



Istanbul
19 - 21 February 2020

Developing our Students' Intercultural Competencies: Practical Pedagogies

TRAINERS:

Dr. David Puente, ISA-WorldStrides

Dr. Naomi Olson, Regis University



- Gain a basic foundation in intercultural concepts and theories
- Learn to apply culture-general frameworks to better understand your own experiences, values and beliefs, so as to help students do the same
- Be familiar with some key findings from recent research on intercultural learning through study abroad
- Incorporate new teaching strategies for fostering intercultural skills
- Recognize that cultural adjustment is a process

WORKSHOP GOALS (“WHAT”)

- By demonstrating the concept of **BACKWARDS DESIGN**
- By engaging everyone personally (this is called student-centered learning), asking participants to start with what they already know/are familiar with/are experts on
- By stressing the importance of using familiar concepts to introduce new content; or using familiar content when applying new concepts (e.g., Hofstede) (your personal experiences with education)
- By inviting criticism of our approach and our culturally-determined blind spots



HOW WE PLAN TO ACCOMPLISH THIS

WE ARE
GRADUALLY COMING
INTO A SINGLE



Tara Harvey, PhD · 1st
5h · 🌐

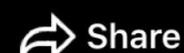
Interested in getting serious about ...see more

“Intercultural competence is no longer a ‘nice to have’ skill in our world, but a ‘need to have,’ and that means educational institutions need to get serious about fostering it.”

TARA HARVEY, PH.D. ▲

👍 12

1 Comment



fact,
globalization and
celebration of
diversity tend to
CENTUATE
ferences!

CULTURAL LEARNING?

WHY GLOBAL COMPETENCIES?

- To live harmoniously in a diverse, complex and pluralistic world
- To thrive in a changing labor market
- To use media effectively, persuasively and responsibly
- To support UN Sustainable Development Goals (SDGs)





Milton Bennett



“Awareness or knowledge of the other culture is not sufficient for the acquisition of intercultural competence. One must acquire a “feeling” for the culture and its patterns.”

Exercise:

Imagine your ideal learning experience

Think about a time in your life when you learned the most

Power Distance Index:

How important is hierarchy?

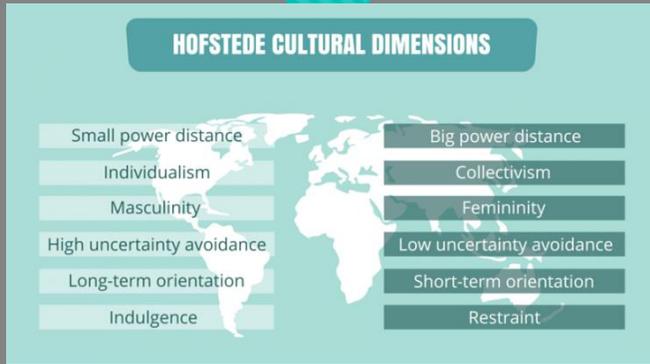
How should power be distributed?

Individualism vs. Collectivism:

**What's more important:
the interests of the group or the individual?**

Uncertainty Avoidance Index:

Do we embrace or reject the ambiguous/the unknown?



Small PD	Large PD
Emphasis on equality	Emphasis on hierarchy
Individual achievement	Seniority, age, rank, title
Informality	Formality
Subordinates expect consultation	Subordinates expect direction
Self-initiative	Obedience

Power Distance: the extent to which the less powerful members of organizations and institutions accept and expect that power is unevenly distributed.

Epistemology, Pedagogy, & Culture

- Which "national" cultures did you compare? How easy or challenging was it to align your ideas about teaching with a single national culture?
- How are your beliefs and values about learning different from/consistent with the patterns in your home country or culture? Why is this?
- How does your answer to the previous question currently affect your personal and professional life?
- Do you have examples of recent or impactful personal experiences that can be better understood in light of power distance, uncertainty avoidance, or another dimension?
- Has this exercise taught you anything else you could apply in your life?

**“This is the essential challenge of intercultural competence:
How can we learn to deal with others whose interwoven fabric of reality, whose common sense, is different from our own?”**

Stella Ting-Toomey

Culture-specific knowledge: We often focus on this when our student cohorts are from a single “home country” or culture and aim to understand a single “target country” or culture. *Do's and Don'ts* approaches predominate. Does **not** lead to transferable skills.

Culture-general knowledge*: Focus is on frameworks and concepts that can be applied across cultures. What you learn in Russia can help you in Japan.

*Leads to the development of transferable skills.

Intercultural Competence: The ability to communicate and act *appropriately* and *effectively* across cultural differences. Effectively means we achieve the goals. Appropriately means we do so in a way in which all parties involved feel respected and valued.

Four-Phase Developmental Framework

- I. Increasing awareness and understanding of our own characteristic ways of making meaning and acting in familiar and unfamiliar contexts;
- II. Increasing awareness and understanding of others' ways of making meaning and acting in familiar and unfamiliar contexts;
- III. Responding mindfully in contexts that disorient or challenge us;
- IV. Bridging cultural gaps in those contexts: Shifting perspective, attuning emotions, and adapting our behavior in effective and appropriate ways.

Requires practice!

