

What is Culture?

What do you believe about
teaching?

What do you believe about
learning?

So..... How does culture influence
teaching and learning?

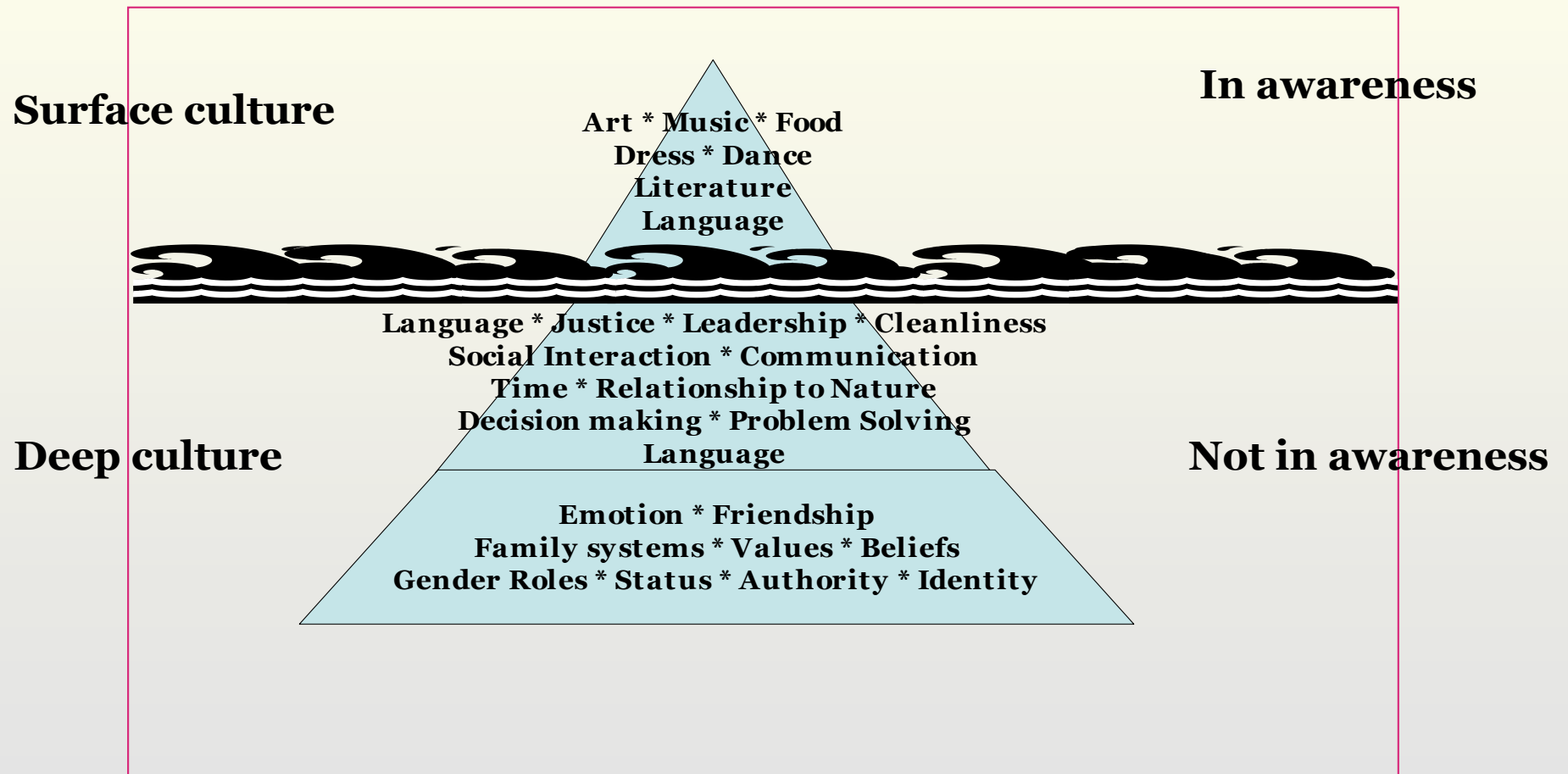
Culture in the Classroom

Cultural Variables to Teaching and Learning

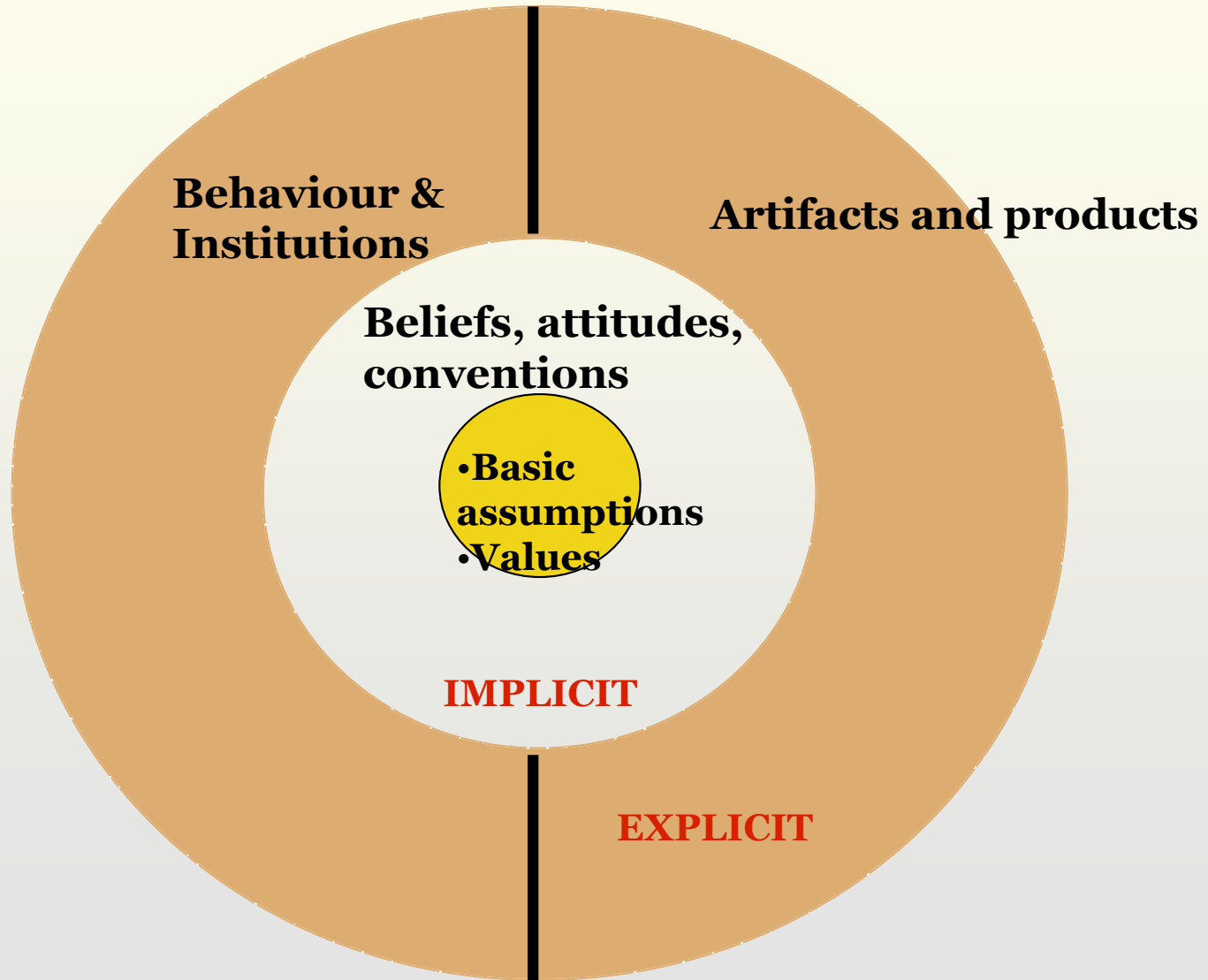
Culture Influences:

- Behaviours
- Value systems
- Learning styles
- Cognitive processes
- Teaching styles
- Communication styles
- Perceptions of self and other
- Classroom dynamics

The Sea of Culture



Cultural Onion



What challenges can we anticipate in developing and implementing curricula for students who will graduate into an increasingly interdependent, intercultural workplace?

