



UiO : Det matematisk-naturvitenskapelige fakultet

REAL Undervisning – 17. august 2017

Betydningen av kultur i læring og undervisningsformer.



Sølvi Haavik

I denne sesjonen vil du få et innblikk i hva kulturer med ulike verdisystemer har å si for læring og undervisningsformer.

Slik kunnskap gjør deg bedre rustet til å legge til rette for gode læringsarenaer for alle studenter, uavhengig av kulturell tilhørighet.

Definisjon på interkulturell kompetanse:

Å evne å kommunisere med mennesker
med en annen kulturell bakgrunn
på en hensiktsmessig måte.

Hvorfor interkulturell kompetanse?

- InterAct: «Om studentene våre skal lykkes faglig og profesjonelt, må vi tilby et trygt og inkluderende læringsmiljø.»
- ForVei's mantra: MØTT, SETT, HØRT, RESPEKTERT OG LIKT
- Interkulturell kompetanse sikrer at også studenter med en annen kulturbakgrunn føler seg ivaretatt.

Definisjon av kultur:

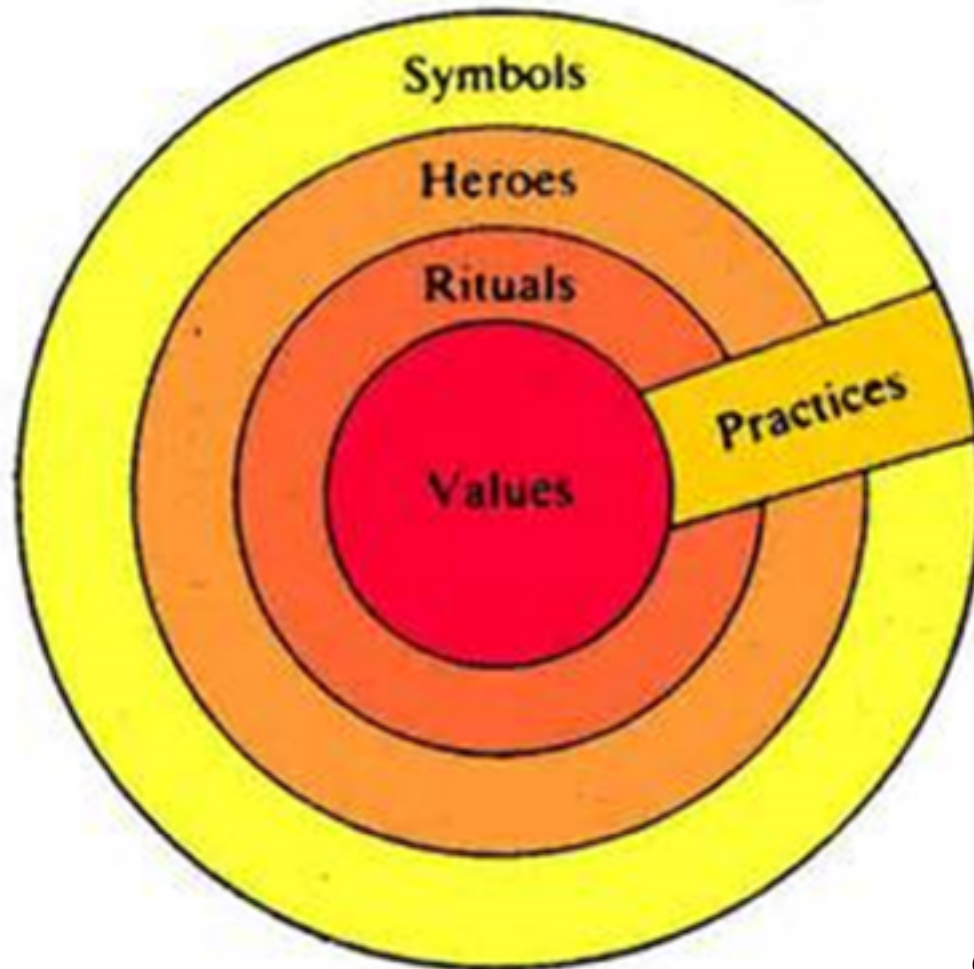
Kultur er den felles mentale programmeringen som kjennetegner medlemmer av en gruppe mennesker fra andre grupper.

Geert Hofstede

*“We see the world, not as it is, but as we are –
or, as we are conditioned to see it.”*

Steven Covey

Kulturløken:



Norske verdier...



Hofstede's Cultural Dimensions



The diagram consists of five horizontal rows, each representing a cultural dimension. Each row has a yellow arrow pointing left on the left side and a yellow arrow pointing right on the right side. The text for each dimension is centered between these arrows.

