



# Day 2 International Diversity in Educational Settings

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# Learning Objectives Today I

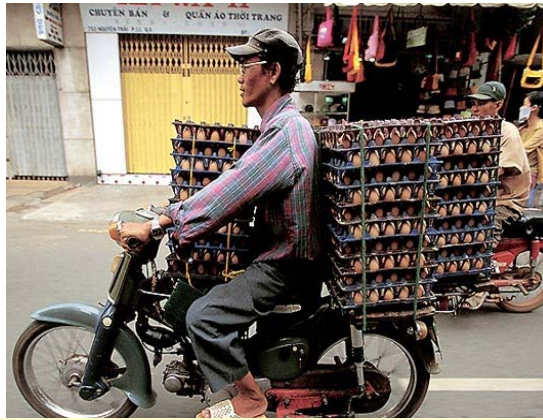
- Recognise different cultural dimensions influencing communication
- Getting to know your role as a teacher in creating the learning environment

# Programme day 2

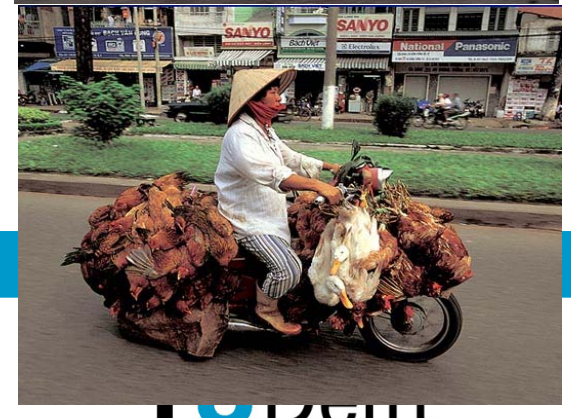
- Warming up/Recap
- Discuss student Interviews
- Communication Styles
- break
- Cases
- The International Classroom

# Experience preparing for civil engineering fieldwork

- Class preparing for development work
  - master elective
  - what does it mean to work in different cultural contexts
- working method: Interview a phd student about his/her international experience, group hussle, report findings to the subgroup, conclusions on the blackboard, general discussion
- One of the conclusions:
  - You cannot make a Giraffe out of a Duck
  - A Giraffe is a Giraffe is a Giraffe



