

# **Best Practice Workshop Intercultural Teaching and Learning October 2016**

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# Common Questions

- Are students English level high enough to enter our classes?
- How do I grade students' assignments if there are many grammatical errors? How can I maintain academic standards if I don't mark student grammar?
- Why are students so reluctant to speak in class? How do I encourage participation in class?
- Students don't seem to have critical thinking skills. How do I teach them?

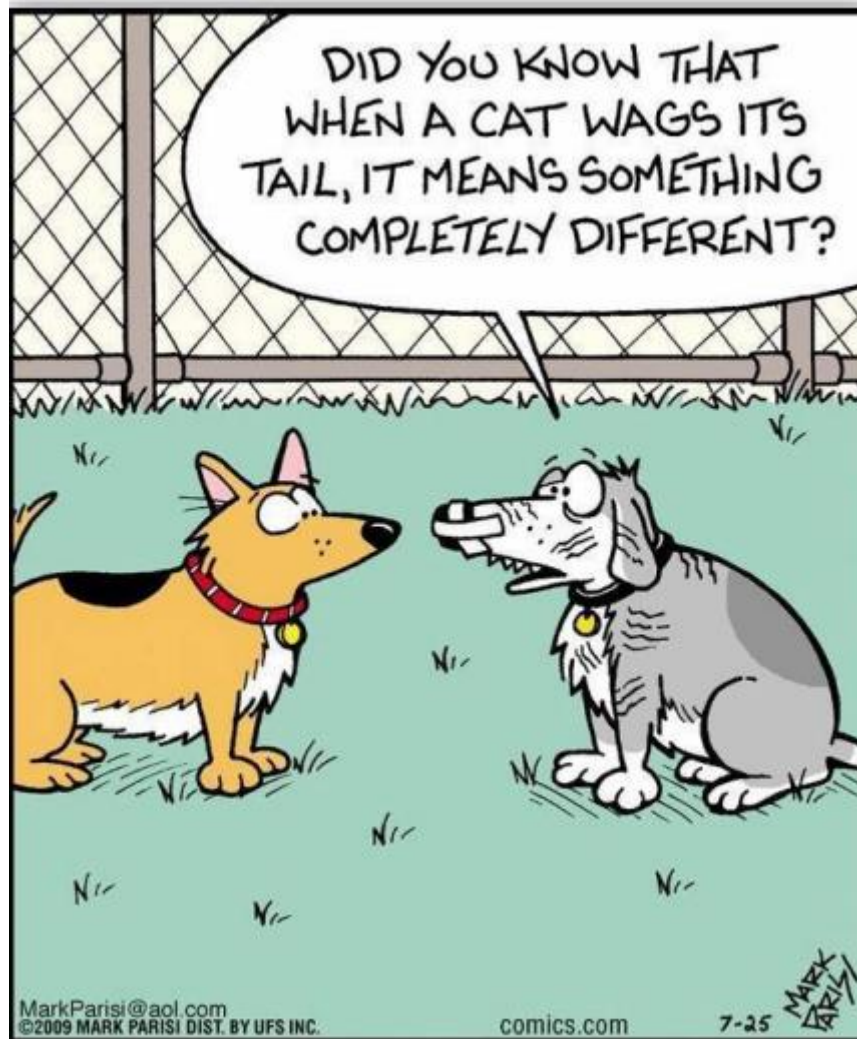
# Topics

- cultural differences that may impact teaching and learning
- strategies for students to become successful in classroom
- ways to support educators to apply culturally inclusive practice
- Overview of a faculty workshop (TLC)