Power Distance Index

Low Power Distance

Equality

Superiors and subordinates
are independent

Achieved status

Decentralized

Elderly not highly
respected, obedience of
children not highly
valued

High Power Distance

Inequality / Hierarchy

Subordinates dependent on
superiors

Ascribed status

Centralized

Elderly respected,
obedience of children
valued

Hierarchy
Status quo
Duty
Respect

Individualism / Collectivism

Identity as individual - “I”

Value independence

Individual goals

Freedom

Individual initiatives

Heroes or champions

Identity in membership – “We”

Value interdependence

Group goals

Stability

Consultation and Consensus

Whole is credited; favouritism avoided

Competition
Collaboration
Decision making
Standing out

Ingroups

Individualist

- Many ingroups
- Less influence on behaviour across situations
- Specific influence

Collectivist

- Fewer ingroups
- More influence on behaviour across situations
- General influence

Masculinity

Masculine pole

Differentiated gender roles

Sympathy for strong

Values assertiveness and
competition

Emphasis on ambition and
performance

“Live to work”

Feminine pole

Overlapping gender roles

Sympathy for weak

Values modesty and caring

Emphasis on quality of life
and service

“Work to live”

Gender differentiation / segregation

Base values

Attitudes toward work

Uncertainty Avoidance

Low Avoidance

Low stress and anxiety
Dissent accepted
High risk taking
Few rituals
Small generation gap
Acceptance of foreigners /
others
“What is different is
curious”

