



Fachhochschule Köln
Cologne University of Applied Sciences

Institut für interkulturelle
Bildung und Entwicklung

Qualifizierung von Hochschulpersonal **oder** **interkulturelle Fakultätsentwicklung ?**

Matthias Otten

Impulsreferat für das qualiko-Kolloquium
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Different levels of the Discourse

Micro-level	Personality and individual growth: international student; global mind-set; personal mobility; employability
Meso-level	Institutional development international university; global competition; educational markets; strategic networking
Macro-level	Civil Society and Social Environment Multicultural society; global responsability; community involvement; social justice

The Change of the *Cultural* Setting of IHE

„[Globalisation] (...) foregrounds certain individual academic attributes, such as related to technological competence, communication, linguistic competence, (...) **cultural diversity**, discursive flexibility, and the management of work and multiple role demands.

It takes us into territories uncharted, where **we make our own new rules**, and things in itself impose a certain kind of strain **in an often deeply conservative profession.**”

Marginson, Simon, 2000: Rethinking Academic Work in the Global Era, Journal of Higher Education Policy and Management 1, 22: 23-35.

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How does this all fit together?

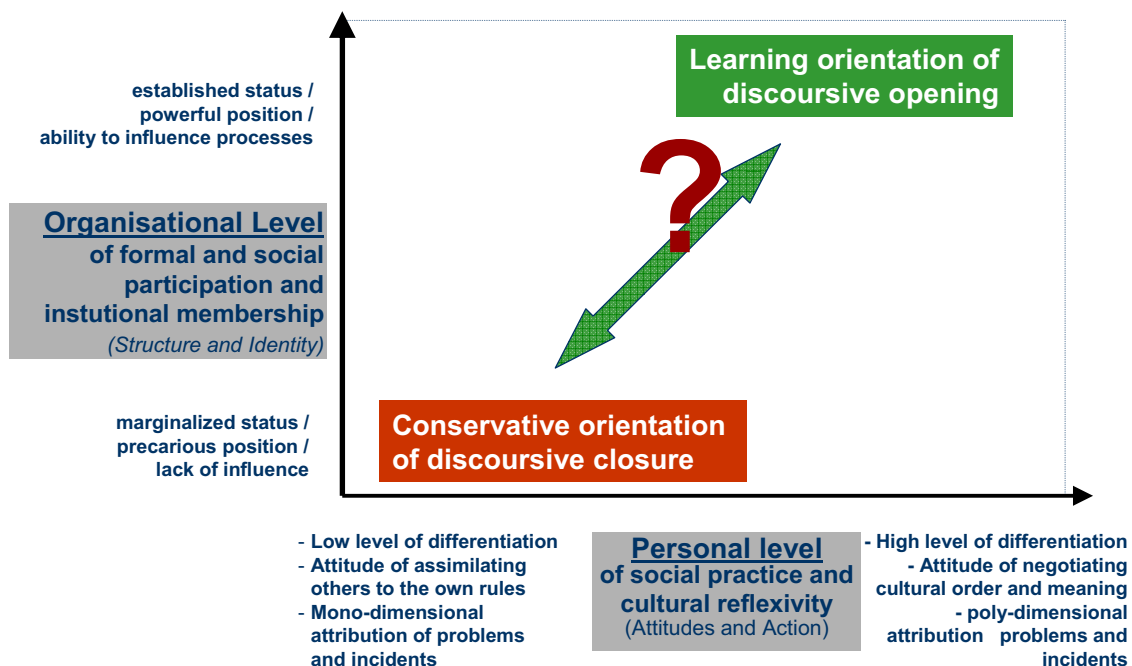


Different Levels of Chance

- **Diversity on the organisational level:**
this includes diversified membership structures, issues of roles and power and identities within institutions
- **Diversity on the (inter)personal level:**
this includes reflective adaptation of diversified practices and competencies
 - „The reflective practitioner“ (Donald A. Schön 1983)
 - „communities of practice“ (Etienne Wenger 1998)