# What is culture?

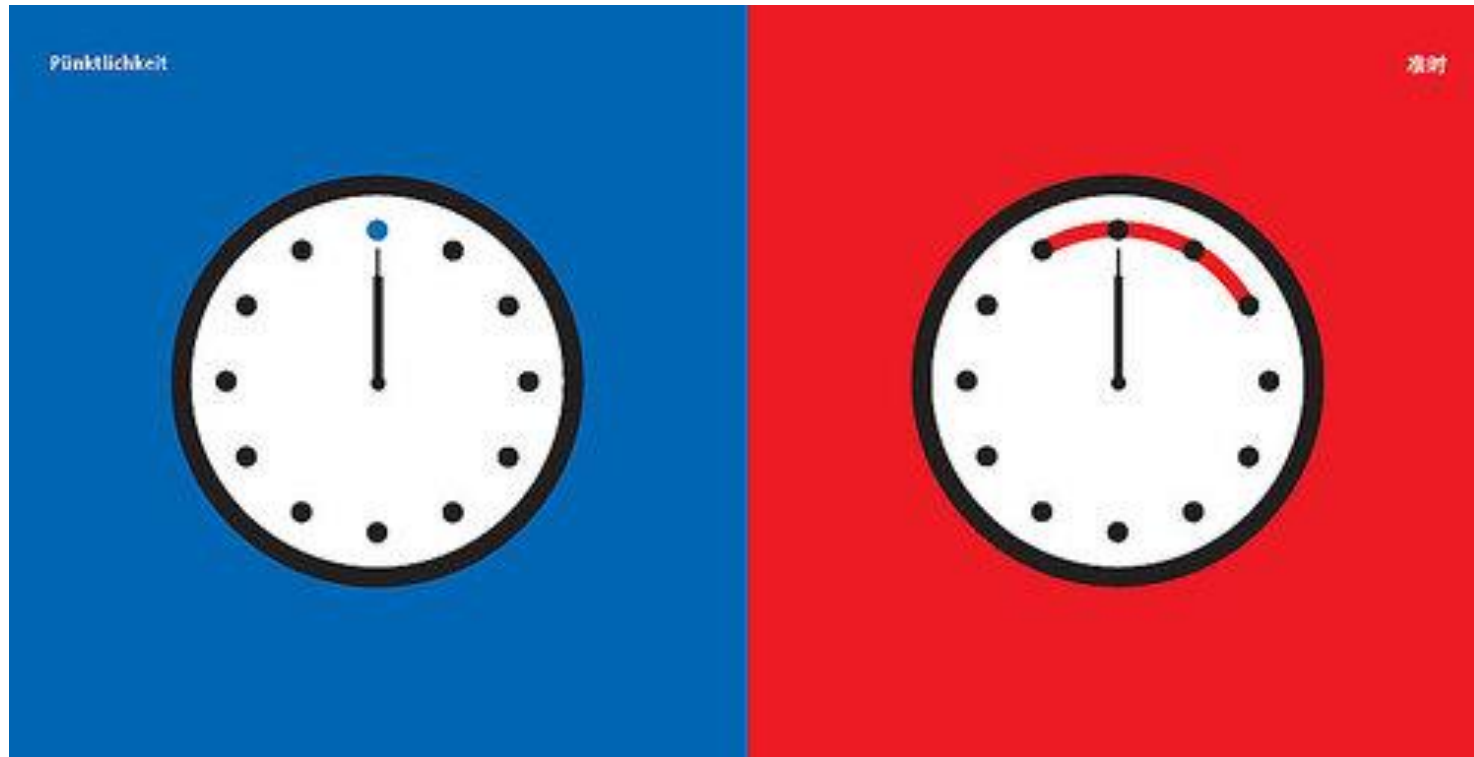
- System of shared meaning (Clifford Geertz, 1973)
- “culture is... our implicit theory of [a] ‘game being played” (Gudykunst, 2004)

# What is culture?



- Monochronic vs. Polychronic Time Orientation

(E. T. Hall, 1959)