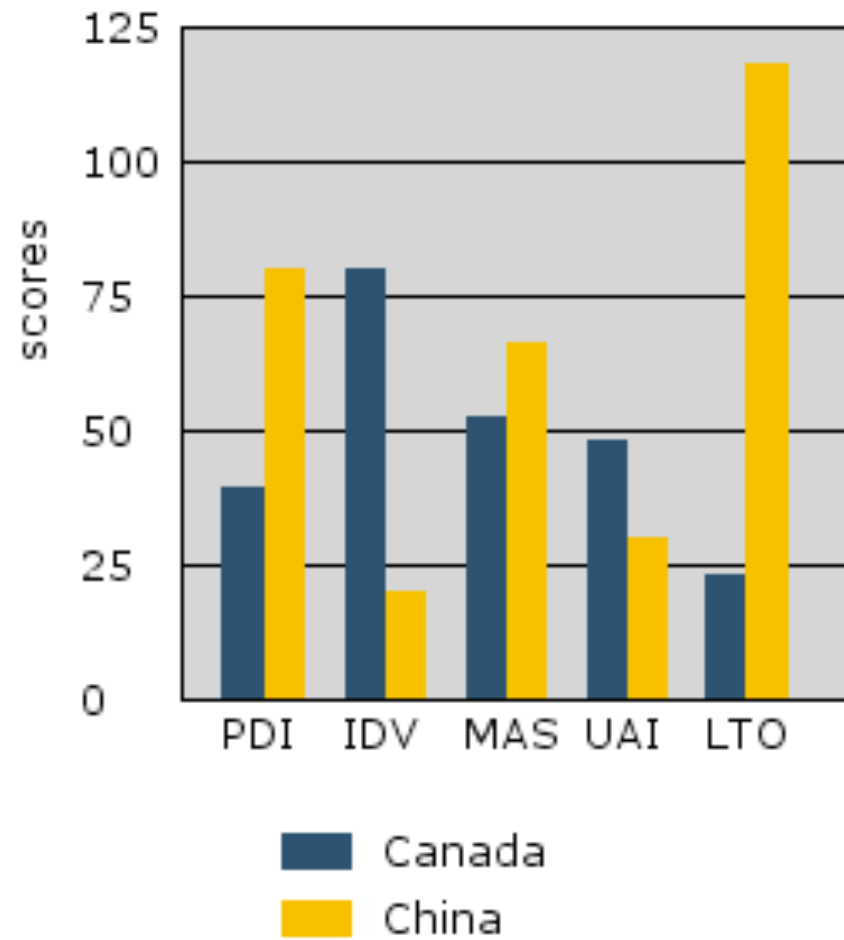
High Avoidance

High stress and anxiety
Consensus desired
Low risk taking
Many rituals
Large generation gap
Suspicion of foreigners /
others
“What is different is
dangerous”

Attitudes toward difference
Generational relations
Ritual, structure, rules
Comfort with risk