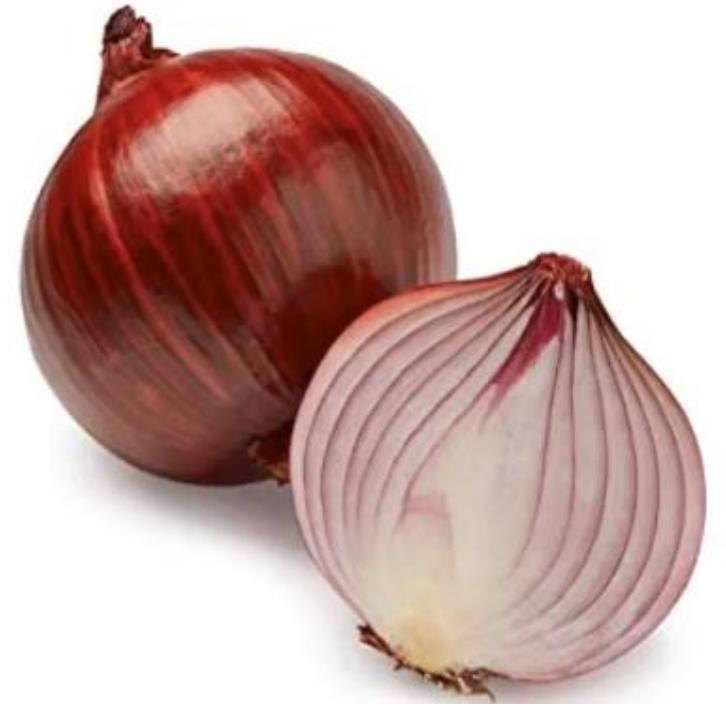




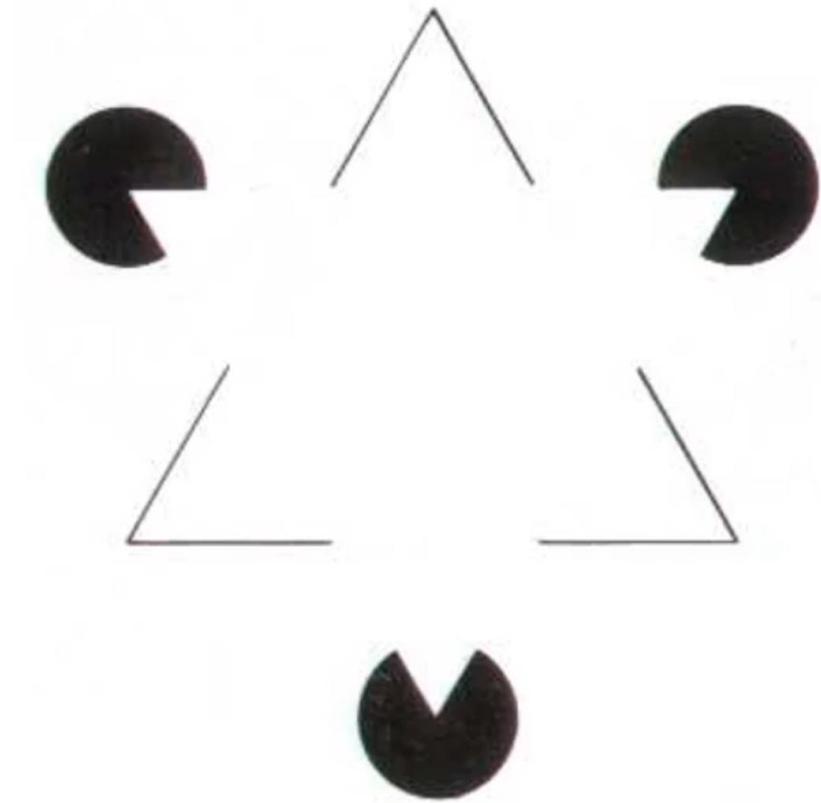
“We don’t see things
as they are, we see
them as we are.”

- Anais Nin

- Nationality
- Ethnicity
- Gender
- Religion
- Socio-Economic Status
- Differing Abilities (deaf, blind, etc.)
- Sexual Orientation
- Region
- Vocation
- Etc.



How many triangles do you see?







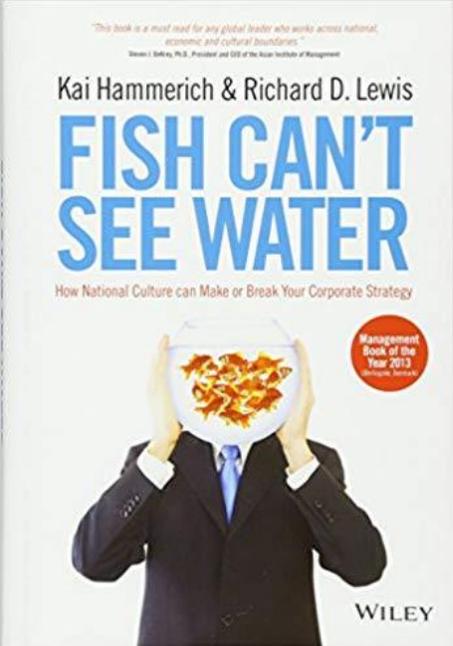
How do you define or construct your cultural identity?

Traditional approach

A coherent, single worldview

Constructivist approach

I don't need to operate exclusively from within my primary socialization.



“The most interesting thing about cultures may not be in the observable things they do—the rituals, eating preferences, codes of behavior, and the like—but in the way they mold our most fundamental conscious and unconscious thinking and perception.”

- ETHAN WATTERS



...ways of thinking about culture...



**“CULTURE IS THE COLLECTIVE PROGRAMMING
OF THE MIND THAT DISTINGUISHES THE
MEMBERS OF ONE GROUP OR CATEGORY OF
PEOPLE FROM OTHERS.”**

Hofstede, Hofstede & Minkov

3 Dominant Narratives that govern intercultural learning in (US?) Higher Education

#1: Exposure to advanced cultured people/places = intercultural learning.
Our students should emulate and adopt the behaviors of the desirable place or “target culture”

#2: The “immersion hypothesis”—it’s possible to learn culture just about anywhere, not just in Advanced cultures.

#3: No automatic connection between exposure/immersion and intercultural learning.
Self-awareness about we frame/re-frame experience and make meaning from it, is necessary.
Pedagogical intervention by trained experts is vital to ensure/maximize learning.



Positivist narrative

Relativist narrative

Constructivist narrative



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[euriesummit](https://www.instagram.com/euriesummit)

A light gray world map is centered in the background of the slide. The map shows the continents of North America, South America, Africa, Europe, Asia, and Australia. The text is overlaid on the map.

