

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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Inter-Cultural Intelligence in Schools

Expanding our understanding of culture



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Where we're headed...



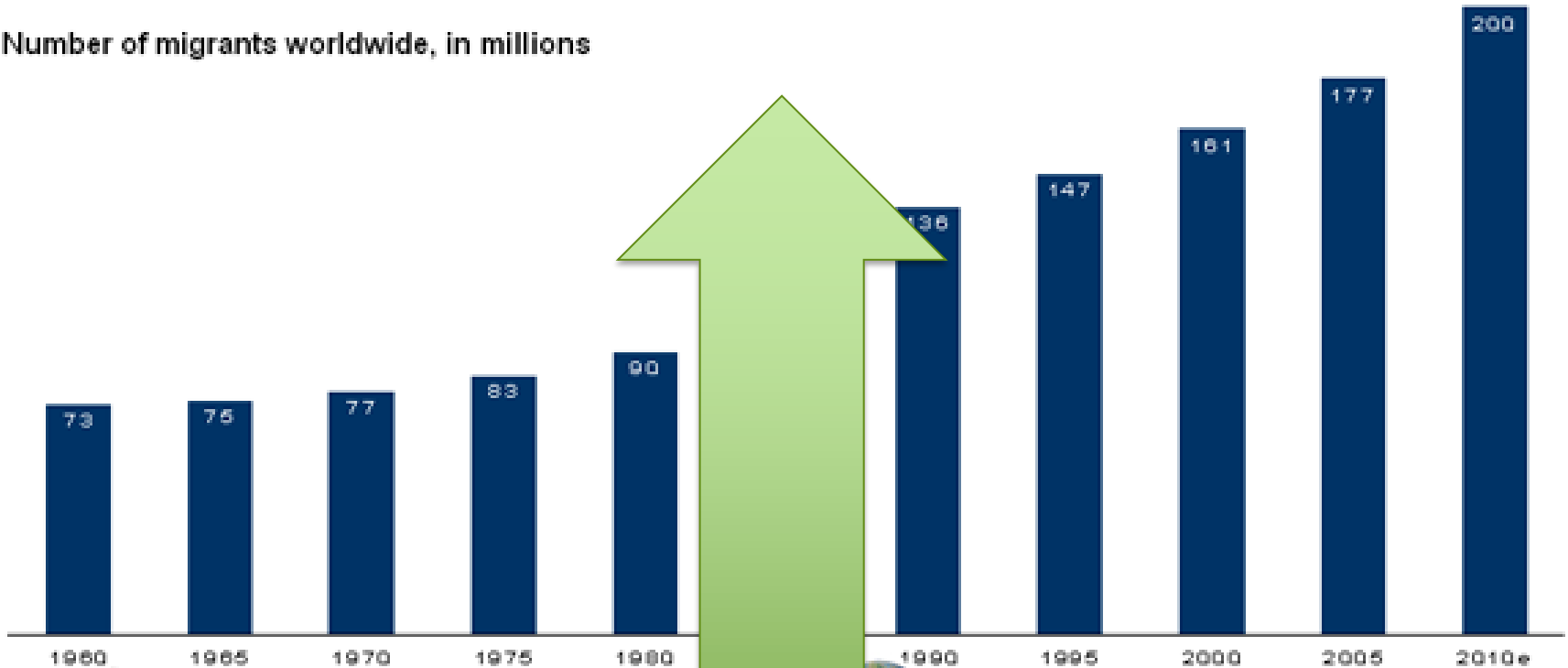
- The Need
- Strategy--AAA
- Foundation—
Critic or
Learner?
- Worldviews



