



Learning Interventions for Individuals in Denial & Polarization

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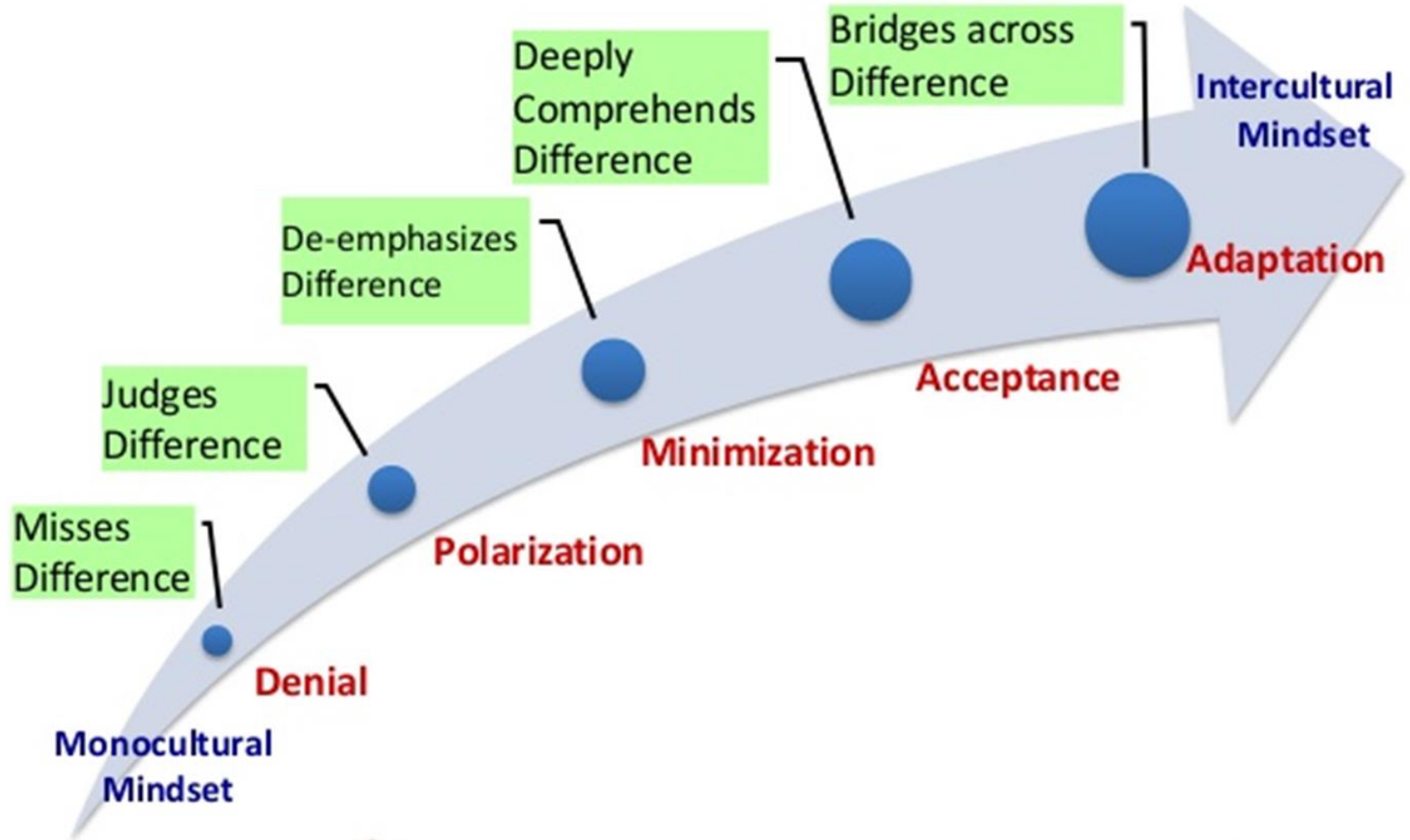
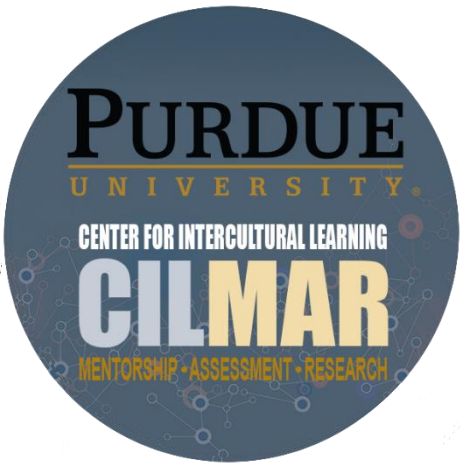
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Introduction to the AAC&U VALUE Rubric for Intercultural Knowledge & Competence