Story #3 is now accepted by most experts in “our” part of the world. According to a growing consensus about what this means for pedagogies, we should ensure our teaching is:

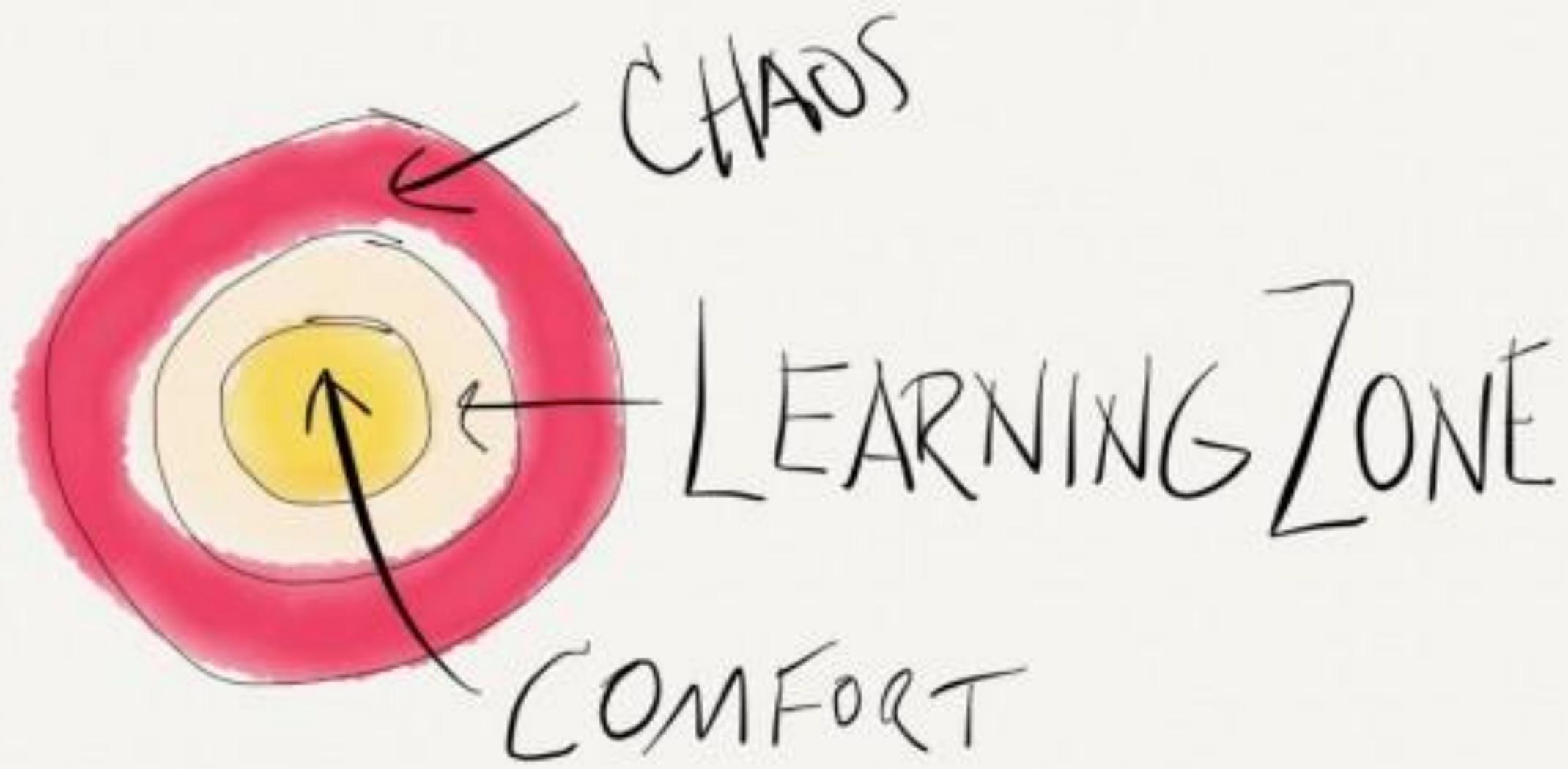
LEARNER-CENTERED

DEVELOPMENTAL

HOLISTIC

EXPERIENTIAL





What happened?
How do you feel about it?
Can you describe what you learned?
How does this relate to your story?
What if...?
Now what?

TURNING AN EXPERIENCE INTO A REFLECTION

A faint, light gray world map is visible in the background of the slide, centered behind the text.

Story #3 is now accepted by most experts in “our” part of the world.

- **We develop IC not just thanks to immersion but also thanks to guided reflection that raises our awareness of how we and others use cultural lenses to frame experience**
- **And by debriefing our experience in order to re-frame it and make sense of it from within any of several intercultural frameworks or conceptual models (e.g. Hofstede)**

What about in your part of the world?