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Over 220 million expats

Number of migrants worldwide, in millions



Professionals



Lifestyle Migrants



Students

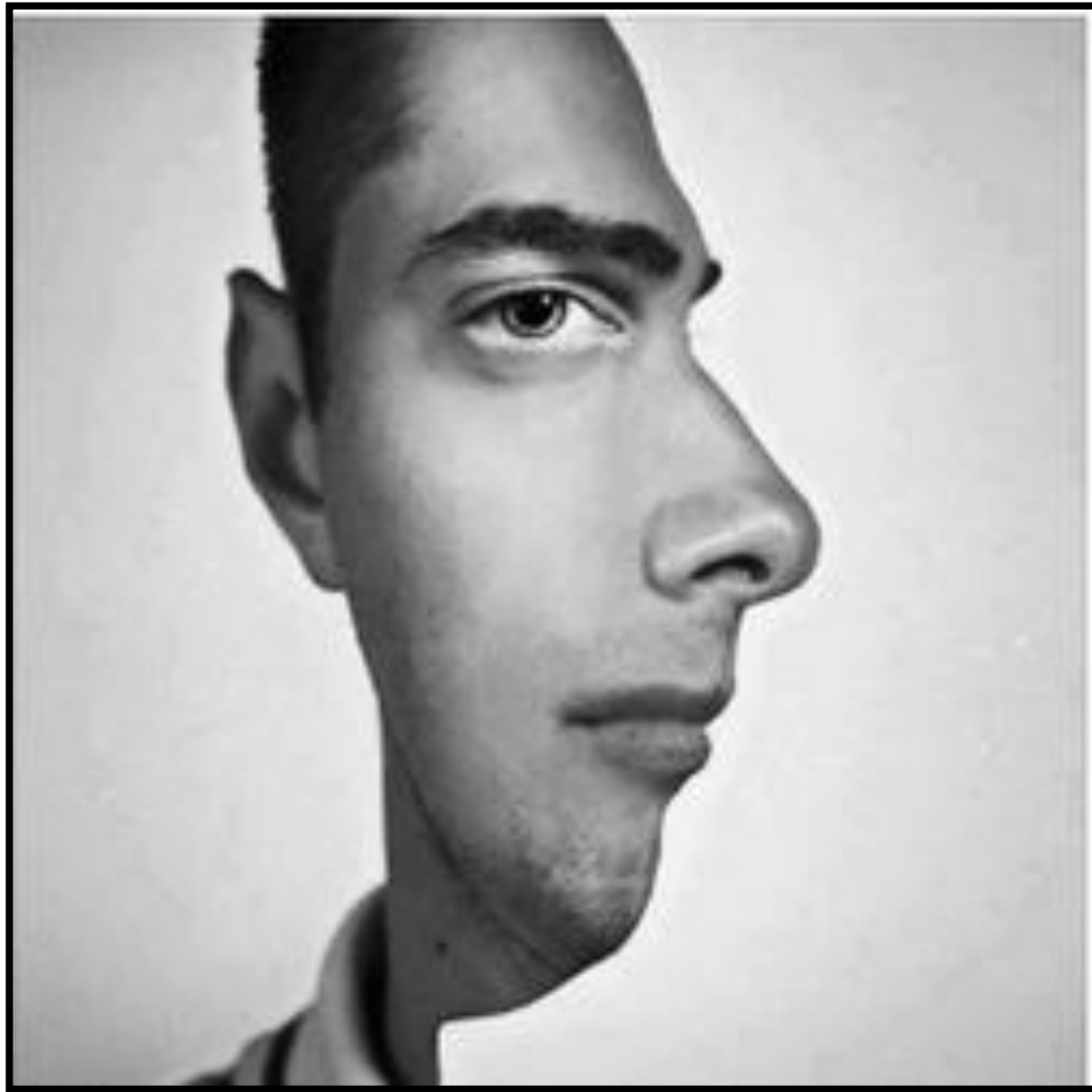


Ethnic communities

Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, Trends in Total Migrant Stock: The 2005 Revision



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We don't
know
what we
don't
know.





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Kellogg in India
FedEx in Spain
Whirlpool in India
Korean parents



AWARE ACCEPT ADAPT



How much gravity does time have for you?





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FUTURE PRESENT PAST

- Draw one circle that represents each.
- Size and proximity represent value and relationship to you.