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases...	Recognizes new perspectives about own cultural rules and biases...	Identifies own cultural rules and biases...	Shows minimal awareness of own cultural rules and biases...
Knowledge Cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements...	Demonstrates adequate understanding of the complexity of elements...	Demonstrates partial understanding of the complexity of elements...	Demonstrates surface understanding of the complexity of elements...
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview...	Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...	Identifies components of other cultural perspectives but responds in all situation with own worldview	Views the experience of others but does so through own cultural worldview
Skills Verbal & nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication...	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...	Identifies some cultural differences in verbal and nonverbal communication and is aware that...	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication...
Attitudes <i>Curiosity</i>	Asks complex questions about other culture, seeks out and articulates answers to these...	Asks deeper questions about other cultures and seeks out answers to these questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others...	Begins to initiate and develop interactions with culturally different other...	Expresses openness to most, if not all, interactions with culturally different others...	Receptive to interacting with culturally different others. Has difficulty suspending...



Creating a Toolbox

A Self-Awareness
A Worldview
C Frameworks
& Empathy
U Communication
R Curiosity
u Openness
b
r
i
c



Denial

Polarization

Minimization

Acceptance

Adaptation

Intercultural Development Continuum

Activity	Source	Self-Awareness	Openness	Communication	Empathy	Curiosity	Worldview	Denial (Differences)	Polarization (Similarities)	Minimization (Differences)	Acceptance (Both S&D)
Cultural Autobiography	Cultural Autobiography In T. Gochenour (ed.).	*						*	*	*	*
Identity Circles		*						*	*	*	*
Voices from the Past (Name tags)	Voices from the past. In K. Berardo & D. K. Deardorff	*						*	*	*	*
D-I-E	Cassiday, P. A. (2003). D-I-E. 52 Activities for	*	*					*	*	*	*
By the Numbers	Thiagi, Jolts		*			*		*	*	*	*
25 Questions	September 26). 25 revealing questions that		*					*		*	*
Go Bananas!	Berardo & D. K. Deardorff (eds.) Building cultural		*					*	*	*	*
Conflict Styles	(Includes ICS research and other sources)	*		*			*	*	*	*	*
Let's Draw a House	Cassiday, P. A. (2003). Let's Draw a House. 52			*			*	*	*	*	*
Be Specific! (Snowflake)	Cassiday, P. A. (2009). Be Specific. 52 Activities for			*				*			
Direct-Indirect communication quizzes	foreigners out, 9X-XX2. Boston, MA: Intercultural			*				*		*	*
Hollow square	files			*					*		
If I Woke Up Tomorrow	Cassiday, P. A. (2009). Bridging Behaviors. 52	*			*			*	*	*	*
Are You Listening?	Cassiday, P. A. (2009). Are you listening? 52		*		*					*	*
Picture storytelling	VisualsSpeak				*					*	*
Meteorite	Begegnungen e.V. (20X2). Meteorite. In Building		*			*		*	*	*	
Language Envelopes			*			*		*	*	*	*
Crossword puzzle	Preparing to study abroad. Learning to cross cultures.					*				*	*
Building Utopiastan	Building Utopiastan. In K. Berardo & D. K. Deardorff	*					*			*	*
Dividing the spoils	Foreigners Out. Boston, MA: Intercultural Press, 23						*			*	*
Toothpicks	Cassiday, P. A. (2009). Are you listening? 52						*	*		*	

Gather information



Game Plan



Follow up: How does the project intersect with or support...

