

Today

Introduction of groups and their projects

Fighting stereotypes

Multicultural experiences

Theories on multiculturalism -> each group presents the basics of one theory



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Supporting Teacher's Multicultural Competence

Jaana Suviniitty & Marja Elonheimo

Session 2: Culture through theories



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Objectives for this topic:

After this session, you should

- know what other groups are working on
- be able to define culture from a wider perspective
- be able to define how multiculturalism/intercultural communication is represented
- distinguish between cultural differences using some theories/frames



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Growing multiculturalism in the educational field in Finland

Both teachers and students increasingly international

= **increasing demands** for host culture teachers providing services for students to develop their **intercultural competence**

Pause to think...

- Why should we, the teachers, care more about getting the message across to diverse groups of students?
- What are the possible consequences for students when information / the message is not clear for everyone?



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Do you we really know or see the challenges in full?

Student:

- who goes back to their home country and finish their studies completely. What's at play?
- who drops a course. Will you ever find out why?
- who is unable to comply with the requirements of the course assignments. Will they tell you why? Are you able to modify your instructions?
- who plagiarizes a part of a text. Are the rules same everywhere? Are the instructions the same?
- who dislikes team work? Lost case or what is going on?
- who challenges you during lectures. Challenge or acceptable intellectual debate?
- who does not express their ideas / troubles. Nice student with poor outcome in the end.



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GROUP INTRODUCTIONS



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Groups and their projects

Project Groups

Group A

Hadi
Avinash
Caterina
Sercan

Group B

Ashraful
Ragnar
Weiwei
Anni

Group C

Anton
Luis
Athanasios
Ira

Group D

Marium
Mahdi
Ana
Seppo

Group E

Robert
Camilla
Linh
Osiris



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Culture

- is always learnt
- is learnt by listening and modelling
- we grow up as part of it
- is always changing
- directs our ways to live and think



*"The structure of our own behavior is invisible and taken for granted **until** its exposed and challenged through actual intercultural encounter."*



Source: Andersen, P. Nonverbal communication: Forms and Functions, 2008

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*"The main challenges in
intercultural communication
are
false perceptions, which are
caused
by cultural differences."*

(Samovar & Porter 1994)

Culture & Ethnocentrism

- Ethnocentrism: our way is the right way
- Feelings of superiority
- Culture affects our perceptions: **select, evaluate, and organize stimuli** from the external environment.
- Perceptual window: interpreting and judging other cultures

What is culture?

The layers of culture:

- ☐ National
- ☐ Regional and ethnical level
- ☐ Gender
- ☐ Generation
- ☐ Social class
- ☐ Organizational level

(Hofstede)

Regional example:

Taina Kinnunen, a cultural anthropologist, argues that Finns still do not touch each other very openly. Researcher Kinnunen points out that Swedish-speaking Finns are more relaxed about touching. In Eastern Finland, it is more common to touch each other than in the Western parts. In the Ostrobothnia region, touching is even cooler.

(Lähde: 29.4.2013 Yle)

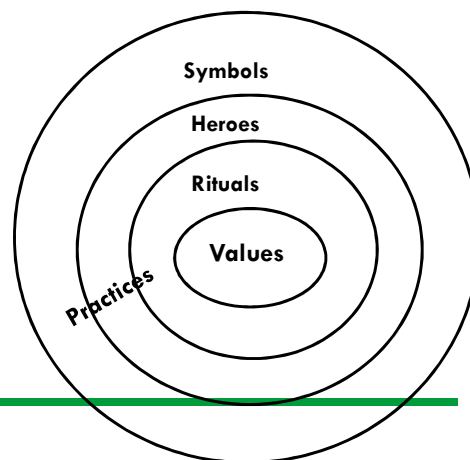
Are these layers still current? If not, why not?

Are these layers visible in teaching at University?



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Culture is like an onion (Hofstede)



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Global Competence Model™

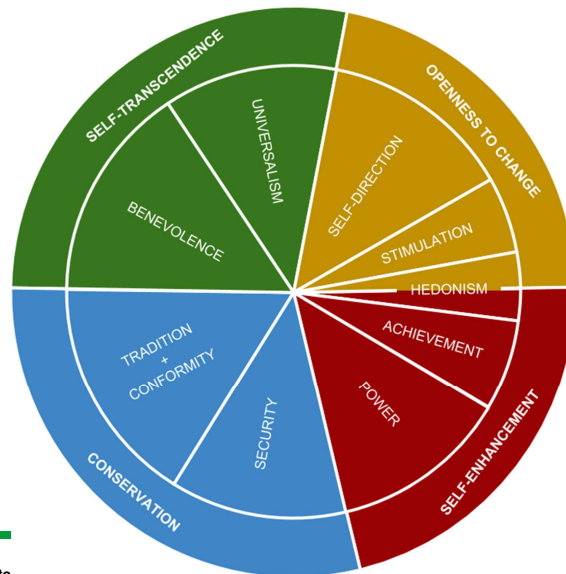


Aalto-yliopisto

<https://globallycompetent.com/global-competence-model/>

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Schwartz's theory of basic human values



Aalto-yliopisto

<https://doi.org/10.1016/j.heliyon.2019.e01797>

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SESSION GROUP TASK



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Description vs. Evaluation

- Groups are the same than in the pre-task for this session
 - Each group will be given a photo of an item. You will find that in MyCourses
 - Please describe it in a way the others can guess what that item is
 - Please focus on a neutral description (round, red, non-edible...) rather than an evaluative one (useful, beautiful, colorful...)
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Critical Incidents

The purpose of the **critical incident technique** is to develop one's ability to see interaction situations **from perspectives of different cultures**

(Salo-Lee & Winter-Tarvainen 1995, 83)

- We will not discuss these here, but there is a discussion board in MyCourses, please share your thoughts there





PRESENTING SOME THEORIES

Presenting Multicultural Theories

- Each group has 5 minutes to present the theory they were asked to summarize
 - Try to relate the theories/models to your group – do they match?
 - Why/why not?
- 1) Seven dimensions by Trompenaars
 - 2) Politeness (Brown & Levinson)
 - 3) Direct/indirect (Gudykunst et al.)
 - 4) High/Low context cultures
 - 5) Hofstede's cultural dimensions



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In short

- You can't read people like books, not even from your own culture.
- Knowledge might help to understand situations and reduce confusion and misconceptions.
- Reduce ethnocentrism and see others cultures less threatening.
- Fear is often based on misunderstanding.

(Andersen, P. 1999. Nonverbal communication.)



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Next time

- Focus on students
(visitors: study psychologist and AYY representative)
- Watch the “Aalto is Multicultural” video (25 minutes):
<https://www.youtube.com/watch?v=CfJ612TChhc>
- Remember to write your blog (by May 3, if possible) and comment on others’ blogs
- Meet with your project group



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