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Cultural Critic

One's own culture is experienced as the only "real" one

Deep cultural differences may be minimized or obscured

Other cultures avoided by psychological and/or physical isolation

Other cultures may be romanticized or trivialized

Tend to be highly critical of other cultures

May correct others' behavior to match cultural expectations

Generally disinterested in cultural difference

"We" are superior; "they" are inferior

May act aggressively to eliminate differences if threatened

May be threatened by cultural differences

Elements of one's own world view are experienced as universal

Own culture is experienced as the only "good" one



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Cultural Learner

Own culture is experienced as one of a number of equally complex constructs	Seeks for intercultural synergy
Experience of self is expanded to include movement in and out of different worldviews	Common among minorities, expatriates and “global nomads”
Curious about and respectful toward cultural difference	Often dealing with issues related to own “cultural marginality”
Able to look at the world “through different eyes”	Cultural judgments are not ethnocentric
May intentionally change behavior to communicate more effectively	Acceptance of other cultures does not mean agreement
Able to express perceptions and behaviors appropriate to another culture	Own worldview is expanded to include other constructs



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“Rules? Whose rules?”
“THE rules!”



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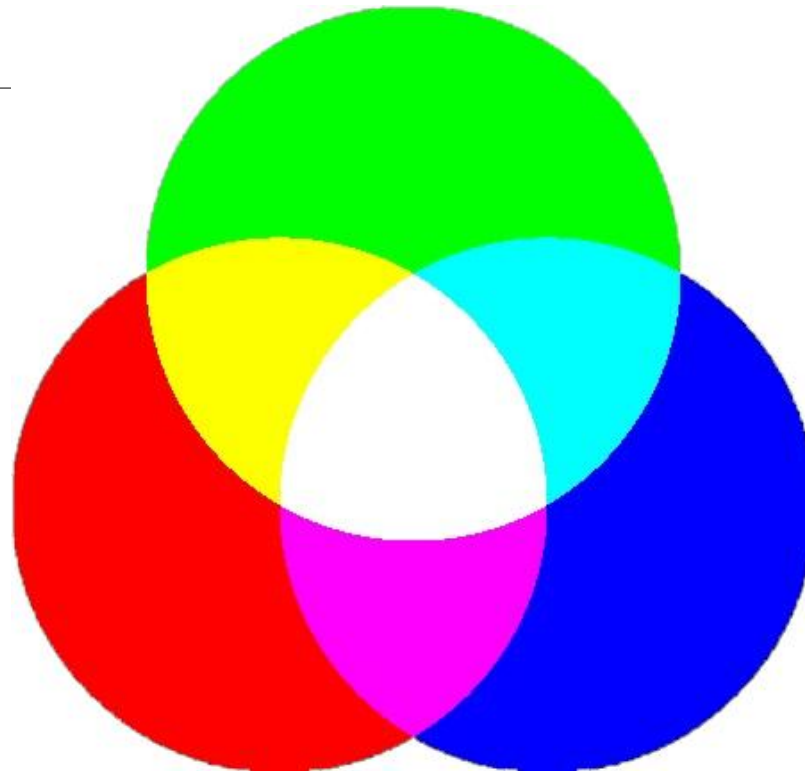


