Als de herder verdwaalt
dolen de schapen

If the shepherd gets lost the sheep wander around
The Global Village
Globally networked classrooms

Cross-cultural Exchange

- Evaluation of student work
- Length of collaboration
- Interdependence of assignments
- Role of instructor

Intercultural Collaboration

(DeWitt, Damhof, Oxenford, Schutte & Wolfensberger 2015)
What students learn is how they learn...

- **Globalization & intercultural communication:** Place-based learning & experiential learning
- **Shifting borders & boundaries:** Synchronous classes, campus groups, intercultural teams
- **Increasing complexity:** Project Imagine: Discover; Understand; Imagine
- **Increasing interdependency:** Intercultural team collaboration
Sequenced assignments

Photo Essay

Teams exchange ideas and make cross-cultural comparisons. Products can be completed without cooperation.

Community Interviews

Teams begin intercultural relationships by coordinating research plans before community-based inquiry.

Final Presentation

Teams work together to produce a joint product as an intercultural team.
What can we learn about intercultural collaboration by examining our own experience when teaching collaboratively?
Methodology

- Critical reflection - narrative analysis (Shadiow 2013)

- Collaborative debriefing (Loewen 2014)
Tracking contextual information

Need for balance

Importance of facilitating

Challenge of intellectual risk-taking

Four themes
Common cultural paradigm reinforces differences

Views of Man:

1. MONISM
   - We are more competent than they are.
   - They are less competent than we are.
   - We should tell them how things are done.
   - (Us versus them)

2. RELATIVISM
   - A person is determined (by his culture).
   - A person is shaped in the first years of life.
   - (Us versus them)

3. COMMUNICATIVE MORAL UNIVERSALISM
   - Depending on circumstances, every person has some degree of free choice.
   - A person is responsible for his own behaviour and is in that sense also responsible for the greater community.
   - Persons are capable of change.
   - (all of us together)

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van Asperen’s insights

✧ Create *common ground* as foundation for intercultural understanding.

✧ Avoid focus on cross-cultural difference (*the intercultural paradox)*.

✧ Build common ground *before* exploring cultural differences.
Reflection & course improvement

✧ Some groups have difficulty...

Others do not.

✧ Successful teams build relationships early in the semester.
Groups **Teams** form and exchange ideas to make cross-cultural comparisons. Products can be completed without cooperation.

Community Interviews

Groups **Teams** begin intercultural relationships by coordinating research plans before community-based inquiry.

Final Presentation

Teams work together to produce a joint product as an intercultural team.

Where groups struggled
Intercultural team building

✧ Communicate regularly to build “mutual knowledge.”

✧ Select the best communication medium.

✧ Share contextual information.

✧ Learn from your experiences.
Implications

✧ Create collaborative teaching-learning spaces (Starke-Meyerring & Andrews 2006).

✧ Connect students to develop relationships *before* discussing cultural differences.

✧ Achieve balance within the intercultural team.
Leading versus samenwerken

✧ **Where** we start our GNC journey is important.

✧ **How we facilitate** may determine success

✧ **Getting lost** can be an important part of understanding GNC teaching & learning.
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References


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