

Activity#1 - Definitions of Key Intercultural Learning Terms – Answer Key**Instructions**

In this activity, you are asked to match the definitions provided on your worksheets with the correct term shown on the slide. We'd like you to first work in pairs to select your response and then confirm your responses as a table group.

Culture: a

An evolving socially-constructed reality based on shared values, ideas, concepts and rules of behaviour (Hudelson, 2004). It's important to recognize there is as much diversity within cultural groups as there is between them, and that people may belong to multiple cultures.

Idioculture: b

A unique small group reality constructed on a "system of shared knowledge, beliefs, behaviours, customs and experiences," (Fine, 1979 as cited in Gunawardena, 2014, p. 84), e.g. online learning communities.

Intercultural learning: c

Learning that leads to increased awareness of one's own and other cultural preferences and the development of intercultural competence (Garson, 2013). It involves developing knowledge of diverse cultural worldviews and sensitive competent interaction across cultural contexts (Bennett, 2009).

Internationalization: d

The process of integrating an international, intercultural and/or global dimension into the purpose, teaching, research, service, and delivery of post-secondary education (AUCC, 2014, 3; Knight, 2004, 9)

Internationalization at home: e

"The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within **domestic** learning environments" (Beelen & Jones, 2015).

Indigenization: f

"...the process by which Indigenous ways of knowing, being, doing, and relating are incorporated into the educational, organizational, cultural, and social structures" of the institution (IAC & Camosun College, 2013). This process must take into account the history of colonization, and its continuing effects, as the starting point for intercultural understanding between settlers, visitors, and Indigenous peoples (Smith, 2012). Culturally responsive education must address emotional, physical and spiritual, as well as cognitive dimensions of learning (Battiste, 2002; Blackstock, 2008; Cappon, 2008).

Intercultural competence: g

Sensitive, competent interaction depends on awareness of one's own and other cultures; attitudes of respect, openness, and curiosity towards 'others'; and critical reflection, empathy, and relational skills (Deardorff, 2006, 2009) - which in turn require direct experience of differences in supportive contexts to develop (Thompson & Cuseo, 2012). We need to use experiential and holistic learning methods to build human being as well as professional skills (Pidgeon, 2008), and this can only happen in culturally safe learning environments (NAHO, 2008). Beyond this, we also need courage to engage in respectful, critical conversations about deep cultural differences (Li, 2016; Arao & Clemens, 2013).

Cultural safety: h

This refers to experience of respect, inclusion, and empowerment in shared decision making. It requires awareness of, and respect for differences between one's own and others' cultural lenses; recognizing diversity within populations, sharing power, and creating "an environment of equal engagement between different ways of knowing" (NAHO, 2008, p. 13).

Cultural humility: i

This is "a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. [It] involves humbly acknowledging oneself as a learner when it comes to understanding another's experience (FNHA, 2018).

Reflexivity: j

This refers to capacity for self-reflection. In intercultural learning, it includes awareness of the influence of one's own cultural and disciplinary identities on interactions in the classroom, and how one is perceived by cultural others (Dimitrov & Haque, 2016). Critical reflexivity includes recognition of equity (fairness) issues and action to redress power and privilege imbalances (Gorski, 2016).

References – Activity 1: Definitions of Key Intercultural Terms

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