



INTERCULTURAL COMMUNICATION

Week Nine
EDUCATIONAL
SETTINGS



1.Schools in all cultures teach...



- ❑ A. different content with different emphases
- ❑ B. same content, similar emphases
- ❑ C. similar content, different emphases
- ❑ D. reading, writing and arithmetic



2. Reflectivity and impulsivity refer to.....

- A. rate at which students answer questions
- B. use of relational methods to solve problems
- C. ability to deal with ambiguity
- D. use of analytical methods to solve problems



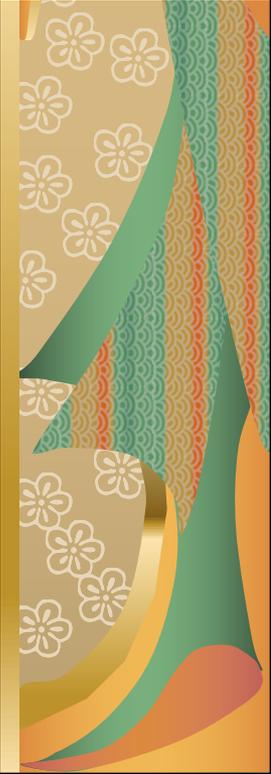
3. Field-sensitive cognition is most prevalent in which societies?

- A. low-context
- B. highly industrialized
- C. collectivist
- D. non-traditional



Field-sensitive learning:

- See the “forest” as well as the “trees” (global/holistic)
- Sensitive to the social field
- Like to work with others
- Seek guidance from teachers Rewards = good group relations
- WHICH COUNTRIES?
- Asia, Latin America, Africa, Native Amer.
- HIGH CONTEXT CULTURES!



Field-independent learning

- Focus on the “trees” (details)
- Analytical, impersonal, abstract
- Individualistic, take the initiative
- \Task-oriented
- Competitive: Reward= winning, being “best”
- WHO?
- The West (LOW CONTEXT CULTURES)



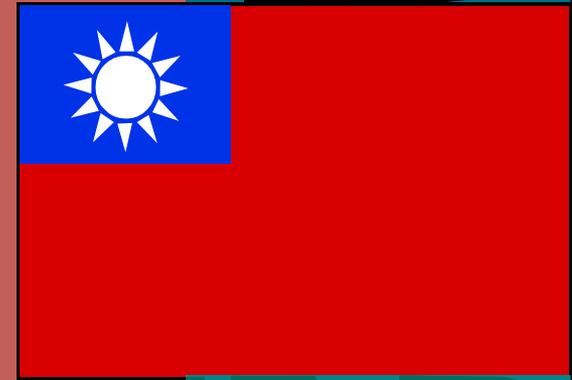
4. Tolerance of ambiguity relates to...

- A. open-mindedness about differences and contradictions
- B. learning by trial and error
- C. taking risks and venturing guesses
- D. a search for absolute truth



5. In Taiwan students often show respect by...

- A. avoiding eye contact
- B. bowing
- C. standing when the teacher enters the room
- D. all of the above



6. Lack of experience of Japanese students in doing oral presentations

■ Causes them to:

■ A. excel in maths and science

■ B. have problems in U.S. schools

■ C. give overly lengthy, rambling comments in class

■ D. value the visual

■ arts



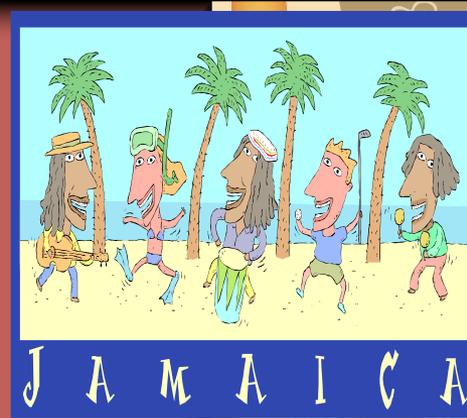
7. Which are true about teachers in Mexico?