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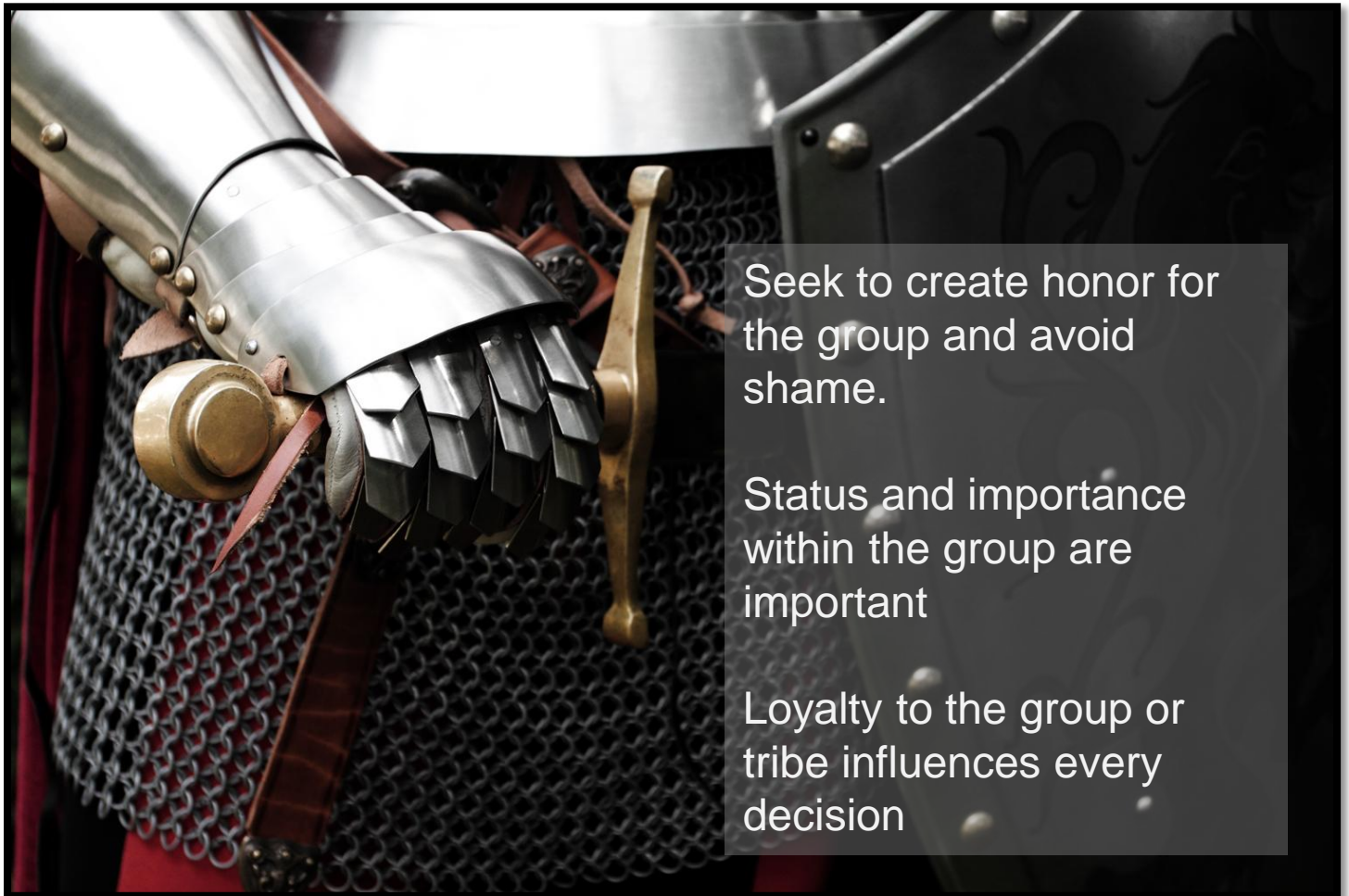
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Honor and Shame