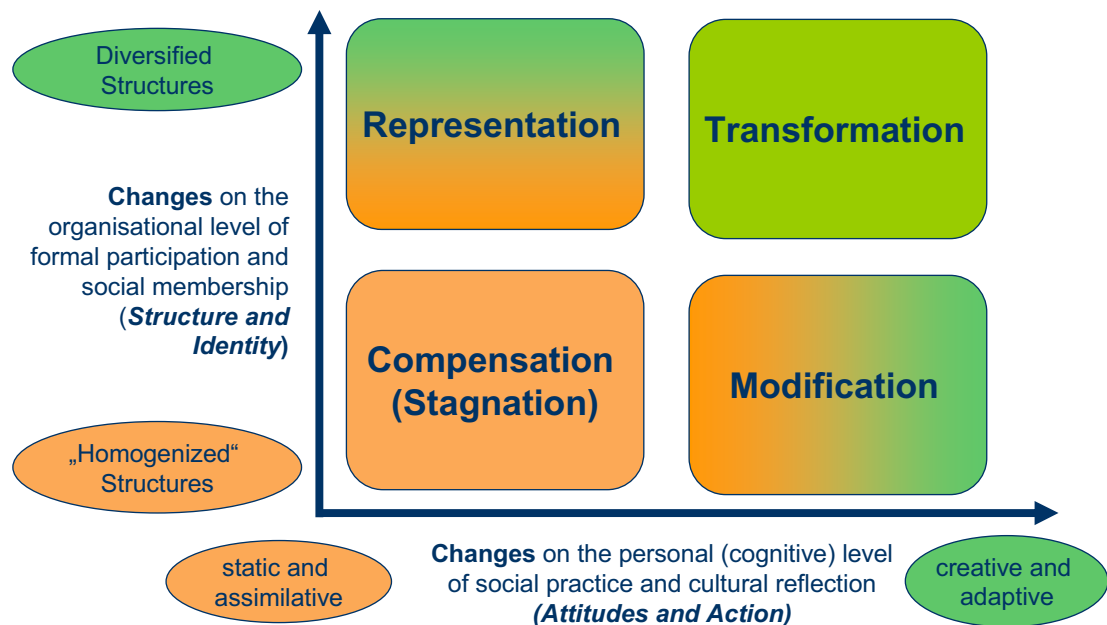
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The Semantic Root-Metaphor: Closing vs. Opening



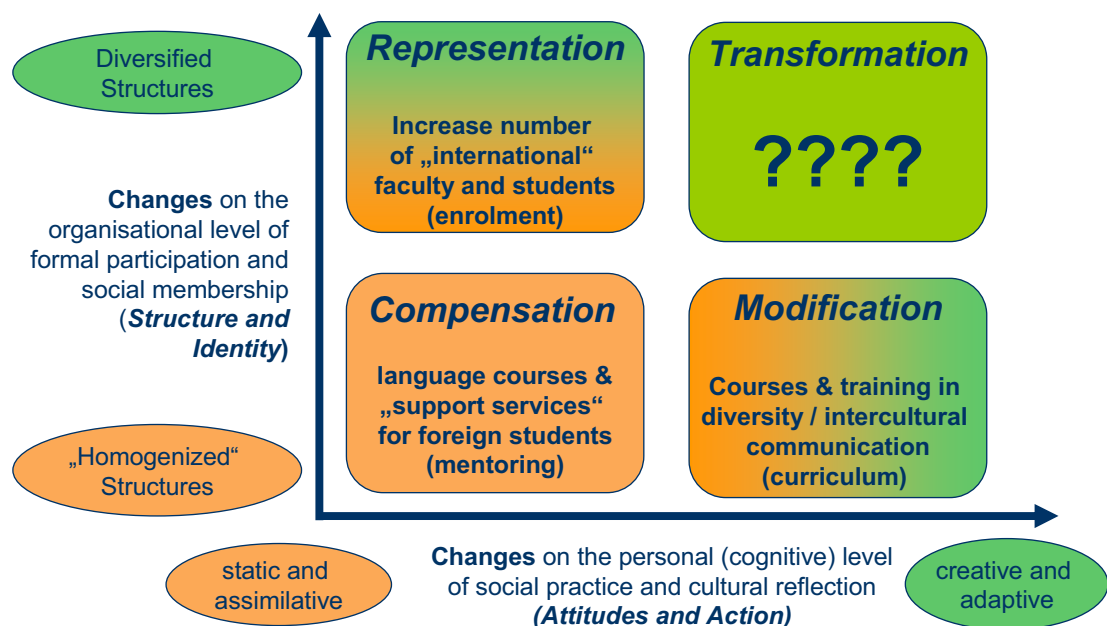
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Four Basic Strategies of Dealing with Diversity



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Some Activities and their „Diversity Impact“



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Levels of Intervention for Cultural Transition

