

Intercultural Understanding in the classroom

Justification

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Narrative of entanglement

Explanation

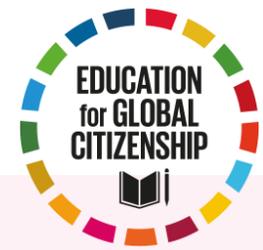
- Educational space with the question of
- *'How are students already part of the world?'*
- Space for students to be interwoven with 'ongoing' questions and experiences
- Viewing the classroom not as a space to prepare the students (or a space that is strictly distinguished with the 'real world') but the classroom as a small society itself, already consisted of different cultures, identities and social issues.



References

- Bildung Academy Koen
- Ingolf, T., *Brinding things to life: creative entanglements in a world of materials*, *ESRC National Centre for Research Methods Realities Working* (2010) 15
- Reid, A., Jensen B.B., Nikel J., & Simonobska V. 'Participation in learning: perspective on education and the environment', *Health and Sustainability*. (Springer 2008)

Need of citizenship education



Explanation

Education specialists in the Netherlands criticize the current education system on lacking proper citizenship education. According to citizenship education specialist Bram Eidhof, *"there are no clear goals and prescribed rules for citizenship education apart from some obligations on 'making an effort.'"*

Since the guidelines are not specified, the schools have the freedom to choose what to teach, which leads to excessive flexibility and an unstructured program for citizenship education. Subjects are often being neglected and not prioritized by the schools.

Furthermore, the training of the teachers don't cover topics of citizenship education nor methods on how to handle sensitive topics in classrooms.

Definition of Citizenship Education

1. Subjects that concern tension between individual and/or collective interests or values, and are not reducible to an individual problem.
2. The way we – on different levels – come to solutions and peaceful decisions as reaction on these tensions, opposing values and different interests.
3. Enabling students with knowledge, skills and attitudes to act independent with respect to social and political problems.

References

B. Eidhof, *Handboek Burgerschapsonderwijs* (juli 2019) Prodemos

Defining Culture and Identity

Explanation: Culture and identity

Culture can be seen as patterns of behavior and system of beliefs that are common within a particular population of people. These can change over time and therefore are *dynamic*.

Identity is how an individual is viewed as part of society and how individuals identify themselves. Culture shapes individual identity, but individuals in their turn have a certain autonomy and power to shape culture.



References

T. Eriksen., *Small places, Large Issues: An Introduction to Social and Cultural Anthropology* (Pluto Press 2015)

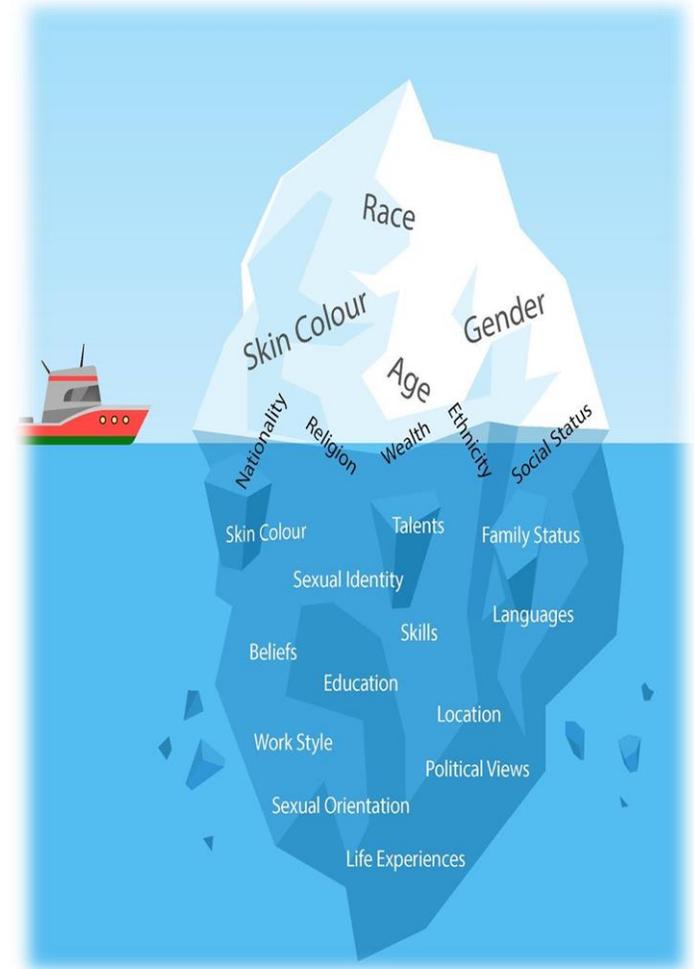
The Iceberg Theory

Edward T. Hall proposes a concept of a 'cultural iceberg', which tries to deconstruct the static idea of culture.

He explains this by using the analogy of an iceberg, by dividing the elements of culture into visible and invisible parts.

Due to the interrelation between culture and identity, the iceberg theory helps us to question the conventional, static concept of identity and rather *reform it into something dynamic*.

Identity is consisted of visible and invisible, conscious and unconscious, tangible and intangible aspect which are **not** limited to the national borders.



References

E. Hall., *Beyond Culture* (Pluto Press 2015)

The Global Supermarket Theory

Explanation

Nowadays, people have the chance to actually 'choose' the aspects of their lives and cultures from all around the world.

They are accessible to numerous options of identities, and they identify themselves as consumers that can go '*identity shopping*'.

Identity is not something static and fixed but is rather something broad and dynamic, where we have the chance to select our own identity, and even feel connected to a variety of people by similarities of identity.



References

G. Matthews., *Global Culture/Individual Identity: Searching for Home in the Global Supermarket* (Routledge 2000)

Different Teaching Methods



Interactive Teaching

The use of interactive methods for citizenship education will be especially important to motivate the students and to make them feel connected to the topic.

Flexible training programs allow students to work in a comfortable rhythm which will *encourage interest, efficient acquisition, high motivation, strength, knowledge, freedom of expression* etc.



The Use of Technology

The young generation is now well accustomed to advances in online, and web-based technologies preferring instant communication and knowledge, and can multitask in a virtual environment.

Many education specialists argue that education courses should be interactive with the use of *technology* and discussions on *multi-media platforms*.

References

- N.O. Yakobleva., 'Interactive Teaching Methods in Contemporary Higher Education', *Pacific Science Review* 16:2 (2017) 75-80
H. Matlay., 'Entrepreneurship education and training needs of family businesses operating in the agricultural sector of India', *Education+Training* 54:8-9 (2012) 727-743