We are all Similar, Different & Unique



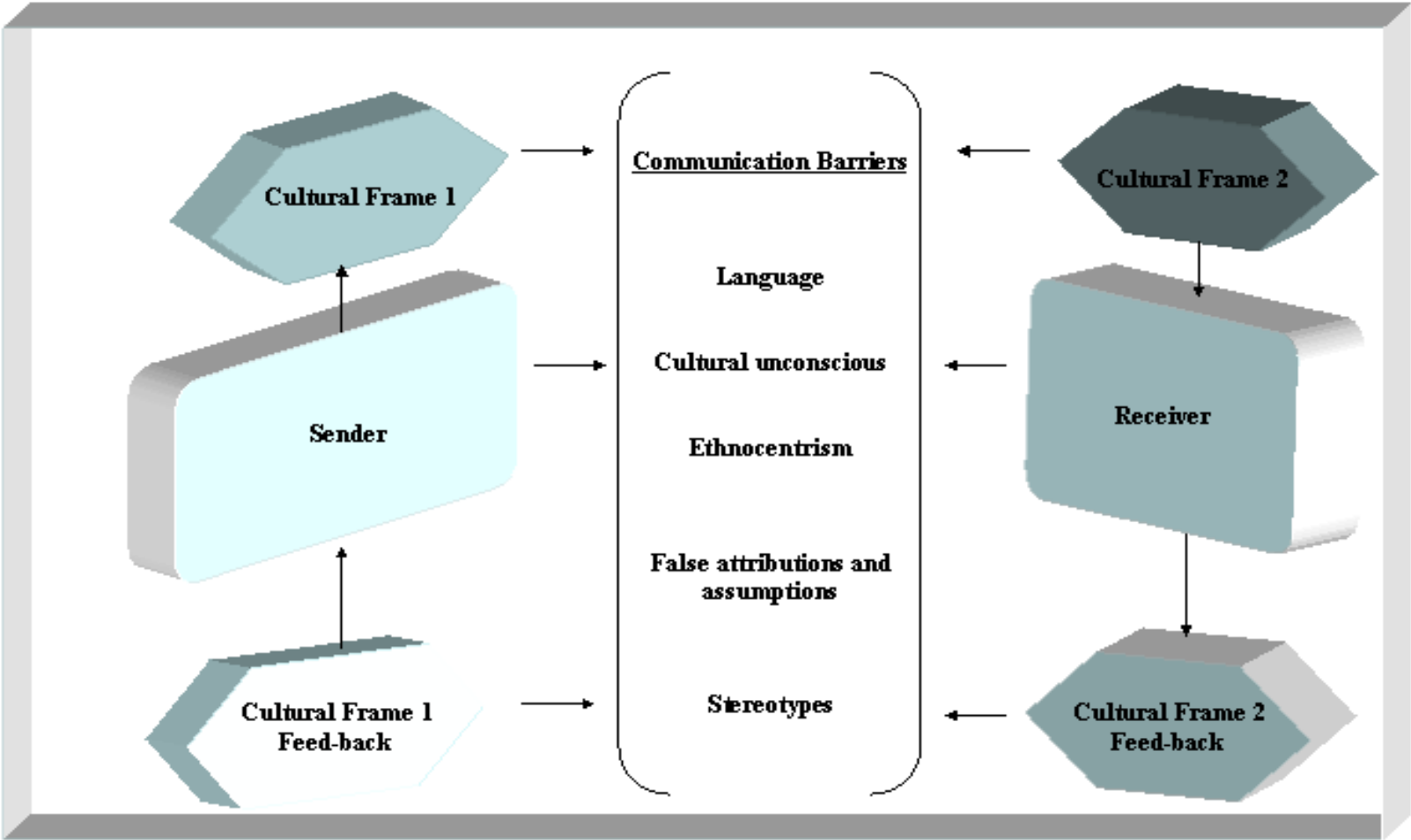
# Signals in communication

Moments that are pregnant with cultural meaning are those which violate our common sense

# Discuss Interview results

1. ODIS Observe Describe Interpret Suspend Evaluation
  2. Was there any moment that violated your common sense during the interviews with the student?
  3. What underlying value might be attached
  4. In what way do expect this will influence the classroom behaviour of your students
  4. What is the eye-opener of this interview
  5. Your role in education
  6. Do you plan to change anything in your education on the basis of your findings
  7. If so discuss what you want to change
- Plenary Share tips/tops on the basis of your findings

Figure 3: Intercultural Communication





# Communication styles of Stella Ting-Toomey

- Individualism – Collectivism
- Small – large Power Distance
- Independent Me- Interdependent me
- Low contextual – High Contextual

