



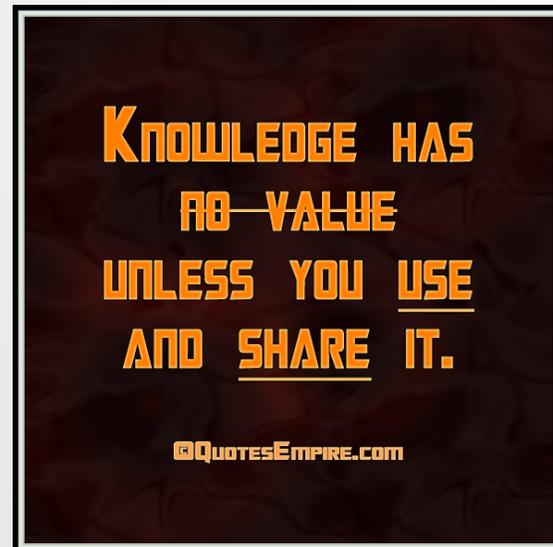
DEVELOPING INTERCULTURAL SKILLS FOR THE KNOWLEDGE ECONOMY

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AGENDA

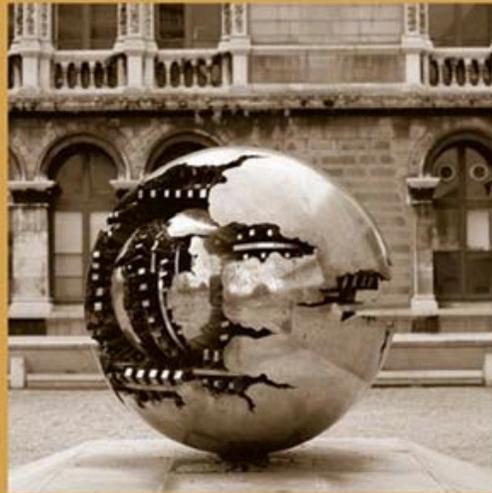
- Knowledge Economy
- Background Information on Culture
- Defining *Intercultural Competence*
- How do you incorporate *Intercultural Competence* into your curriculum,
- Conclusion