Field of Intervention	Target-Groups		
	Organisation Faculty (Institute)	Academic Staff (Admin. Staff)	Students
Campus Culture & organisational structures and services	<ul style="list-style-type: none"> ▪Strategy ▪Policy ▪Management 	<ul style="list-style-type: none"> ▪Role model ▪Ethusiasm ▪Gratification (Incentives) 	<ul style="list-style-type: none"> ▪Participation ▪Community involvement ▪„Academic civil society“
Curriculum / Learning & Teaching	<ul style="list-style-type: none"> ▪Accreditation, ▪Quality control, ▪„Educat. markets“ ▪Joint curriculum and coop. programs 	<ul style="list-style-type: none"> ▪IC teaching skills, ▪International scope of the discipline, ▪IC learning environments 	<ul style="list-style-type: none"> ▪Currency: ECTS, ▪Personal motivation, ▪ non-formal learning ▪Global orientation vs. local obligations
Research & Co-operation	<ul style="list-style-type: none"> ▪Intern. reputation, ▪Strategic alliances, ▪PhD-programmes, 	<ul style="list-style-type: none"> ▪„Devotion or promotion?“ ▪International contacts, ▪ Internat. research management 	<ul style="list-style-type: none"> ▪Applied training or research training, ▪Introduction to action research ▪BA > MA > PhD

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Some Questions

- *Problem:* lacking knowledge about “intercultural impacts” on the interactional and institutional level.
How to raise awareness for diversity issues while - at the same time - academic practice enforces standardisation?

- *Problem:* lacking career relevance of diversity efforts and intercultural teaching on the professional path:
How to install intercultural activities as an “added value” in the official academic career plan?

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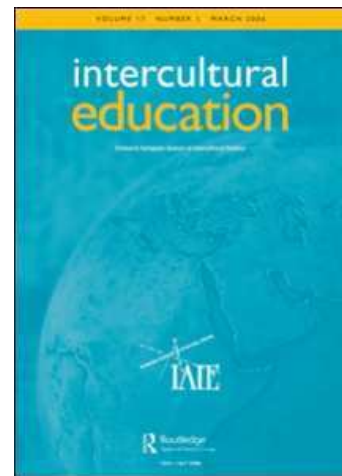
Further reading:



Matthias Otten:
Interkulturelles Handeln in der
globalisierten Hochschulausbildung
Bielefeld, transcript 2006



Special Issue 1/2003
Internationalisation at Home
guest editors:
Bengt Nilsson & Matthias Otten



Special Issue 4/2009
**Interculturality in Higher
Education**
guest editors:
Terri Kim & Matthias Otten

Comments are welcome!



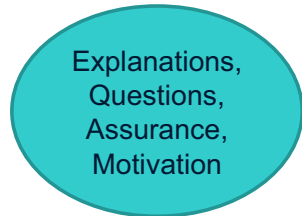
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ELF – English as a Lingua Franca

- Perception of otherness, culturalized attributions of student behavior
 - Intersections of cultural-linguistic-cognitive differences leading to conversation problems
 - Inbalance of academic and intellectual aspiration and achievable discourse-level
 - (linguistic) over-accomodation
– and (cognitive) under-accomodation
- >> Regression of „routine assumption“ vs. „reflexive transtion“ ?**

Example of ELF-Consultation between domestic Lecturer and internat. Student

Dom Lecturer's share of discourse



Dom. Student's share of discourse



Dom Lecturer's share of discourse



Internat. Student's share of discourse



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PART 1

● Getting Started

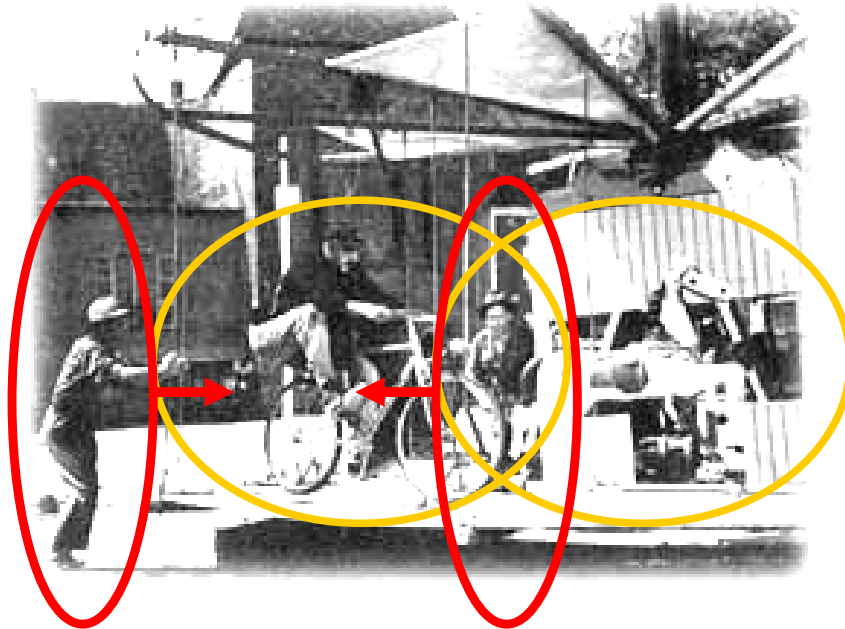
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Snapshots: some Natives of the Academic Tribes ...