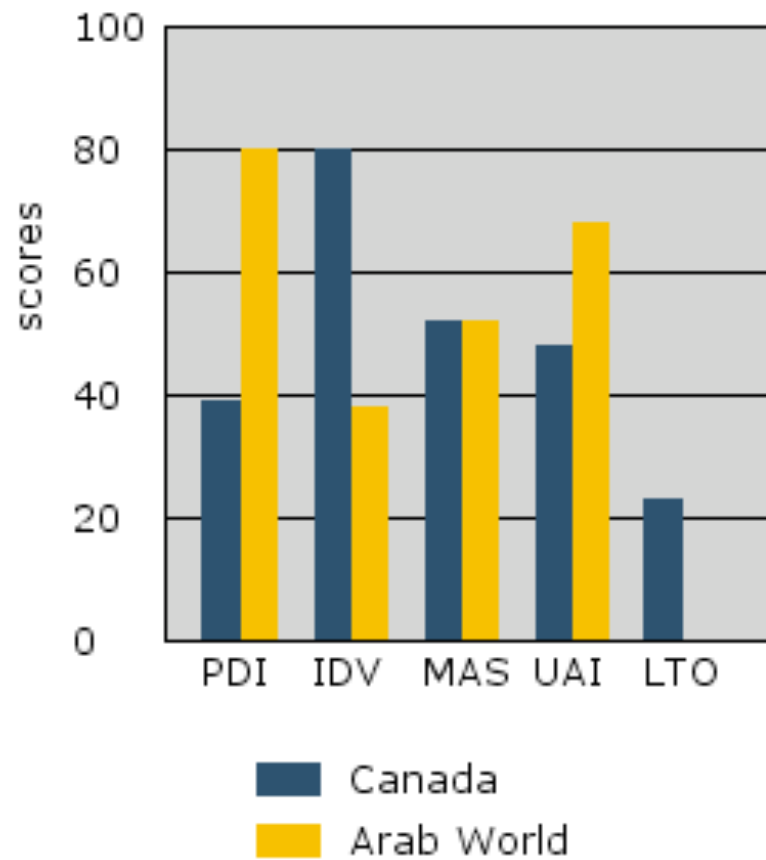
China

The 5D Model of professor Geert Hofstede



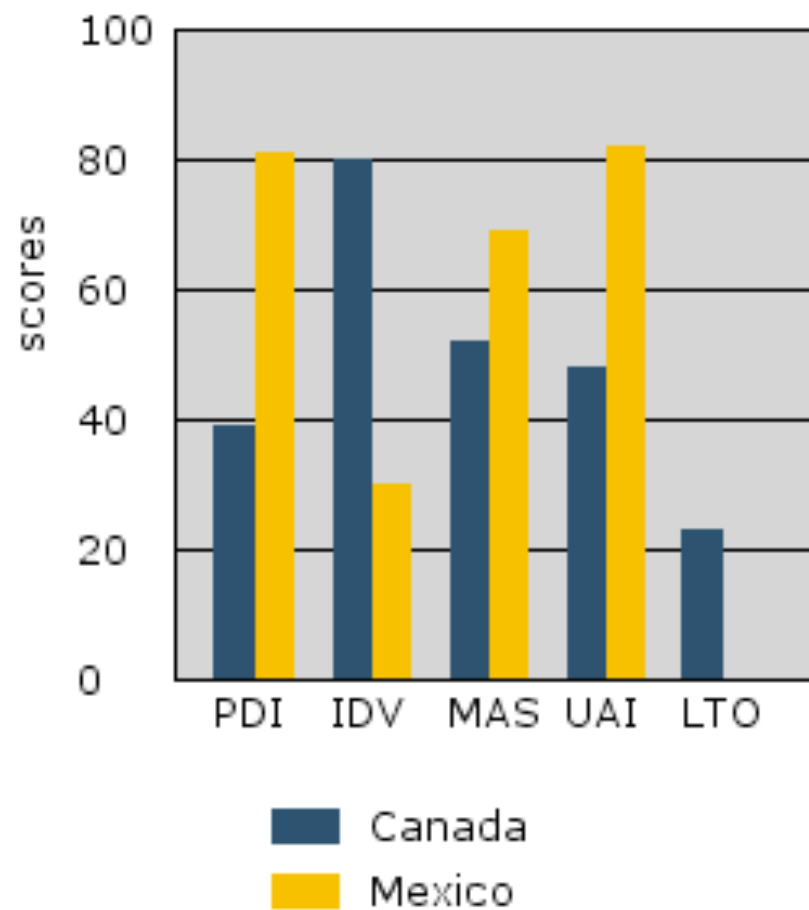
Arab World

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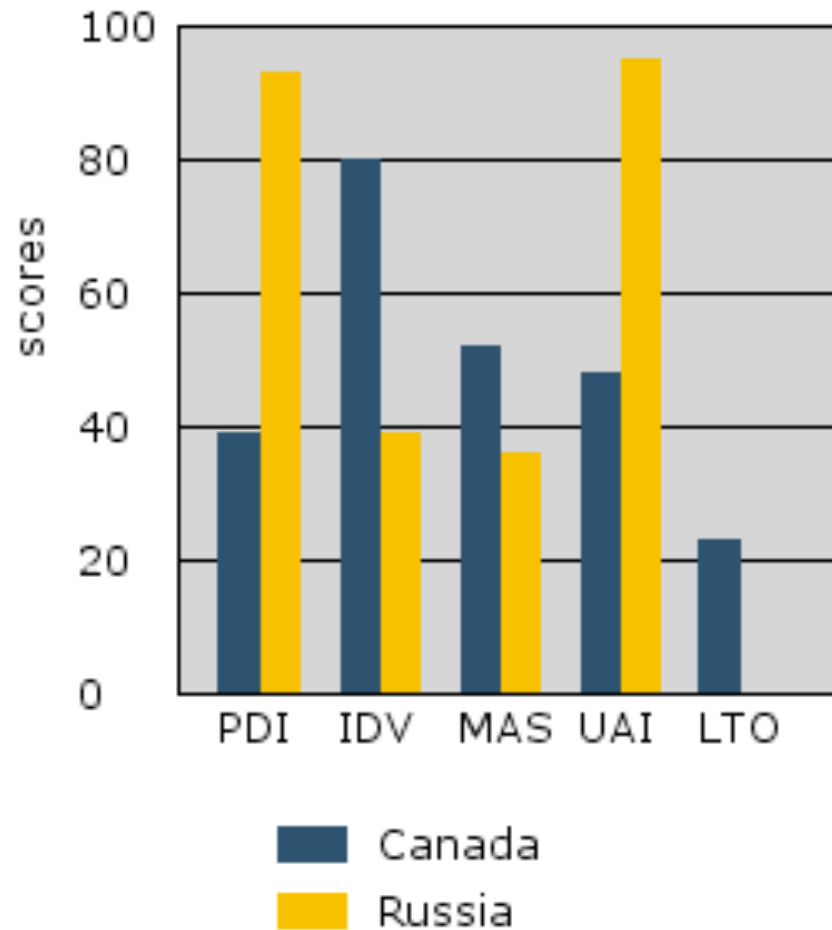
Mexico