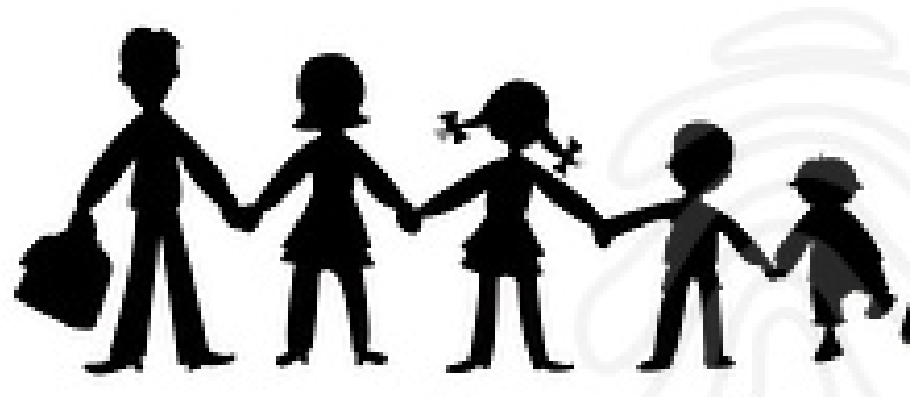
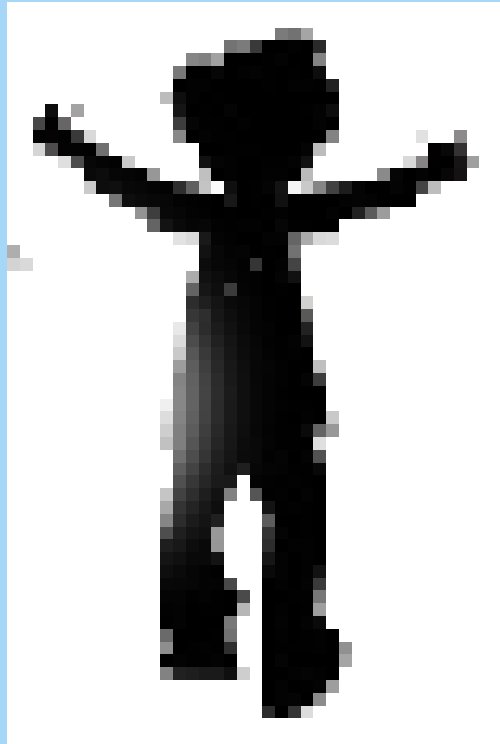
# Individualism vs Collectivism

## Individualist approach:

- Strong assertion of personal opinions
- Display of personal emotions
- Personal accountability for problems or mistakes