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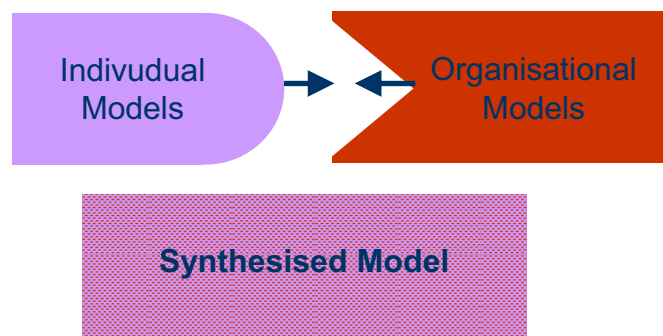
...and different styles to ride the waves of international Higher Education (IHE)



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The main Question

Is it possible to synthesize individual and organisational processes to one coherent concept on which intercultural interventions could be based on?



Overview of the workshop

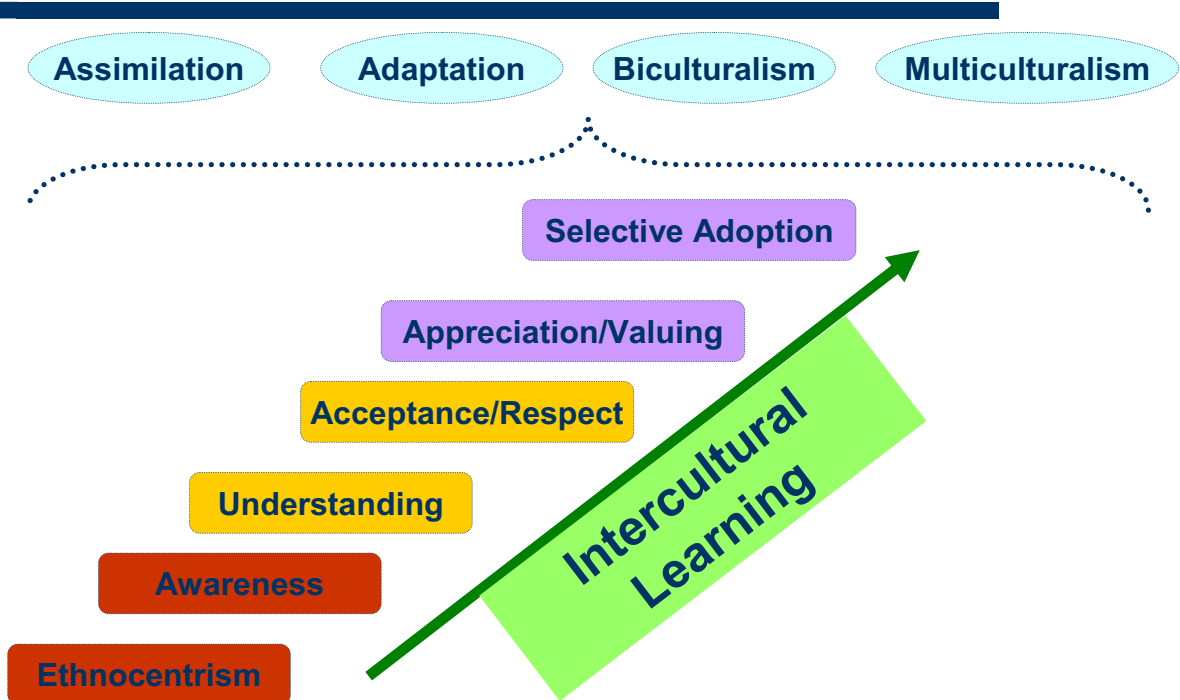
1. Example: Case studies
2. Input: „Classic“ models of
 - Personal intercultural competencies
 - Organisational intercultural orientations
3. Intersections of personal and organisational orientations:
A typology of four intercultural strategies
4. What do YOU think?