<https://www.youtube.com/watch?v=zabxSoUpOTo>

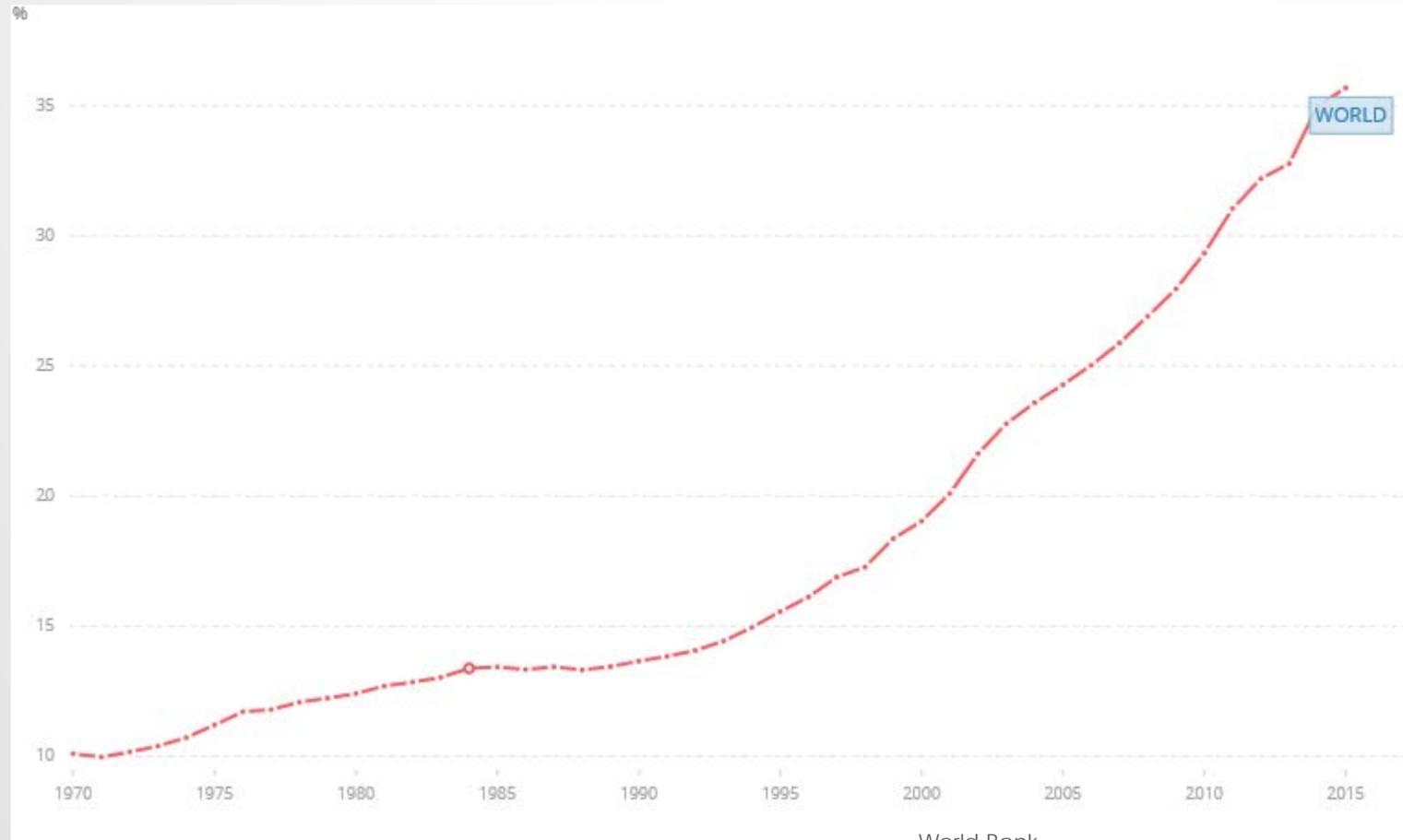
KNOWLEDGE ECONOMY

Higher Education
and
International Student Mobility
in the
Global Knowledge Economy



Kemal Gürüz

TOTAL ENROLLMENT IN TERTIARY EDUCATION (35.693%) AND INCREASING DEMAND



GLOBAL ENROLLMENT IN HIGHER EDUCATION AND THE INCREASING DEMAND

- China 23,361,000
- US 16,611,711
- India 12,853,000
- Japan 4,091,130
- Italy 2,029,000

Year	Global Enrollment in HE	
2006	143,880,000	
2000	95,877,813	
1950	68,615,000	

CULTURAL COMPETENCY IS NOT A 'SOFT' SKILL

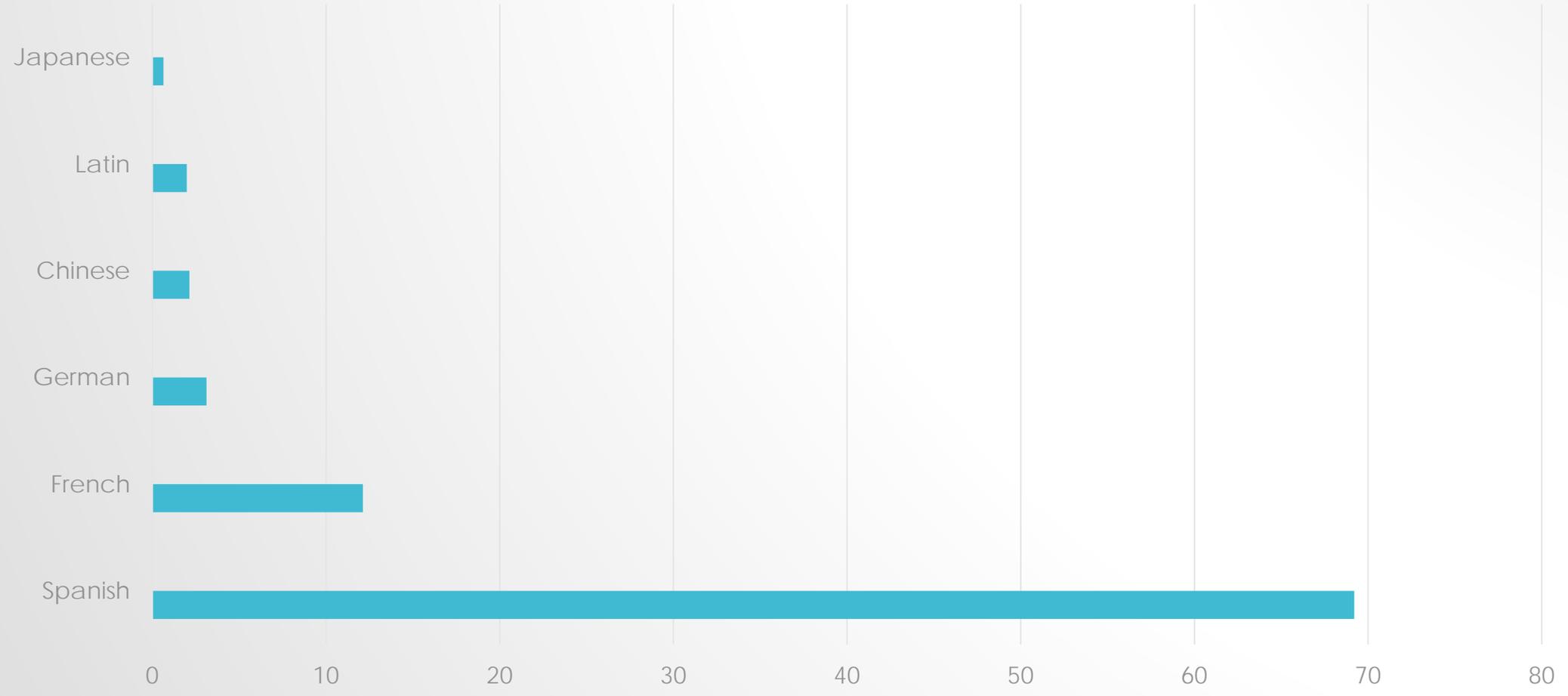
Abilities that are critical to navigating inevitable cultural and demographic shifts can hardly be considered optional.