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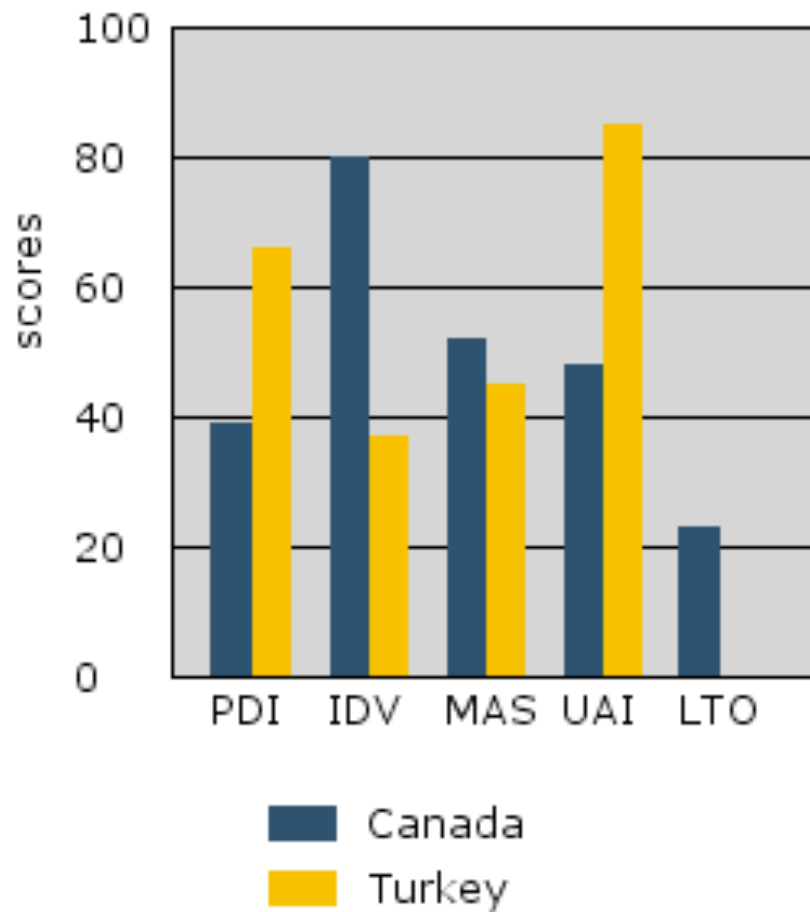
Russia

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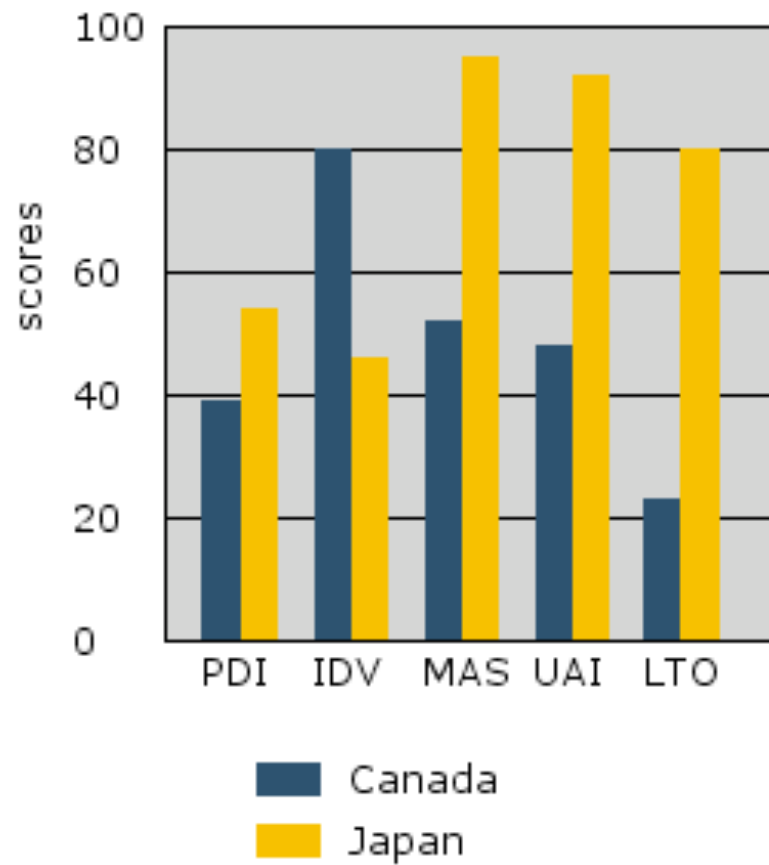
Turkey

