


# EduBox 1: Culture, a new perspective

## Session 03: A culture reflexive approach to the analysis of cross-cultural interactions

### Session plan

Topics/ Content	Learning Outcome	Objectives	Sources
<p>Learning outcome</p> <p>Objectives</p> <p>Lead-in</p> <p>A Culture reflexive analysis</p> <ul style="list-style-type: none"> <li>▪ Cultural reflexivity</li> <li>▪ Three perspectives of cultural reflexivity</li> <li>▪ Putting it into practice</li> <li>▪ Case studies</li> </ul> <p>Summary and reflection</p> <p>Home assignment</p> <p>Sources</p>	<ul style="list-style-type: none"> <li>▪ Students analyse cross-cultural situations by applying a culture reflexive approach</li> </ul>	<p>At the end of the sessions, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ explain what we mean by cultural reflexivity</li> <li>▪ apply a culture-reflexive approach to the analysis of cross-cultural encounters, and</li> <li>▪ based on their findings make meaningful suggestions as to how to deal with the issue at stake</li> </ul>	<ul style="list-style-type: none"> <li>• Conifer, Ann L. 2016. Republication of “On Becoming a Critically Reflexive Practitioner”. In: Journal of Management Education. Vol. 40(6) 747-768</li> <li>▪ Hansen, Klaus P. 2011. Kulturtheorie heute. University Poznan, Polen (23.11.2010). <a href="http://www.klaus-p-hansen.de/fileadmin/downloads/kulturtheorie%20heute.pdf">http://www.klaus-p-hansen.de/fileadmin/downloads/kulturtheorie%20heute.pdf</a> (retrieved 2.2.2017).</li> <li>▪ Köster, Kathrin 2010. International Project Management. London: Sage</li> <li>▪ Nazarkiewicz, Kirsten 2016. Kulturreflexivität statt Interkulturalität? In <i>IntercultureJournal</i> 15(26); pp.23-32 <a href="http://www.interculture-journal.com/index.php/icj/article/view/278/362">http://www.interculture-journal.com/index.php/icj/article/view/278/362</a> (retrieved 2.2.2017)</li> <li>▪ Nazarkiewicz, Kerstin 2016a. Kulturreflexive Perspektiven für Systemiker*innen. Vortrag auf der 16. Jahrestagung der GGSF in Frankfurt. <a href="http://www.consilia-cct.com/dokumente/Nazarkiewicz-Kulturreflexive-Perspektiven-fuer-Systemikerinnen.pdf">http://www.consilia-cct.com/dokumente/Nazarkiewicz-Kulturreflexive-Perspektiven-fuer-Systemikerinnen.pdf</a> (retrieved 8.2.2018)</li> <li>▪ Pollner, M. 1991. Left of ethnomethodology: The rise and decline of radical reflexivity. In: <i>American Sociological Review</i>, 56, 370-380.</li> <li>▪ Schneider, Jens; Crul, Maurice &amp; Frans Lelie. 2015.</li> </ul>

			<p>Generation Mix. Die superdiverse Zukunft unserer Städte und was wir daraus machen. Münster: Waxmann</p> <ul style="list-style-type: none"><li>▪ Yildirim-Krannig, Yeliz 2014. Kultur zwischen Nationalstaatlichkeit und Migration. Plädoyer für einen Paradigmenwechsel. Bielefeld: Transcript</li><li>▪ Witchalls, Peter James. 2012 <i>Is national culture still relevant?</i> In: <i>interculturejournal</i> 11 (19): 11-18 <a href="http://www.interculturejournal.com/index.php/icj/article/viewFile/178/280">http://www.interculturejournal.com/index.php/icj/article/viewFile/178/280</a> (retrieved 13.3.2017)</li><li>▪ Witchalls, Peter James. 2015 Teaching and learning intercultural business communication through an authentic case study: an experience report In: <i>interculturejournal</i> 14 (2015), 24: 67-76 <a href="https://www.ssoar.info/ssoar/bitstream/handle/document/45013/ssoar-interculturej-2015-24-witchalls-Teaching_and_learning_intercultural_business.pdf?sequence=1">https://www.ssoar.info/ssoar/bitstream/handle/document/45013/ssoar-interculturej-2015-24-witchalls-Teaching_and_learning_intercultural_business.pdf?sequence=1</a> (retrieved 12.2.2018)</li></ul> <p>Except where otherwise stated, content in this presentation / on this site is licensed under a <a href="https://creativecommons.org/licenses/by-sa/4.0/">Creative Commons Attribution ShareAlike 4.0 International license</a>.</p> 
--	--	--	--

Slide title	Method and time frame	Comments
Introduction to EduBox 1 and Session 03		
Learning outcomes	Explanation 3 minutes	The slides are self-explanatory and do not necessarily require elaboration.
Objectives	Explanation 3 minutes	The slides are self-explanatory and do not necessarily require elaboration.
Topics	Explanation 3 minutes	
Lead-in	Activate students  3 minutes	The answer to the question will depend on what the students already know about intercultural communication. The lecturer should note down the comments to be able to get back to them at the end of the session
Cultural reflexivity	Input  5 minutes	Stimulate students to think about the term 'reflexivity' and gain an understanding of what is being meant by 'cultural reflexivity'
Cultural reflexivity	Activity  10 min	Ask students to use a search machine and look up the term
Cultural reflexivity	Activity  3 minutes	Differentiate between reflex interaction and reflexivity
Cultural reflexivity	Input  2 min	Explain definition

Three perspectives of cultural reflexivity	Input 20 min	The three different perspectives to reflect culture are being explained. During this input students should take notes.
Putting things into practice	Activity 15 min	Using a critical incident, students are asked to apply the culture reflexive approach to analyse the incident. This can be done as a plenary activity but also as a group work which would require more time. It is important to discuss how a culture reflexive approach may influence our reaction and help us to react in manner which is more appropriate and cultural sensitive.
Case studies	Discussion	The quote introduced as a lead-in is being re-read and the answers discussed and compared
Case studies	Optional	A variety of short cases are available to be used in plenary or in groups to apply the culture-reflexive approach
Summary and reflection	Input/Discussion 10 minutes	
Home assignment 1 or alternatively 2 or/and 3	Reading Case study and carry out an analysis	The case study by Peter Witchalls can be read as a preparation before coming to class and students are then (after having received the input) asked to carry out the task in class, e.g. in groups with the assignment to visualize the results of their analysis on flip charts. It can also be used as an assignment for the following session and students are asked to bring the results to class.  The second and third assignment can be carried out in class as the case studies are relatively short or as a home assignment and students then bring the results to class.
Sources		