- A. Most teachers are trained outside of the country
- B. Few teachers are respected by their students
- C. Teachers are often involved in their students' personal lives
- D. Teachers look down on students who share their homework with other students



8. What does a student do to answer a question in Jamaica?

- A. wrinkle her nose
- B. arch her eyebrows
- C. snap her fingers
- D. raise her hand



9. In which countries are teacher-student relations very formal?

- A. Egypt
- B. Turkey
- C. Iran
- D. All of the above



10. To be an “empathic” teacher one must.....

- ❑ A. be able to infer the feelings and needs of students
- ❑ B. be able to try and imagine what it is like to adapt to unfamiliar settings
- ❑ C. use cultural knowledge and acculturation assessment information to decide appropriate responses to student needs
- ❑ D. all of the above



Information and Activities:



1. Generation Gap Studies
2. Reality check different emphases
3. Reality check different learning, cognitive, communication, relational and motivation STYLES
4. Summary findings Confucian Culture Heritage Students: Meggitt (1995)
5. Appropriate multicultural teaching strategies Discussion: Implications for OUR classroom.
6. Summary findings Cross-Cultural Practitioner Study: Meggitt (1996)
7. Case Study: An ethnically-diverse classroom
8. Critical Incident: Oh! So Proper
9. Discussion: Implications for OUR classroom.
10. Next week: The Health Care Setting.



Generations X and Y !

- Generation X (1960- 1979)
- Pessimistic * Independent *
- Nostalgic
- Sceptical* Cynical*
- Lack Stability Recycle Trends
Renters not Home Owners* High
numbers in de-facto relationships*
Selfish* Low expectations Maybe
career totally unrelated to degree



Generation Y (1980-1999) (J.Kaplan NY 2006)

- Independent* Entrepreneurial*
- Desire to be famous* Individual*
Hopeful optimistic Intelligent* High
Achievers* Extremely stressed*
- Street smart* Aware* Lifestyle centred
- Informal *Tech savvy* Sceptical
Impatient* Love to travel
- **Previous Generation: Baby
Boomers Next: Cyber Generation**



Previous Generations & The I-Generation !

- Lost Generation: 1900-1930
- Builders Generation 1930-1945
- Boomers Generation 1946-1964
- Generation X 1965-1979
- Generation Y 1976-2000
- The I Generation 2001+



The iGeneration !

- The MySpace Generation
- Take for granted internet forums, email, Wikipedia, search engines, Myspace, Facebook, image boards, YouTube, Ipods.
- Ear-bud insularity
- Lack of privacy
- Familiar with harsh, anonymous criticism



Expect instant gratification- Generation NOW (also Gen.Y)

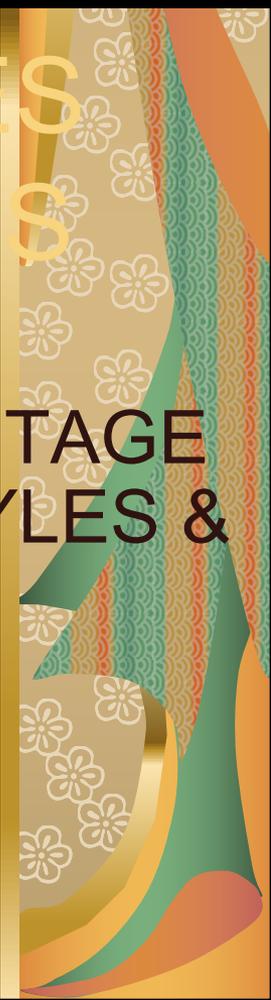
- Also called Generation D, Generation M, Millennials and the Google Gen.
- The Brat Pack- show-offs, fame whores, pornographic little loons who post their diaries, their phone numbers, their stupid poetry, even their dirty photos online.
- Interested only in attention but with zero attention spans (Robin Wuth GCB 6/10)





STEREOTYPES & STRATEGIES

CONFUCIAN CULTURE HERITAGE
LEARNERS: LEARNING STYLES &
SUPPORT NEEDS



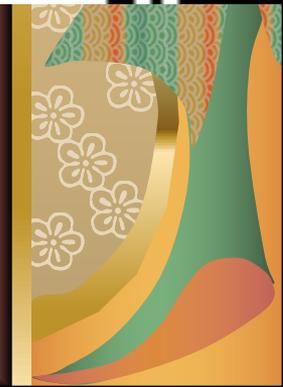
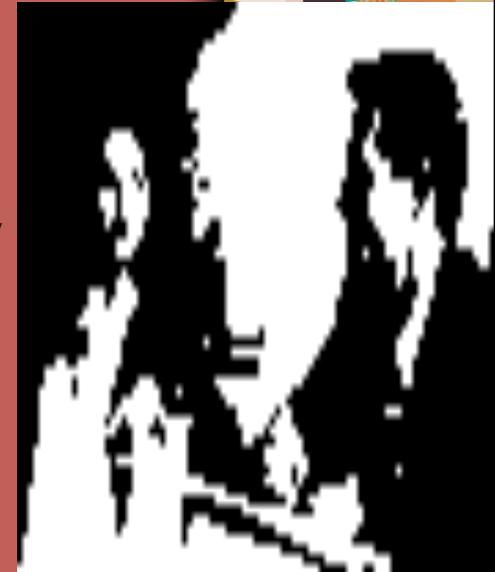
RESEARCH QUESTIONS:

1. Are the prevailing “stereotypes” of Asian students in Australia affecting their “adjustment” and the quality of their learning?
2. What can Australian universities do to ensure their success and satisfaction?



