

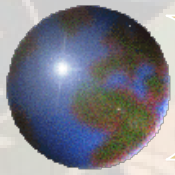


# *Crossing Cultures in the Classroom*

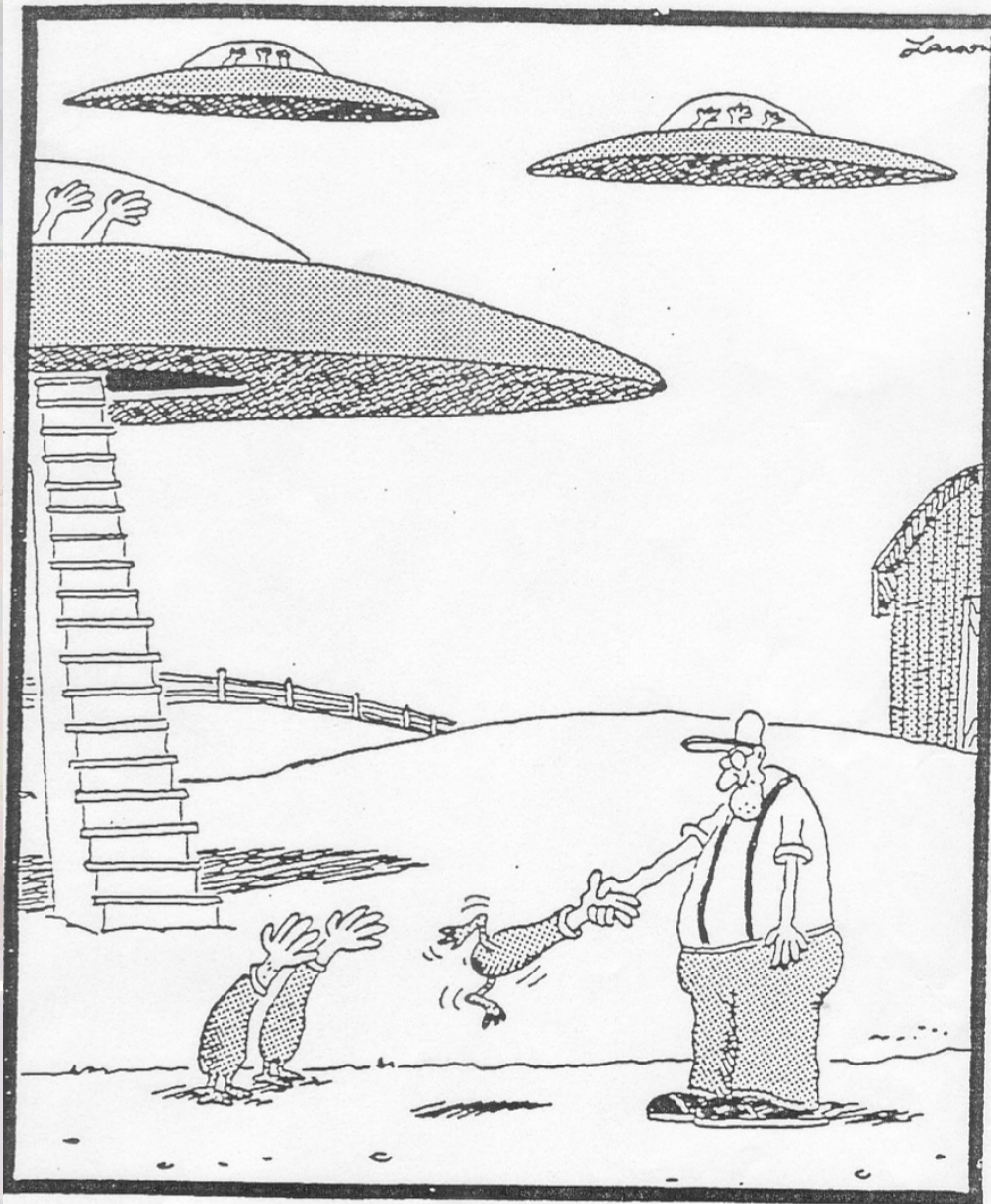
*Cheryl Doss, PhD.*

*Oscar Osindo, M.A.*

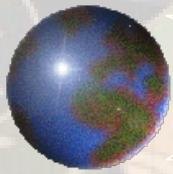
*Institute of World Mission*



# Importance of Cultural Awareness

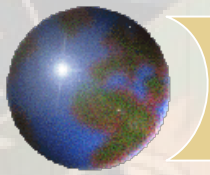


Inadvertently, Roy dooms the entire earth to destruction when, in an attempt to be friendly, he seizes their leader by the head and shakes vigorously.



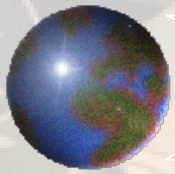
# *Importance of Cultural Awareness*

- ✚ **The Health Care Professional** *Medical Care*, Vol. 41, No. 7 (Jul., 2003), pp. 859-870
- ✚ **Success in Business Dealings** *Journal of International Business Studies*, Vol. 39, No. 1 (Jan. - Feb., 2008), pp. 71-87
- ✚ **Local Growth Politics** *Sociological Perspectives*, Vol. 55, No. 1 (Spring 2012), pp. 213-236
- ✚ **Intercultural Mentoring** *International Journal of Leadership Studies*, Vol. 5, No. 1 (2009), pp. 37-50
- ✚ **Knowledge Transfer** *Journal of World Business*, Vol. 41, No. 3 (Sept. 2006), pp. 275-288
- ✚ **Teaching ESL** *The Canadian Modern Language Review* (2016)  
<http://dx.doi.org/10.3138/cmlr.62.4.591>



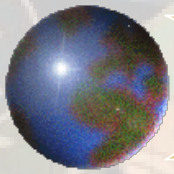
# *Andrews and Cultural Diversity*

- ✦ 3366 students, 885 are international from 92 countries
- ✦ Tied for second in the nation for campus ethnic diversity and tied for seventh in highest percentage of international students (compared to other national universities, according to U.S. News & World Report 2016).
- ✦ NSSE data suggest AU students are more likely to have friends and interact with people from different cultural backgrounds than the other schools surveyed
- ✦ Yet less likely to include diverse perspectives in course discussions, to have examined the strengths or weaknesses of their own view of an issue, or tried to imagine how an issue looks from someone else's perspective

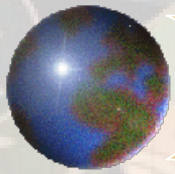


# *Andrews Mission Institute 2016*





What cultural differences have you experienced in the classroom or in personal interactions with students or faculty?