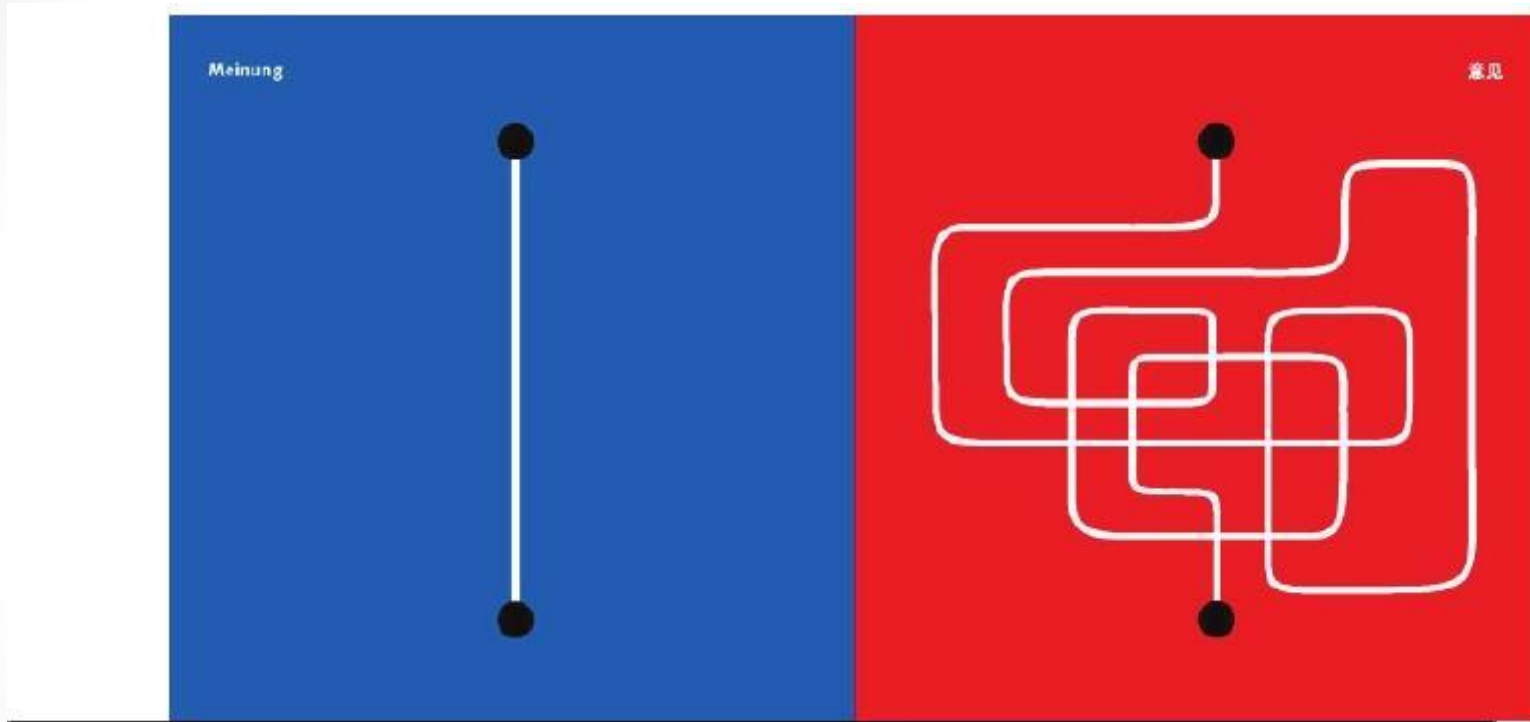


**Time** by Liu Yang

Retrieved from: <http://www.scribd.com/doc/14276662/Liu-Yang-East-vs-West-Ost-Trifft-West>

- Low Context vs. High Context culture

(E. T. Hall, 1966)

