The place of cultural knowledge in developing intercultural understanding and respect
Ways in which knowledge is acquired ...

- Emotion
- Faith
- Imagination
- Intuition
- Language
- Memory
- Reason
- Sense perception
Epistemology: Nature of Knowledge

- Epistemology refers to the study of knowledge, of how things exist
- what is knowledge?
- how do I acquire knowledge?
- how do we know what we know?
Object-based Ways of Knowing
[BASED ON WESTERN PHILOSOPHY]

- **Knowing & Being**
  - Object focused, binary, hierarchical

- **Identity**
  - Primacy of self
  - Individually constructed

- **Culture**
  - Family
  - Community
  - Religion
Object-based Epistemology

- Epistemology refers to the study of knowledge, of how things exist. Things exist as objects, separate from the knower.

- What is knowledge? A way of knowing based on a binary, hierarchical system.

- How do I acquire knowledge? Through senses, reason, emotion ...

- How do we know what we know? Scientifically, in ways that can be objectively measured and verified.
Relational Ways of Knowing
[BASED ON EASTERN PHILOSOPHY]

**Knowing & Being**
- Environment focused, relational, situated

**Identity**
- Primacy of group
- Socially constructed

**Culture**
- Religion
- Community
- Family
Relational Epistemology

Epistemology refers to the study of knowledge, of how things exist. **Things do exist, but knowledge of those things cannot be separated from the knower.**

- **What is knowledge?** A way of knowing based on a rhizomatic system.
- **How do I acquire knowledge?** Through senses, intuition, emotion, interaction, experience...
- **How do we know what we know?** Subjectively, in ways that can be only be verified according to the context / situation; from multiple perspectives.

On reality and sugar cubes
Real life situations and knowledge questions: different perspectives.
Ways in which knowledge is acquired ... object-based or relational?

- Emotion
- Faith
- Imagination
- Intuition
- Language
- Memory
- Reason
- Sense perception
KNOWING THROUGH INTUITION – ES1
VERONICA FIORINI HS2

KNOWING THROUGH INTUITION – ES 1 – INTERNATIONAL SCHOOL OF BOLOGNA

WE HAVE A 6TH SENSE THAT HELPS US PERCEIVE MORE INFORMATION ABOUT SURROUNDINGS, PEOPLE’S THOUGHTS AND FEELINGS, SITUATIONS ... STUDENTS REFLECTED ON THIS AND ON HOW THANKS TO INTUITION WE CAN GET TO KNOW A LOT OF THINGS AND TAKE FLIGHT ... EXACTLY LIKE BUTTERFLIES!
KNOWING THROUGH MEMORY –
MS3 and HS1
Veronica Fiorini HS2
Part 1: Zoroastrianism

Zoroaster (Zarathustra) c.1500/1000 BCE
Eastern Thinkers

Part 2: Islamic Philosophy

INTRODUCTION
Muhammad, 570–632 CE
Al-Kindi, 812–873 CE
Al-Farabi, 870–950 CE
Ibn Sina, 980–1037 CE
Al-Ghazali, 1058–1111 CE
Ibn Rushd, 1126–1198 CE
Ibn Arabi, 1165–1240 CE
Iqbal, 1876–1938 CE
Eastern Thinkers

Part 3: Indian Philosophy

INTRODUCTION
Vardhamana (Mahavira), 599–527 BCE
The Buddha, 563–483 BCE
Patanjali, 2nd century BCE
Badarayana, 2nd century BCE
Nagarjuna, 2nd century BCE
Vasubandhu, 4/5th century CE
Buddhaghosa, 5th century CE
Sankara, 788–820 CE
Vivekananda, 1863–1902 CE
Gandhi, 1869–1948 CE
Aurobindo, 1872–1950 CE
Radhakrishnan, 1888–1975 CE
Part 4: Tibetan Philosophy

INTRODUCTION
Padmasambhava, 8th century CE
Milarepa, 1052–1135 CE
Tsong Kha Pa, 1357–1419 CE
Part 5: Chinese Philosophy

INTRODUCTION
Confucius (Kongfuzi) 551–479 BCE
Mozi (Mo Tzu) 5th century BCE
Mencius (Mengzi) 371–289 BCE
Laozi (Lao Tzu) 4th century BCE
Zhuangzi (Chuang Tzu) 369–286 BCE
Hanfeizi (Han Fei Tzu) c.280–233 BCE
Xunzi (Hsun Tzu) c.320–c.230 BCE
Huinen (Hui-Neng) 638–713 CE
Fazang (Fa Tsang) 643–712 CE
Zhuxi (Chu Hsi) 1130–1200 CE
Wang Yangming (Wang Shou-Jen) 1472–1529 CE
Dai Zhen (Tai Chen) 1724–1777 CE
Kang Youwei (K’ang Yu-Wei) 1858–1927 CE
Xiong Shili (Hsiung Shi-Li) 1883–1968 CE
Culture and Identity

- Culture as discrete, contained in boxes, categorised

- Identity politics – power and the Single Story
Object-based view of culture

Gambian
Object-based view of culture
Object-based view of culture

Turkish
Object-based view of culture
Welcome teachers, students and all those who are interested in intercultural relations.

Nowadays there is a growing interest in intercultural learning. This website aims to stimulate debate about some of the issues which lie at the core of global intercultural learning. It is designed for teachers, students in training and all those who are interested in intercultural relations.
Sameness-difference: binary 1
Sameness-difference: binary 2
Difference-sameness: relational
Curriculum

IB community

Relations with other communities (SL)

Disciplines (WoK)

Attributes (IM)

Education for a better world
Culture and Language

- AoKs/WoKs: Language, human sciences, indigenous knowledge systems.

- KQs: Do foreign words damage the integrity of local cultures? To what extent can we prevent language from evolving on its own? How important is language in defining a society’s identity?
Culture and Language

"Language is the dress of thought," Samuel Johnson

We are spoken by language as much as we speak through it
But you can tell things not only through words but also through your drawings...
So also art can be a language.
Look at how beautiful these drawings are ... the painter is one of my friends!
Culture and Language

- AoKs/WoKs: Language, human sciences, indigenous knowledge systems.

- KQs: Do foreign words damage the integrity of local cultures? To what extent can we prevent language from evolving on its own? How important is language in defining a society’s identity?
Pedagogy

Relational pedagogy
Rhizomatic, horizontal relation

Object-based pedagogy
Dendritic, hierarchical relation
HEADS UP checklist

Hegemony

Ethnocentrism

Ahistoricism

Depoliticisation

Salvationism

• by Vanessa de Oliveira (Andreotti)
Reality and sugar cubes