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Engaging the "Other" as a Pedagogical Tool for Teaching Intercultural Competence
Category: Learning, Teaching and Assessment
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Introduction

A. Global Trends
   a. Modern communication and transportation capabilities, as well as an increasingly interconnected and interdependent economy, integrate individuals around the world (Bok, 2009; Chen, 1996, 1997, 2000).
   b. Population migrations and the resulting demographic changes in schools, neighborhoods, and the workplace.
   c. Increased immigration to United States, which will eventually create "a nation of minorities in which no group, including Whites, will be able to claim a majority of the population" (Bok, 2009, p. xi.). Demographic estimates predict that by 2050, whites will become a minority in the United States and about one in five Americans will be an immigrant (Passel & Cohn, 2008).
   d. Western European countries, which formerly had experienced net emigration, have become destinations for immigrants today (UNCTAD, 2012).
B. Need within higher education to develop skills of intercultural competence to better equip students to engage a rapidly changing economy, workplace, and global community.
C. This pedagogy, focused on engaging the "other," uses empathy and an altered frame of reference to equip students for more effective communication.

Differing International Perspectives

A. Intercultural Competence in US-American Educational Systems
   a. Strong emphasis of the development of intercultural competence within US-American higher education and growing body of literature from US educators and scholars (AACU & NLC, 2007; Bennett, 2004; Deardorff, 2006; Ramaley & Leakes, 2002).
   b. Goals of international education in the United States are aimed at "global and intercultural awareness, in response to [US] cultural parochialism," (De Wit, 2002, p. 213) and motivated by "political rationales of national security and foreign policy" (p. 213).
B. European Internationalization Efforts
   a. Goals directed at "extension and diversification of academic performance" (De Wit, 2009, p. 213).
   b. Few European universities are "undertaking serious efforts to institutionalize systematic intercultural counselling and preparation for intercultural encounters" (Otten, 2000, p. 18).
   c. Due to increased internationalization and a growing desire among students for intercultural learning, European universities should integrate intercultural learning into the curriculum, as well as educational outcomes (Otten, 2000).

d. With increased mobility, the integration and development of intercultural learning and competence will be important factors for personal, educational, and economic gains.

Definitions and Distinctions of Intercultural Competency

A. Distinction between international education and intercultural education; former promotes an objective knowledge base of another's cultural elements, and the latter enables students to understand "the subjective meaning people ascribe to events and relationships with institutions and other people, and ultimately to themselves" (Selby, 2008, p. 4).
B. Differing Conceptions of Intercultural Competence
    a. One broad definition that has received greater consensus among internationally acclaimed intercultural scholars and higher education administrators involves the "ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2006, p. 249).
    b. Another definition that received agreement among scholars involves the ability to shift ones frame of reference (2006).
C. Dimensions of Intercultural Communication Competence (Chen & Starosta, 1996, 2000).
D. Developmental Paradigm (Bennett, 2004)
    a. Individuals move through stages along a continuum from ethnocentrism to ethnorelativism
    b. Stages (denial, defense, minimization, acceptance, adaptation, and integration) are not unique to US-Americans or those of a dominant ethnic group.
    c. Individuals move from ethnocentrism to ethnorelativism once they develop cultural awareness or "experience culture as a context" (Bennett, 2004, p. 68);
    d. Once an individual is able to view beliefs, behaviors, and values in their own cultural lens, they are able to move from ethnocentrism to ethnorelativism and engage the other.

Elements and Outcomes of Intercultural Competency
A. Cultural self-awareness and value of one's own culture (Howard Hamilton, Richardson, & Shuford, 1998)
B. Foundational attitudes of respect, openness, and curiosity or discovery develop intercultural competency (Deardorff, 2006); these three attitudes imply a value for others, the suspension of judgment, and a tolerance for ambiguity.
C. Ability to consider other perspectives and worldviews (Byram, 1997; Howard Hamilton, Richardson, & Shuford, 1998; Ting-Toomey & Kurogi, 1998)
D. As individuals mature both intellectually and cognitively, they gain capabilities to shift their frame of reference away from self towards the other (Bennett, 2004; King & Baxter Magolda, 2005).
E. Development of broad skills, such as the ability to listen, analyze, interpret, and relate to others (Byram, 1997; Deardorff, 2006; Ting-Toomey & Kurogi, 1998).
        i. Deardorff's (2006) study revealed that the only intercultural competence element to receive 100% agreement among scholars and higher education administrators was the ability to understand others' worldviews.

ii. The development of broad skills, as opposed to specific skills, such as language acquisition, prepares individuals for effective communication and interaction in a complex and multicultural world.

Engaging the "Other" as a Pedagogical Approach

A. Definition of the "other"
   a. Individual with different external and internal attributes from a "self" perspective
   b. Gender, class, ideology, race, ethnicity, sexual orientation, nationality, etc.
B. Educational Foundation: Simultaneous Developmental Processes within Students
   a. Development of self
   b. Understanding of diversity/ other perspectives
   c. Intellectual and ethnical maturity: Shift from dualism/dichotomous thinking to greater pluralistic and relativistic orientation (Perry, 1981)
   d. Experiential learning: Learning occurs in a four-dimensional cycle- concrete experience, reflective observation, abstract conceptualization of ideas, and finally, active experimentation with new ideas (Kolb, 1981).
C. Engaging the Other: Elements and Outcomes
   a. Awareness of self and cultural identity/assumptions
   b. Empathy
   a. Shifted frame of reference
   b. Shared humanity
   c. Development of broad skills to effectively communicate across cultural differences
D. Application and Examples of Pedagogical Techniques
   a. Business
   b. Social Science
   c. Education