Darla Deardorff



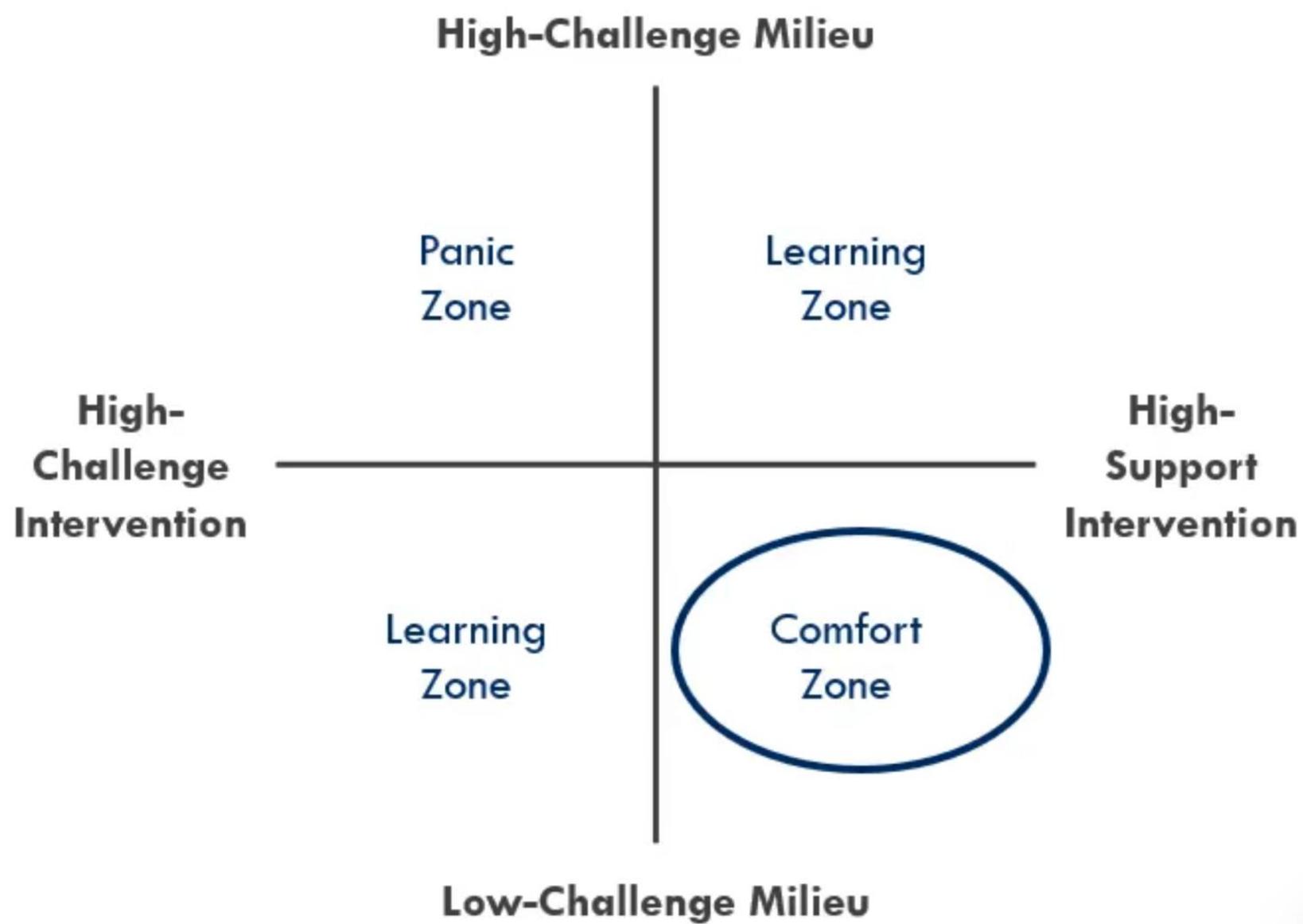
“There are two means by which to develop intercultural competence in college students: through the curriculum and through co-curricular activities.”

Darla Deardorff, “Assessing Intercultural Competence” (2011)