N
E
E
D
S

A
N
A
L
Y
S
I
S

Which ASK is your focus?
Orientation of learners?

What? Who? When?
How?

Network
Assessment Data
Marketing/Branding
Materials Development

Similarities and Differences

45 seconds--Identify the person who is “most different” from you in the room and pair up.

Find as many similarities as you have in 60 seconds

- age
- military service
- automobile ownership
- birth order
- educational background
- family
- favorite author
- favorite magazine
- food preferences
- health status
- hobbies
- home ownership
- home town
- language
- learning style
- leisure time activities
- marriage status
- membership in groups
- musical preferences
- personality type
- political affiliation
- professional reading preference
- religion
- schooling
- sports
- thinking style
- TV preferences

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Debrief

- Did you anticipate that you would find that many similarities/differences between the two of you?
- How do you feel about the similarities/differences you discovered?
- How do you feel about the other person?
- In what case would you want to focus on similarities over differences, or vice versa? Why?
- How would you encourage members of a team to discover their similarities/differences?



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- & Empathy**
- U Communication**
- R Curiosity**
- u Openness**



Intercultural Development Continuum



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Jones, J. (2017, February 1). Scenery, machinery, people—Rethinking our view of humans. *The Culture Blend*. Retrieved from <http://www.thecultureblend.com/scenery-machinery-people-rethinking-our-view-of-humans/>



SCENERY encompassed everything off in the distance worth looking at and talking about. Mountains. Clouds. Trees. Fascinating things. Confusing things. Strange things. It might be fun to explore and makes for great conversation but doesn't take priority in the day to day.



MACHINERY then, was everything that helped the farmer accomplish his goals and get his work done. Tractors. Horses. Pitchforks. Manure spreaders. It existed for the sole purpose of accommodating the farmer. Machine maintenance is hard work but worth it because the farmer's life is better when the machines work well. When machinery is no longer helpful it get chucked onto the scrap pile.



PEOPLE were people. Family. Friends. Neighbors. Other farmers. Complex relationships that involve a give and take. Emotions are invested in all directions and the benefits along with the challenges are mutual (although not necessarily balanced). People are also high maintenance but less likely to be chucked onto the scrap pile because they hold intrinsic Value beyond what they offer to the farmer...and they keep off of the scrap pile.



The Native Americans off in the distance with their strange clothes and confusing rituals were definitely worth talking about and absolutely fascinating to watch...but not so significant day to day.

They were scenery.



The hired help—the farm hands—the transient laborers were good to have around, especially if you got a strong one at a low wage. They were incredibly helpful...until they weren't.

They were machinery.



The prime spot was reserved exclusively for those worth a relationship. Family, friends, neighbors and other farmers. Despite the fact that they were not the only humans in the picture they had a category all their own.

They were the only people.



For whom are you...



?

?

?

For you, who are...



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Denial **Polarization** **Minimization** **Acceptance** **Adaptation**