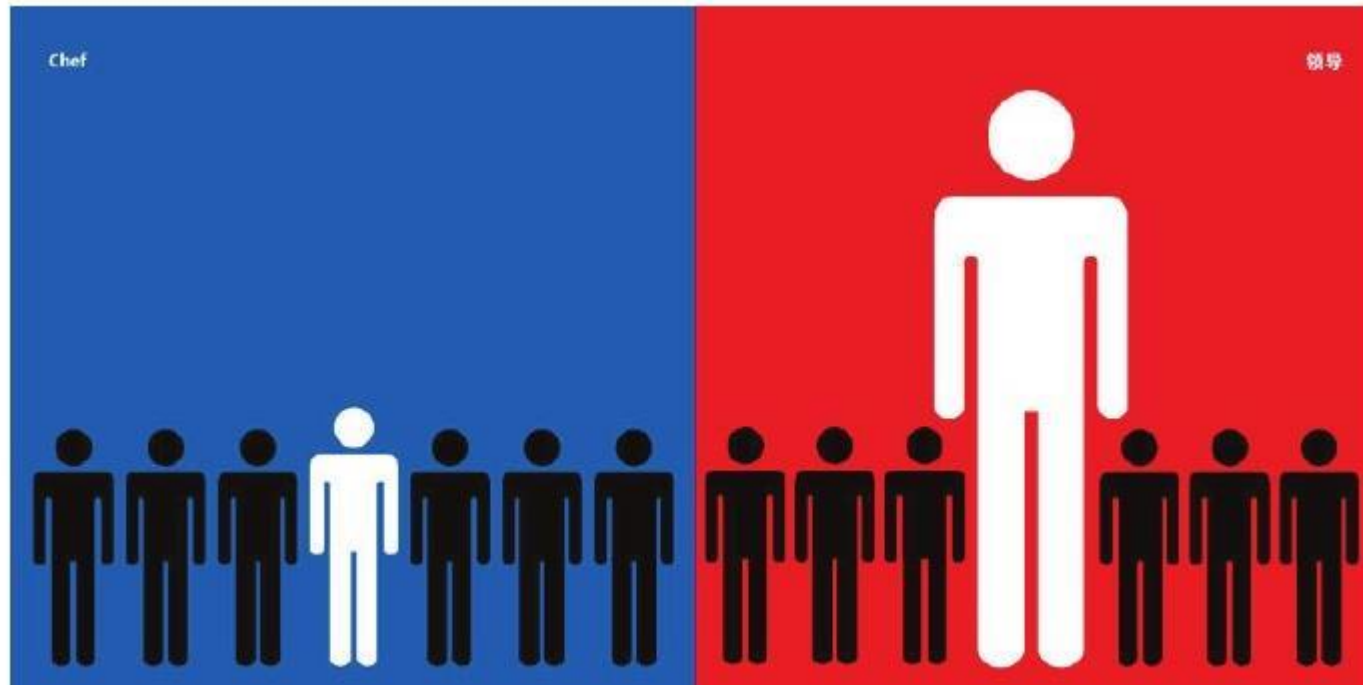


**Opinion** by Liu Yang

Retrieved from: <http://www.scribd.com/doc/14276662/Liu-Yang-East-vs-West-Ost-Trifft-West>

# Low Power Distance vs. High Power Distance

(G. Hofstede, 1993)