ONLY 1 IN 5 STUDENTS WAS ENROLLED IN A FOREIGN LANGUAGE COURSE IN 2014-15 IN US

Language Class





WHAT IS CULTURE?

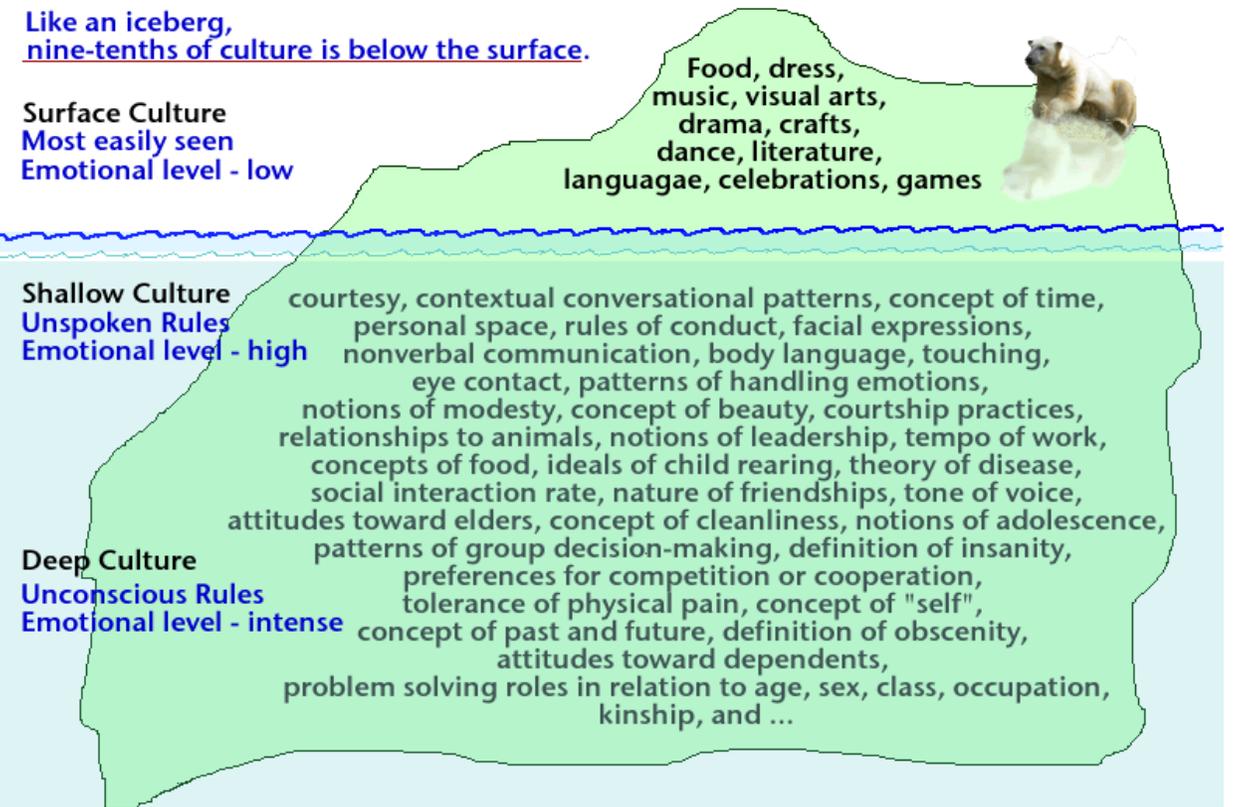
Culture can be defined as "the sum of a way of life, including expected behavior, beliefs, values, language and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted".

Geert Hofstede, the most famous researcher in the field, refers to culture as a "programming of the mind".

Culture is, in the words of E.B. Tylor, "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."

The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface.