Intercultural Development Continuum



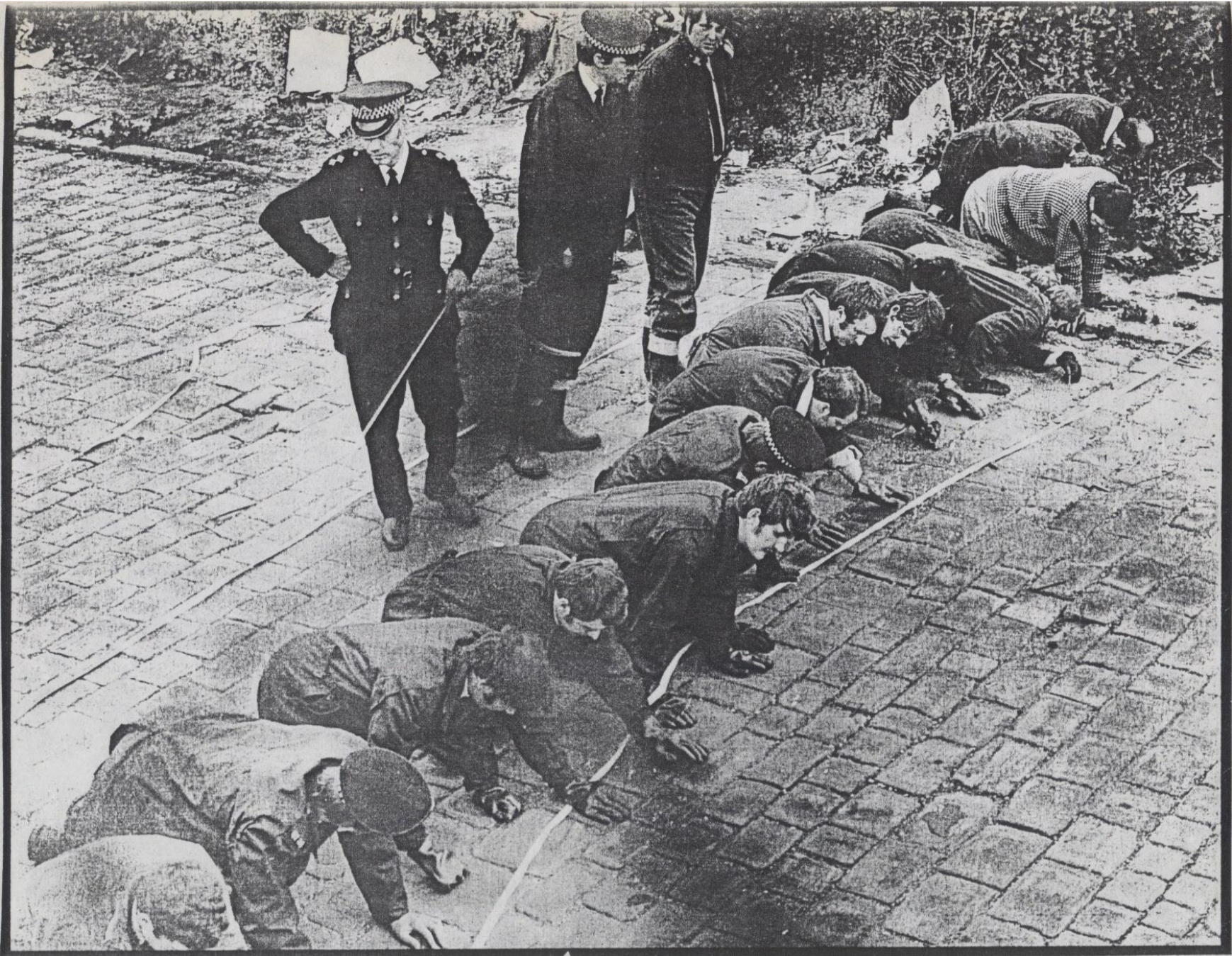
D.I.E.

Take a look at the following picture.

In a few seconds I am going to ask you to describe it.



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D.I.E.

Now I need some volunteers to tell me what you saw.



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How are these different?

D. – Description

I. – Interpretation

E. – Evaluation



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When I asked you to describe the picture, what did you actually do?

D. – Description

I. – Interpretation

E. – Evaluation

Why are they so hard to separate?