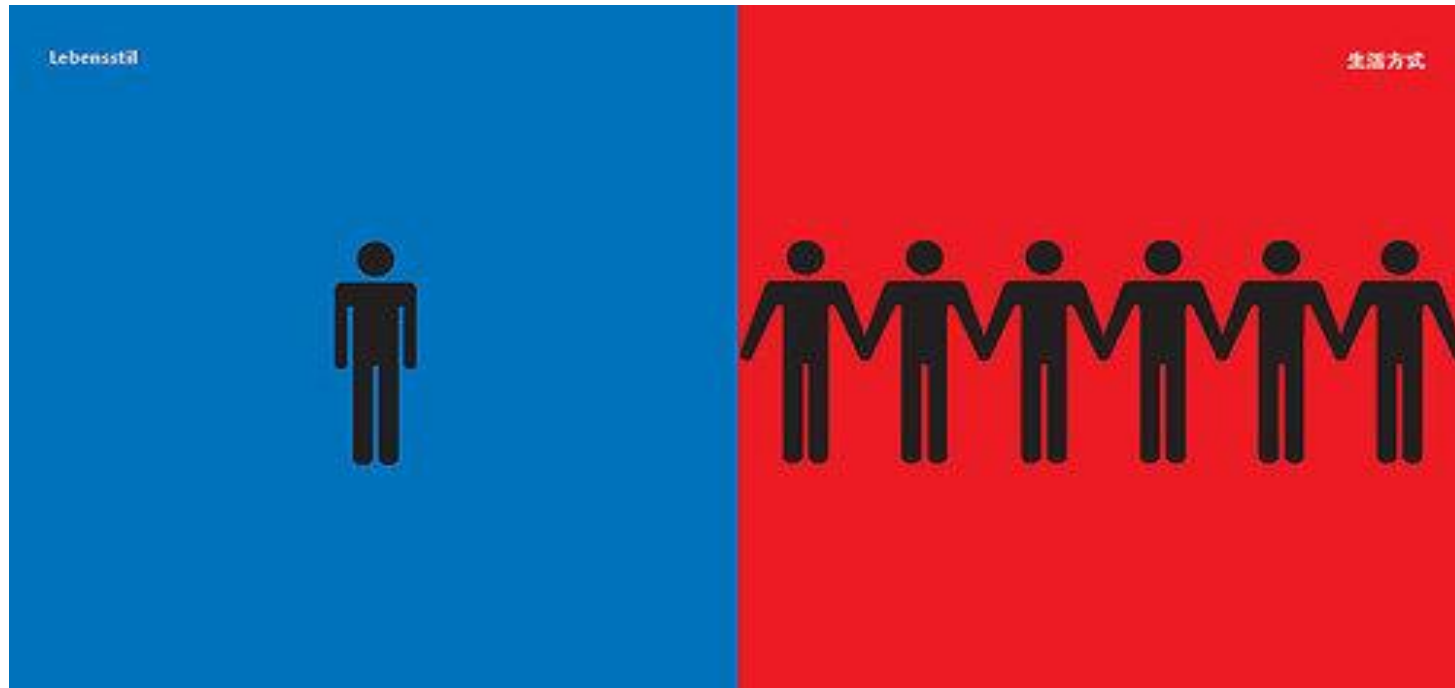
## The Boss by Liu Yang

Retrieved from: <http://www.scribd.com/doc/14276662/Liu-Yang-East-vs-West-Ost-Trifft-West>



# Individualism vs. Collectivism

(G. Hofstede, 1993)