PART 2

- **Models of IC Competence**
 - Individual Models
 - Organisational Models

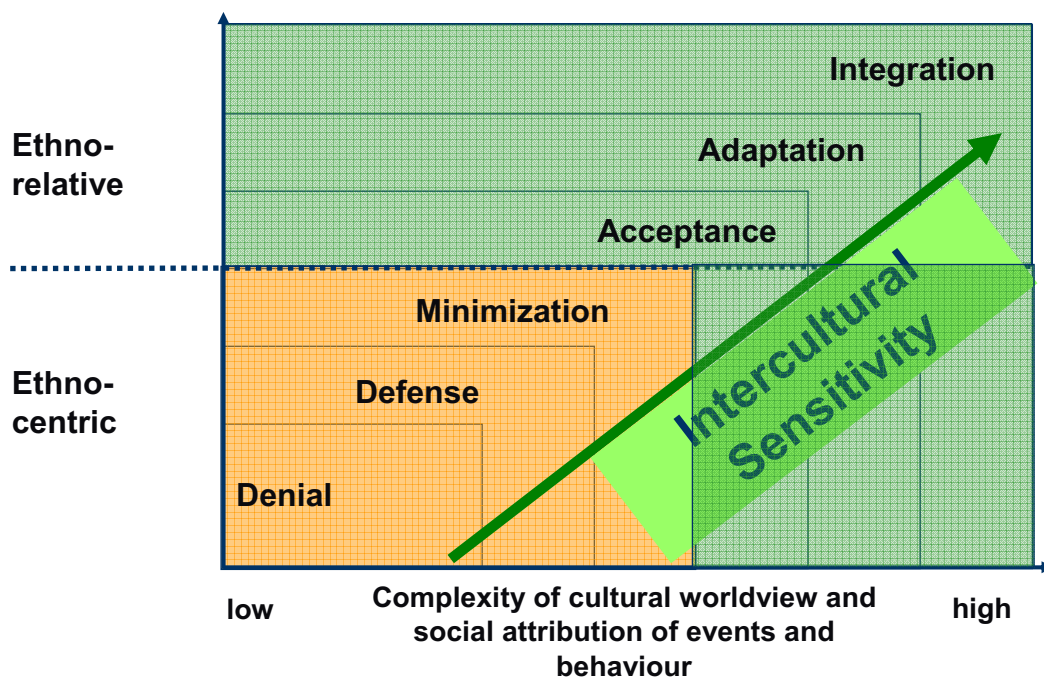
Stages of the Intercultural Learning Process

(David Hoopes 1979)



Developmental Model of Intercultural Sensitivity

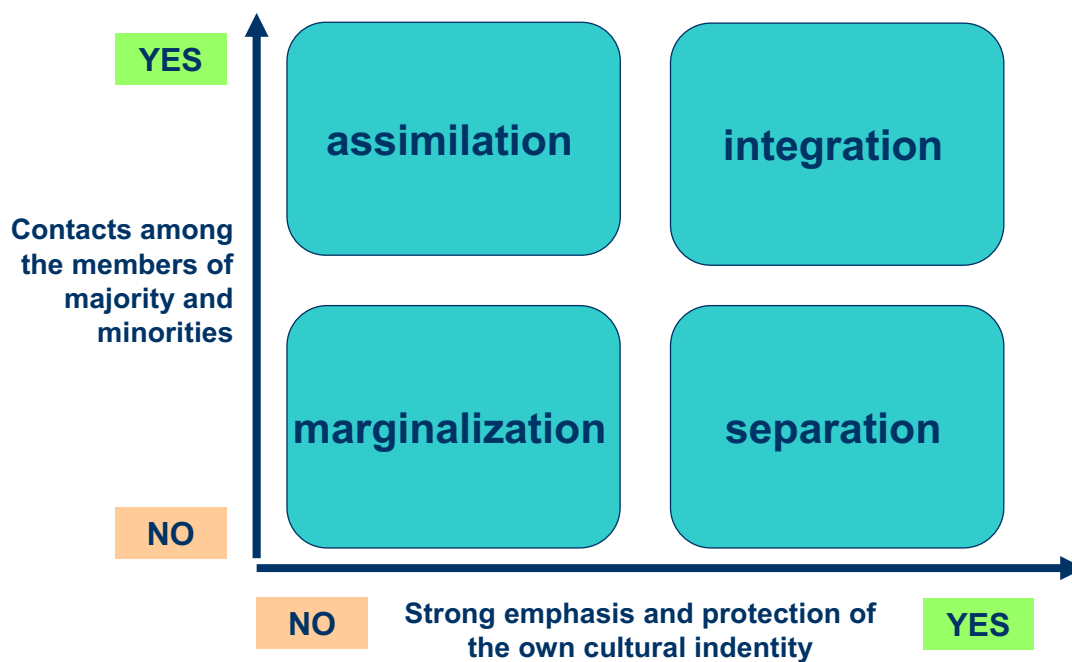
(Milton Bennett 1989 / Mitchell Hammer 1998...)



