EduBox 01: Culture, a new perspective

Session 02: Multi-collectivity as a concept

Session plan

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| **Topics/ Content** | **Aims** | **Learning outcome** | **Sources** |
| Learning outcome  Objectives  Lead-in  Multi-collectivity as a concept   * The concept itself * Reasons for considering multi-collectivity * Membership in different collectives   The common triangle  Summary and reflection  Assignment  Sources | The objective of this session is to introduce multi-collectivity as a concept.  At the end of the sessions, students will be able to   * explain the meaning and nature of multi-collectives * give reasons why considering multi-collectivity is important in today’s world, and * characterise some of the collectives of which they are members | Based on an open definition of culture, students identify multi-collectives and their characteristics. | * Bundesamt für Migration und Flüchtlinge (BAMF) 2015. Migrationsbericht 2015. <https://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Migrationsberichte/migrationsbericht-2015.pdf?__blob=publicationFile> (10.11.2018) * Bolten, Jürgen 2007. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandehoeck & Ruprecht * Bolten, Jürgen 2015. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandenhoeck&Ruprecht (2nd ed.) * Calmbach, Marc et al. 2016. Wie ticken Jugendliche 2016? Wiesbaden: Springer <http://www.sinus-institut.de/veroeffentlichungen/buecher-und-artikel/> (14.3.2017) * Crul, Maurice et al. 2013. Super-diversity: A new perspective on integration. Amsterdam:VU University Press <https://research.vu.nl/ws/portalfiles/portal/898459/Super-diversity+Crul+et+al+2013.pdf> (12.11.2018) * Deutscher Akademischer Austauschdiesnt (DAAD). 2016. Wissenschaft weltoffen kompakt: Daten und Fakten zur Internationalität von Studium und Forschung in Deutschland. <http://www.wissenschaftweltoffen.de/publikation/wiwe_2016_verlinkt.pdf> (13.8.2018) * Deutscher Akademischer Austauschdienst (DAAD) 2016. Wissenschaft weltoffen kompakt: Facts and figures on the International Nature of Studies and Research in Gerrmany. <http://www.wissenschaftweltoffen.de/kompakt/wwo2016_kompakt_en.pdf> (13.8.2018) * Hansen, Klaus P. 2009. Kultur, Kollektiv, Nation. Passau: Stutz * Hansen, Klaus P. 2011. Kulturtheorie heute. University Poznan, Polen (23.11.2010). <http://www.klaus-p-hansen.de/fileadmin/downloads/kulturtheorie%20heute.pdf> (retrieved 2.2.2017). * Köster, Kathrin 2010. International Project Management. London: Sage * Nazarkiewicz, Kirsten 2016. Kulturreflexivität statt Interkulturalität? In *Interculture*Journal 15(26); pp.23-32 <http://www.interculture-journal.com/index.php/icj/article/view/278/362> (retrieved 2.2.2017) * Vertovec, Steven. 2007. Super-diversity and its implications. In: Ethnic and Racial Studies, 30:6, 1024-1054. * Witchalls, Peter James. 2012 *Is national culture still relevant?* In: *interculture*journal 11 (19): 11-18 <http://www.interculture-journal.com/index.php/icj/article/viewFile/178/280> (retrieved 13.3.2017) * Yildirim-Krannig, Yeliz 2014. *Kultur zwischen Nationalstaatlichkeit und Migration. Plädoyer für einen Paradigmenwechsel.* Bielefeld: transcript Verlag   Except where otherwise noted, content in this presentation / on this site is licensed under a [Creative Commons Attribution Share Alike 4.0 International license](https://creativecommons.org/licenses/by-sa/4.0/).  [../../../../../Design%20Grafik%20Logos%20Web/CC%20Icons/cc-icons-png/by-sa.png](https://creativecommons.org/licenses/by-sa/4.0/) |

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| **Slide title** | **Method and time frame** | **Comments** |
| Introduction to EduBox 1 and Session 2 |  |  |
| Learning outcomes | Explanation  3 minutes | The slides are self-explanatory and do not necessarily require elaboration. |
| Aims | Explanation  3 minutes | The slides are self-explanatory and do not necessarily require elaboration. |
| Lead-in | Activate students  5 – 10 minutes | Activate and sensitise students to the variety of possible life paths and thus also cultural experiences  Students should use the results later for developing the common triangle |
| Multi-collectivity as a concept/ The concept itself | Input  15 minutes | This input lays the groundwork for arguing that a multi-collective approach is better able to capture the multi-faceted nature of culture as well as its dynamics than a national based approach to culture and cultural analysis |
| Reasons for considering multi-collectivity | Input  10-15 minutes | Slides provide information as to why multi-collectivity should replace or at least complement a national based understanding of culture.  Some of the slides can easily be omitted to save time if necessary. |
| Membership in different collectives | Reflection  10-15 minutes | On the blackboard different types of collectives are noted and their specifics discussed. These could for example be linked to what is visible and to values or basic assumptions. It is a prelude to the exercise ‘the common triangle’ |
| Membership in different collectives | Activity | The idea of this activity is to reflect upon membership of collectives linked to life paths and discuss this in class. It should stimulate self-reflection and identification which is good preparation for the common triangle exercise. |
| The common triangle | Group work  15 minutes | Based on the discussion in class, students should sit in groups of three and develop a common triangle thereby establishing their commonalities as well as differences. This should help them to establish common ground for their interaction and tasks and should help them to identify special experiences and knowledge of other team members they may be able to benefit from when working together |
| The common triangle | Group work  15 min and 5 minutes for the presentation of the results | If time allows, students may be given a task and use the knowledge gained from the common triangle exercise. Round up with a discussion about the benefits of knowing each other before starting to work together. |
| Summary | Input  3 minutes | Can also be turned into a question to the students |
| Reflection | Task  6 minutes | Different types of tasks are available here |
| Assignment | Reading text with questions to be answered | If time allows, the text could either be read in class or as preparation for the session or could be used as a ‘read-on’ task |