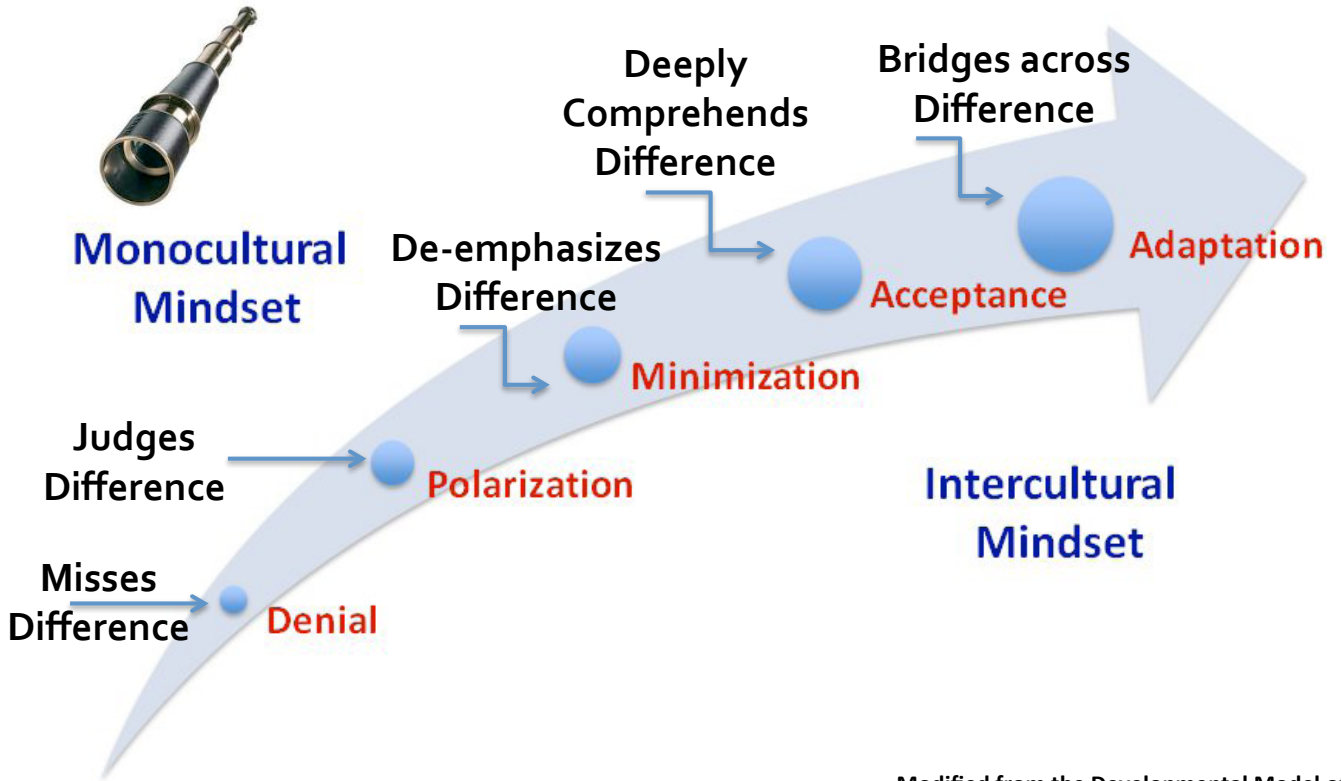


Mapping Intercultural Development across the Teacher Education Curriculum