<https://www.bing.com/videos/search?q=utube+on+intercultural+skills+for+the+knowledg e+economy&&view=detail&mid=6C494CAEE39C5A30CC886C494CAEE39C5A30CC88&&FORM=VDRVRV>

WHAT ARE THE DIFFERENCES BETWEEN CULTURES

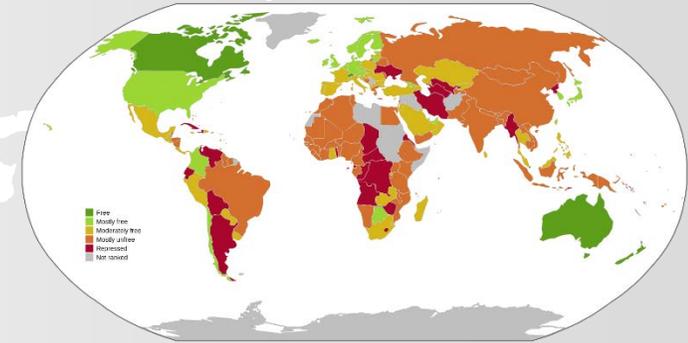
Categories of Cultures (Lewis, 1993):

Linear Active: introvert, plans ahead methodically, works fixed hours, follows procedure, limited body language.

Multiactive: extrovert, plans grand design but impatient with detail; works any hours, does several things at once, interrupts frequently, interweaves personal and professional

Reactive: introvert, sees whole picture, plans slowly, subtle body language.



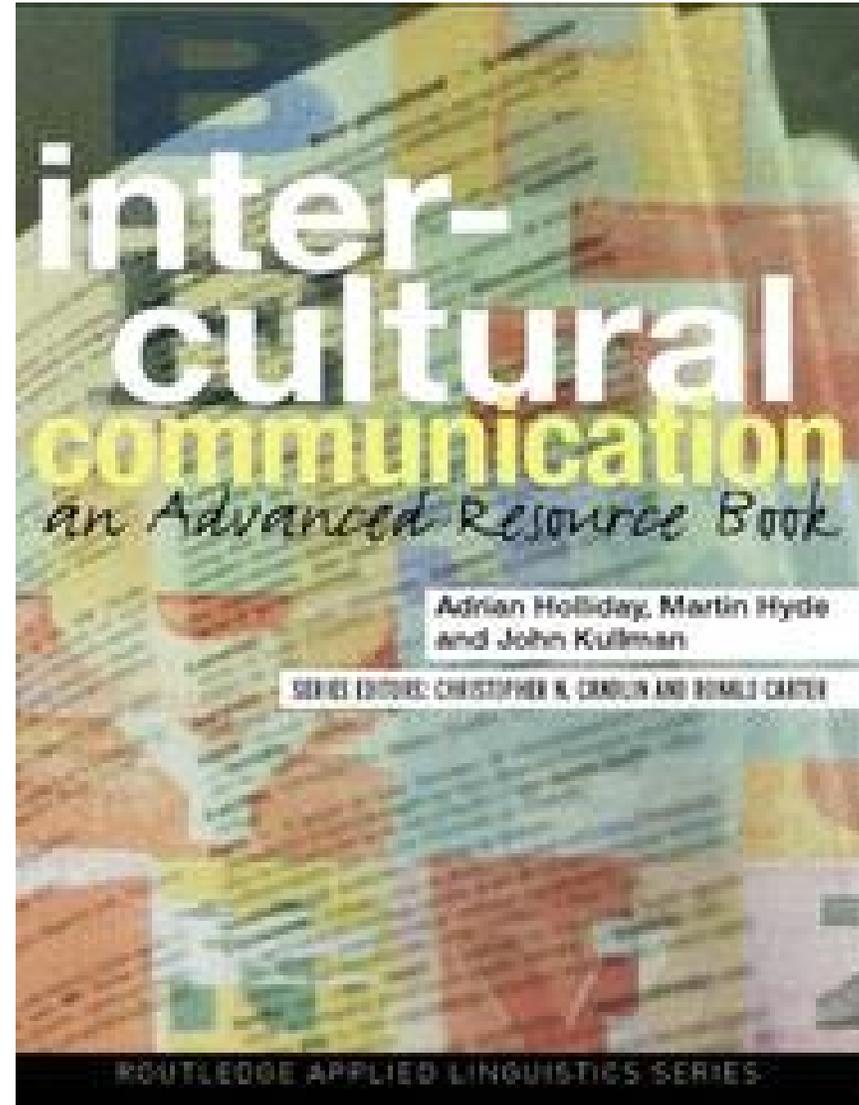


WHY DO WE NEED INTERCULTURAL COMPETENCE?