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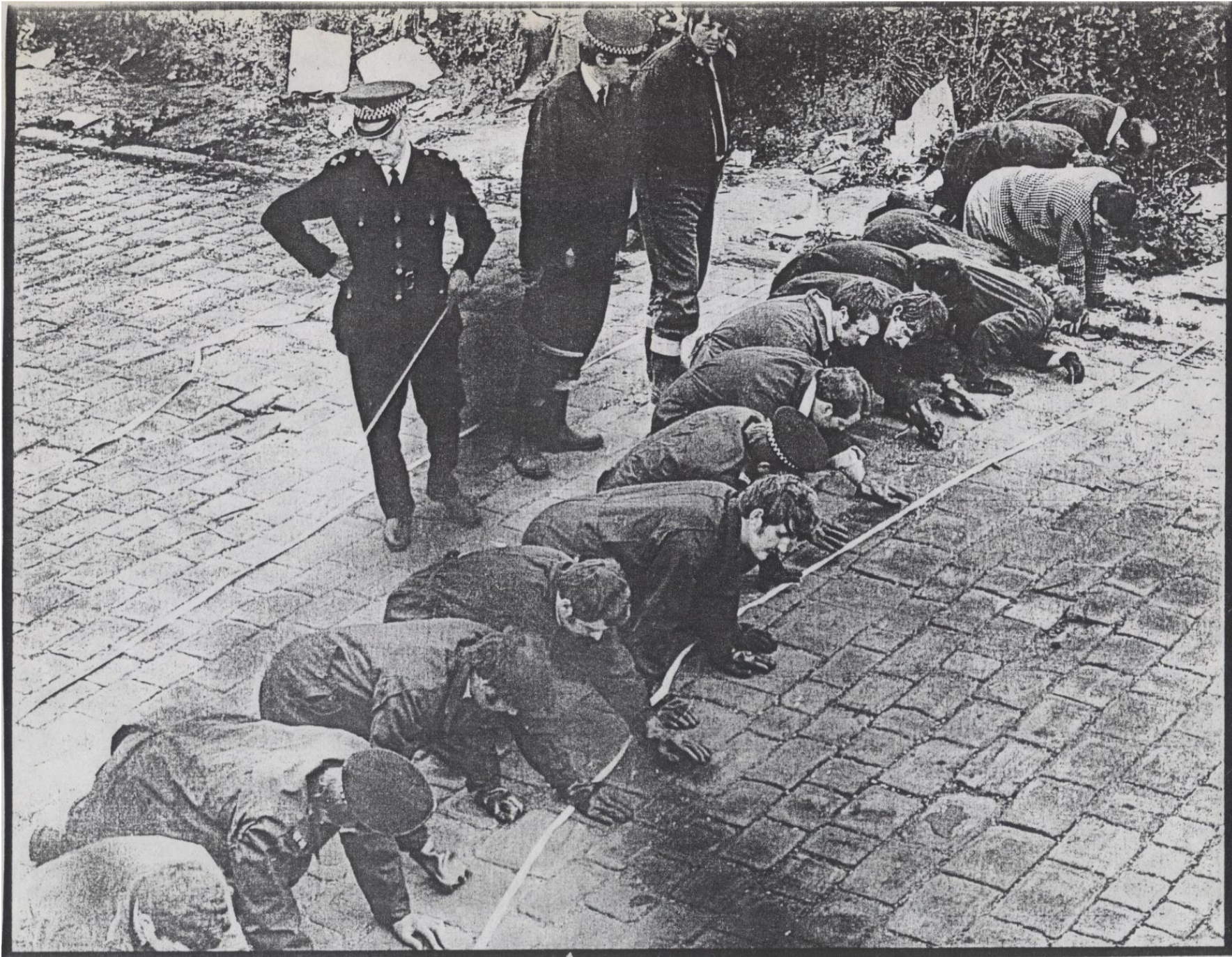


Let's try again!
Take another look at the
picture.

This time, try **ONLY** to
describe.



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More Thoughts to Ponder

- What does this have to do with **CULTURE**?
- "Neural signals are related less to a stimulus per se than to its congruence with internal goals and predictions, calculated on the basis of previous input to the system." Karsten Rauss, Cognitive Scientist
- How do people from **different cultures** interpret and evaluate this picture?



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Learning to Frame-Shift

Look closely at each of the following pictures.