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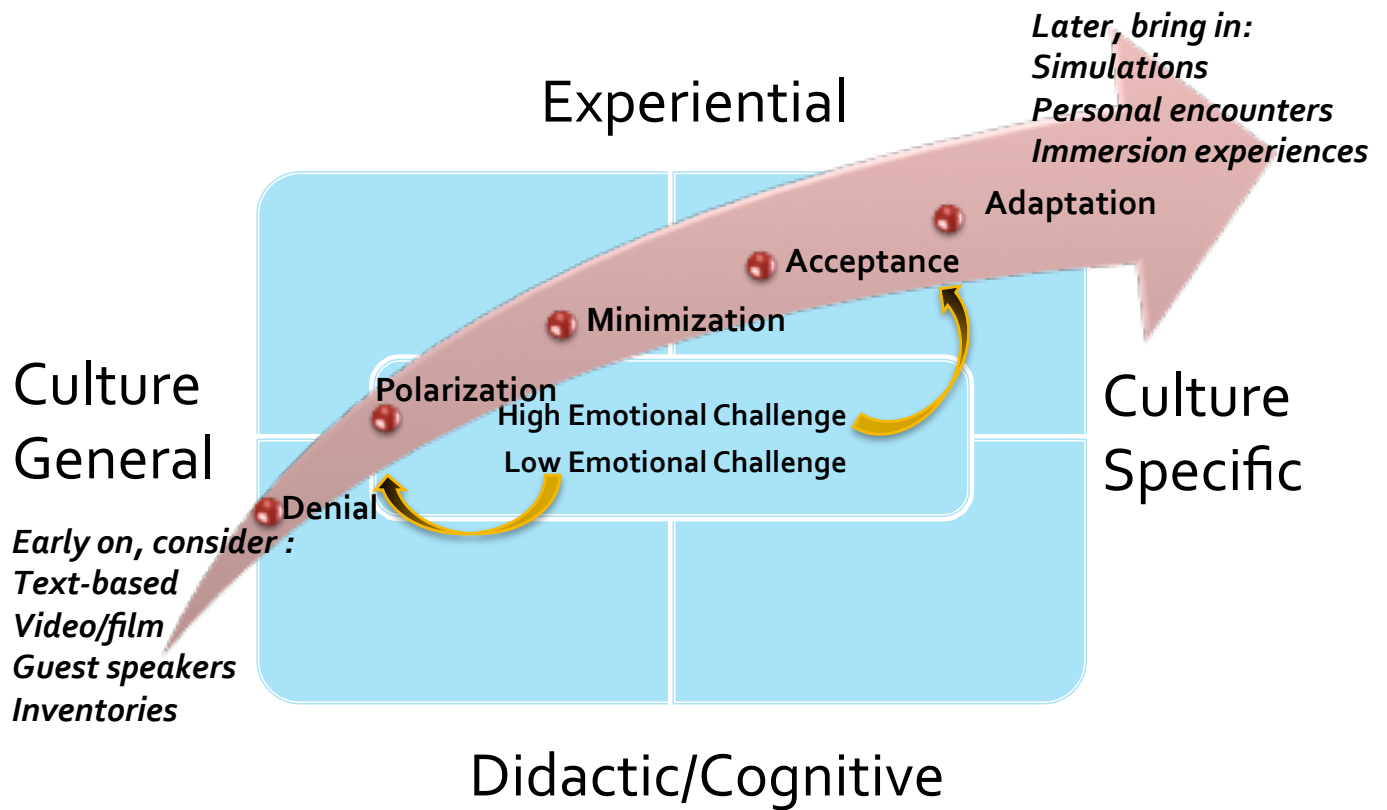
Intercultural Development Continuum



Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986

Source: M. Hammer

Intercultural Training Strategies



Stage-Appropriate Intercultural Learning

DMIS Stages	<p>Denial: The inability to construe cultural difference. Characterized by: benign stereotyping and superficial statements of tolerance; isolation in homogeneous groups; intentional separation from cultural difference.</p> <p>-----</p> <p>Defense/Polarization: The recognition of cultural difference coupled with negative evaluation. Characterized by dualistic us/them thinking; often accompanied by overt negative stereotyping. Evident as denigration, superiority or reversal.</p>	
Developmental Task	<p>To recognize the existence of cultural differences and emphasize "common humanity" and cultural similarities To become more tolerant of differences and to understand that all cultures have both good and bad aspects.</p>	
Strategies that Support the Learner	<p>Content:</p> <ul style="list-style-type: none"> • Objective culture: Art, music, literature, theatre, dance • Heroes and holidays • Culture specific social science: politics, history, sociology • Travel tips: "Do's and taboos" <p>-----</p> <ul style="list-style-type: none"> • Universality of ethnocentrism (ingroup/outgroup distinctions). • Introduce distinction between objective and subjective culture. • Explore existing differences within the in-group (e.g., learning styles inventories, IQ assessment, personality and vocational inventories, etc.). • Address affect - something for each person to identify with. 	<p>Process:</p> <ul style="list-style-type: none"> • Illustrate ideas with user-friendly activities • Embed differences in non-threatening contexts • Promote an inclusive, non-blaming climate (e.g., the social situation today is not the fault of current students). • Address learner anxieties in existing categories, but limit time • Build on what students already know <p>-----</p> <ul style="list-style-type: none"> • Avoid cultural contrasts. • Provide reassurance and information about similarities. • Allow structured opportunities to share concerns. • Focus curiosity on the culture of own group. • Develop safe context that promote cooperative activities.
Strategies that Challenge the Learner and Encourage Growth	<p>Content:</p> <ul style="list-style-type: none"> • Develop understanding of socialization process within a cultural context (e.g., how one becomes a cultural being and the consequences or obstacles when interacting with others) • Develop notion of subjective cultural differences: culture-specific values, beliefs, and behaviors. • Develop a constructive vision of intercultural interaction (e.g., benefits of cooperative learning groups). • Commonalities, including shared needs and goals, between in-group and out-group. 	<p>Process:</p> <ul style="list-style-type: none"> • Arouse curiosity about difference through films, readings, TED Talks. • Administer learning style inventories to homogeneous and heterogeneous groups. • Facilitate structured contact with other cultures (e.g., panel presentations, child study; long-term observation/immersion in diverse school settings*). • Promote cooperative activities and team-building; stress conflict mediation and cooperative learning (e.g., conversation partner programs on campus).
Intercultural Skills	<ul style="list-style-type: none"> • The ability to gather appropriate information about culture • The initiative to explore aspects of subjective culture • Develop trust, friendliness, cooperation • The ability to recognize difference • The discipline to maintain personal control. • The ability to manage anxiety. • Tolerance • Patience 	

*NOTE: Observations and participation in other-cultural settings must be long-term with significant debriefing to avoid tendency people have to confirm their pre-existing stereotypes.

From: Cushner, K. (2014). Strategies for Enhancing Intercultural Competence across the Teacher Education Curriculum. In J. Phillion, S. Sharma and J. Rahatzad (Eds.), *Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice*. Charlotte, NC: Information Age Publishing, Inc.

Table 1

Stage-Appropriate Strategies and Resources for Moving out of Denial/Polarization

DMIS Stages	Denial/Defense	
Developmental Task	To recognize the existence of cultural differences and emphasize "common humanity" and cultural similarities To become more tolerant of differences and to understand that all cultures have both good and bad aspects.	
Strategies	Example Ted Talks that address learners at these levels (found at www.TED.com/talks)	<ul style="list-style-type: none"> • Raghava KK -- Shake Up the Story • Shereen El Feki – Pop Culture in the Arab World • Alisa Miller – Why We Know Less than Ever about the World • Jennifer Lee – Who was General Tso? And Other Mysteries
	Children’s Literature – may be useful to build background for students in these stages while considering how such concepts can be integrated in their teaching..	<p>Perspective Consciousness:</p> <ul style="list-style-type: none"> • <i>The True Story of the Three Little Pigs as Told by A. Wolf</i> (Scieszca, J., 1989) • <i>The Wolf’s Story: What Really Happened to Little Red Riding Hood</i> (Forward, T., 2005) • <i>One Green Apple</i> (Bunting, E., 2006) <p>General literature to build comfort with exploring education across cultures:</p> <ul style="list-style-type: none"> • <i>Children Just Like Me</i> (A. Kindersley, 1995, UNICEF) • <i>The Diary of Ma Yan: Struggles and Hopes of a Chinese School Girl</i> (M. Yan and P. Haski, 2005) <p>Notable children’s books selected by the National Council for the Social Studies can be found at: http://www.socialstudies.org/notable</p>
	Films/videos that introduce a range of perspectives and experiences and point out differences in the lives of young people.	<p>Child study across cultures</p> <ul style="list-style-type: none"> • <i>Babies</i> (infant development in four cultures) <p>Global Concerns</p> <ul style="list-style-type: none"> • <i>Home</i> (global environment) • <i>2 Million Minutes</i> (high school education in USA, China and India) <p>Feature films that address children and youth experiences from multiple perspectives, such as:</p> <ul style="list-style-type: none"> • <i>Whale Rider</i> • <i>Tsotsi</i> • <i>ite Runner</i>
	Example Organizations and Websites	<ul style="list-style-type: none"> • Population Connection (www.populationconnection.org) • TeachGlobalEd.net (www.teachglobaled.net) • Globalization 101 (www.globalization101.org)