**EXPERIENCE IS HOW YOU
CONSTRUE EVENTS
TAKING PLACE IN YOUR
VICINITY.**

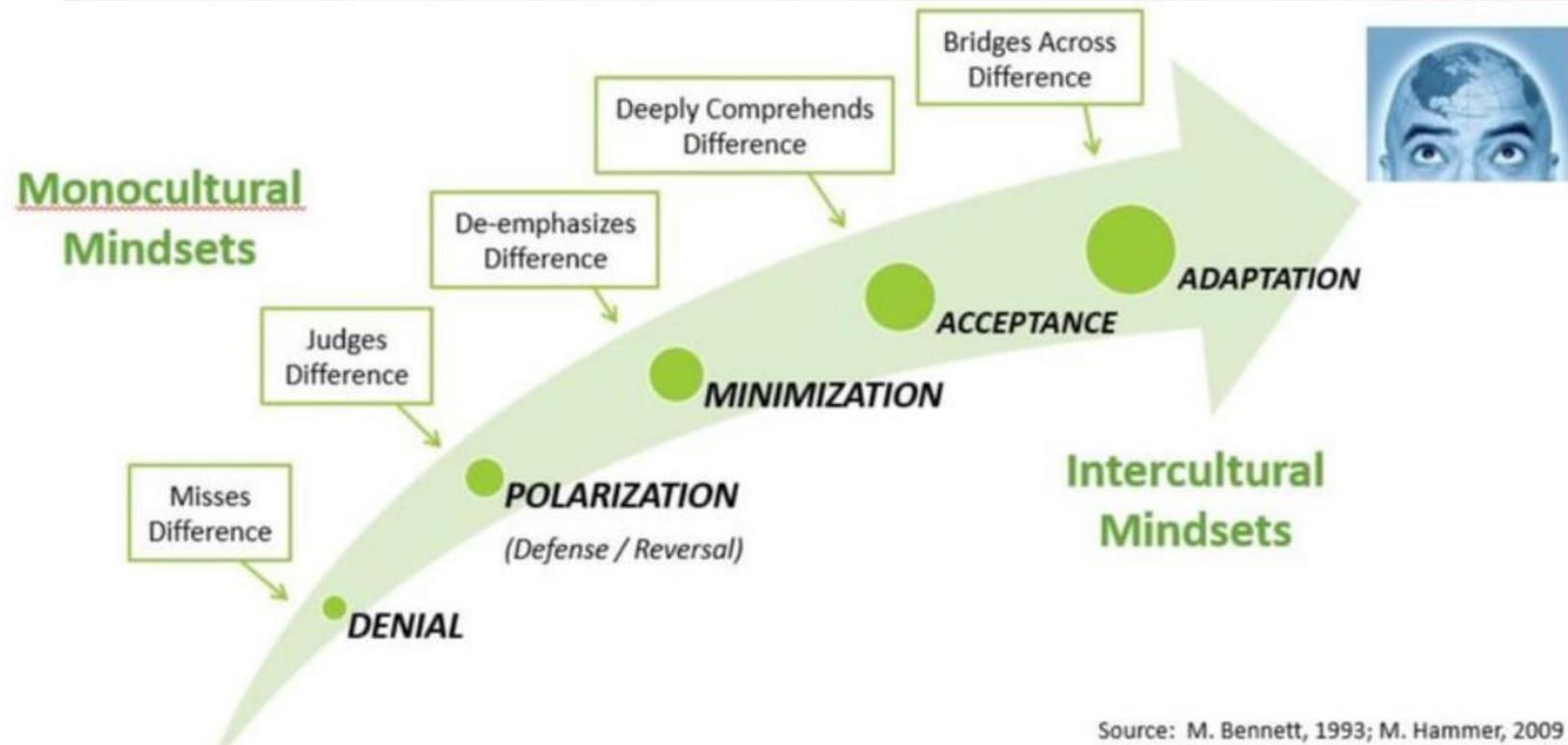
**IT'S *NOT* WHAT HAPPENS
WHEN YOU'RE IN THE
VICINITY.**





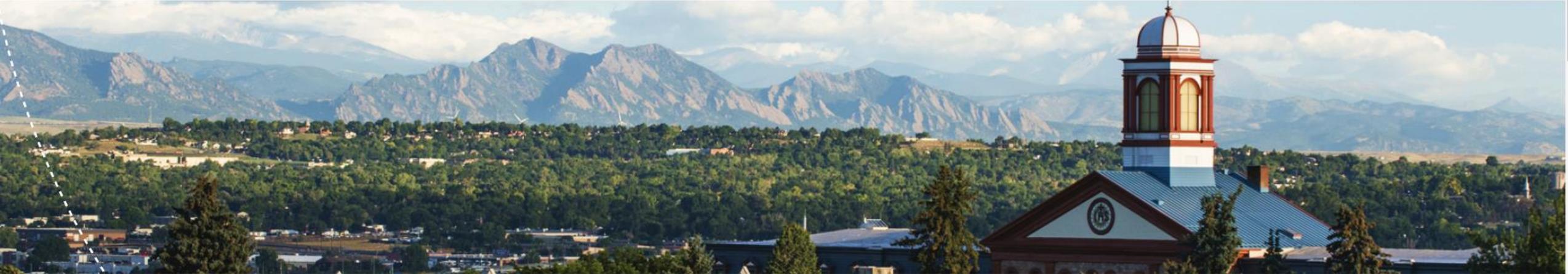
DMIS as associated with Bennett, Hammer etc

Intercultural Development Continuum



**ETHNORELATIVISM IS
NOT A
TRANSFORMATIONAL,
'EUREKA' EXPERIENCE.**

It doesn't "just
happen"...



The mission of Regis University is to educate men and women of all ages to make a positive impact in a rapidly-changing global society. We encourage our students to seek truth, live purposeful lives, and continually examine and attempt to answer the question: "*How ought we to live?*"



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UNIVERSITY



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Do you know...

THE REGIS NINE

/9

INTEGRATIVE CORE: Search for Meaning

- Cultures of Self and Other
- Intercultural Reflection
- Culture and Meaning



Factors to Consider in Designing Pedagogical Practices:

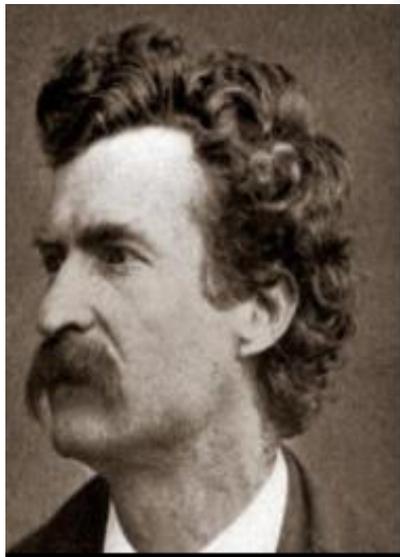
1. Your institutional/departmental mission
2. Your own desired learning objective/outcome
3. Logistical Constraints (time, size of group, degree of participant engagement and preparedness, etc.)

Best Practices Recap:

1. Backwards Design
2. Experience First (use a familiar context to introduce new content & vice versa)
3. General Processes/practices are more important than specifics
4. Give time to think
5. Diversify methods of participation



Engaging students in a mandatory course: “**Why should I care?**”



“Travel is fatal to prejudice, bigotry and narrow-mindedness, and many of our people need it sorely on these accounts.”

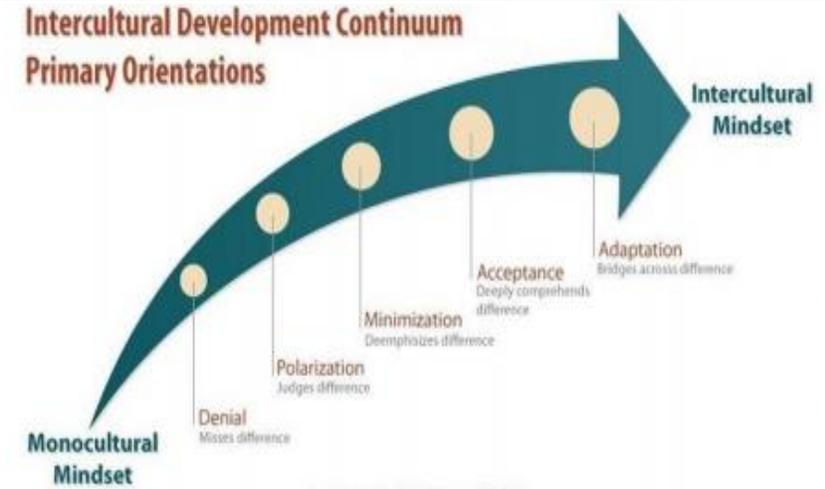
TRAVEL MAKES A
WISE MAN BETTER BUT
A FOOL WORSE.

– THOMAS FULLER



INTERCULTURAL GROWTH

Could it be cultural?



Outcome: Intro to Interculturalism: Recognize cultural influences on others' behaviors and mindsets instead of automatically making (negative) assumptions about others' dispositions, abilities, or intentions.

