It's Our World

And our students are living in it!



To be successful, our **Success** students should contribute to Ahead improving the entire world.



Some of the Issues our Students Must Address to Make a Better World

- Climate change
- Refugees
- International trade
- Political tensions between countries

- Pandemics
- International supply chains
- Technology misuse
- World hunger
- Human trafficking



All of These Issues

- Are large
- Transcend local and national borders
- Require collaboration to address
- Affect all mankind

None can be solved by one person or one country; they can only be solved by people with international mindsets



National vs Global Mindsets

National Mindset

- Narrowly focused
- Ignores or dismisses other
 cultures
- Not curious about the wider world
- Only values their country's contributions
- Dismissive of differences
- Intolerant

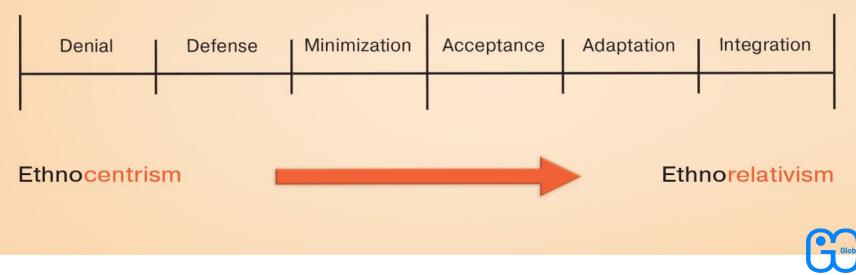
Global Mindset

- Broadly focused
- Understands and appreciates
 other cultures
- Curious about the world and its interconnections
- Values the contributions of all cultures
- Appreciative of differences
- Tolerant



Developmental Model of Intercultural Sensitivity

Experience of Difference



Developmental Model of Intercultural Sensitivity – Organizing Engagement

Developmental Model of Intercultural Sensitivity

Denial: Fail to recognize or minimize differences between cultures and think of other cultures as "wrong." "We should all use forks, spoons and knives to eat."

Defense: Exalting our culture over others and seeing interacting with other cultures as a threat. "Soon we all be using chopsticks."

Minimization: Minimizing differences between cultures. We are all the same deep down and as a result, our culture's way of doing things is non-controversial. "No one minds using forks to eat. Why would they?"

Based on the work of Milton Bennett



Developmental Model of Intercultural Sensitivity

Acceptance: An acceptance that different cultures exist with different perspectives on life. "I guess it is ok that some people use chopsticks."

Adaptation: An empathy for and interest in the cultural experience of others and willingness to engage in dialogue about it. "I wonder why my culture evolved to use forks and their's chopsticks."

Integration: An ability to function in other culture's milieus and chose wisely when to do so is desired and not appropriation. "For this meal of Udon, I will use chopsticks."

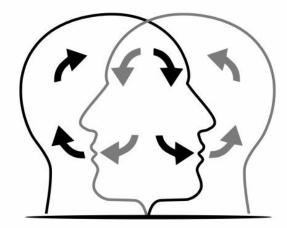


Ethnorelativism Leads to Empathy

All kinds of empathy are prerequisites for solving complex problems.

- For people with different views.
- For people with different perspectives.
- For different cultural experiences and expectations.

To be truly empathetic students must develop an ethnorelativistic worldview.



How Can Schools Help?



The School's Role in Developing Enthnorelativism

- Course offerings
- Clubs
 - Model UN
- Special events
 - International dinners
- International trips
- Pen pal programs

How effective are these really?

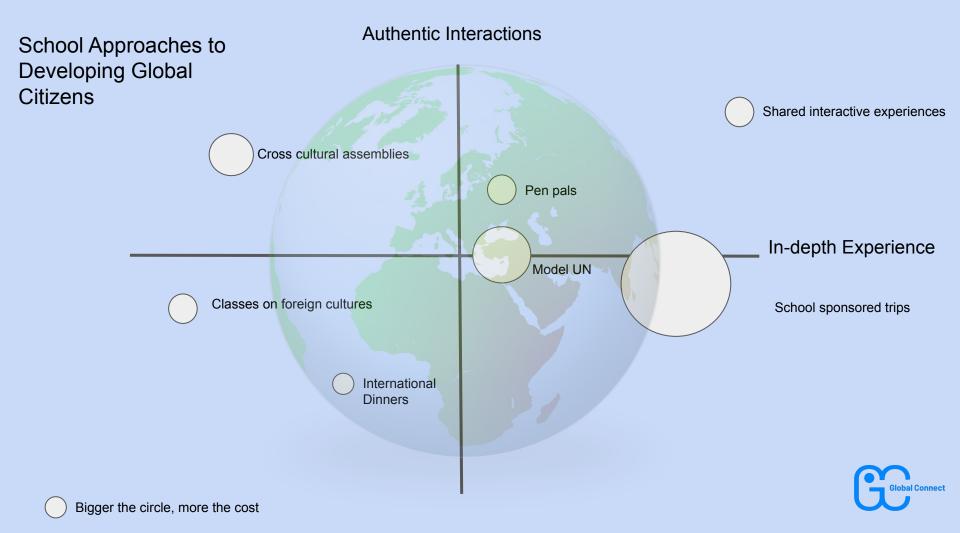


Learning that Changes Attitudes Must Be

- Authentic
- Relevant
- Engaging
- Social
- Collaborative
- Interesting
- Interactive
- Repeated







COVID Helping Build Enthnorelativism?

Technology

- Students are digital natives
 - Students consume much visual content which can be used to spread misinformation easily
- 5G is available in many places around the world
- Students used to working asynchronously
- Students used to working on a flexible schedule
- Students used to having access to the world



Technology Provides an Answer

Create partnerships with international schools

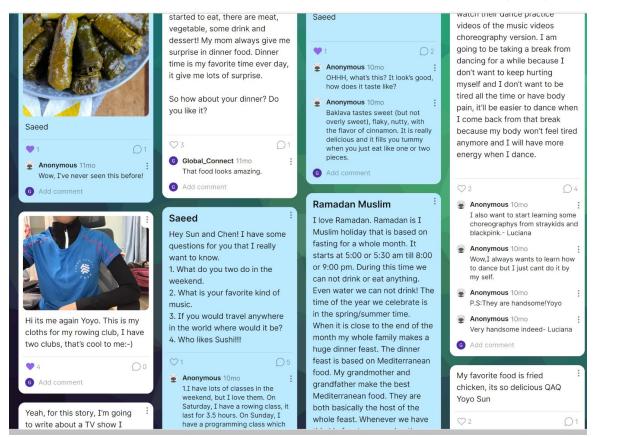
- Share a curriculum
- Have students collaborate on a shared project
- Use asynchronous communications to help bridge time zones
- Students are ready for these types of authentic interactions

Use an organization that has infrastructure in place

- Global Connect
- Global Cultural Education Initiative



Some Examples of Intercultural Engagement





Thank You

Questions?

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