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Table 2

Stage-Appropriate Intercultural Learning

DMIS Stage	Minimization	
	Acceptance of superficial cultural differences while believing that all people are essentially the same. Emphasis on the similarity of people and basic values. Tendency to believe that everyone is essentially like us.	
Developmental Task	Develop cultural self-awareness; learn to avoid projecting one's own culture onto everyone else's experience	
Strategies that Support the Learner	<p>Content:</p> <ul style="list-style-type: none"> • Definitions of culture, race, ethnicity, stereotypes, and generalizations. • Culture, perception, and world view. • Enhance distinction between objective and subjective culture. • Giving attention to such subjective cultural differences as nonverbal behavior or communication styles. 	<p>Process:</p> <ul style="list-style-type: none"> • Avoid excessive stress on cultural contrasts. • Expand curiosity from one's own culture to that of other cultures.
Strategies that Challenge the Learner and Encourage Growth	<p>Content:</p> <ul style="list-style-type: none"> • Categories and frameworks for understanding their own (and then other's) culture's values and beliefs (e.g., Cushner and Brislin 18-theme cultural general framework; Hofstede's dimensions). • The privilege of dominant groups (Peggy McIntosh). • Use authentic materials (advertising, media, etc.) from their own culture that illustrate evidence of bias, minimization or marginalization. 	<p>Process:</p> <ul style="list-style-type: none"> • Facilitate meaningful contact with selected ethnorelative resource people in structured activities. • Structure opportunities for difference-seeking. • Focus on cultural self-awareness and attribution process operating when interacting with others. • Help students learn to suspend judgment using the classic exercise, "Description, Interpretation, and Evaluation (D.I.E., available at www.intercultural.org/die.php) • Develop capacity to make isomorphic attributions • Engage in cross-cultural simulations
Intercultural Skills	<ul style="list-style-type: none"> • Cultural general knowledge • Open-mindedness • Knowledge of their own culture • Listening skills • The ability to perceive others accurately • The ability to maintain a nonjudgmental interaction posture 	