Good for: Orientations for student, faculty, int'l student advisors, international and multicultural teams

Base Activity: "Toothpicks" (35 minutes minimum)

Auxiliary Tools and Concepts: FAE; IDC; Cultural Iceberg; DIEVA; Platinum Rule; Cultural Dimensions

Pros: widely adaptable; can work for unknown audiences **Cons:** requires resources/supplies

Participant Feedback: "I earned enough toothpicks to build a house."

Naomi's ICC Pedagogy Chart

SLOGAN	STRATEGY	TOOL/ACTIVITY
Could it be cultural? Or situational?	Don't assume negative intentions	CUPS/DIEVA Toothpick exercise
From What to Why	Use surface observation to make hypotheses about deep cultural features	Cultural dimensions (GH/AT) Cultural Iceberg Semiotics
Is it me or my culture?	Explore & improve own CSA Recognize tendency to stereotype, generalize	Identity wheels, micro-agressions
Whose perspective am I/should I be sharing?	Identify problematic or monocultural perspectives in narratives, signs, texts	Semiotics, Orientalism, CL Critical Race Theory Reception Theory

Search for Meaning Integrative Core Student Learning Objectives:

Cultures of Self and Other (cultivate an intentional mindset):

1. Increase cultural self-awareness
2. Practice Strategies for Intercultural Development
3. Discover concepts, tools, and language to enhance cultural learning
4. Refine critical thinking skills

Intercultural Reflection (growth through practice and reflection):

1. Internalize Intercultural Reflection process
2. Synthesize insights and integrate into different realms of life (work, class, relationships)

Culture and Meaning (continue lifelong learning):

1. Process the experience
2. Discern and articulate how & why the experience was meaningful (to self, friend, and prospective employer/admissions board; using concepts, tools, and language gained in previous sections)
3. Develop and practice strategies to continue the experience (and intercultural growth) or to continue to make meaning from the experience (lifelong learning; critical thinking)



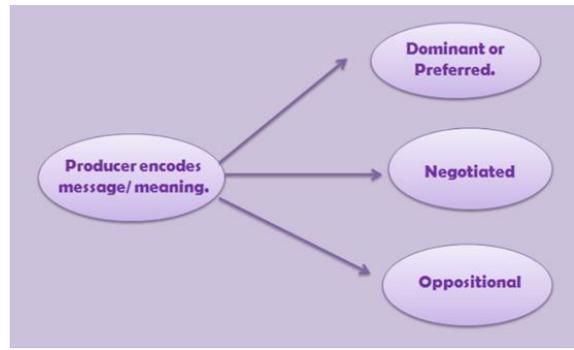
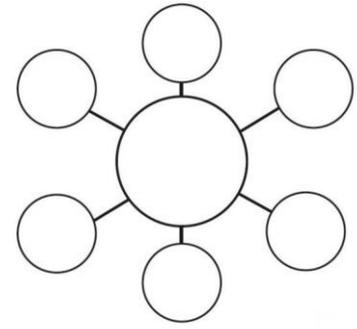
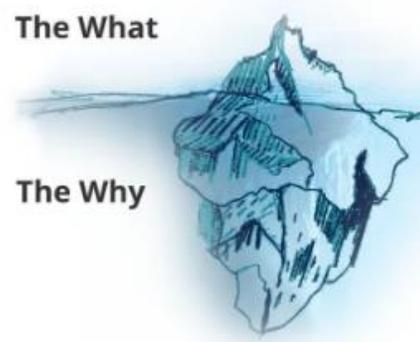
INTERCULTURAL GROWTH

Could it be cultural?

From WHAT... to WHY?

Is it me? Or my culture?

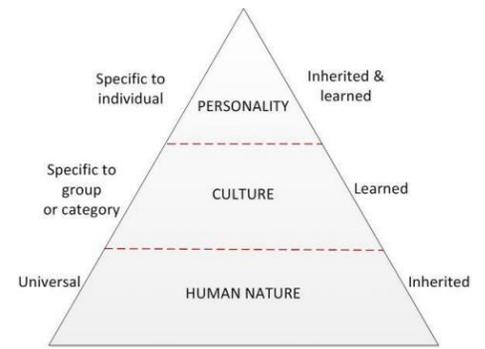
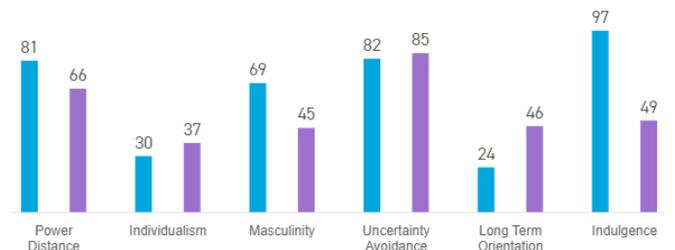
Whose perspective am I sharing?

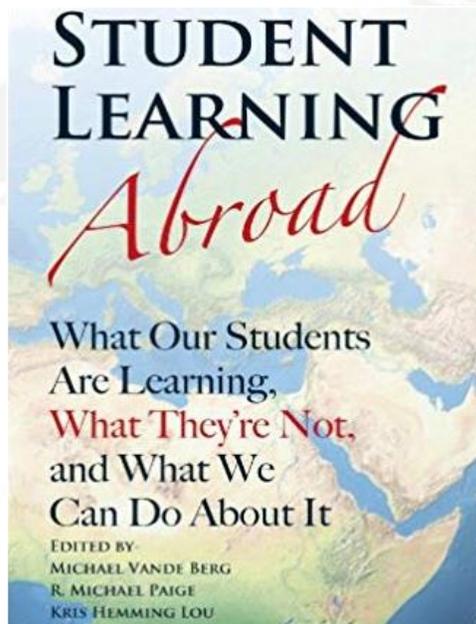


Who did it?