Intercultural Competence Learning Spiral (Darla Deardorff 2004)



Four Strategies of Acculturation (John W. Berry 1995)

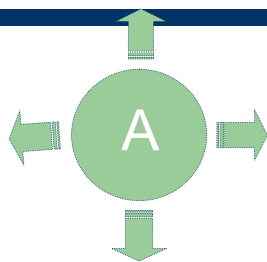


Critical remarks about models dealing with individual changes

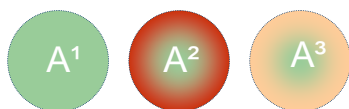
1. Some models are based on quantitative growth others on qualitative progress.
2. Some models define developmental stages others use different types.
3. The internal learning/change processes are rarely explained.

Strategies of Internationalisation

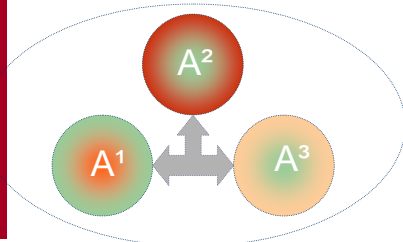
(Howard V. Perlmutter 1965)



Ethnocentric Strategy

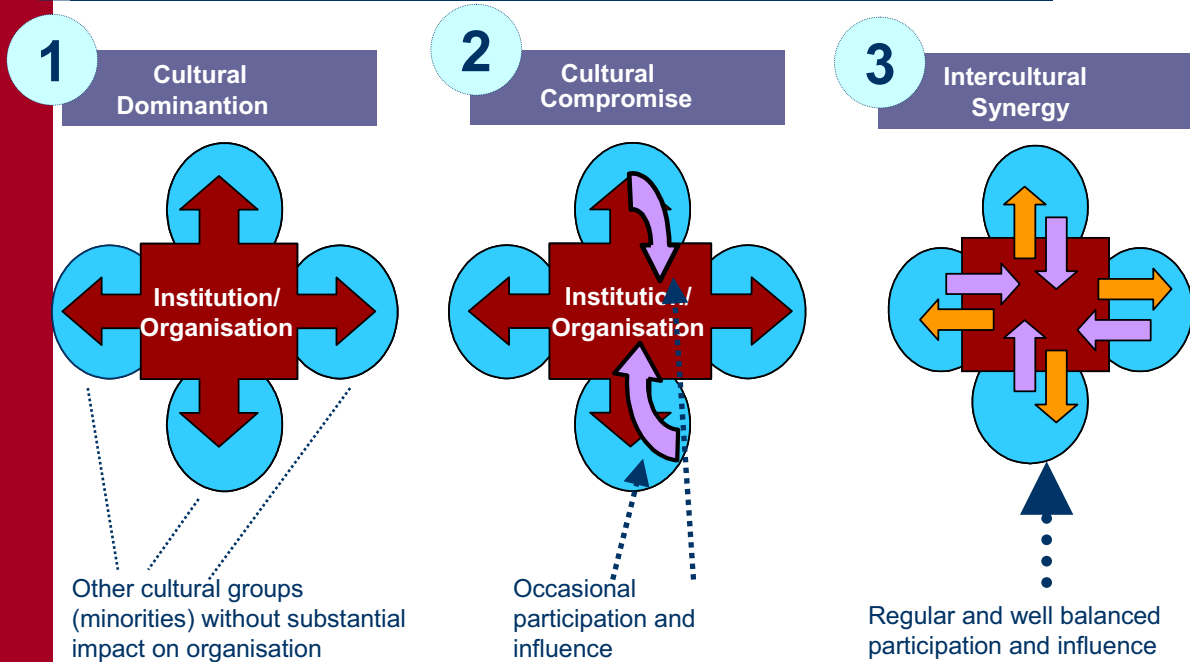


Polycentric Strategy

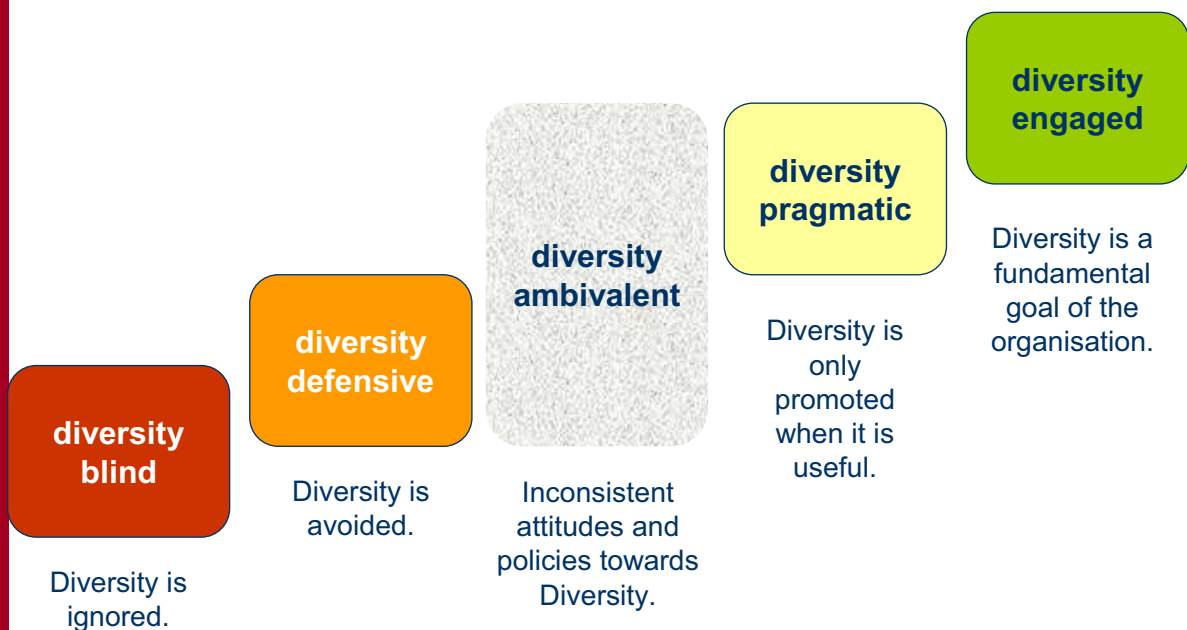


Geocentric Strategy

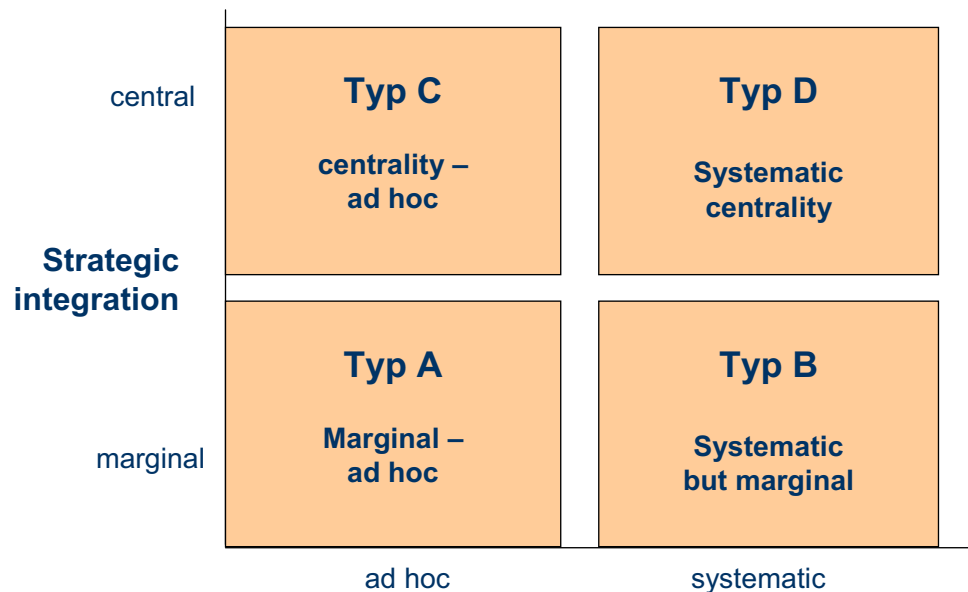
Stages of Organisational Development (Nancy Adler 1991)



