



INTERCULTURAL UNDERSTANDING

With Crocus Pocus



Land Acknowledgement

Let's start off in a good way...

We acknowledge and give honour to the Secwepemc – the ancestral peoples who have lived here for thousands of years – upon whose traditional and unceded land we are located. The Secwepemc maintain a spiritual and practical relationship to the land, water, air, animals, plants and all things needed for life on Mother Earth.



These are the talking points.

- Summary/Visualisation - Jennilee
- Webber/Questioner - Maneet
- Wordsmith/Passage Picker- Terry
- Actualizer - Chloe





Summary

As interactions between countries and cultures become more widespread and commonplace, it is crucial that institutions, businesses, and society develop a stronger sense of intercultural competence.


Intercultural competence is the ability to interact effectively and appropriately with an intercultural situation or context. This article discusses and compares the competing concepts, models, and definitions of intercultural competence, and discusses the research on teaching and learning intercultural competence.



Intercultural Understanding

Main models for conceptualizing intercultural competence are understood through intercultural sensitivity using **knowledge and awareness**, coupled with **positive attitudes, curiosity, empathy, and respect**.


The foundation of intercultural competence is a process that relies on self awareness, practiced skills of comprehension, cultural knowledge and an informed frame of reference including empathy and an ethnorelative view.





Intercultural Communication


Studies have shown that it is possible to communicate with people of other cultures effectively and appropriately. This can be tricky due to the complexity and variability within and between cultures, but can be mitigated through empathy, intercultural experience/training, motivation, global attitudes, and ability to listen in conversation.





Developing Intercultural Competence

Principals within intercultural education requires one to critically examine culture through challenges, examining subversive culture, alternative worldviews, and cultural self awareness, not just collecting facts, and learning languages.






Intercultural Training



In institutions and corporations, most common models are informed by cultural anthropologists, cross-cultural psychology, socio-linguists, multicultural education, intercultural communication and international business management.

They are delivered using lectures, cultural assimilators, computers/online games, and class discussion using culturally specific, cultural general programs or a mixture of both. Programs can last from a few hours to more than 50, either in one day or over the course of 8 months.






Intercultural Training cont...



In education, intercultural competence can be taught in elementary grades across multiple subjects using critical inquiry and inquiry-based learning, but are embedded in foreign language or social studies classes, if taught at all.

Visiting/studying abroad, with full immersion of culture for three months or more proves the most effective way to enhance intercultural competence. This has been studied more extensively than any other method, but more research in other areas is needed.