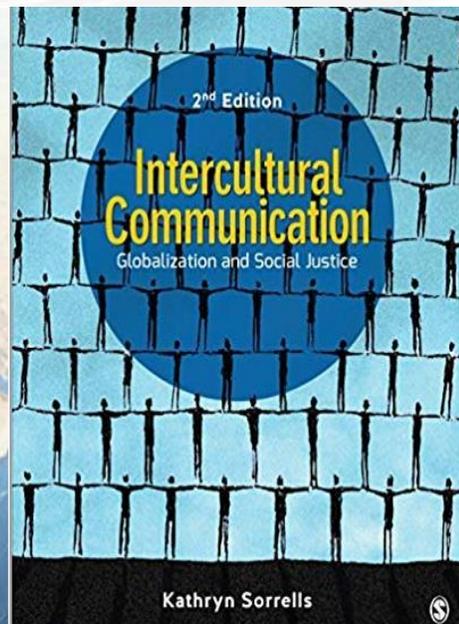
	myself	someone else
positive	personality	circumstances
negative	circumstances	personality

Mexico × Turkey ×

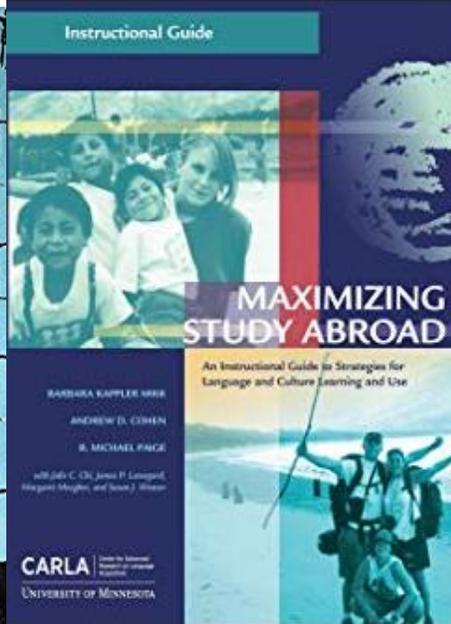




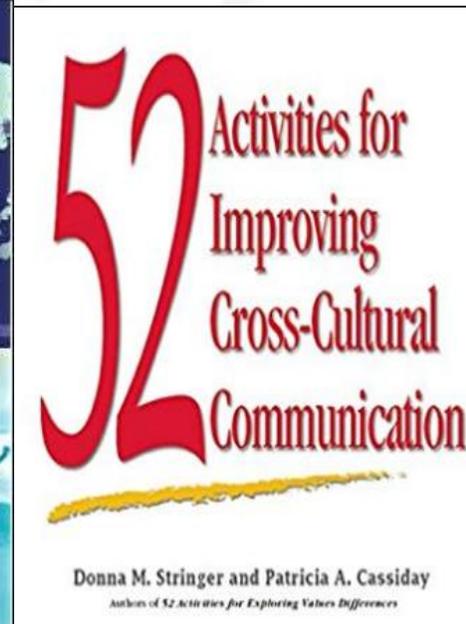
Good intro and overview; 3 master narratives



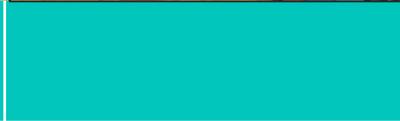
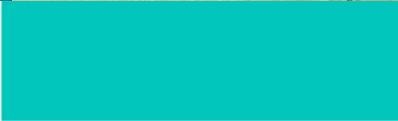
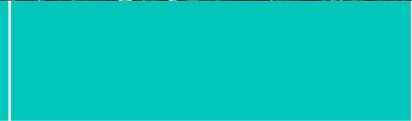
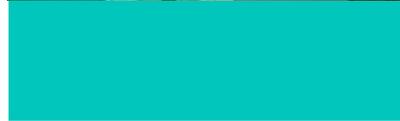
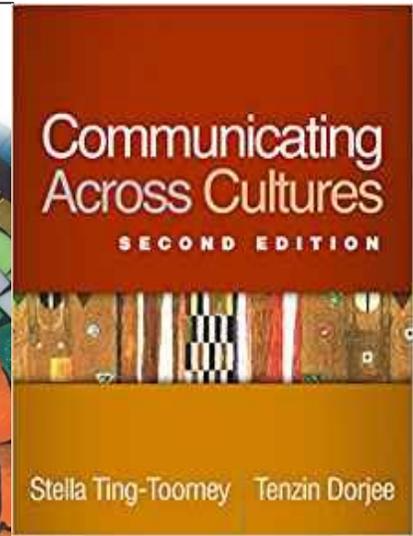
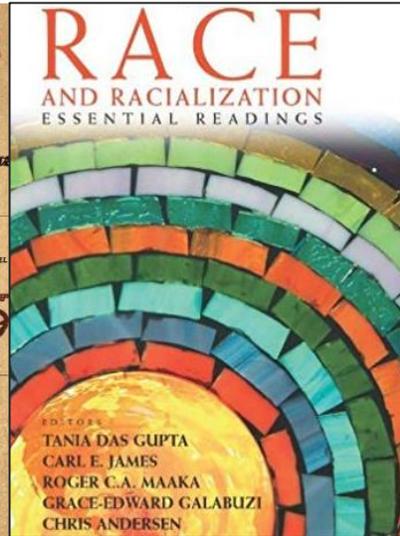
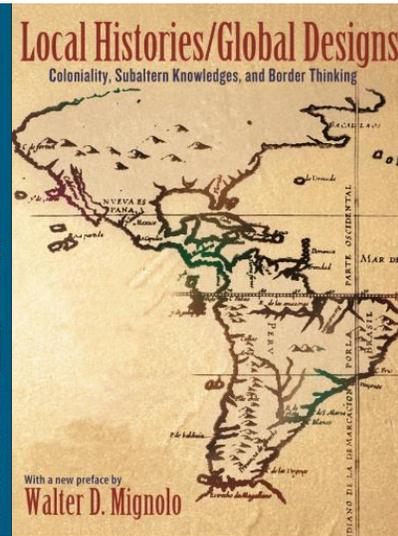
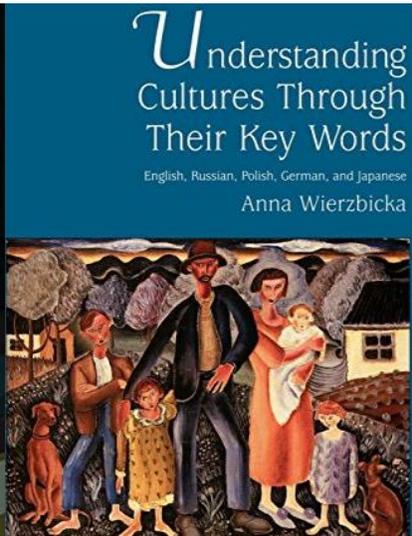
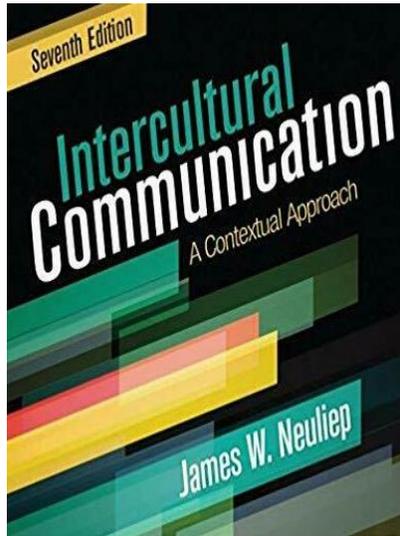
Semiotics
Colonization
and
Impacts



