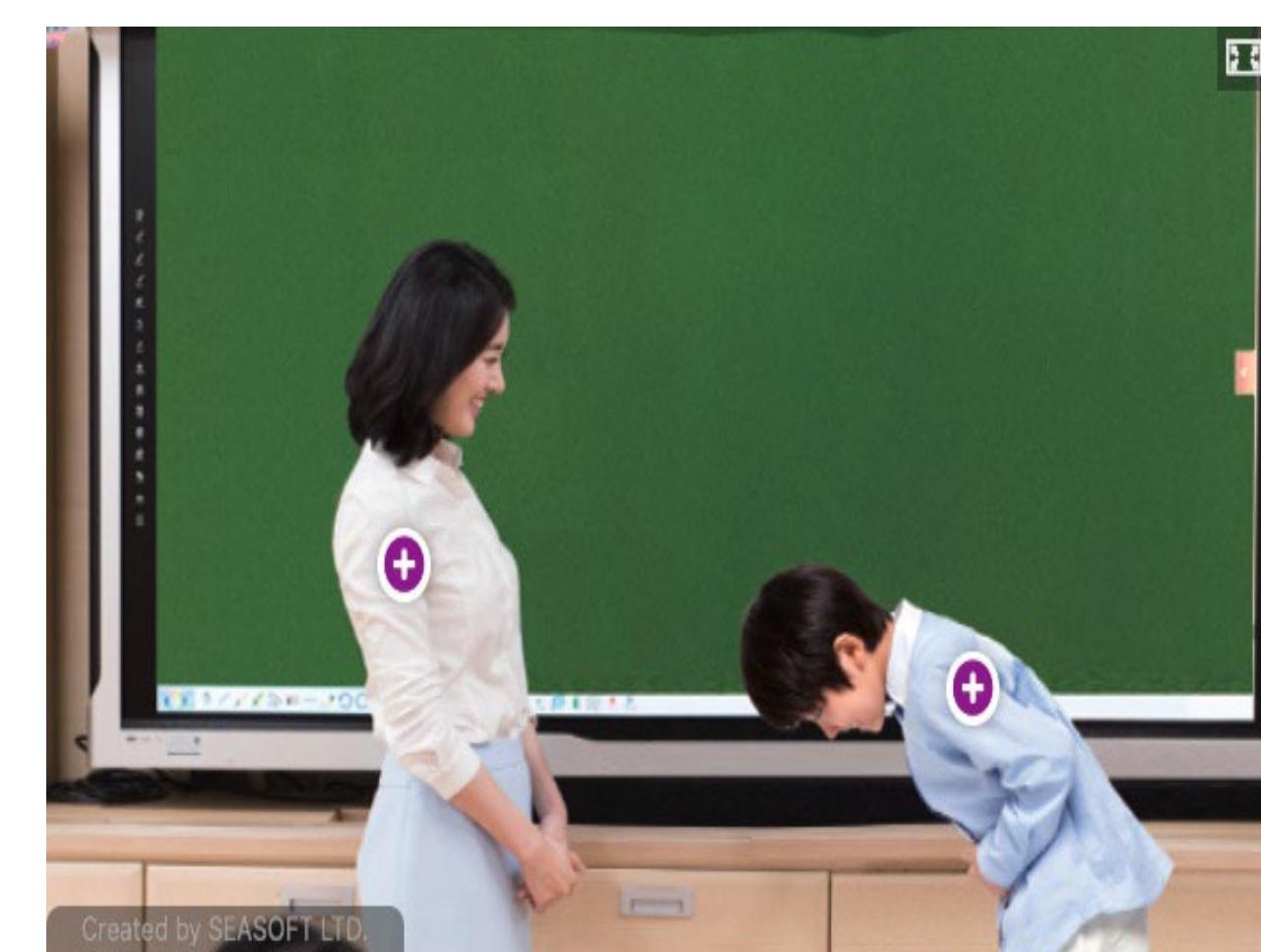


Figure 2. Hotspots in Exploration

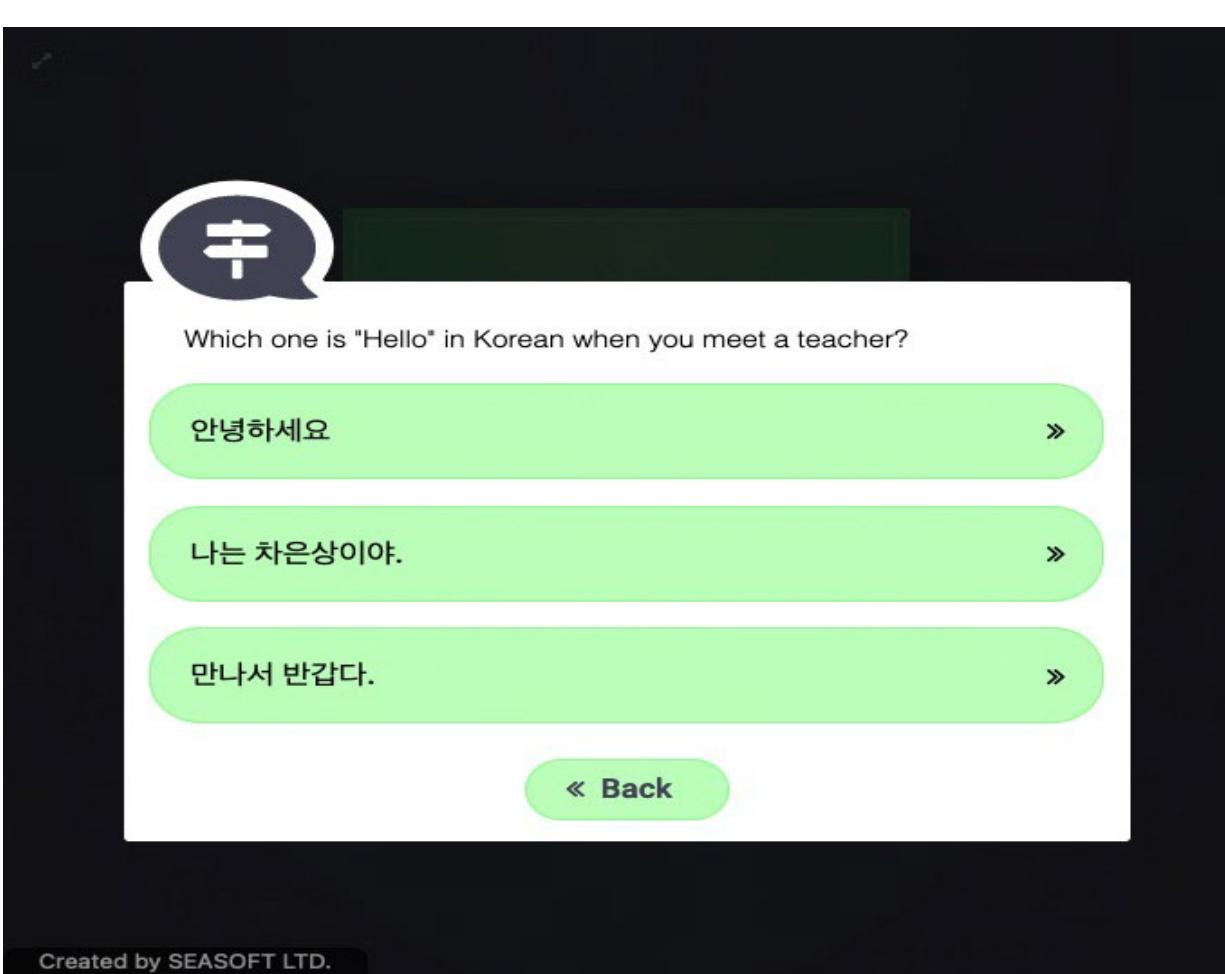


Figure 3. Branching Scenario in Exploration

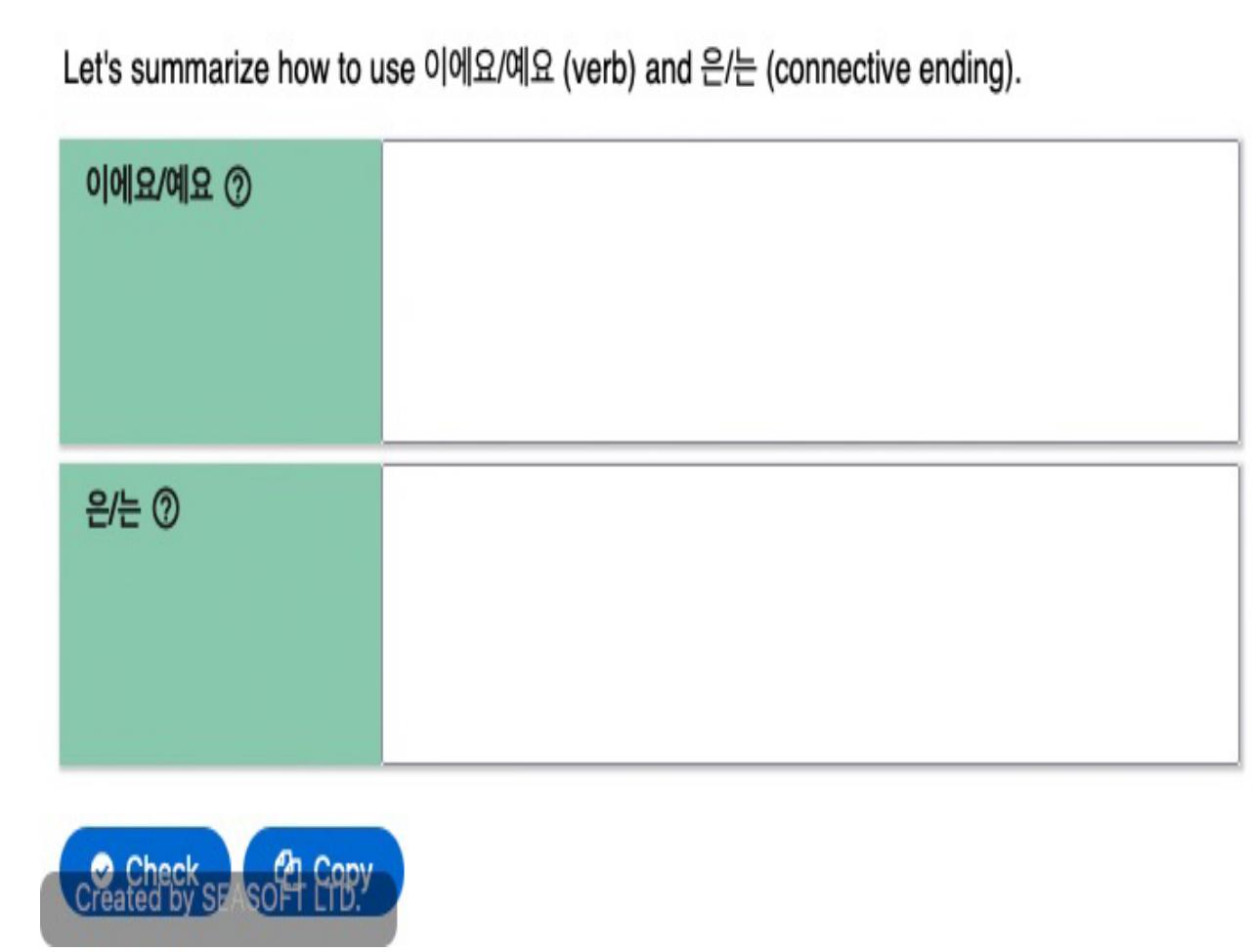


Figure 4. Structure Strip in Elaboration

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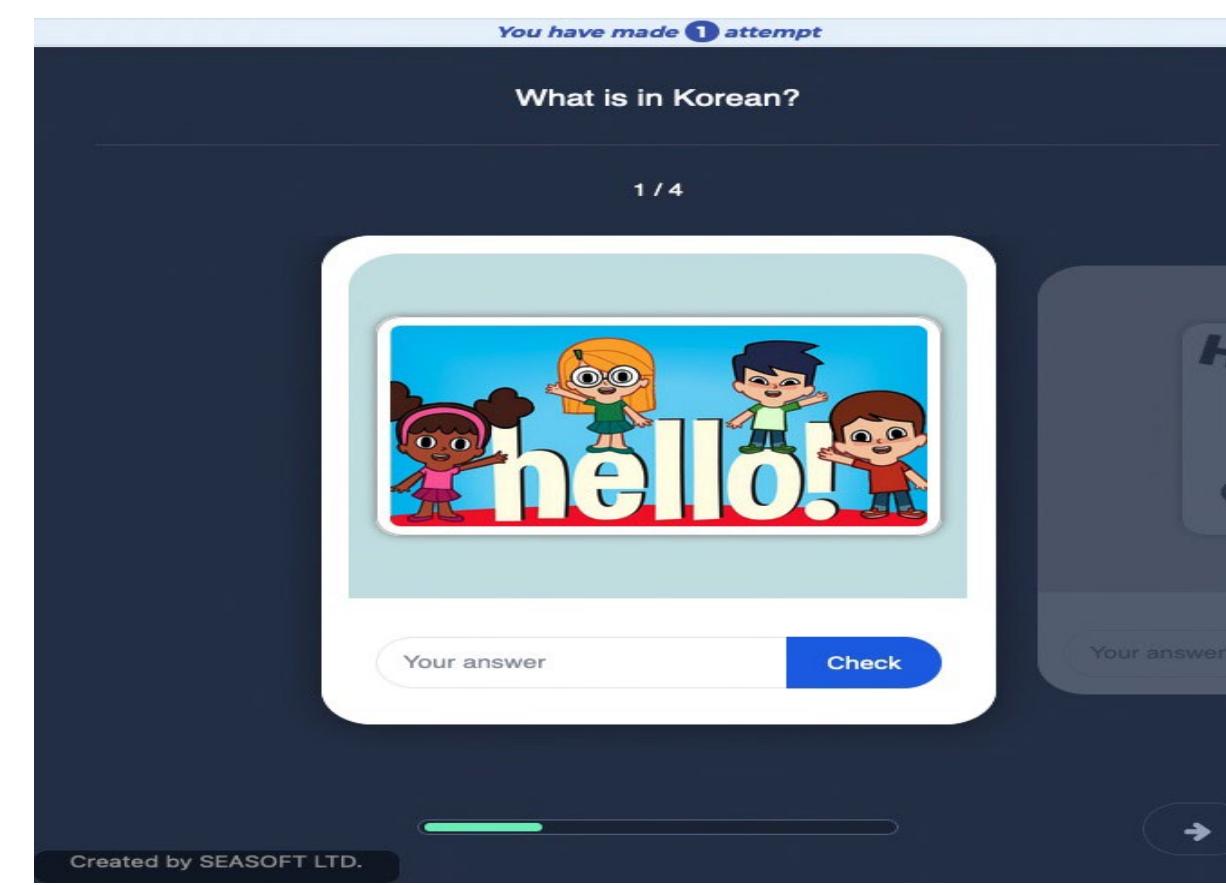


Figure 5. Flash cards in Evaluation



Figure 6. Drag the words in Evaluation

Expected Results

After participating in SMILE in Korea, the educators' self efficacy in Teaching with Cultural Sensitivity, Cultural Intelligence, and their interests in Korea are expected to statistically improve.

Discussion

The purpose of the study is to examine the effects of the online teacher education module, SMILE in Korea, on seven educators' formation of self-efficacy and their cultural competency to support their Korean students in classrooms. This study is designed to train seven educators as culturally responsive instructors who did not have a cultural bias about Korean culture and could develop and deliver culturally responsive instructions professionally integrated with Korean culture and language. Their efficacy in teaching, their interest in Korea, and their cultural competency will show that the online teacher education module effectively helps them to sustain and increase their self efficacy and cultural capabilities. Their self-efficacies as culturally responsive teachers, their interests in Korea, and their cultural proficiency will be changed after they experience the online teacher education module. Also, this study will promote that the contents created by H5P are powerful to get the educators engaged in learning Korean culture and language.

Conclusions

This study concludes that, the online teacher education program, made by H5P, will successfully help educators who serve as culturally responsive instructors to increase and retain their interest in Korea, thus forming their confidence in teaching and improving their capabilities of cultural competency. It is necessary to have an online teacher education program where educators interactively experience other cultures and develop culturally responsive instructions. SMILE in Korea will provide opportunities to educators to not only to learn other cultures and retain their interest in other cultures but also to support their confidence in teaching and improve their cultural competency for diverse classrooms.