## Collectivist approach:

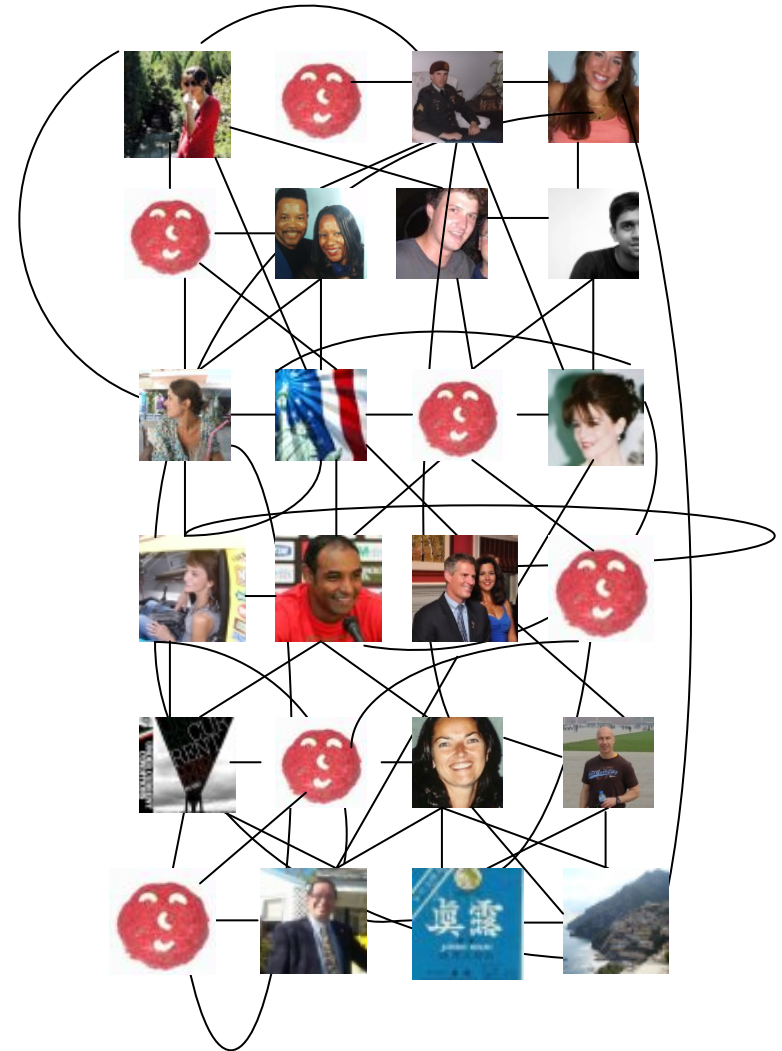
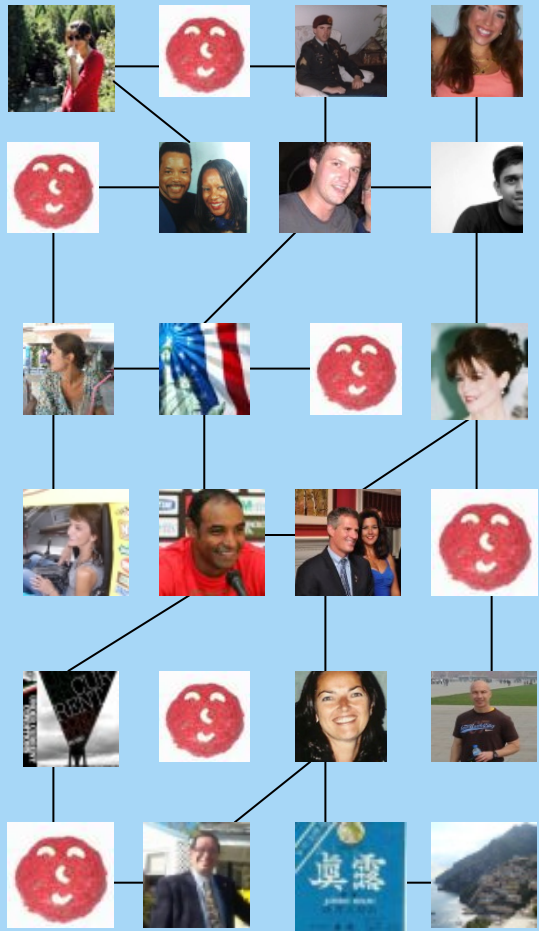
- Representation of collective opinions or ideas
- Restraint of personal emotions and expression
- Protection of ingroup manner for personal accountability



