EduBox02: Communication in diverse contexts

Session 01: Intercultural communication, the basics

Session plan

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| Topics/ Content | Objectives | Learning outcome | Sources |
| Learning outcome  Objectives  Lead-in  Intercultural communication, the basics   * Intercultural communication, a model * Analysing communication situations   Summary and reflection  Assignment  Sources | At the end of the sessions, students will be able to   * explain the (intercultural) communication model, * apply the model to analyse communication situations in culturally diverse contexts, and * recognise and analyse potential misunderstandings in a cross-cultural setting. | Students use the intercultural communication model to analyse communication situations. | * Bosse, Elke 2011. Qualifizierung für Interkuturelle Kommunikation: Trainingskonzepte und –evaluationen. München: Iudicum * Guirdham, M. & O. Guirdham 2017. Communicating Across Cultures at Work. London: Palgrave * Moll, Melanie. 2012 The Quintessence of Intercultural Business Communication. Heidelberg: Springer   Except where otherwise stated, content in this presentation / on this site is licensed under a [Creative Commons Attribution ShareAlike 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 2 and Session 01 |  |  |
| 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. |
| Lead-in | Activate students  5 minutes | Use quotes to indicate how each of the short notes can be interpreted and perceived |
| Intercultural communication, a model | Activity and discussion  15 minutes | The cutting out of the model usually stimulates discussion about communication and the process of ensuring a shared meaning. Students very often have very different ideas about how the process takes place. When asked to share how they envisage the process, a common model can be generated on the board/flipchart. It is important to discuss the various contextual aspects within which the communication takes place. |
| Analysing communication situations | Analysis/ Discussion  20 minutes | Deepens understanding of the communication process and considers a range of aspects in the analysis.  As there are different examples, the time spent depends on the group, interest and time available.  The short video can be used in class but also as part of the reflection session. |
| Summary and reflection |  |  |
| Assignment |  |  |
| Sources |  |  |