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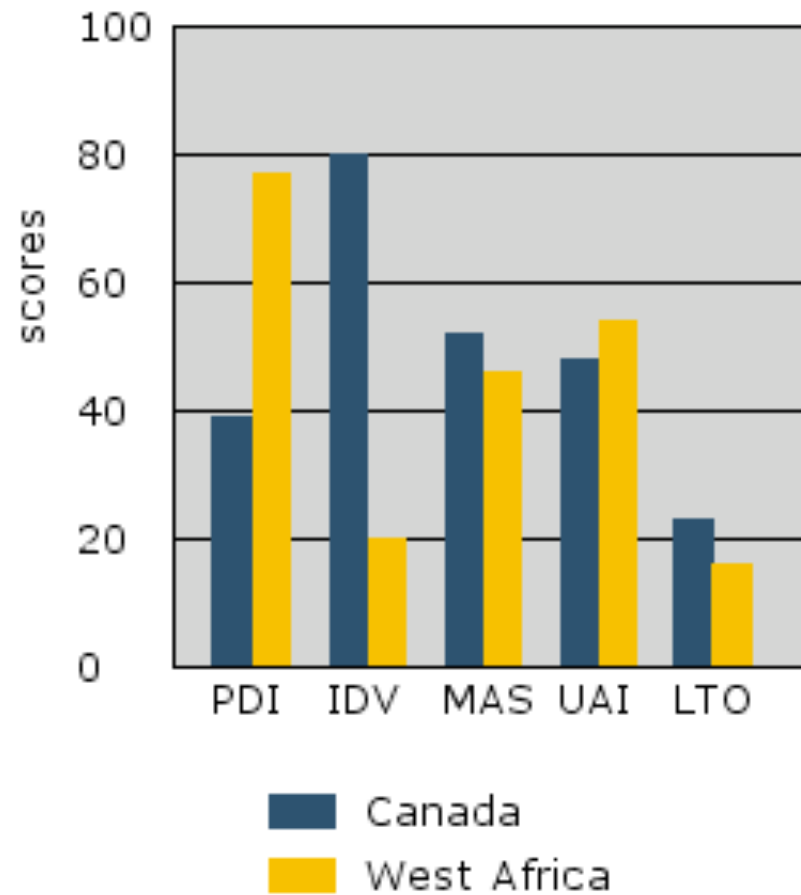
Japan

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West Africa

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Universalism / Particularism

Focus on rules

Consistency of rules

1 truth or reality

Universal application of
rules

“Get down to business”

Focus on relationships

Flexibility of rules

Multiple perspectives of
reality

Particular / situational rules

“Get to know you”

Collaboration

Negotiation

Loyalty

Authority

Trust

Neutral / Affective

- Cool, self-possessed conduct signals respect
- Don't reveal thoughts or feelings
- Physical expressions are often taboo
- Humour relates to understatement

- Animated, heated, emotional conduct signals interest
- Emotions flow easily without inhibition
- Physical expressions are common
- Humour relates to overstatement

Stereotypes
Perceived interest levels
Perceived emotions
Body language
Participation

Monochronic / Polychronic

- Sequential
- Time is measurable
- Seen as a series of past events
- Schedules are sacred
- Appointments are strict
- Preference for making and following plans

- Synchronic
- Time is ambiguous / cyclical
- Past, present, future interrelated
- Schedules are subordinate to relationships
- Appointments are approximate
- Preference for following where relationships lead

Punctuality
Flexibility
Concepts of time
Physical proximity

How do these theoretical models
relate to teaching and learning?