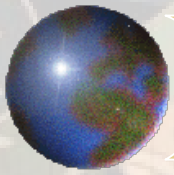


# Culture—what is it?

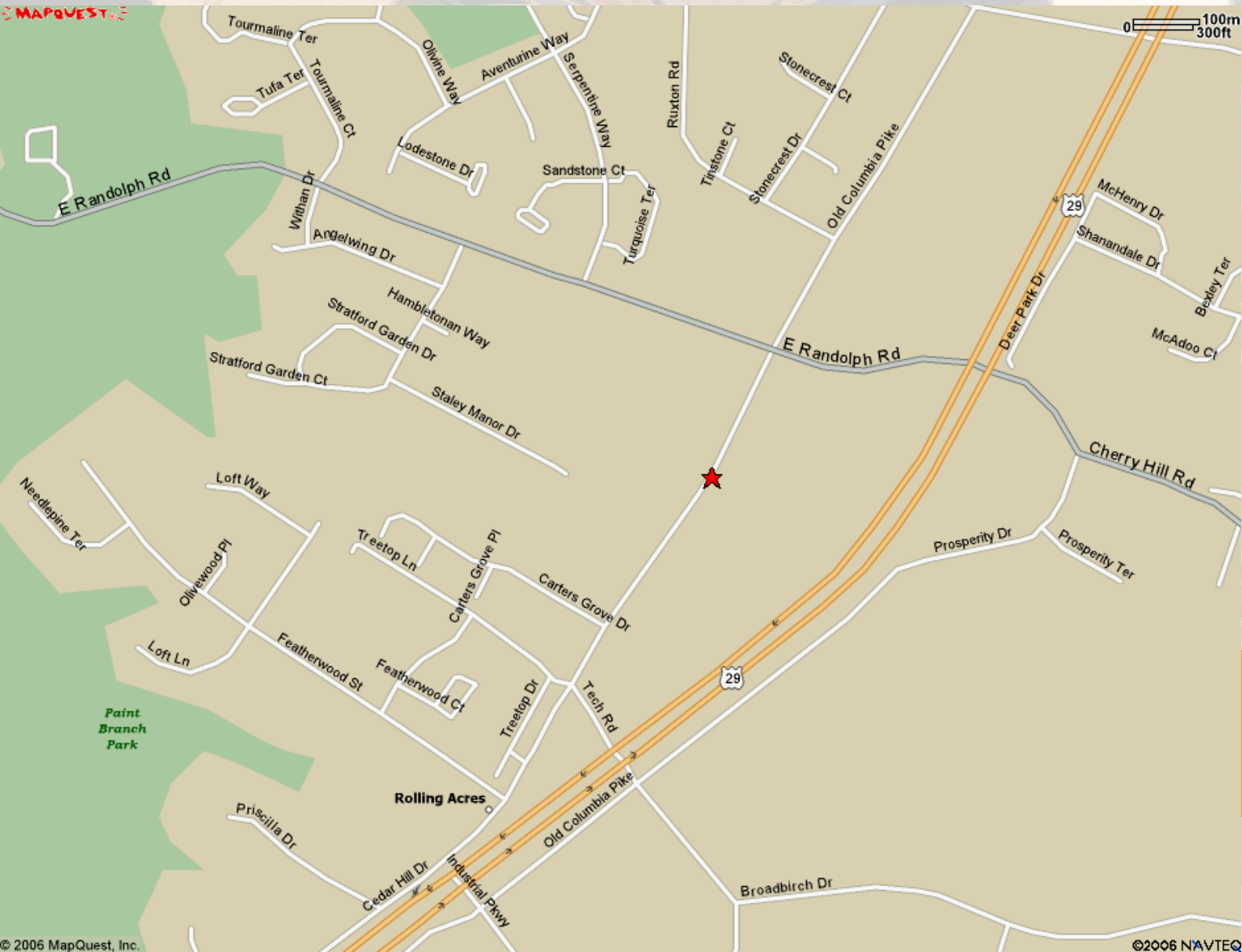



- ✦ A more or less integrated system of learned behaviors, values, feelings and ideas shared by a group.

from Paul Hiebert, *Anthropological Insights*, p. 30.