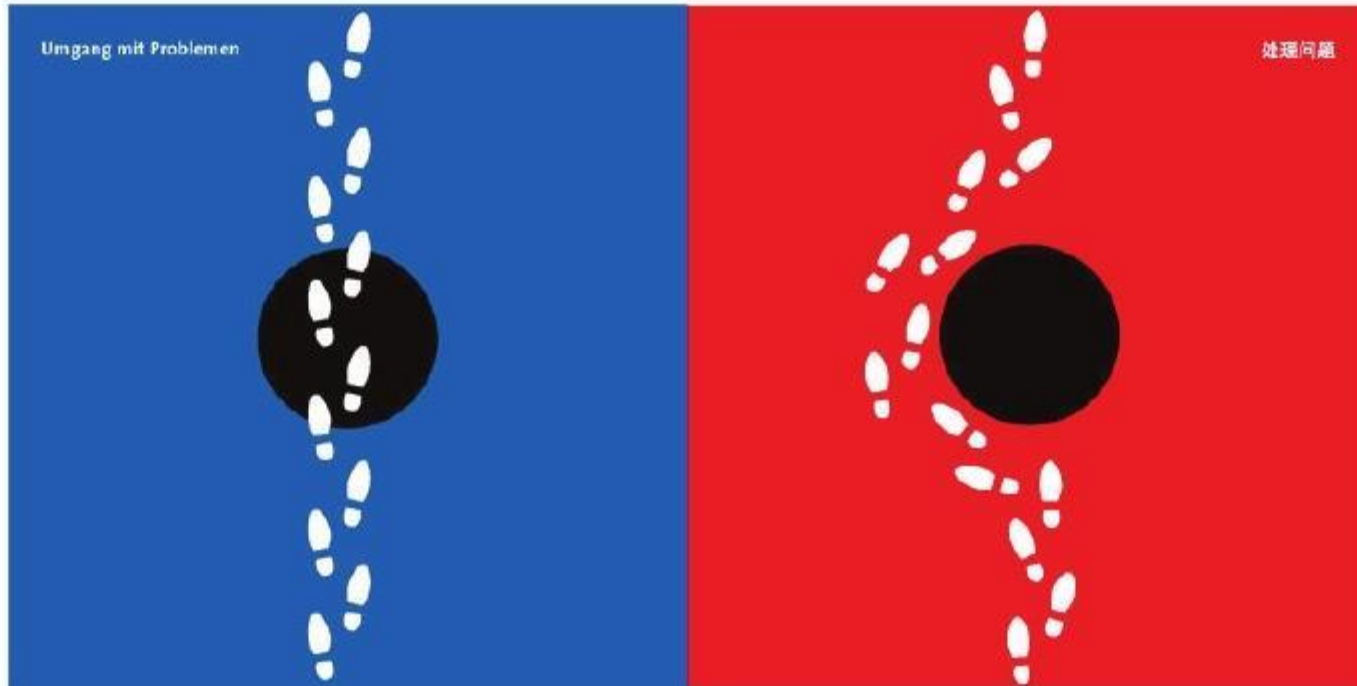


**Way of Life** by Liu Yang

Retrieved from: <http://www.brainpickings.org/index.php/2009/10/29/east-vs-west-yang-liu-infographics/>

# Confrontation vs. Harmony Conflict Styles

(S. Ting-Toomey, 1991)



## Handling of Problem by Liu Yang

Retrieved from: <http://www.brainpickings.org/index.php/2009/10/29/east-vs-west-yang-liu-infographics/>

# Task vs. Relationship Orientation

(N. Adler, 2002)



# Your Cultural Orientation Profile

Direct Communication (Low context)	<input type="text"/>	Indirect Communication (High context)
<u>Monochronic</u>	<input type="text"/>	<u>Polychronic</u>
Low Power Distance	<input type="text"/>	High Power Distance
Individualism	<input type="text"/>	Collectivism
Confrontation Conflict Style	<input type="text"/>	Harmony Conflict Style
Task Focus	<input type="text"/>	Relationship Focus

□

# Questions

- How difficult was it for you to identify your cultural orientations?
- Compare your profile with a partner and identify similarities and differences. Consider the following questions:
  - Does your orientation change when thinking about different situation, e.g. classroom, workplace or home?
  - How do you think you or your students will react when encountering others with different cultural orientations?

# Part 1 - Summary

- What cultural differences have been researched and documented?
- How cultural differences may affect our interaction with students?
- What is your cultural orientation profile?



# Classroom culture?





# In Our Classroom



- Age
- Ethnicity
- Gender
- English proficiency
- Experience in education
- Communication styles
- Cognitive styles
- Learning styles



# CULTURAL DIFFERENCES IN EDUCATIONAL EXPERIENCE

## What should a good student do?

West	Many Others
Class discussion is the norm	Listening to the lecture is the norm
Ask questions for clarification	Do not interrupt class by asking questions
Challenge instructors or others as way to advance ideas and debate	Concern for others' and own "face" and do not voice disagreement
Independently complete one's own work	Use expert's work

# LEARNING STYLES – TEACHING EMPHASIS

## How do I learn best?

West	Others
Self-directed learning	Explicit guidance from instructor
Active participation	Reflective contemplation
Emphasis on integration of knowledge	Emphasis on memorization

Try it!