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Table 3

Stage-Appropriate Strategies and Resources for Moving out of Minimization

DMIS Stage	Minimization	
Developmental Task	Develop cultural self-awareness; learn to avoid projecting one's own culture onto everyone else's experience	
Strategies	More challenging TED Talks that present images of vastly different experiences of people – and what educators and others are doing	<ul style="list-style-type: none"> • Hans Rosling – New Insights into Poverty and Life around the World • Charles Leadbeater – Education Innovation in the Slums
	Cross-cultural simulations and structured engagement	<ul style="list-style-type: none"> • BARNGA (quick, simple card game illustrating differences in perception) • Bafa Bafa (classic cross-cultural simulation providing experience of intercultural contact) • Ecotonos (a multicultural problem-solving simulation) • Heelotia (a cross-cultural simulation suitable for middle and high school) • Star Power (simulates the creation of a three-tiered society with power implications) • Diversophy (a game about intercultural interactions) • 18-theme Culture General Assimilator (Cushner and Brislin, 1996) • Sustained intercultural encounters with reflection and application.
	Children's books, films and videos that introduce a range of perspectives and sometimes challenging experiences	<p>Encountering a new country and culture</p> <ul style="list-style-type: none"> • <i>Buena Vista Social Club</i> – the legends behind Cuban music and a look at a country that's been a mystery to most of the USA. • <i>God Grew Tired of Us</i> – follows the travels of the lost boys of Sudan as they encounter the USA. • <i>Beat the Drum</i> and <i>Angels of Dust</i> – two South African films about children with AIDS. • <i>Rabbit Proof Fence</i> – experience of mixed-race Australian children in 1930s program to separate children and their families. • <i>Born into Brothels</i> – children living in Calcutta's brothels
	Organizations, Activities and Websites	<ul style="list-style-type: none"> • Internationally collaborative partnership story writing (Cushner, 1992). • iEARN (www.iearn.org), ePALS (www.epals.com), Global Nomads (www.gng.org) – Web-based organizations that connect students and teachers around the world in collaborative activities. • Peace Corps Worldwide Schools (www.peacecorps.gov) – connects U. S. classrooms with school and community projects initiated by Peace Corps volunteers. • Overseas student teaching placements (www.costprogram.org; www.eltap.org)

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Table 4

Stage-Appropriate Intercultural Learning

DMIS Stage(s)	<p>Acceptance The recognition and appreciation of cultural differences and cultural relativity in behavior and values with a beginning ability to interpret phenomena within context.</p> <p>-----</p> <p>Adaptation The development of skills that enable effective intercultural communication, employing effective use of empathy and frame of reference shifting to better understand and be understood across cultural boundaries.</p>	
Developmental Task	Refine analysis of cultural contrasts; then develop capacity to shift perspectives and frame of reference. Develop a deep understanding of at least one other culture.	
Strategies that Support the Learner	<p>Content:</p> <ul style="list-style-type: none"> • More complex subjective cultural differences including values analysis. • Elaboration of categories for cultural contrast and comparison. • Relationship between cognitive and communication styles. • Models of culture shock and cultural adaptation. <p>-----</p> <ul style="list-style-type: none"> • Advanced cultural topics requiring intercultural empathy (e.g., appreciation of humor, assessment of cultural deviance). 	<p>Process:</p> <ul style="list-style-type: none"> • Make cultural difference the focus while deepening cultural self-awareness. • Prepare learners for cultural frame-of-reference shifting. • Facilitate opportunities for learners to practice behavior in known cultures. • Modify instruction to accommodate for differences in learning style. • Use trained ethnorelative cultural informants in less structured activities (small groups, case studies, etc.). <p>-----</p> <ul style="list-style-type: none"> • Prepare learners to learn autonomously (use of cultural informants, research strategies, etc., in independent research or interaction).
Strategies that Challenge the Learner and Encourage Growth	<p>Content:</p> <ul style="list-style-type: none"> • Continue use of culture-general (etic) and culture-specific (emic) cultural categories (e.g., Cushner and Brislin's culture general framework; Hofstede's dimensions). • Issues of cultural relativity, distinguishing it from moral or ethical relativity. • Cultural identity development (ethnic identity models, intercultural sensitivity models) • Re-entry 	<p>Process:</p> <ul style="list-style-type: none"> • Provide guided experiential learning opportunities such as homestays, field placements in diverse cultural settings; simulations and role plays requiring intercultural empathy. • Provide opportunities to interact extensively in previously unexplored cultural contexts (e.g., intercultural student teaching). • Address deeper anxiety issues (e.g., "internal culture shock," identity conflicts, etc.).
Intercultural Skills	<ul style="list-style-type: none"> • Cultural specific knowledge • Contextual knowledge • Cognitive flexibility • Knowledge of other cultures • Respect for others' values and beliefs • Tolerance of ambiguity • Empathy • Risk-taking skills • Problem-solving skills • Interaction management skills • Flexibility 	

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Table 5