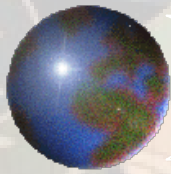


# Culture—what is it?

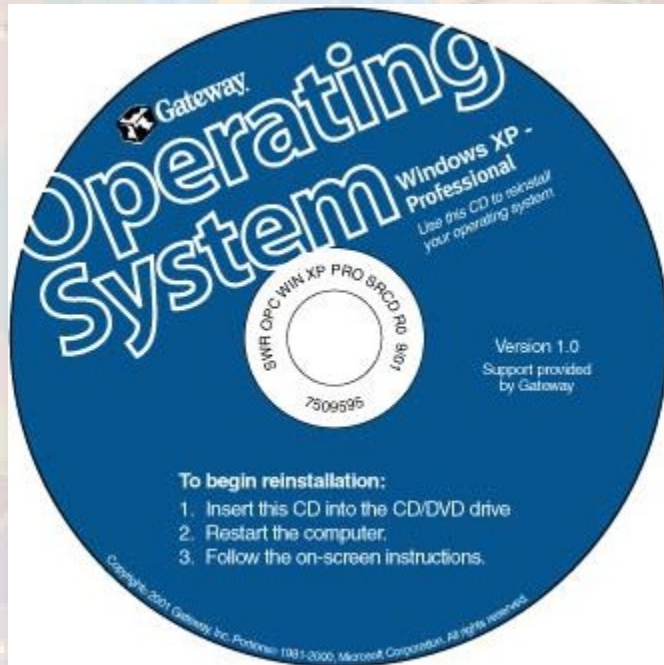


 **Map  
for  
living**

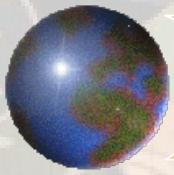




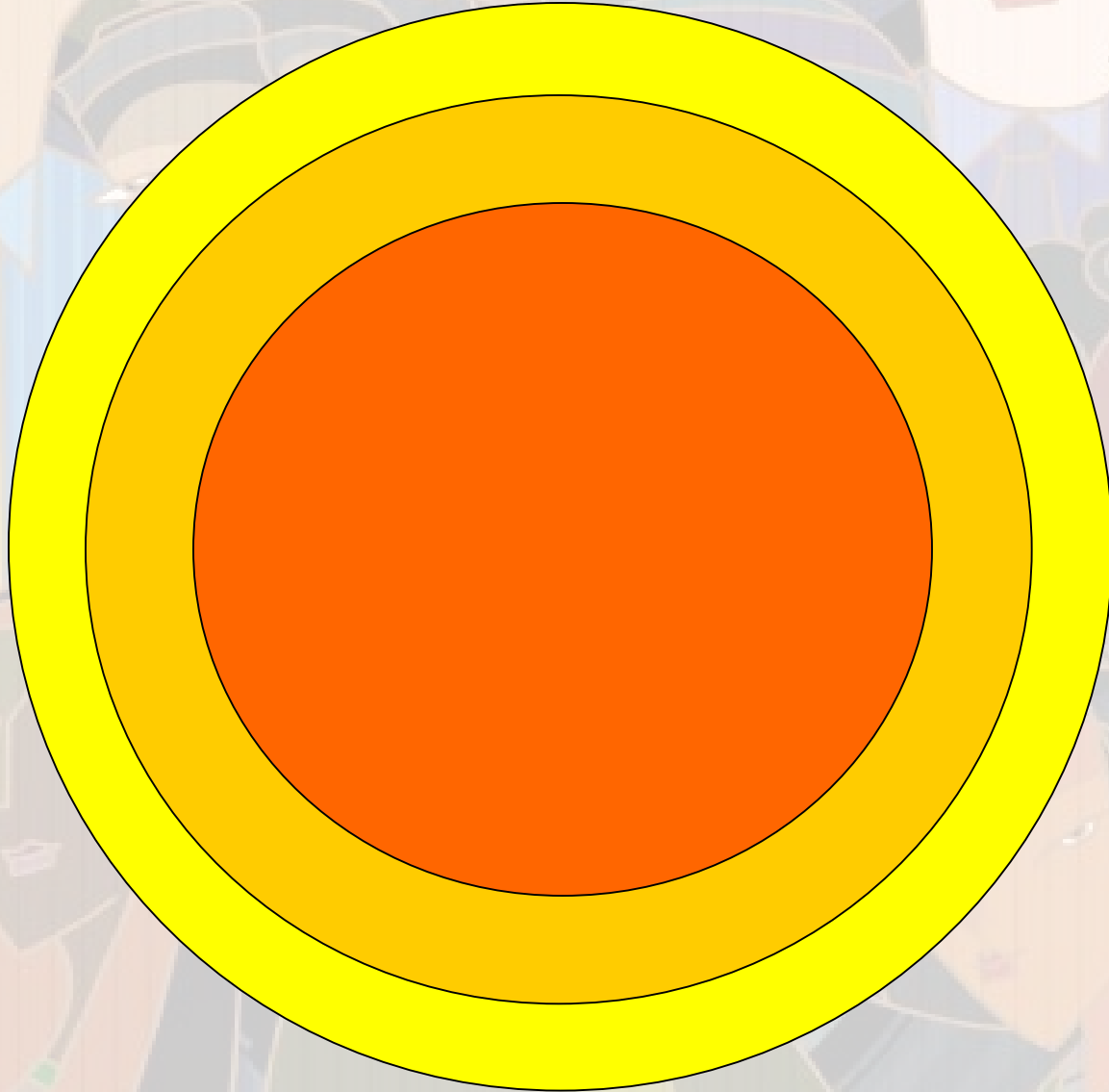
# *Culture—what is it?*

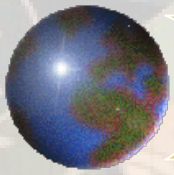


✦ **“Operating System” of life**

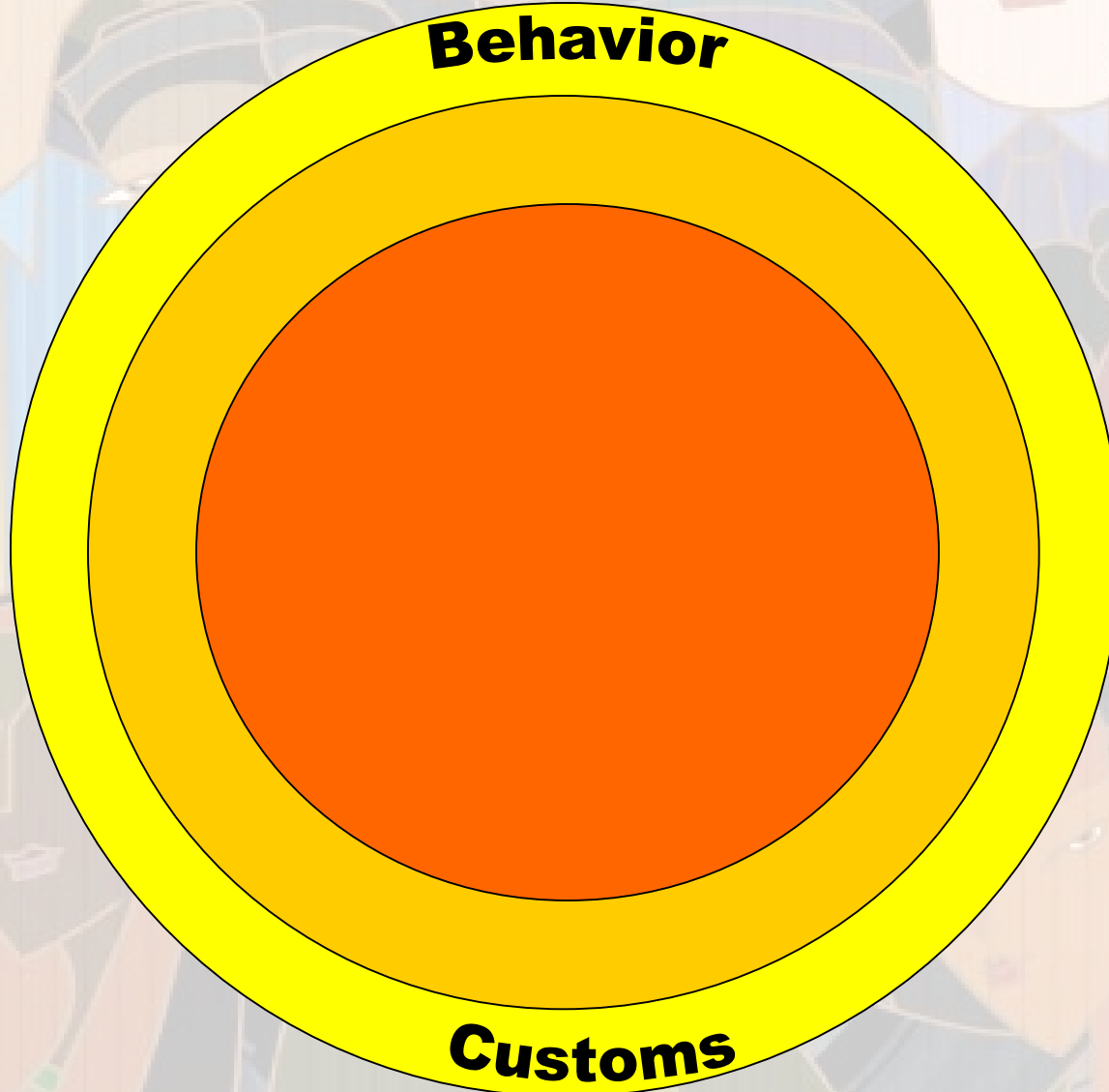


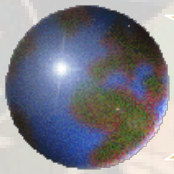
# *“Layers” of Culture*



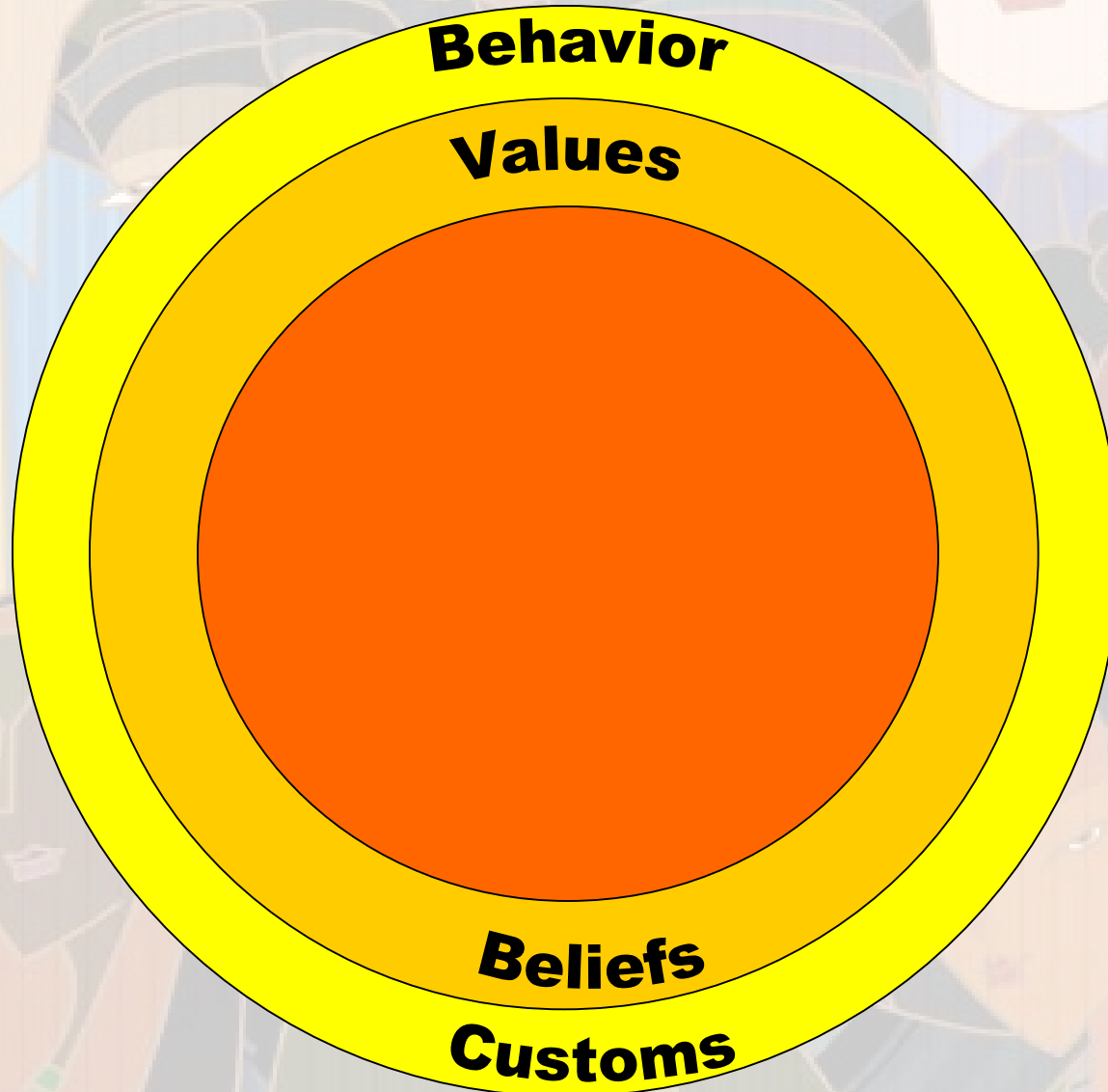


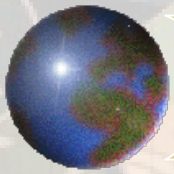
# *“Layers” of Culture*



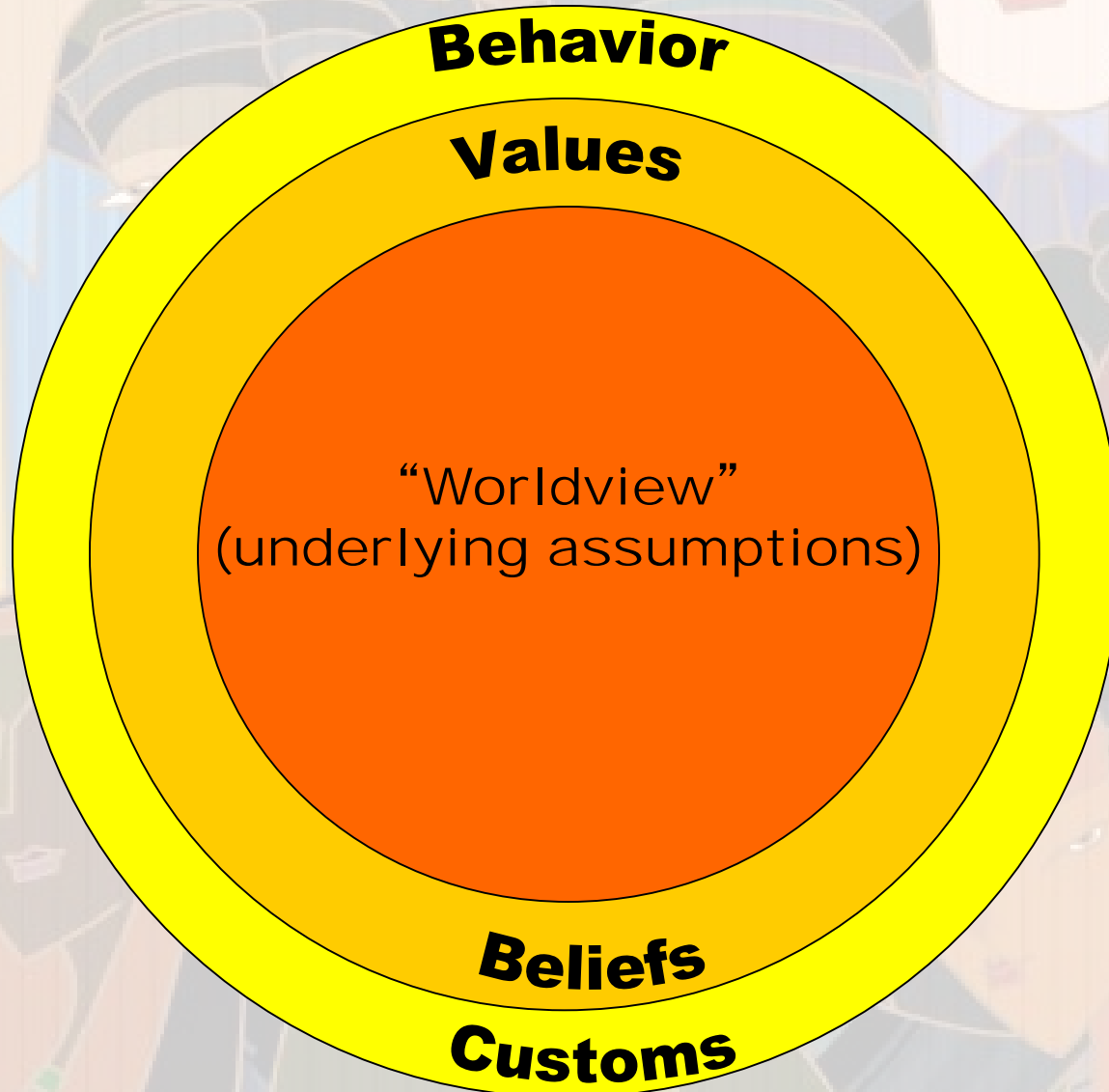


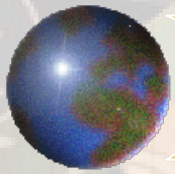
# *“Layers” of Culture*





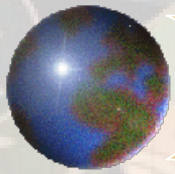
# *“Layers” of Culture*





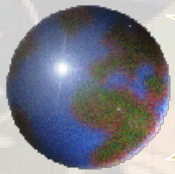