Learning Styles

Kolb (1984)

Concrete Experience	Reflective Observation	Abstract Conceptualization	Active Experimentation
Being involved in a new experience	Observing others or one's own experience	Creating concepts to explain observations	Using theories to solve problems
<ul style="list-style-type: none"> • Group projects • Demonstrations • Visualizations • Field trips • Case studies • Critical incidents 	<ul style="list-style-type: none"> • Discussion • Journaling • Reflection • Interviewing • Brainstorming 	<ul style="list-style-type: none"> • Lectures • Reading • Individual projects • Forums • Debates panels • Models 	<ul style="list-style-type: none"> • Experiments • Games • Simulations • Role play • Action research

Diverging (CE/RO)
Converging (AC/AE)

Assimilating (AC/RO)
Accommodating (CE/AE)

Adapted from: J.M. Bennett's Cognitive Styles and Culture (1998)

Asian	North American	Northern European	Latin American
Intuitive ways of Knowing	Hypothetical ways of Knowing	Structured ways of Knowing	Connected ways of knowing
Importance of contextual factors	Importance of measurement data	Importance of background information	Importance of intellectual foundations
Concrete Experience	Active Experimentation	Abstract Knowledge	Reflective Observation

If classroom expectations are limited by our own cultural orientations, we impede successful learners guided by another cultural orientation. If we only teach according to the ways we ourselves learn best, we are also likely to thwart successful learners who may share our cultural background but whose learning styles deviate from our own.

(Bennett, C. Comprehensive Multicultural Education, p. 116)

Intrinsic / Extrinsic Motivation

Wlodkowski & Ginsberg (1995)

Culturally Responsive Teaching

“The distinguishing features of culturally responsive teaching are generally based on theories of intrinsic motivation.”

- Establishing inclusion
- Developing attitude
- Enhancing meaning
- Engendering competence


What do our students need to
succeed as citizens and
professionals in today's global
environment?

BCCIE Report

International Learning Outcomes Project

(Mason and Stanley, 1997).

1. adapting business English and business etiquette to the needs of international clients
2. acquiring basic skills in an additional language or languages
3. developing Canadian and global perspectives
4. developing intercultural competence
5. demonstrating coping and resiliency skills



He makes no sense. He is the boss. Why doesn't he tell me?

How long will it take you to finish this report?

I asked him to participate

I don't know. How long should it take?

I've asked him for an order.



He refuses to take responsibility.

What nonsense!
I'd better give
him an answer.

You are in the best
position to analyze
time requirements.

I'll pressure
him to take
responsibility



10 days.

He lacks the ability
to estimate time; 10
days is totally
inadequate.



I have my orders.

Take 15. It is agreed you will do it in 15 days?

I offer a contract.



In fact, the report needed 30 days. So the man worked day and night, but at the end of the 15th day, he still needed 1 more day...




It will be ready tomorrow.

Where is my report?

I'm making sure he fulfills his contract.

He should know that is a miracle.



The stupid, incompetent boss! Not only did he give me wrong orders, but he doesn't appreciate that I did a 30 day job in 16 days!

But we agreed it would be ready today.

I must teach him to fulfill his contracts.

The Greek resigned, stating that he couldn't work for the American.

The American was surprised.

Both men left this interaction with a feeling that the other was incompetent.

Our students need intercultural skills and international perspectives to compete and succeed in today's global workplace.