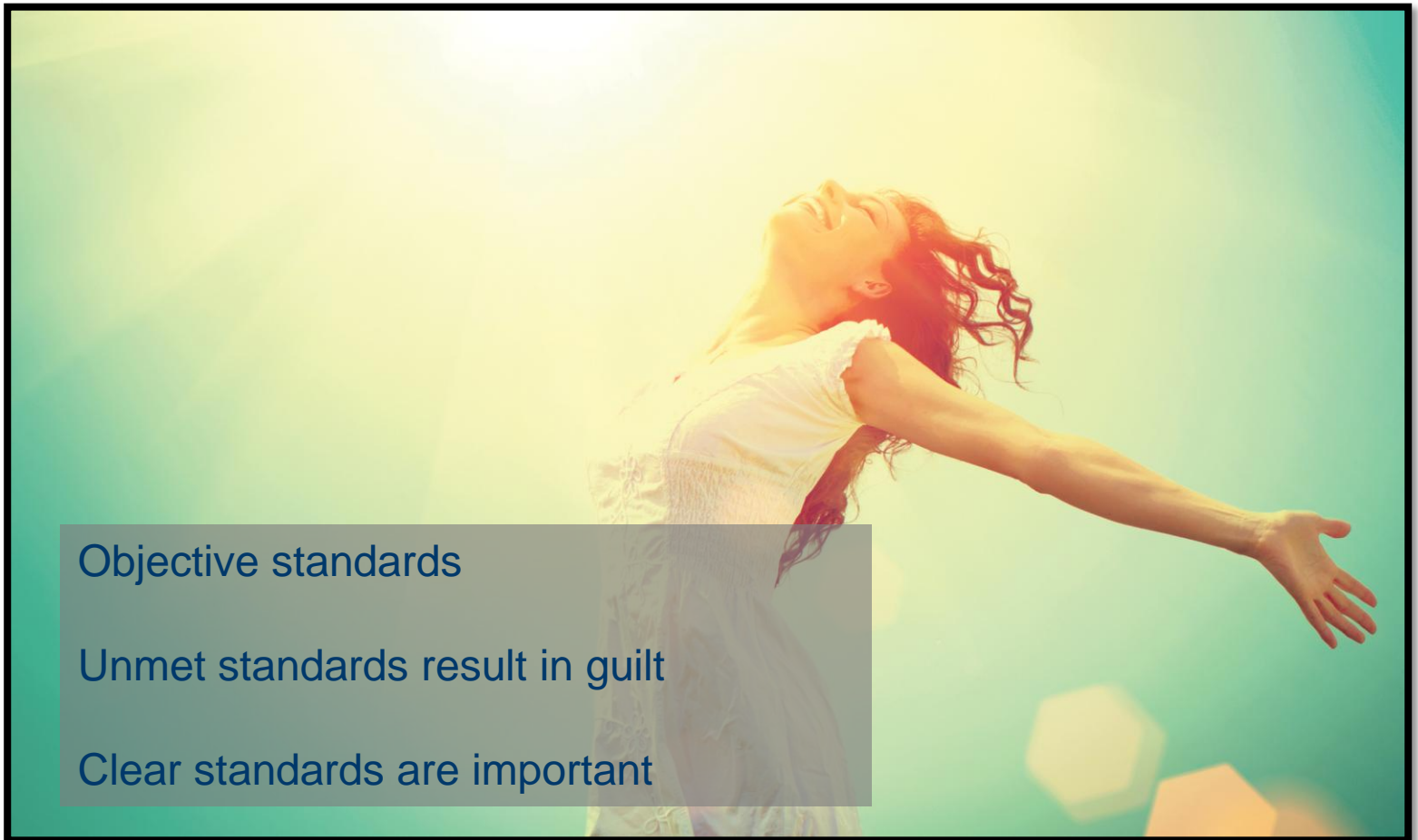
Seek to create honor for the group and avoid shame.