RESEARCH METHODOLOGY:

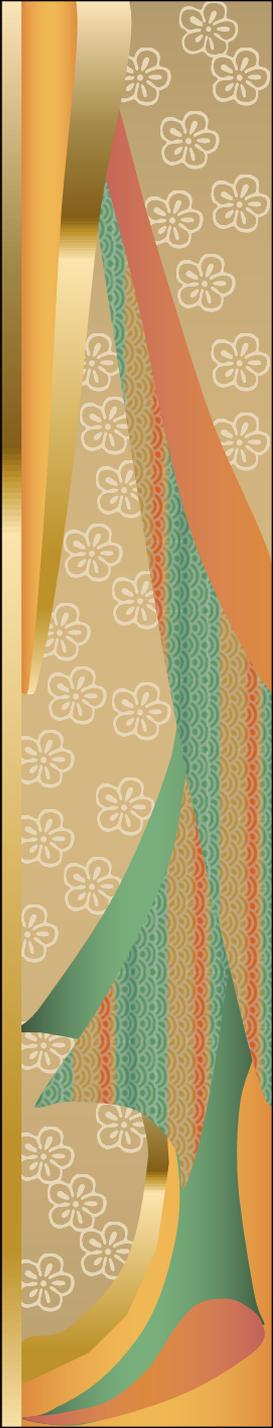
- 1. Qualitative round 1.- focus groups from South Korea, Japan & Singapore – “the overseas experience.”
- 2. Quantitative round 2.- written survey
N= 467 response rate 30%
- 3. Analysis- Excel spreadsheet- frequencies and cross-tabulations



CONFUCIAN CULTURE HERITAGE POPULATION (Griffith University 1994)



Taiwan	116
Hong Kong	88
South/N Korea	76/2
Japan	67
P.R China	60
Singapore	58
TOTAL	467



Teaching Styles

Asia

Australia



1. Little opp ask Q's	Expected to ask Q's
2. Mass Lectures	Variety
3. Argument discouraged	Debate expected
4. Large amt. content gradually	State of art summaries quickly
5. Lecturer only source info	Library use expected
6. Little research experience	Research from early age

Assessment Styles

Asia

Australia



1. End of year exams

Continuous assessment

2. Multiple choice

Challenging
Essay Q's

3. Content of lectures

Critical
application L's

4. Attendance & effort ensure pass

Attendance not impt. P. not guarantd.



Learning Styles

Asia

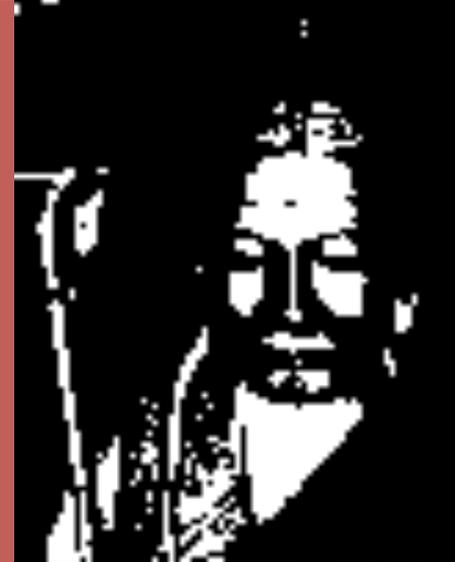
Australia

1. Rote learning	Evaluative
2. Non-critical reception	Critical thought
3. Unlikely seek clarification	Expected seek clarification
4. Few initiatives	Independent learn & research
5. Accept one interpretation.	Test different Interpretations.
6. Overall concepts	Own opinion. evidence



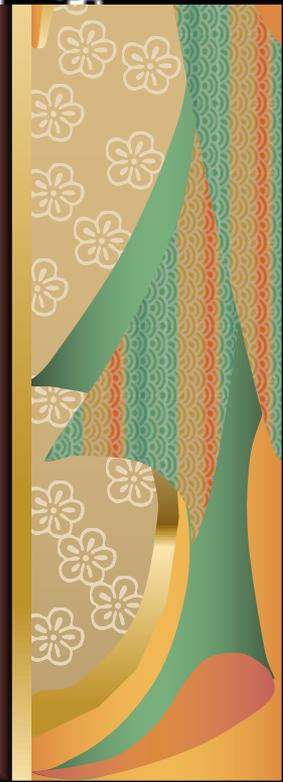
CRITIQUE SINGAPORE & HONG KONG SCHOLARS:

- 1. Large classes but more out of class contact- live same campus (China)
- 2. Teacher not authoritarian but “respected elder” warmth & respect
- 3. “Sticky probing” problem discussed until acceptable consensus
- 4. “Rapid fire questions” (W) vs Confucian elicitation- provocative Q’s long reflective “wait time”.