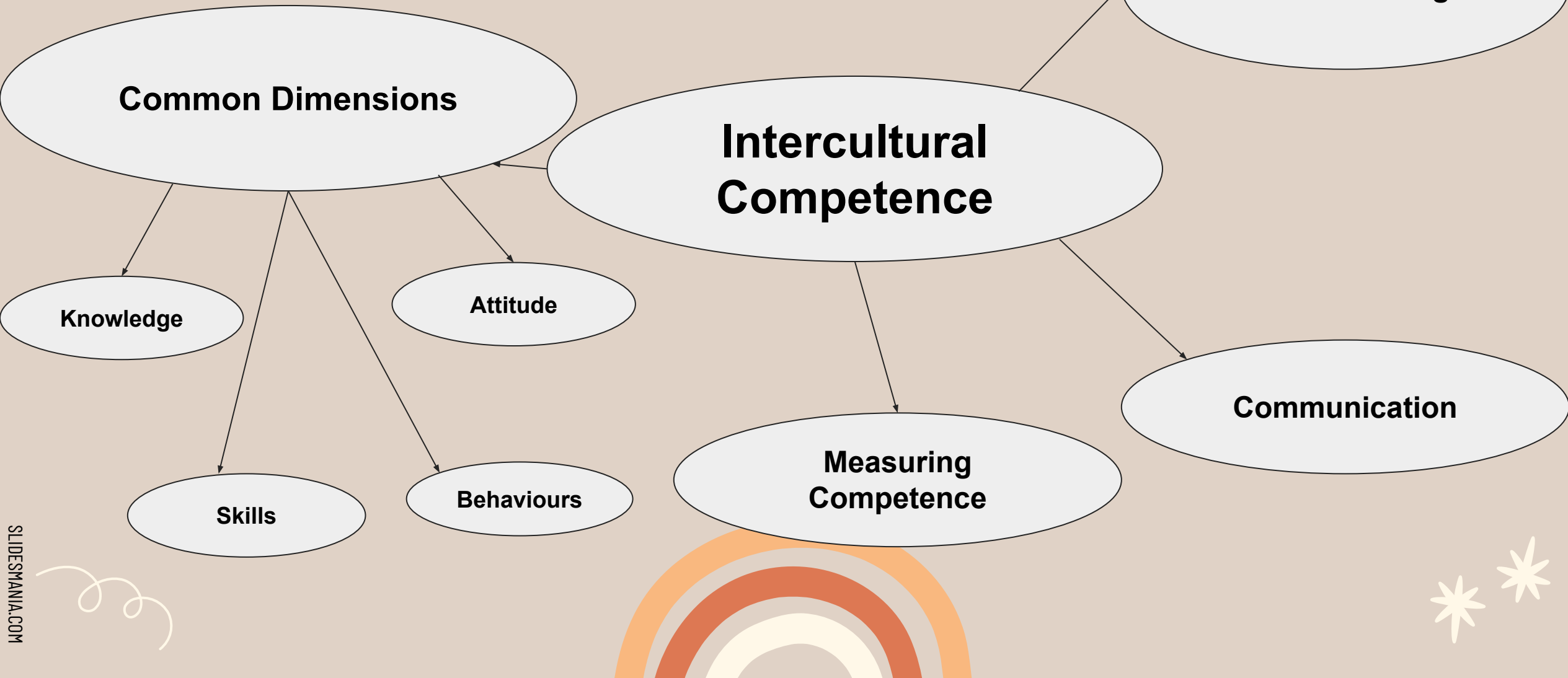


Anything that divides me from another
Human

Divides me as a Human



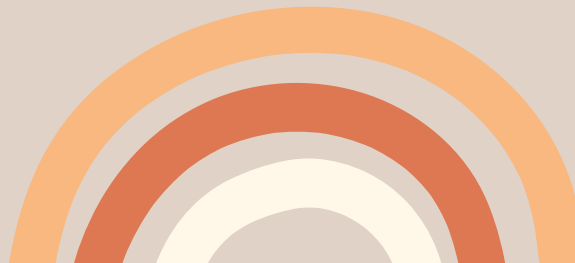
Web



Question #1

What are good practices
of Intercultural
Competence?

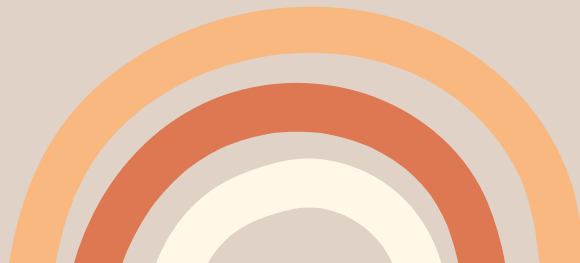
Specifically, what would someone with “intercultural competence” be doing? They would be open-minded and aware of their own biases. They would give consideration to language barriers, and avoid slang, idioms, and colloquialisms. They would take opportunities to listen and observe. Most importantly, they would take the initiative to improve their cultural awareness



Question #2

How should we teach
Intercultural Competence
in our classrooms?

As teachers, we should first and foremost model it - be open and adaptable to different ways of thinking and behaving. We should also expand knowledge of other cultures, going beyond recognizing holidays/cultural events. Lastly, incorporate personal reflection and challenging one's ethnocentricity into your lessons.



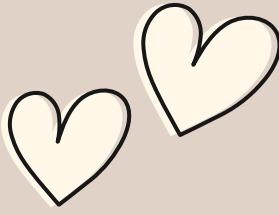
Ethnocentrism:

Ethnocentrism:

- A simple definition involves the thinking that one's own group's ways are superior to others.
- Ethnocentrism is where one's own culture or ethnicity are used as a frame of reference to judge other cultures, practices, behaviors, beliefs, and people.
- An ethnocentric person will have a narrow-minded outlook that fails to see things from other perspectives.
- Not surprisingly, it often contributes to prejudice and racism.

Examples of ethnocentrism include:

- Canadians may think it is repulsive to eat horses and may judge people from Kyrgyzstan as being disgusting for eating them.
- The establishment of Residential Schools where an attempt was made to snuff out Indigenous culture in order to assimilate Indigenous people into white Canadian culture.