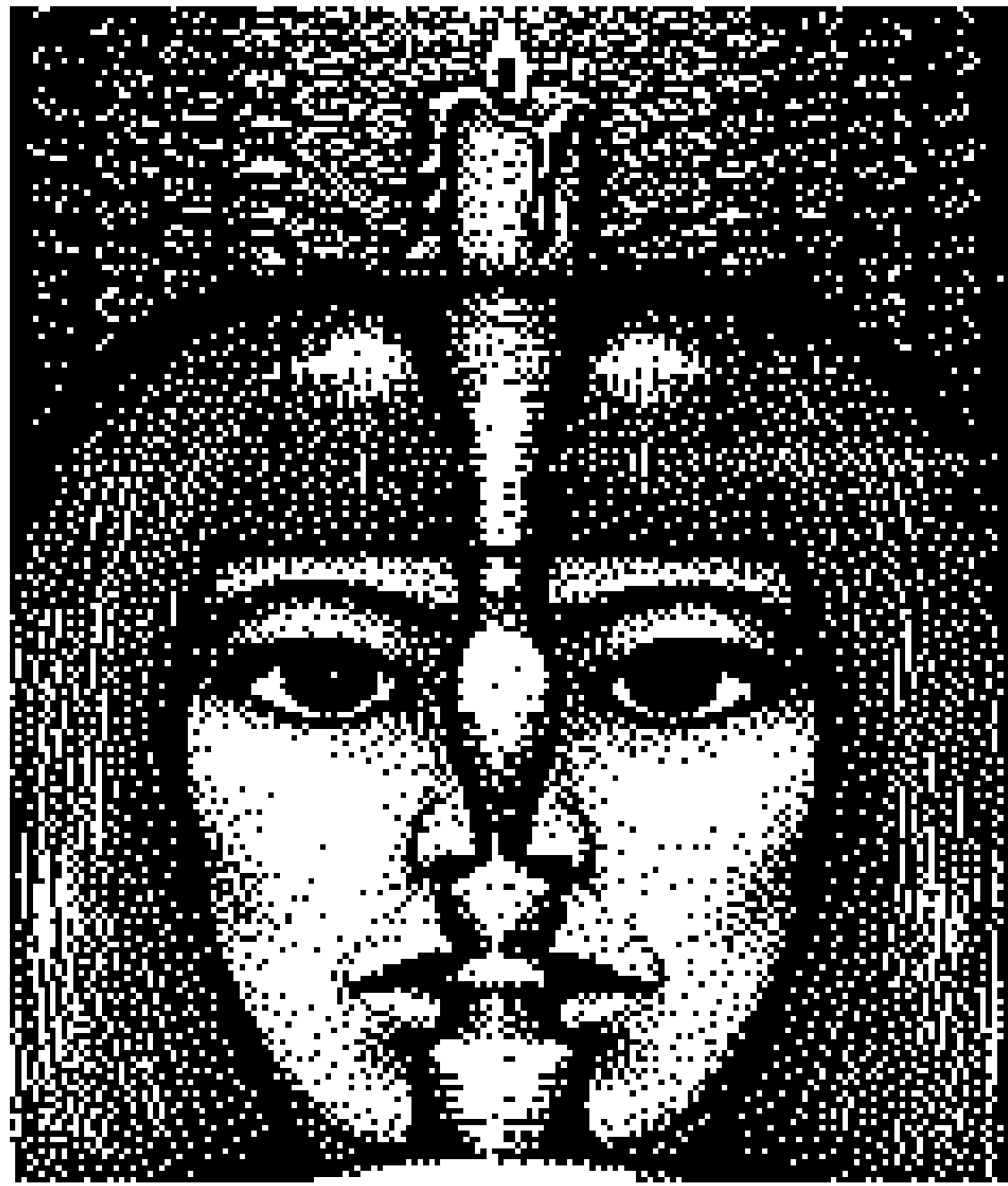
Each can be seen two different ways.



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Frame-Shifting

Ask yourself:

What **assumption** am I making,
That I'm not aware I'm making,
That gives me what I see?

And when you answer that, ask yourself:

What might I now invent,
That I haven't yet invented,
That would give me other **choices**?