# *Barriers to Cultural Awareness*

- ✦ Culture is largely unconsciously absorbed rather than explicitly explained
- ✦ Culture is reinforced by the group
- ✦ Culture provides shortcuts
  - ✦ Stereotyping
  - ✦ Negative Attribution
- ✦ Culture is deeper than just behaviors



# *Bottom Line*

No culture is superior to any other culture.  
No culture is inferior to any other culture.  
All cultures are corrected by the Gospel.



## *Lucky for Hassan*

**Ms. Anderson:** Hassan was looking at your paper.

**Abdullah:** He was?

**Ms. Anderson:** Yes. He copied some of your answers.

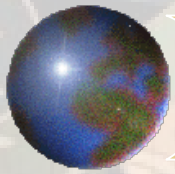
**Abdullah:** Perhaps he didn't know the answers.

**Ms. Anderson:** I'm sure he didn't.

**Abdullah:** Then it's lucky he was sitting next to me.

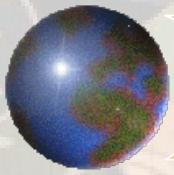
How would you handle this scenario in your classroom? What stereotypes or negative attribution would naturally come to mind from your cultural background? What alternative explanations could be given for Abdullah's response?





# *Cultural Values*

Time Orientation.....Event Orientation  
Task Orientation.....Relationship Orientation  
Individualistic Orientation.....Group Orientation  
Equality Orientation.....Hierarchy Orientation  
Achieved Status.....Ascribed Status  
Competitive Orientation....Cooperative Orientation  
Change Orientation.....Traditional Orientation  
Direct Orientation.....Indirect Orientation  
Open Orientation.....Closed Orientation