Status and importance within the group are important

Loyalty to the group or tribe influences every decision



Innocence and Guilt



Objective standards

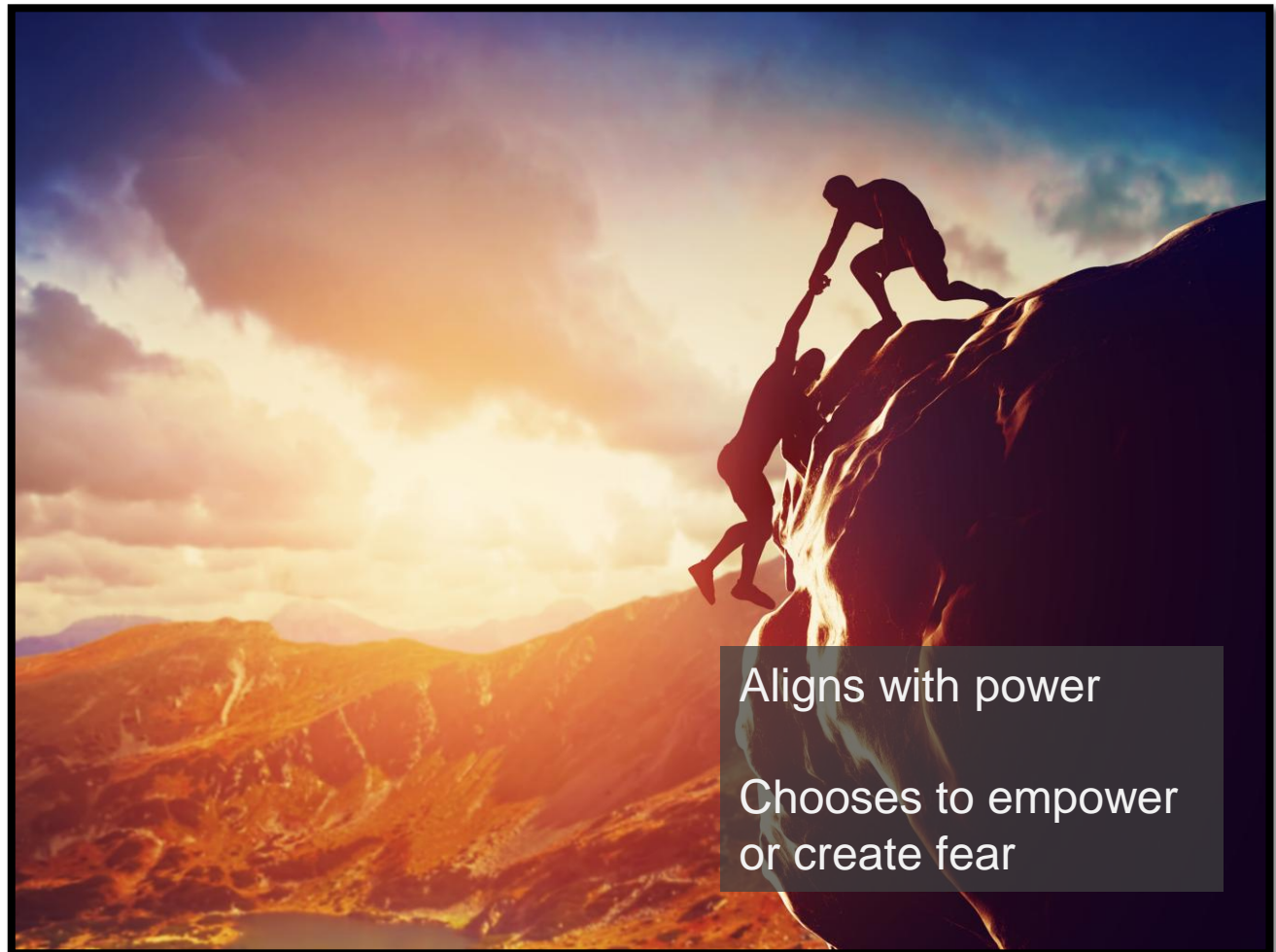
Unmet standards result in guilt

Clear standards are important



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Empower and Fear



Aligns with power

Chooses to empower
or create fear



What is our responsibility as educators?

What are our assumptions as we teach, create pedagogy and challenge students?



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Resources

Inter-Cultural Intelligence information

www.knowledgeworkx.com

www.kwschools.com

Cultural Texts

Cultures and Organizations: Software of the Mind by Geert Hofstede

The Hidden Dimension by Edward T. Hall

Riding the Waves of Culture by Fons Trompenaars and Charles Hampden-Turner

Time information:

<http://knowledgetok.weebly.com/knowledge.html>

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