Ethnorelativism:

- involves viewing one's own culture in the context of others and having the ability to see values and behaviors as cultural rather than universal
- assumes the equality and validity of all groups and does not judge others by the standards of one's own culture

Example of ethnorelativism:

- Arabic writing is read from left to right, so an ethnorelative view would see this as different, not wrong.
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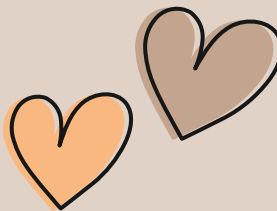
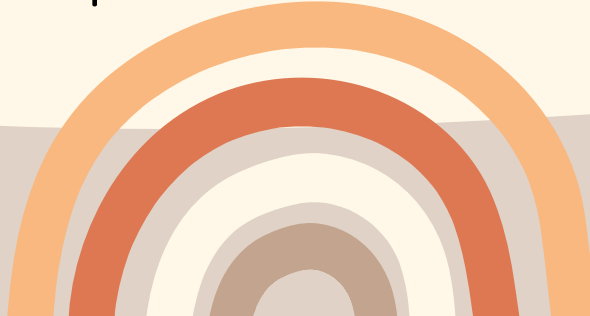
Ethnocentrism & Ethnorelativism

The three stages of ethnocentrism include:

- the denial stage where individuals deny the existence of cultural differences
 - the defense stage where individuals demonize cultural differences
 - the minimization stage where individuals trivialize cultural differences

The three stages of ethnorelativism include:

- the acceptance stage where individuals recognize cultural differences and accept other value systems and behavioral norms
- the adaptation stage where individuals view cultural differences as valuable and change their behavior to the different norms of their environment
- the integration stage where individuals accept that their identity is not based on a single culture and they integrate aspects of other cultures into their own



Listening

Listening is the process of receiving, interpreting, and responding to spoken and non-verbal messages.

Often people hear but do not listen.

As stated in the article, listening is one of the important qualities of intercultural communication competence.

Without proper listening, messages are easily misunderstood and communication breaks down.

It is important to focus on what is said, how it is said and why.

Developing active listening skills is crucial to the ability to effectively and appropriately communicate with people from different cultures. It may require listening closely enough to not only hear the words but grasp the true meaning. Listening is a crucial component of the communication that intercultural relationships are built upon

Passage Picker Terry

Passage #1: “Intercultural understanding encompasses both cognitive and affective domains” (pg. 454).

Passage #2: “The potential for intercultural understanding to be embedded in the curriculum is increasing in some countries” (pg. 458).

Truth and Reconciliation Commission of Canada: Calls to Action

#63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.



ACTIVITY!







Let's Debrief!

Photo 1.

The Iranian president came under heavy fire for this gesture, as touching a woman that isn't a relative is forbidden in the Islamic faith -

<https://www.dailymail.co.uk/news/article-2291992/Ahmadinejad-criticised-Islamic-conservatives-photo-embracing-Chavezs-mother-funeral.html>

Photo 2.

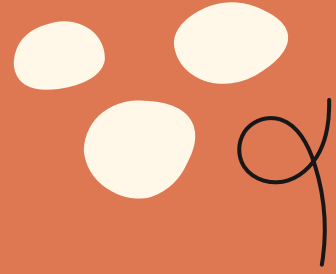
It was quite commonplace for Communist leaders to kiss on the mouth as an expression of brotherhood and solidarity.

<http://litraboer.blogspot.com/2007/12/history-of-kiss.html>

What does this show us?

With your table group, discuss the following:

What can we learn about values and customs from this exercise? How can this help us see our own cultural biases and filters more clearly?



THANK YOU! :)

**Good luck on your intercultural
competence journey!**





References.



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<https://www.arlt-foundation.org/blog-post/the-developmental-model-of-intercultural-sensitivity-dmis>

Meriam Webster Dictionary - <https://www.merriam-webster.com/dictionary/ethnocentrism>

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First Peoples Principal of Learning: Origins and Context - <https://learningconference-fppl.trubox.ca/origins-and-importance/>

BC Curriculum - <https://curriculum.gov.bc.ca/>

Truth and Reconciliation Commission of Canada: Calls to Action - https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