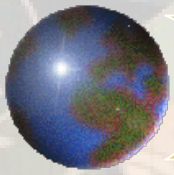


# *Cultural Values*

## **Time Orientation**



## **Event Orientation**

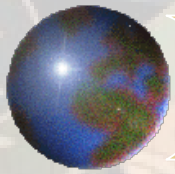


# *Cultural Values*

## **Relationship Orientation**



## **Task Orientation**

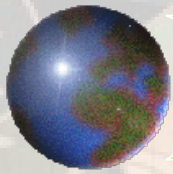


# *Cultural Values*

## **Individualistic Orientation**

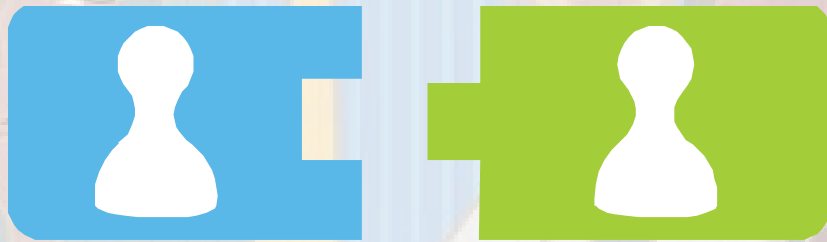


## **Group Orientation**

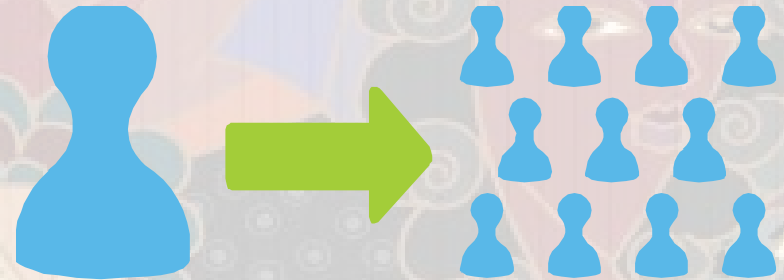


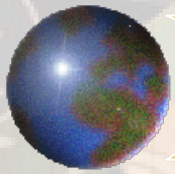
# *Cultural Values*

**Hierarchy  
Orientation**



**Equality  
Orientation**



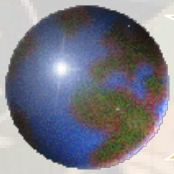


# *Cultural Values*

## **Achieved Status**

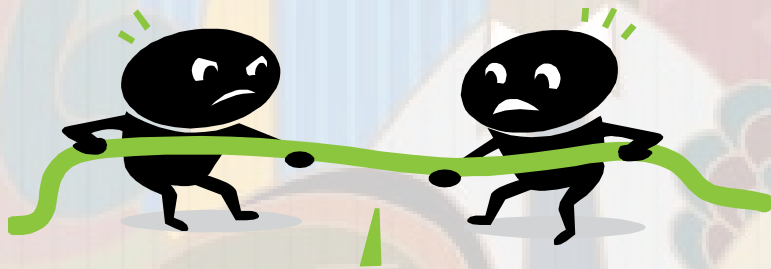


## **Ascribed Status**



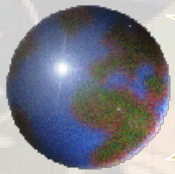
# *Cultural Values*

## **Cooperative Orientation**



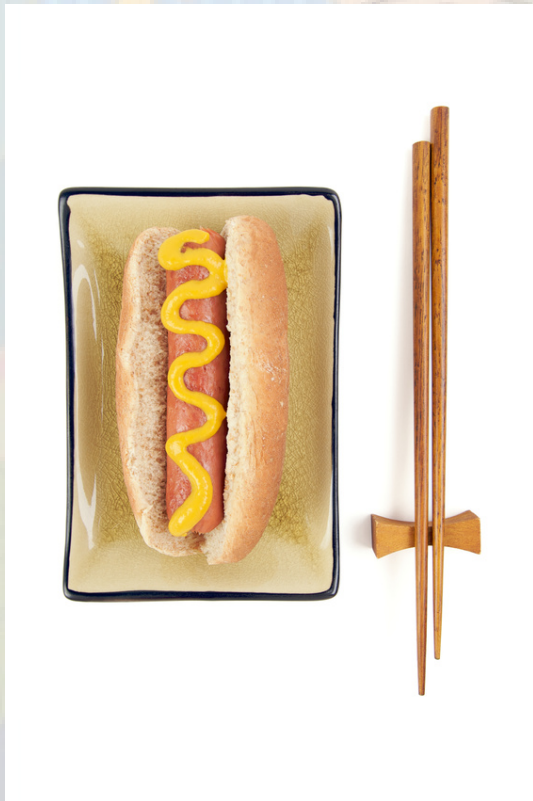
## **Competitive Orientation**





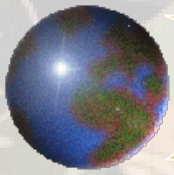
# *Cultural Values*

## **Change Orientation**



## **Traditional Orientation**



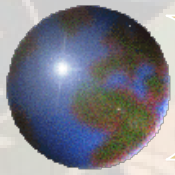


# *Cultural Values*

## **Indirect Orientation**



## **Direct Orientation**

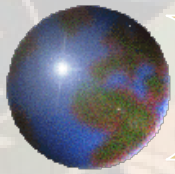


# *Cultural Values*

**Open Orientation**



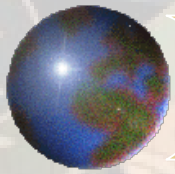
**Closed Orientation**



# *Cultural Values*

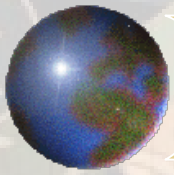
Time Orientation.....Event Orientation  
Task Orientation.....Relationship Orientation  
Individualistic Orientation.....Group Orientation  
Equality Orientation.....Hierarchy Orientation  
Achieved Status.....Ascribed Status  
Competitive Orientation.....Cooperative Orientation  
Change Orientation.....Traditional Orientation  
Direct Orientation.....Indirect Orientation  
Open Orientation.....Closed Orientation

How might these differences in cultural values cause problems in the classroom? How might they enhance learning?



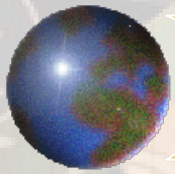
# *Importance of Cultural Awareness*





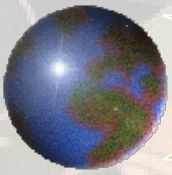
# *ABCs of Cultural Awareness*

- ✦ Ask Questions
- ✦ Be Observant
- ✦ Carefully Listen



# *Logic Systems*

- ✦ Every culture values logical thinking and speech
- ✦ People everywhere can think in many ways
- ✦ A certain logic system is taught by different cultures
- ✦ Logic is encoded in language
- ✦ Looking for the underlying logic system in a language can help us understand why people write, speak, and think in different ways