Orientations towards Cultural Diversity (Rainer Leenen, Alexander Scheitza & Michael Wiedemeyer 2006)



Institutional Approaches of Internationalisation HE (Davies 1995)



Davies, John L., 1995: University Strategies for Internationalisation in Different Institutional and Cultural settings. A Conceptual Framework. S. 3-18
in: Peter Blok (Hg.): Policy and Policy Implementation in Internationalisation of Higher Education. EAIE Occasional Papers 8. Amsterdam: EAIE.

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Critical remarks about models dealing with organisational orientations

1. How can individual attitudes and behaviour be co-ordinated towards an organisational orientation – Who is the „actor“?
2. External and internal power structures that may obstruct the process seem to be ignored.
3. Adjustment to the environment is single-loop learning – what about double-loop learning?

Challenges

There are **frictions** between models of individual competence as well as between models of organisational intercultural competence.

There are **paradoxes** due to the lack of interrelation organisational and individual change models:

- Intercultural organisational orientations without individually competent employees.
- Interculturally competent individuals in an interculturally „incompetent“ organisation.

Zusatzfolien bei Bedarf

.laH

laH - Von der Idee zum Diskurs

- 1998 erscheint der **Aufsatz** „Internationalisation at Home – Theory and Practice“ **von Bengt Nilsson** im EAIE Forum
>> <http://www.eaie.nl/pdf/intathome.asp>
- 1999 trifft sich erstmals eine internationale Arbeitsgruppe an der Malmö University und formuliert ein **Basiskonzept**
- 2000 erscheint das „**Position Paper**“ mit den zentralen Gedanken zu laH der sechs Mitglieder der Arbeitsgruppe
>> <http://www.eaie.nl/laH/laHPositionPaper.pdf>
- ab 2000 ist laH eine so genannte **special interest group der EAIE** und bei Jahreskonferenzen und Tagungen als Leitthema vertreten
- 2003 **laH Conference in Malmö** und Veröffentlichung des **Special Issue** des *Journal of Studies in International Education*

Häufige Fehlannahmen über laH

- **laH = Bologna-Prozess:**
Internationalisierung primär als institutionelles Strukturproblem
Bologna als „Hebel“-Argument für die „internationale Sache“
- **laH = English Teaching:**
Die Ausweitung der englischsprachigen Lehrangebote zieht schon irgendwann alle in den „internationalen Sog“
- **laH = Ergänzung des Curriculums**
Durch Anreicherung der Curricula mit „internationalen Inhalten“ sollen diese eine Stärkung in den jeweiligen Fachcurricula erfahren
- **laH = Infragestellung der Mobilität**
Mobilitätsbefürworter sehen in laH eine latente Bedrohung des Mobilitätsgedankens

laH : eher „Leitidee“ statt „Methode“

- **institutionelle Verankerung von laH**
laH ist Teil der university policies und mission statements und wird zentral (Hochschulleitung) *und* dezentral (in den Fakultäten) „gelebt“.
- **Fokus auf Inhalte und Kompetenzen**
laH bringt neue Lernformen und Lerngemeinschaften (Studierende *und* Lehrende) hervor und nutzt dabei kulturelle Vielfalt als Ressource
- **Lokale Verankerung (community involvement)**
laH bezieht das multikulturelle Umfeld des Hochschulstandortes mit ein und sorgt auch für außeruniversitäre Kulturbegegnungen
globales Lernen erwächst aus der Reflexion der lokalen Verhältnisse
- **Ermutung und Motivierung für Mobilität**
Internationale Mobilität bleibt ein Leitziel der Hochschulbildung

Die Dimensionen des laH-Konzepts



Internationalisation "for all"

International student exchange

...and local involvement

International staff exchange

...and diversity in teaching & research

Intercultural curriculum and international course content

...and local impact and relevance

Intercultural awareness and cosmopolitan habitus

...and local engagement

The Classic Bi-cultural Exchange Assumption



From Bilateral Exchange to Transcultural Communities of Academic Practice