## Life Style

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Adapted from [East vs West: cultural differences by Yang Liu](#)  
January, 2008



# Contact/Social Relations

Adapted from [East vs West: cultural differences by Yang Liu](#)  
January, 2008

# Individualist dealing with Collectivists:

- Process and relational aspects are most important (face maintenance)
- Pick up conflict signs at early stage and address them immediately (not in the group)
- Give face (give credit where credit is due/ a claimed sense of self-respect in social interactions should be acknowledged)
- Be sensitive to the importance of quiet
- Discard outcome/problem focused negotiations
- Cooling period after any confrontation

# Collectivists dealing with individualists

- Assume problem solving attitude
- Openly express opinions/point of view
- Engage in assertive, equalizing style of communication
- Use “I” Statements in the decision making process
- Provide verbal feedback and engage in active listening skills
- Use direct verbal messages
- Commit to working out the conflict situation

# Expectations on how we should be treated: Power Distance

## **Small power distance:**

- Foster informal,
- Symmetrical Interactions
- Subordinates expect to be respected and valued based on personal attributes not based on titles or positions
- Supervisors have a consultative role

## **Large power distance:**

High status positions receive:

- Priority treatment
- Assymetrical respect
- Actions based on authority
- Subordinate shows deference



## **Boss/Leader**

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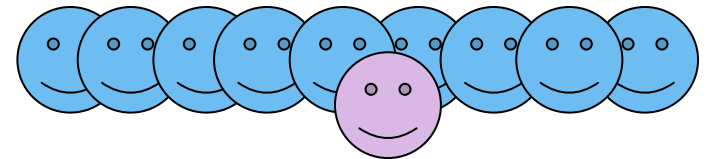
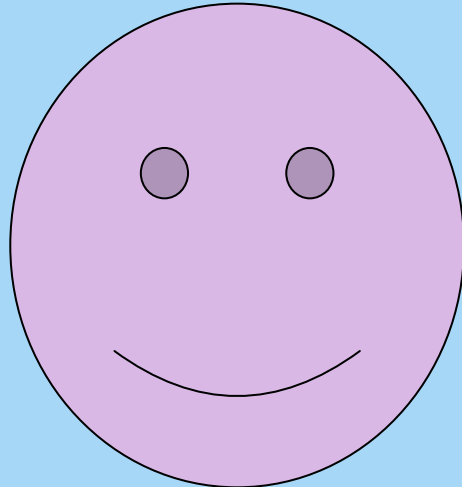
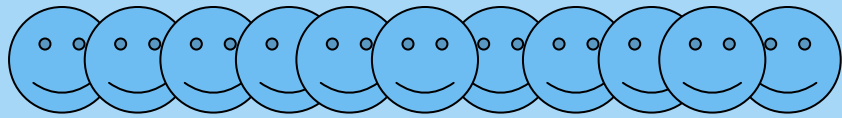
# Construal of Self

## Indepent ME

- autonomous,
- self-reliant,
- unencumbered,
- rational choice-makers;
- direct verbal communicators
  
- Present themselves as credibly and competently

## Interdependent Me

- ingroup-bound,
- obligatory agents,
- harmony seekers.
  
- responsive communicators
  
- Present reflective of projected “face-Image” with respect to ingroup/outgroup relations



# Low –High Context communications

- direct verbal mode,
- straight talk,
- nonverbal immediacy,
- sender-oriented value.
- Explicit verbal messages

**speaker** responsible for:

- a clear, persuasive message
- the listener can decode easily

- indirect verbal mode,
- ambiguous talk,
- nonverbal subtleties,
- interpreter-sensitive value (Ting-Toomey, 1985).
- Multi-layered contexts
- **listener** expected to read "between the lines,"
- infer implicit intent <sup>20</sup>

# Overscan-Underscan

- High Context



history  
future  
setting  
behavior  
words  
associates

- Low Context

words





# Dealing with Problems

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East vs West: cultural differences by Yang Liu  
January, 2008

# Signals in communication

- Know in general way how culture effects communication
- Be aware of a moment in communication that is opaque to you (violates your common sense)
- Monitor whether the other party is being stopped by what you said did

# Rediscuss Interview results

1. ODIS Observe Describe Interpret Suspend Evaluation
  2. To what type of communication pattern did you find.
  3. Does it change your opinion with respect to underlying values
  4. Do the communication patterns explain certain classroom behaviour/or behaviour in the interview.
  5. Did you have new eye-openers
  6. Do you plan to change anything in your education on the basis of your findings
  7. If so discuss what you want to change
- Plenary Share tips/tops on the basis of your findings

# Cases: Issues to face

Your colleagues heard you have followed this class and they suddenly come up to ask you all kinds of questions dealing with:

- Grading
- Interaction with students
- Making the best of it
- Dutch students
- Think of two relevant solutions to each



# International University

## Expectations:

- International connectivity
- Social Cohesion
- Intercultural Learning
  
- Infusion approach (implementing int. Dimension in the curriculum not enough)  
overlook intercultural learning



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# What kind of skills do students need to acquire to function in the workplace?

- intercultural dialogue
- Discuss in small groups skills/attitudes your students should have to be successful in the workplace



# The Intercultural Competencies list

- Compare to the list and make your own top 5 ranking



# Intercultural Competencies

## Top 5 ranking Business Professionals:

- Openness
- Flexibility
- Personal autonomy
- Emotional Strength
- Perceptiveness
- Listening Orientation
- Transparencies
- Cultural Knowledge
- Influencing
- Synergy

- Listening Orientation
- Synergy (Creating Alternatives)
- Acceptance
- Clarity of Communication
- Valuing Differences

In what way are your Dutch and International students acquiring these specific skills/attitudes in YOUR class?

And how are you accommodating this acquisition?



# Homework



- Fill out the Checklist of international working methods for yourself
- Determine how to adapt or realise your students achieving the relevant Intercultural competencies in your class