Contextualized
Lesson Plans



Workshop
Activities



Basics,
fundamentals

James W.
Neuliep

Cultural
linguistics

Anna
Wierzbicka

Decolonizing
epistemologies

Walter D.
Mignolo

Critical race
theory

Ed. Gupta,
James, Maaka,
Galabuzzo,
Anderson

Cross-cultural
theory,
mindfulness

Stella Ting-
Toomey and
Tenzin Dorjee

Research on Educator's Role in Facilitating Intercultural Learning

- Educators focused more on direct encounter than facilitating reflection (Ziegler, 2001)
- Educators' training and own intercultural development directly related to strategies used to facilitate students' intercultural learning (Ziegler, 2001)
- Educators' own intercultural development "not optimal" for facilitating students' intercultural learning (Goode, 2007/08; Ziegler, 2001)
- Intentional and frequent facilitation critical variable in guiding students' intercultural learning (Anderson et al., 2016)
- When critical incidents occur, important to address tension before continuing with content (Anderson et al., 2016)



Who's doing intercultural assessment?

Beliefs, Events, and Values Inventory (BEVI)

The BEVI allows for a wide range of reports and analyses on individuals, groups, and organizations. In an education abroad context, the BEVI "seeks to understand 'who the person is' prior to participating in a learning experience, 'how the person changes', as a result of the experience, and how these factors interact to produce a greater or lesser likelihood of learning and growth." More information is available at <http://www.thebevi.com/benefits.php>.

Cross-Cultural Adaptability Inventory (CCAI)

The CCAI helps individuals identify their strengths and weaknesses in four areas (emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy) that facilitate effective cross-cultural communication. Students heading abroad can assess their readiness for travel or study abroad with the CCAI. More information is available at <http://ccaiaassess.com/>.

Intercultural Development Inventory (IDI)

The IDI is a 50-item questionnaire used to assess intercultural competence. The IDI can also include up to six questions that can be customized and includes contexting questions that "allow respondents to describe their intercultural experiences in terms of

(a) their cross-cultural goals, (b) the challenges that they face navigating cultural differences, (c) critical (intercultural) incidents that they face when they encounter cultural differences, and (d) the ways they navigate those cultural differences. More information is available at <http://idiinventory.com/>.



Global Awareness Profile (GAPtest)

The GAPtest is a 128-question instrument designed to measure a student's global awareness "based on common knowledge in six geographic regions (Asia, Africa, North America, South America, the Middle East, and Europe) and six subject areas (environment, politics, geography, religion, socioeconomics, and culture), along with 18 questions about broad global issues." More information is available at <https://globalawarenessprofile.wordpress.com/>.

Global Competence Aptitude Assessment (GCAA)

The GCAA provides a comprehensive measure of global competence and readiness based on the Global Competence Model. The GCAA-Student is specifically designed for students in high school through graduate school and provides both pre- and post-testing. The GCAA-Student is helpful in measuring student readiness for the global workforce, assessing education abroad learning outcomes as well as validating internationalized or globalized curricula, among other applications. More information is available at <http://www.globallycompetent.com/>.

Global Perspectives Inventory (GPI)

The GPI provides evidence of global perspective of students at a variety of stages including pre- and post-education abroad experiences. The GPI seeks to measure "how students think, view themselves as people with cultural heritage, and relate to others from other cultures, backgrounds and values" on the cognitive dimension, the intrapersonal dimension, and the interpersonal dimension. More information is available at <http://www.gpi.hs.iastate.edu/>.

—David Comp, PhD, associate director of international programs at the University of Chicago Booth School of Business

- UNESCO Global Citizenship Working Group
- AACU (IKC Value Rubric)
- ACE (American Council on Education)
- Purdue U.
- Georgia Tech
- Duke U.
- Bellarmine U.
- Willamette U.
- Portland St.
- U. of the Pacific
- U. Minnesota Learning Abroad Center

Core Georgetown Study findings*: To what extent do traditional “immersion” practices foster intercultural learning?

- **Send students abroad for longer periods: Limited impact**
- **Take steps to improve SL proficiency: No impact**
- **Maximize contact with host nationals: No impact**
- **Enroll in host school classes: No impact**
- **Doing Internships, service learning: No impact**
- **Maximizing contact with host nationals: No impact**
- **Being housed in home stays: No impact**
- **Pre departure cultural orientation: Yes—some impact**
- **Home stays: Yes—when students engaged with host family**
- **Cultural mentoring at sites abroad: Yes—the highest impact practice in the study**

***Vande Berg, M.; Connor-Linton, J.; & Paige, R. M. The Georgetown Consortium Study: Intervening in student learning abroad. *Frontiers: the Interdisciplinary Journal of Study Abroad*. Vol. XVIII, pp. 1-75.**

Current research on intercultural learning