The Reach of the Global Economy

WHY DO WE NEED TO STUDY INTERCULTURAL COMMUNICATION

1. Technology Development
2. Globalization of the Economy
3. Widespread Migration (65.6 Million)
4. Development of Multiculturalism



WHY DO WE NEED TO STUDY INTERCULTURAL COMMUNICATION?

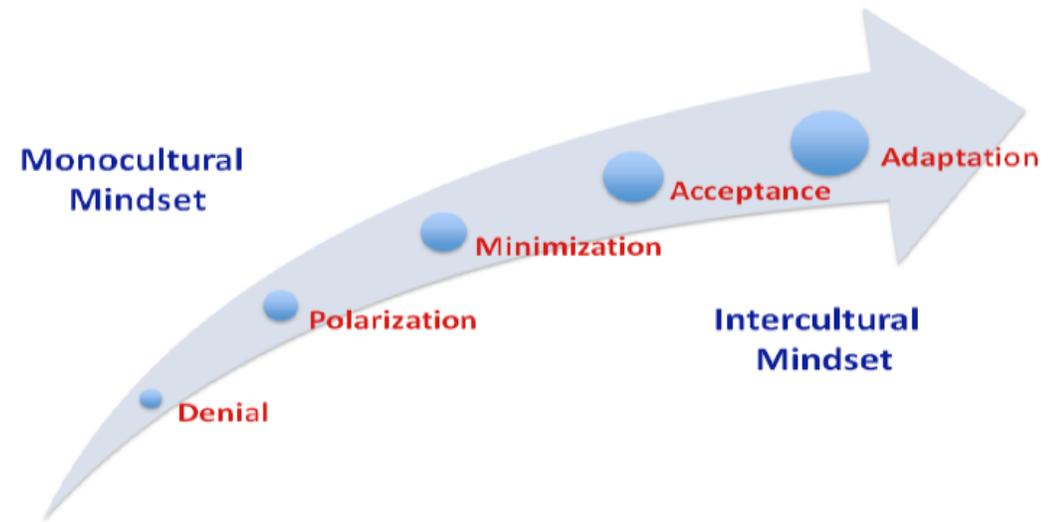
- The breadth of diversities is far greater than in the past
- We live in an age when diversity is celebrated more than ever
- Within countries there are sub-state diversities that have gained new impetus around the world
- <https://www.youtube.com/watch?v=M5JcGo3FCyk>



INTERCULTURAL COMPETENCE CONTINUUM

Intercultural competence is the capability to accurately understand and adapt behavior to cultural difference and commonality.

Intercultural Development Continuum



<https://idiinventory.com/video/an-introduction-to-the-intercultural-development-inventory-3-28-minutes/?id=357>

SUMMARY ORIENTATION DESCRIPTIONS FOR INTERCULTURAL COMPETENCE CONTINUUM

Denial

- An orientation that likely recognizes more observable cultural differences (e.g., food) but, may not notice deeper cultural differences (e.g., conflict resolution styles), and may avoid or withdraw from cultural differences.

Polarization

- A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:
 -
 - Defense: An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.
 -
 - Reversal: An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.

Minimization

- An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

SUMMARY ORIENTATION DESCRIPTIONS FOR INTERCULTURAL COMPETENCE CONTINUUM

Acceptance

- An orientation that recognizes and appreciates patterns of cultural difference and commonality in one's own and other cultures.
-

Adaptation

- An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.
-

Cultural Disengagement

- A sense of disconnection or detachment from a primary cultural group.
-

INTERCULTURAL DEVELOPMENT CONTINUUM

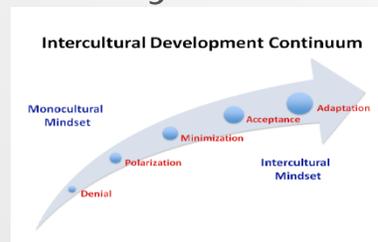


MONOCULTURAL MINDSETS

- Makes sense of cultural differences and commonalities based on one's own cultural values and practices.
- Uses broad stereotypes to identify cultural difference
- Supports less complex perceptions and experiences of cultural difference and commonality