# *English Linear Logic*

1

a  
b  
c

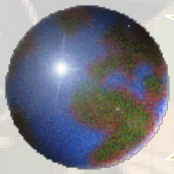
2

a  
b  
c

3

a  
b  
c





# *German Dialectic Logic*

Thesis

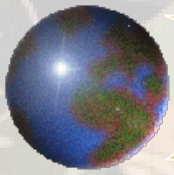


Antithesis

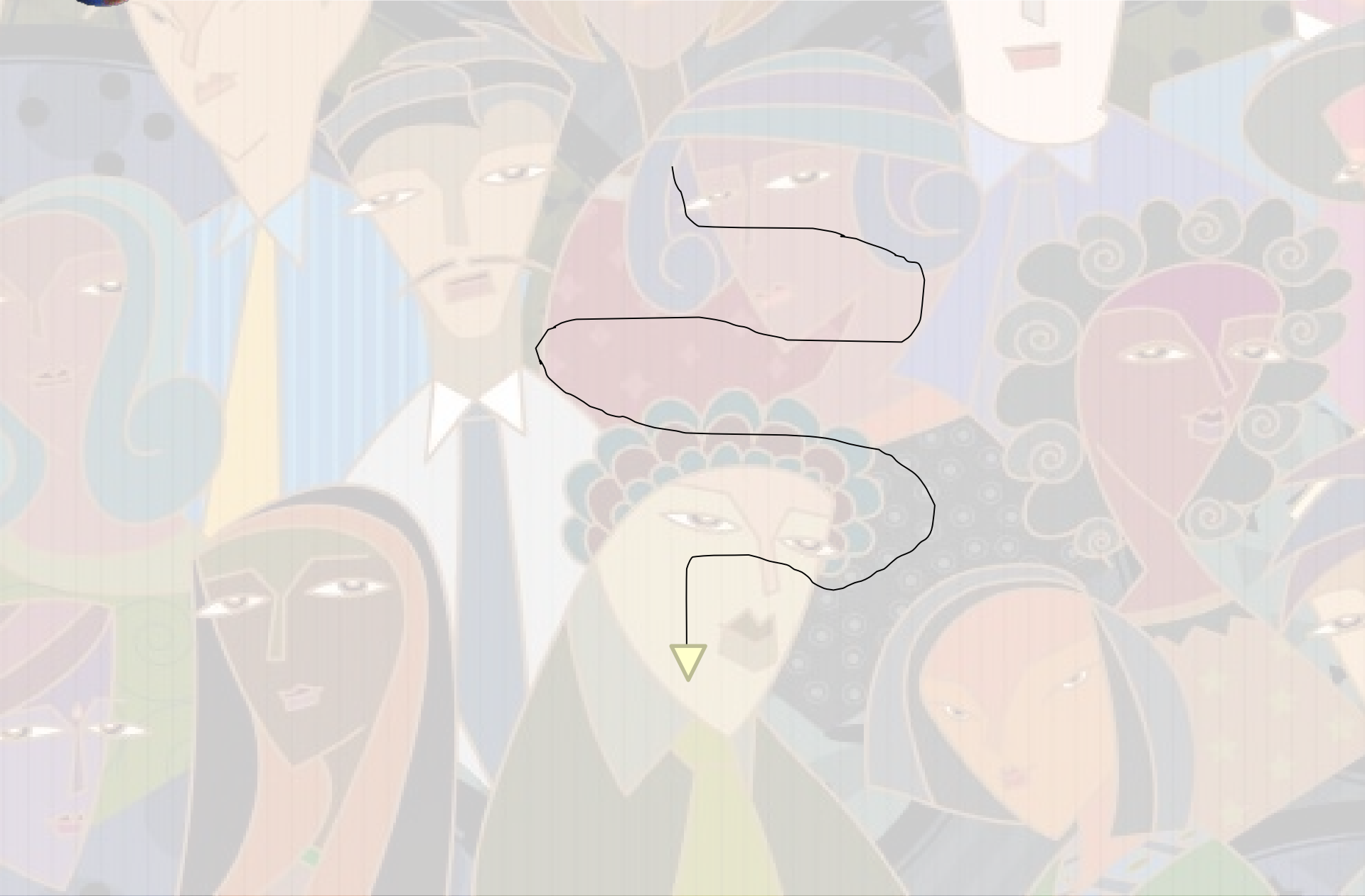


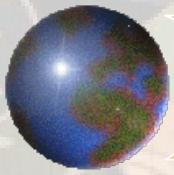
Synthesis





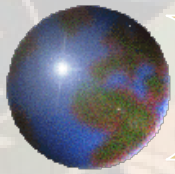
# *French Digressionary Logic*



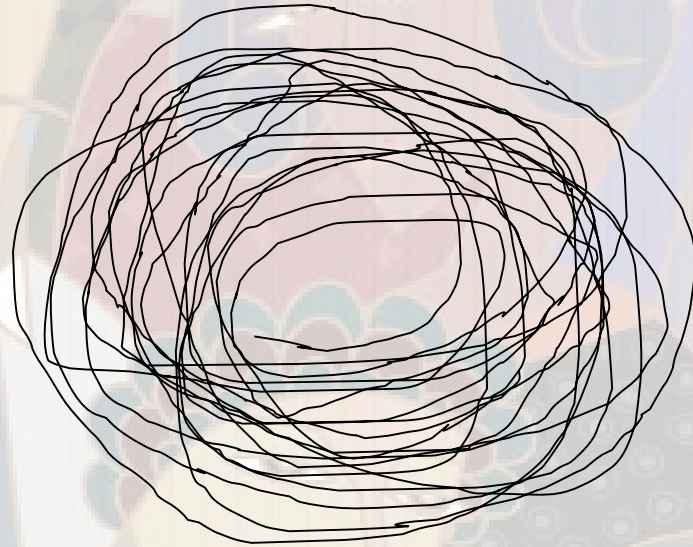


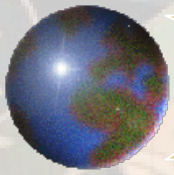
# *Individualist cultures*

- ⊕ Binary logic
- ⊕ Low context
- ⊕ Direct



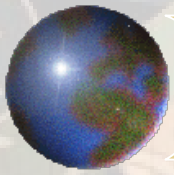
# *Japanese Circular Logic*



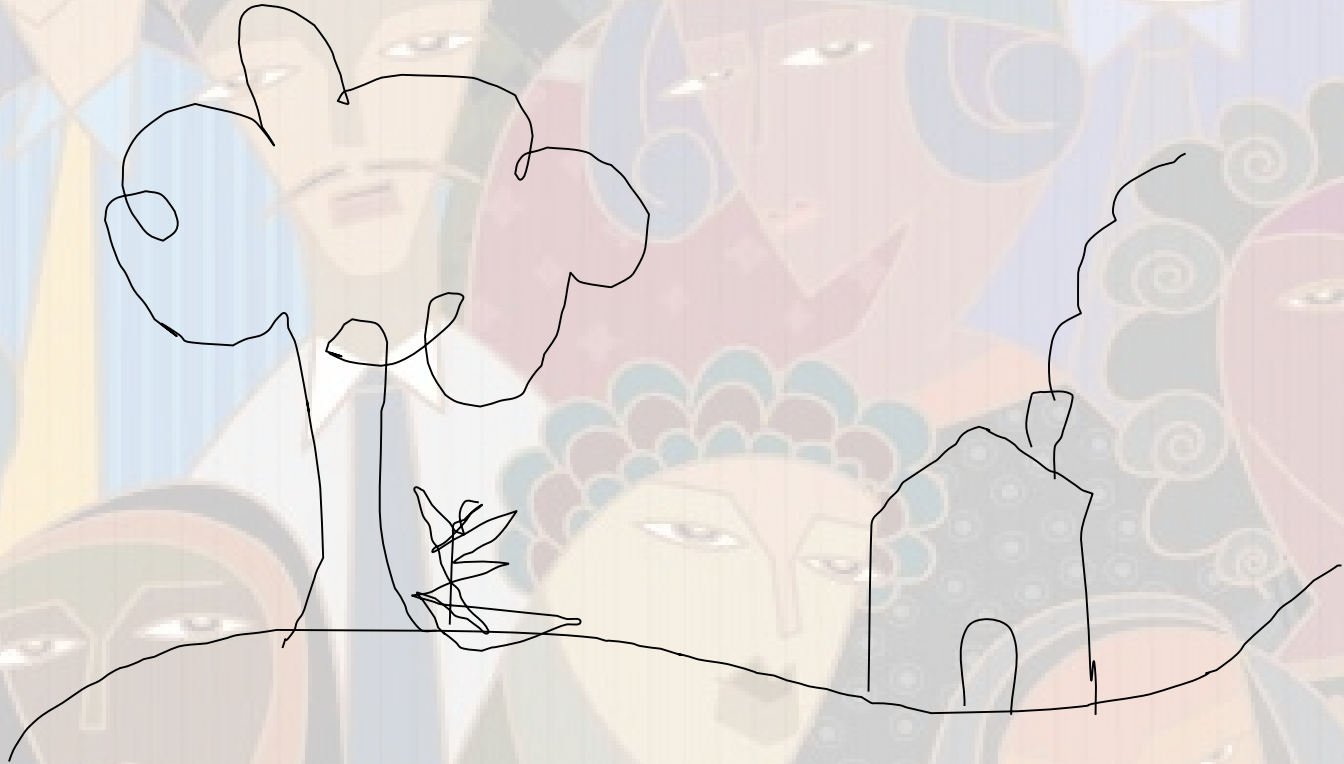


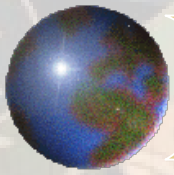
# *Bantu Illustrative Logic*





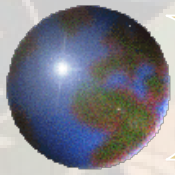
# *Mediterranean Pictorial Logic*





# *Collectivist cultures*

- ⊕ Multi-valued logic
- ⊕ High context
- ⊕ Indirect

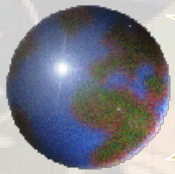


## *Crossing Cultures in the Classroom*

How can talking about cultural differences answer some of the challenges students have with writing, testing, and classroom discussion?