Biggs (93) Volet, Kee, Renshaw (93)

- 5. End yr exams because application/creativity follow when skills and knowledge devp
- 6. Not competition/stress but collective problem-solving
- 7. High level cognitive outcomes expected not just recall
- 8. Students have higher level peer & family support; teachers= mentors



Biggs (HK) Kee, Renshaw, Volet (Singapore)

- 9. Students more active in discussion groups (Singapore)
- 10. Rote learning is repetitive but deep strategic learning for understanding (Biggs HK 1993)
- 11. Singapore students often interrupt for clarification
- 12. No criticism as “face-saving” but encouraged to learn from own & other’s mistakes
- 13. Not docile conformity BUT powerful obligations to family and society to succeed by EFFORT leads to high levels MOTIVATION & PERSISTENCE



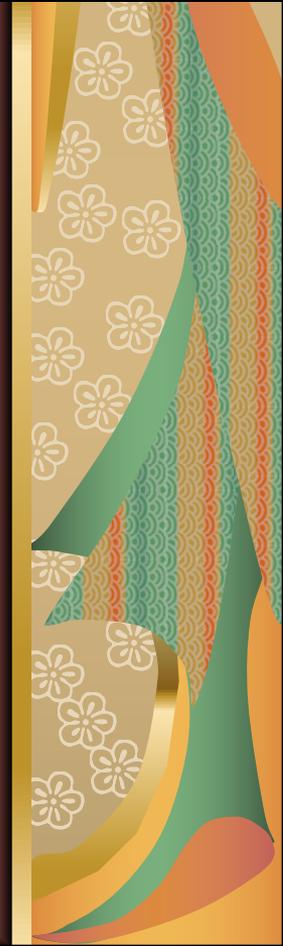
FOCUS GROUP DISCUSSION:

- Koreans on Confucian influence
- Experts
- Japanese/Singaporeans on assignments
- Asking questions
- Choosing courses
- Effort China vs Japan
- Why Singaporeans want to study abroad
- What would help ?



KEY FINDINGS:

- 1. Fewer problems Sing. & HK
- 2. Females better experience?
- 3. Racism but fewer reports from studs. Higher Eng comptce
- 4. Reasons for study O.S.
- 5. Learning strategies? Problems?
- 6. Sources of support?



Recommendations:

- 1. Stereotyping- emphasize
- diffces within groups CCH studs.
- Staff Seminars
- 2. Shorter lectures & aids.
- 3. Values & expectations gender.
- 4. Student Union campaign racism
- 5. Marketing benefits (study/rec package)
- 6. Special tutors & study partners



7. Alternatives to final exam.

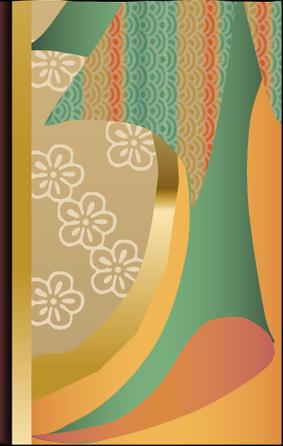
- 8. Orientation program in home country & on arrival
- 9. Suitable lecturers in a mentor role
- 10 Timetabling for evening jobs and studies.
- 11. RPL to be offered.



Case Study: A Diverse Classroom !



- Mr. Jaworski is a sixth-grade teacher with a culturally-diverse class. One fourth are white,
- one fourth Islander, one fourth Asian and the
- rest Hispanic-Australian. Recently Jesus and Juanita have begun to miss 2 or 3 days a week and Jesus no longer hands in his homework. Juanita's work is slipping and she stares out the window during class. They used to be good students even though English is only their second language. Mr. J. isn't sure what to do but he heard Juanita tell a friend that her father had lost his job and couldn't find a new one close to home.



Questions for Discussion:

- 1. Should Mr. Jaworski respond to this situation?
- 2. How should he respond?
- 3. What should he say to whom?
- 4. If this doesn't work, what else could he do and/or say to whom?



Critical Incident: Oh, So Proper!