## COGNITIVE STYLES

How do I think and reason?



A



B



What goes with this? A or B?

**Try it! Describe this scene**



# Describing an event

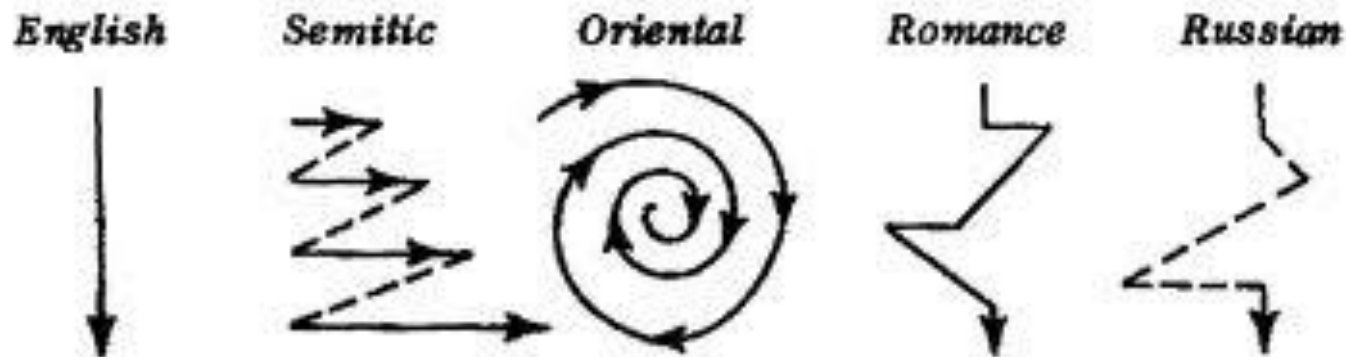
- Topic-Centred vs. Topic Associative (Gay, 2010)



# GOOD WRITING IS...

(R. KAPLAN, 1966)

CULTURAL THOUGHT PATTERNS IN INTER-CULTURAL EDUCATION



(G. GAY, 2010)

TOPIC-CENTRED VS TOPIC-ASSOCIATIVE

# Writing Across Borders

- Student's perspectives
- <https://www.youtube.com/watch?v=qul0vq9VF-c>
- Teacher's strategies
- <https://www.youtube.com/watch?v=g0wbDcfltIU>

Jude Carroll and Janet Ryan (2005)  
Teaching International Students:  
Improving Learning for all

**Deficiency**

**Asset**

**Survive**

**Thrive**



# Deficiency

- Lacking critical thinking
- Plagiarizer
- Rote learner
- Speaking/writing English with grammatical errors
- Clumsy English = Clumsy thinking

# Asset

- Good or exceptional students in their home country
- Extra effort to upgrade English
- Aspiration and courage to study abroad
- Cultural knowledge
- Capacity to expand their cultural ways of learning

# Strategies

Survive	Thrive
Abandon the “old” way without critical reflection	Examine cultural differences with critical reflection
Learn how to mimic the ways things are done here (without critical reflection)	Integrate the “old” ways and the “new” ways. Go from strengths to strengths
Become a good Canadian student	Become a good intercultural learner

# Strategies for Students:

- Learn about cultural differences
- How to **learn** and **adapt** and **negotiate** their learning and identities
- How to build on their strengths
- How to cross cultures and become intercultural

# Strategies for Educators:

- Don't forget each one of us HAS culture and there is a classroom culture
- Use pedagogy that recognize **Asset** rather than focus on **Deficiency**
- Benefit ALL students

The myriad of cultures of the world are not failed attempts at modernity, let alone failed attempts to be us.

Wade Davis, *Wayfinders*, 2009, p.19

# Questions and Comments?