INTERCULTURAL/GLOBAL MINDSETS

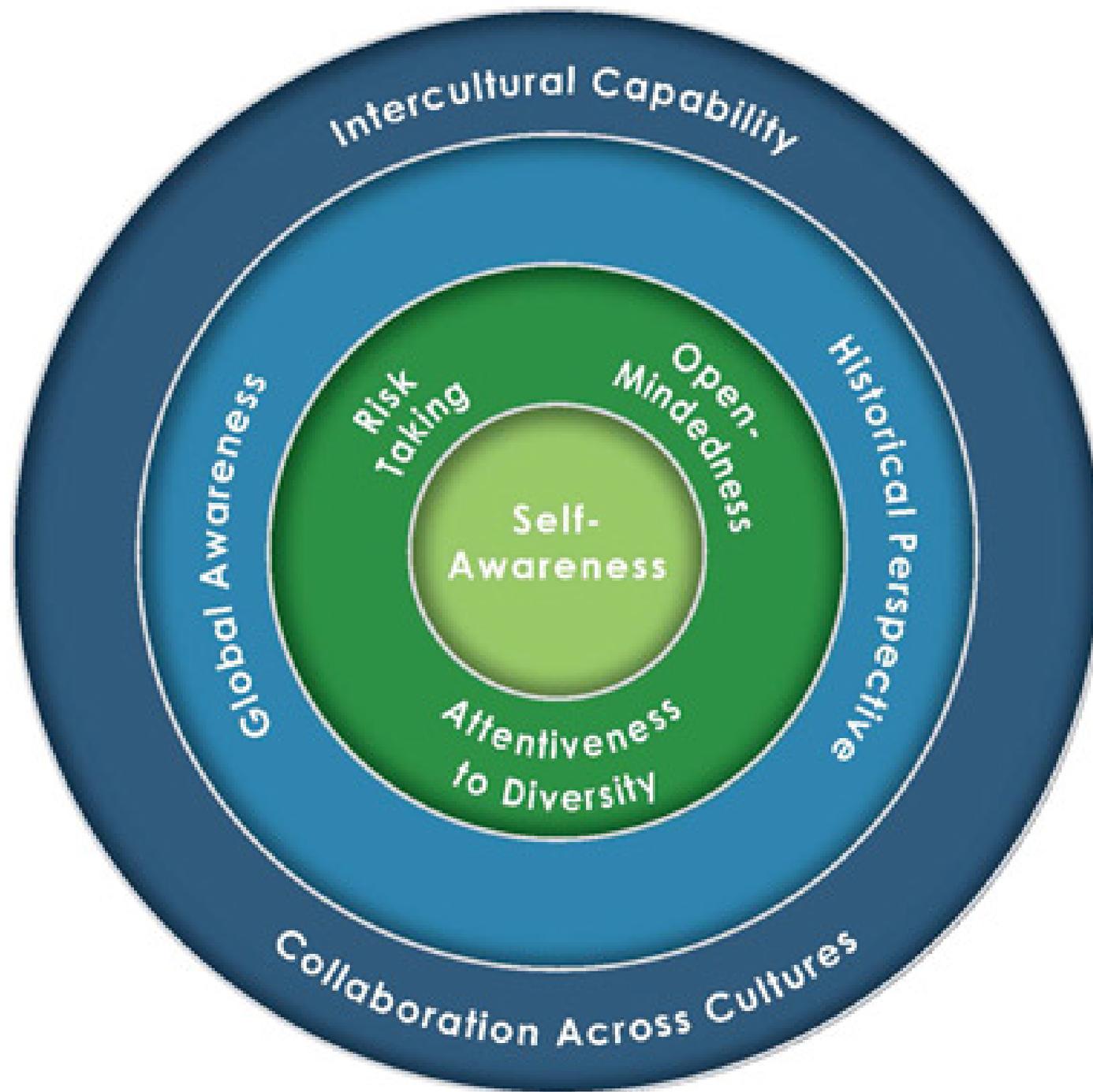
- Makes sense of cultural differences and commonalities based on one's own and other culture's values and practices.
- Uses cultural generalizations to recognize cultural difference
- Supports more complex perceptions and experiences of cultural difference and commonality



21ST CENTURY EDUCATIONAL GOALS

"Students around the world need advanced skills to succeed in the globalized, knowledge based world of today. 21st Century Learning Design