Teacher, Martha Anderson's adult class is going well. The Vietnamese, Cambodian and Lebanese students seem to be relating well. The men and women frequently help one another. She is amazed how polite they are to one another even when they don't seem to understand one another. They are also very polite to their teachers using formal titles always. She would like to get to know them better and asks Khiet Nguyen, "My name is Martha. Please call me Martha." He says he knows her name but would prefer to call her Mrs. Anderson. He smiles and nods but does not return to English class the next week.



What could explain this situation?

- ❑ 1. Khiet Nguyen thought Martha was too aggressive and forward to him, as women do not talk to men.
- ❑ 2. Martha should not have singled out an individual person. Khiet did not like being singled out.
- ❑ 3. The English class is too complicated for Khiet and he does not really know what is going on.
- ❑ 4. Martha violated a rather intricate system of hierarchy that exists in Southeast Asian countries.



Explanation



1. In many Asian countries women may be restricted in ways of approaching men but this class is mixed and relations are good. This is not why he disappeared.
2. Individuals in Asia do not like to be singled out (face) but she was talking to him alone so there would be no embarrassment factor.



Explanations

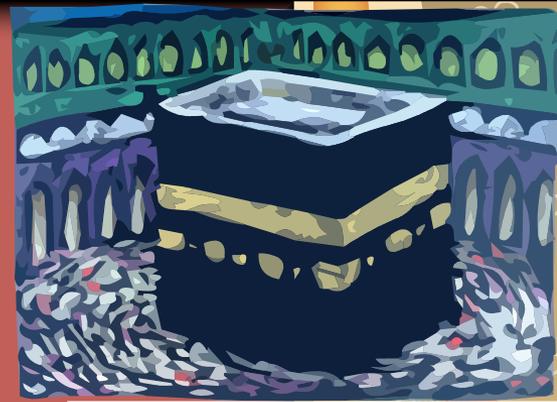


- 3. But this scenario states that all seems to be going well in class.
- 4. This is the best answer. SE Asians have a very intricate system of status hierarchy. Martha violated it by trying to downplay her role or perceived status. Better just to leave it open for him to choose. Then he would have been more comfortable. Her persistence forced him into a situation where he would have to give up a core value.



Amir.....

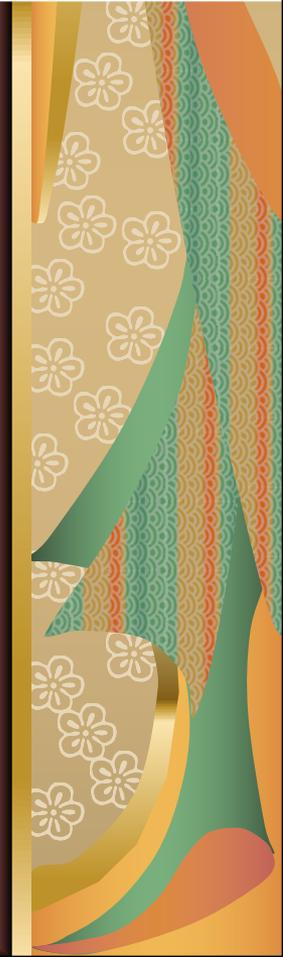
- Amir is from Saudi Arabia. He is completing an M.B.A. in the U.S.
- On completion he will return to
- run the family business with his
- father and two brothers. He is not
- used to having females in the same classroom or in business dealings so
- he pays little attention to their
- contributions, often interrupting and discounting them.



When forced to work with them in groups he is silent.



- At first the female students ignored him in the hope that he would quickly become aware of their competence.
- The other males treated the women well but Amir continued and several females began to challenge him. He retaliated and the classroom became a battleground and the situation escalated with many arguments....



Questions for Discussion:



1. Should Amir be more flexible and accommodating in his attitude towards women/ Should the women be more understanding? Why is the cliché “When in Rome..” not always realistic?
2. What could the male students do? The female students? The instructor?
3. What would YOU tell Amir & how?



The Multicultural Classroom

1. Should create a feeling of “a learning community.” which values open dialogue
2. Send personally inviting messages that students can be themselves, express opinions and make choices.
3. Provide firm, consistent and respectful control and success experiences.



4. Teachers must be approachable



- 5. Teachers must be empathetic rather than critical.
- 6. Teachers must be supportive not judgmental and value diversity
- 7. T's must reflect & clarify feelings.
- 8. They must be honest, genuine and congruent (beh. matches thoughts & feelings)



How do we measure up at U3A?

- NEXT WEEK:
- “Culture & Health-Care Contexts”
- Causes? Treatment? Superstitions?
- Differences?
- Let’s hear about your overseas
- health-care experiences ! Have a
- healthy week,
- Peter M.