How might you improve cultural awareness in your classes? Through your assignments?

List two questions, arising from the subject matter you teach, that would help your students explore diverse cultural perspectives.



# *Biblical Mandate*

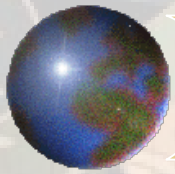
*Love the Lord your God with all your heart...and your neighbor as yourself.*

*Matthew 22:37-39*

*I try to fit into the social and cultural patterns of people as much as I can in order to win them to Christ. I do this for the sake of the gospel so everyone can see the blessing it is to those who accept it.*

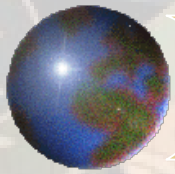
*1 Corinthians 9:22, 23 (The Clear Word)*



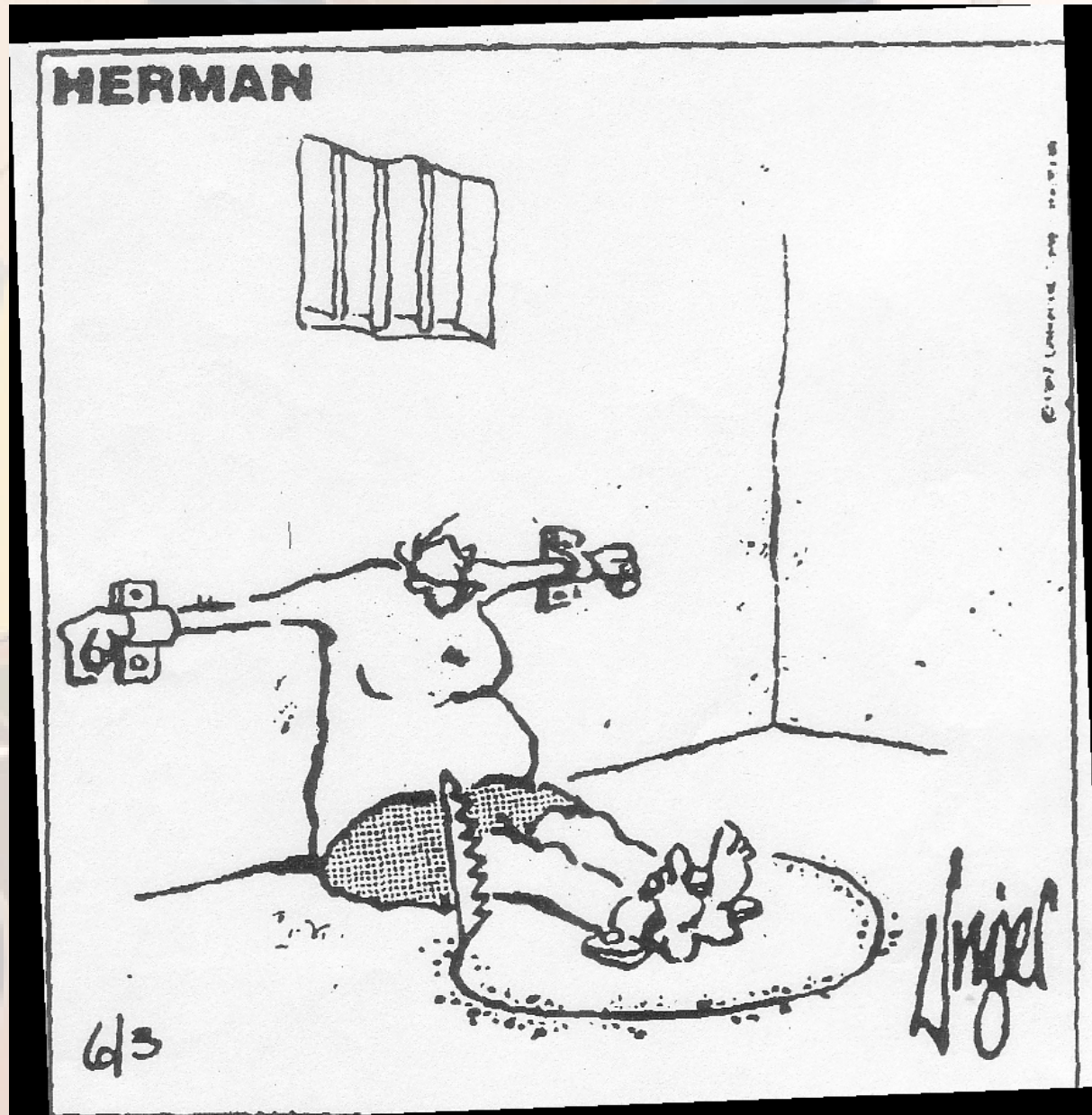


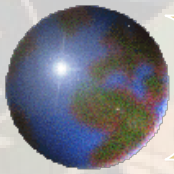
## *Teaching Mandate*

“The people of every country have their own peculiar, distinctive characteristics, and it is necessary that men [and women teachers] should be wise in order that they may know how to adapt themselves to the peculiar ideas of the people, and so introduce the truth that they may do them good.” *Testimonies to Ministers* p. 213



# *Importance of Cultural Awareness*





*The End*