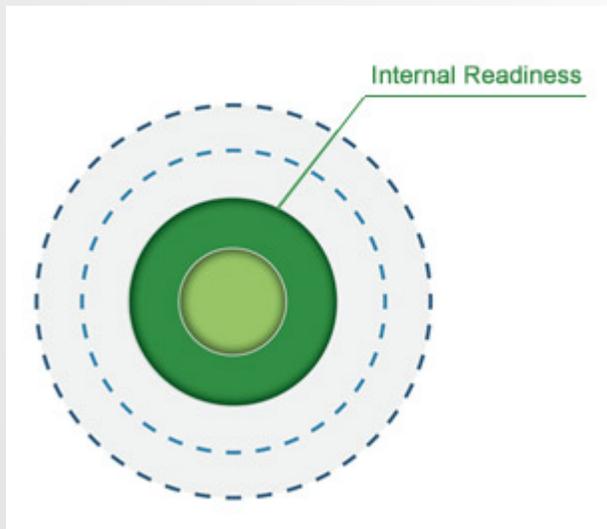




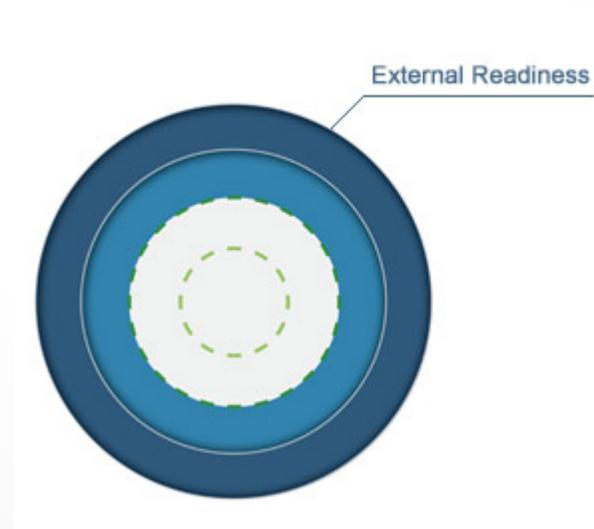
The Global Competence Model

INTERNAL AND EXTERNAL READINESS APTITUDES

INTERNAL READINESS

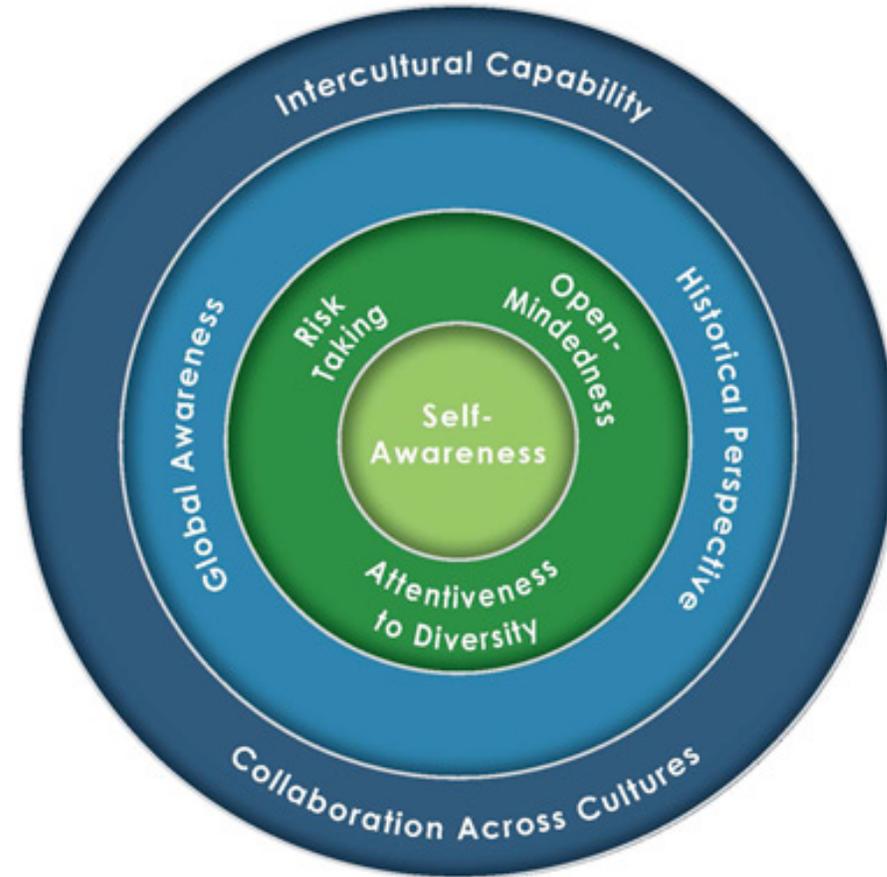


EXTERNAL READINESS



THE GLOBAL COMPETENCY MODEL ILLUSTRATES:

- The Global Competence Model illustrates how one gains these capabilities over time, often adding new layers of ability.
- As one moves visually outward from the core to the outer rim of the model, the level of sophistication in one's abilities increases.
- For one to be globally competent, it is necessary to have strength in both the Internal Readiness and External Readiness aptitudes.
- Developing global competence is a life's journey and it takes time to hone each of the above skills.





Teaching International Students: Pedagogical Issues and Strategies

HOW DO YOU INCORPORATE
INTERCULTURAL COMPETENCE INTO
YOUR CLASSROOM

BRIDGING DIFFERENCES IN BACKGROUND KNOWLEDGE AND CLASSROOM PRACTICE

ISSUES

- Instructors cannot assume background knowledge of American history and cultural references.
- Skills learned in high schools abroad may not match those expected by instructors used to teaching U.S. students. Some skills may be far advanced; others may be less advanced.
- Classroom participation and engagement strategies will be unfamiliar to some students.