* Zander, R. S. & Zander, B. (2000). The art of possibility. New York: Penguin



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Plus/Minus/Null Activity

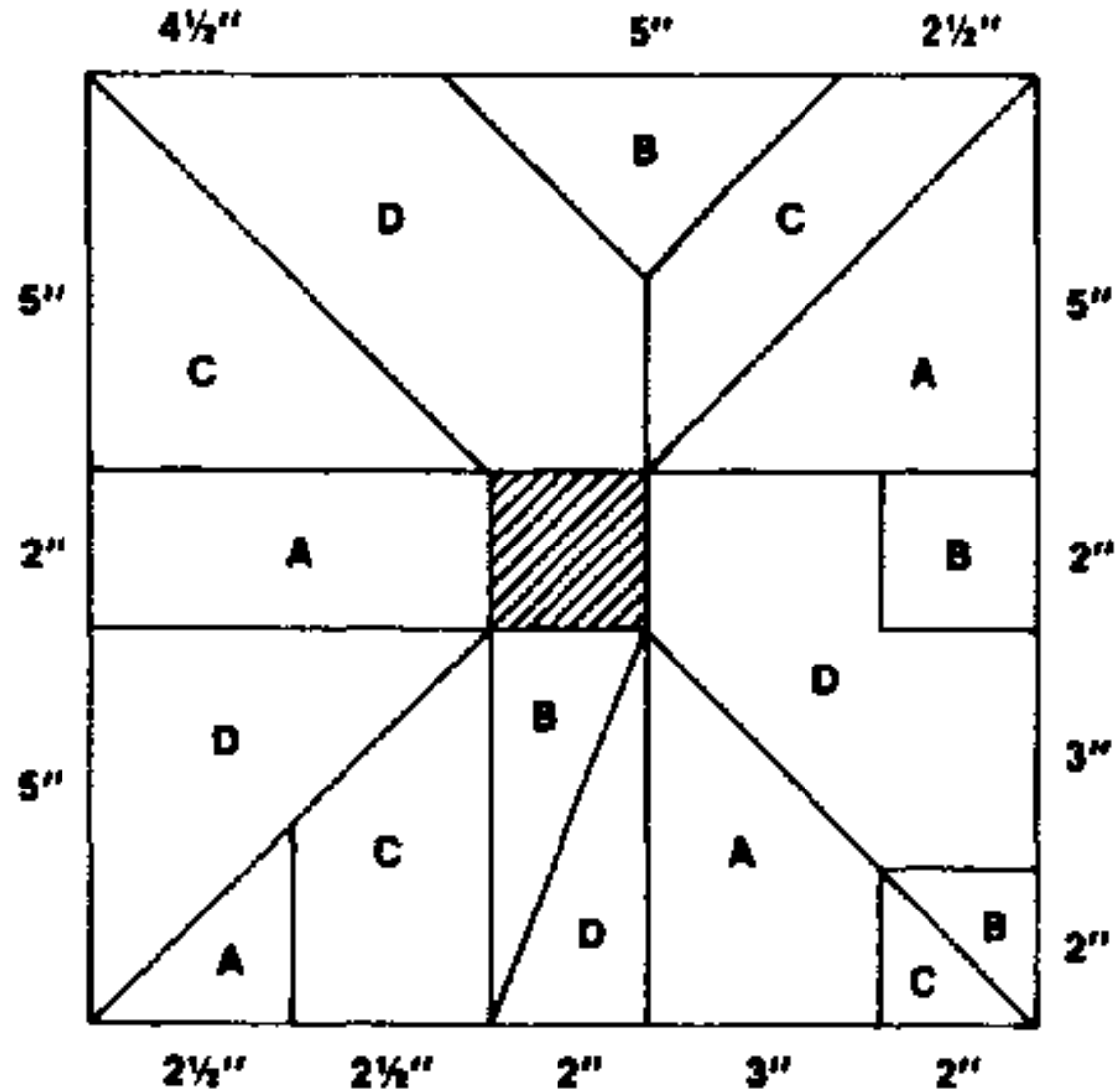
1. What's your **gut reaction** interpretation of what is happening?
2. Does that interpretation lead to **positive, negative, or neutral** evaluation?
3. What are **two plausible alternate interpretations** with different evaluations (so if your first idea was negative, think of neutral and positive explanations of that is happening)?

What are your Plus/Minus/Null D.I.E.s?





Hollow Square





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