Learning Interventions for Individuals in Denial & Polarization

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

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<th>Benchmark</th>
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</table>

## Knowledge

### Cultural self-awareness
- **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

### Empathy
- **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 situations 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

### Curiosity
- **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

### Openness
- **Initiates and develops interactions with culturally different others...**
- ** Begins to initiate and develop interactions with culturally different others...**
- ** 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

Intercultural Development Continuum

Denial, Polarization, Minimization, Acceptance, Adaptation

Self-Awareness, Worldview Frameworks, Empathy, Communication, Curiosity, Openness
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<thead>
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<th>Activity</th>
<th>Source</th>
<th>Self-Awareness</th>
<th>Openness</th>
<th>Communication</th>
<th>Empathy</th>
<th>Curiosity</th>
<th>Worldview</th>
<th>Denial</th>
<th>(Differences)</th>
<th>Polarization</th>
<th>(Similarities)</th>
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<th>(Differences)</th>
<th>Acceptance</th>
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<td>Go Bananas!</td>
<td>Beredko &amp; D. K. O'Donohue (eds.): Building cultural</td>
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<td>Are You Listening?</td>
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<td>Preparing to study abroad: Learning to cross cultures</td>
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<td>Building Utopiastan: R. Beredko &amp; D. K. O'Donohue</td>
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<td>Dividing the spoils</td>
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Gather information → Game Plan → Follow up: How does the project intersect with or support...

Which ASK is your focus? Orientation of learners?


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

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>political affiliation</td>
</tr>
<tr>
<td>military service</td>
<td>professional reading preference</td>
</tr>
<tr>
<td>automobile ownership</td>
<td>religion</td>
</tr>
<tr>
<td>birth order</td>
<td>schooling</td>
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<tr>
<td>educational background</td>
<td>sports</td>
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<tr>
<td>family</td>
<td>thinking style</td>
</tr>
<tr>
<td>favorite author</td>
<td>TV preferences</td>
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<tr>
<td>favorite magazine</td>
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<tr>
<td>food preferences</td>
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<tr>
<td>health status</td>
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</tbody>
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Similarities and Differences

45 seconds--Identify the person who is “most similar” to 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
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?

Creating a Toolbox

Intercultural Development Continuum

Denial  Polarization  Minimization  Acceptance  Adaptation

Self-Awareness
Worldview Frameworks
Empathy
Communication
Curiosity
Openness
**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...
Creating a Toolbox

Intercultural Development Continuum

Denial  Polarization  Minimization  Acceptance  Adaptation

Openness  Curiosity  Communication  Empathy  Worldview Frameworks  Self-Awareness
D.I.E.

Take a look at the following picture.

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

Now I need some volunteers to tell me what you saw.
How are these different?

D. – Description
I. – Interpretation
E. – Evaluation
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?
Let’s try again!
Take another look at the picture.

This time, try ONLY to describe.
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?
Learning to Frame-Shift

Look closely at each of the following pictures.

Each can be seen two different ways.
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?

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?
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