STRATEGIES

- Regularly identify the skills you want students to learn and apply, being very explicit about the extent to which students need to absorb material and the extent to which they should question material presented
- Incorporate checks for comprehension into the classroom presentation style. Checks that can identify gaps in preparation for *all* students include
 - Asking students to paraphrase or apply ideas, and check for comprehension
 - Checking in regularly to ask "what questions do you have?" (not just "do you have questions?")
 - Asking students to write down the names, events, or other references you make that they are not familiar with, to clarify later
 - Have a CTools or other chat space for students to ask and answer questions that come up because material is unfamiliar
 - Using other classroom assessment techniques (see <http://www.crlt.umich.edu/tstrategies/tssf>)

AN APPROACH FOR TEACHING DIVERSITY



- Become increasingly aware of our own identities, fears, and biases as we teach about diversity issues.
- Differentiate between your goals for the class and learner objectives, and be clear with students on the objectives and grading
- Work on developing the students' ability to reflect and use higher order thinking skills as much as possible
- Create a safe and engaging classroom climate
- Use building blocks and key concepts as a basis for consideration of diversity issues
- Plan classroom discussions at least as carefully as lectures controversial situations
- Structure the course so that students learn from interaction with course material, not relying on minority students to educate their peers
- Connect when possible to students' experience and interests
- Use relevant exercises and simulations to engage students.
- Move from lower risk to higher risk activities during the semester
- Be prepared for conflict and/or reluctance from students as they are being asked to examine long-held beliefs
- Receive and provide feedback both to individual students and to a class.



IDENTIFYING YOUR OWN ATTITUDES

You might identify your own attitudes toward diversity by remembering certain pivotal moments in your life. Ask yourself the following questions:



GROUP ACTIVITY

Description, Interpretation, and Evaluation on Cultural Objects



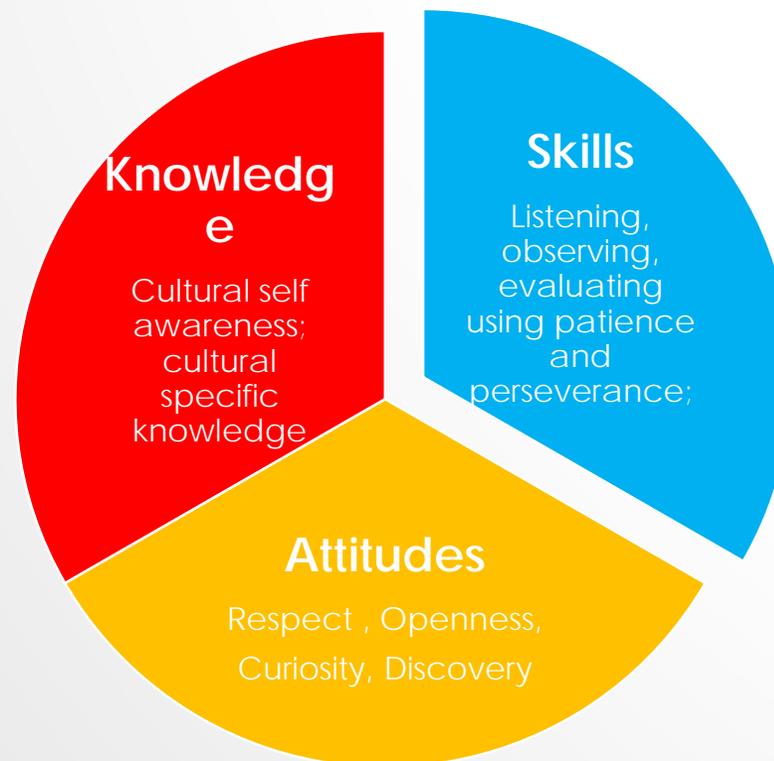
ACHIEVING INTERCULTURAL COMPETENCE

*Research shows that intercultural competence is a **lifelong process**.*



INTERCULTURAL COMPETENCE

“**Intercultural competence** is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions.”



CONSTITUENT ELEMENTS OF INTERCULTURAL COMPETENCE

Cultural self- awareness: articulating how one's own culture has shaped one's identity and world view

Culture specific knowledge: analyzing and explaining basic information about other cultures (history, values, politics, economics, communication styles, values, beliefs and practices)

Sociolinguistic awareness: acquiring basic local language skills, articulating differences in verbal/ non-verbal communication and adjusting one's speech to accommodate nationals from other cultures

Grasp of global issues and trends: explaining the meaning and implications of globalization and relating local issues to global forces



Knowledge

THANK YOU

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