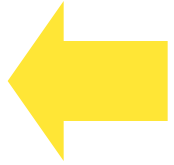
POWER DISTANCE

COOPERATION / PERFORMANCE

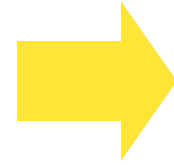
COLLECTIVISM / INDIVIDUALISM

UNCERTAINTY AVOIDANCE

LONG-TERM ORIENTATION

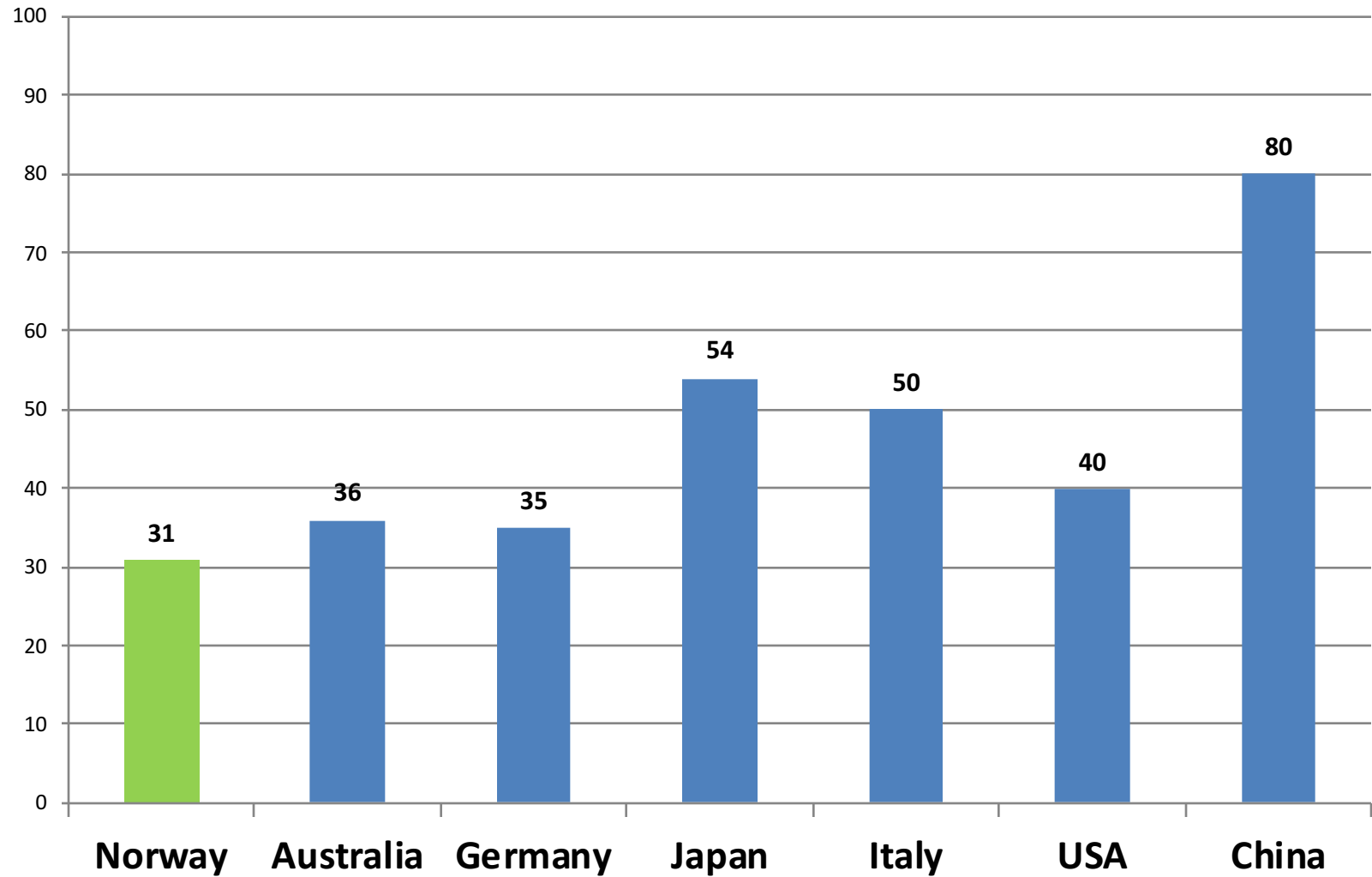


Power Distance



The degree to which members with less power in organisations or institutions (for instance family) accept and expect that power is distributed unevenly (from the bottom up).

Power Distance



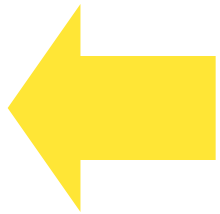
Power Distance

Low

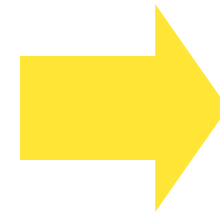
- Student centred. *Premium on initiative*
- Teacher expects student to initiate communication
- Teacher expects students to find own paths
- Students allowed to contradict and criticize
- Students treat teachers as equals
- Teachers are experts who transfer impersonal truths
- Effectiveness of learning is a function of the amount of two-way communication

High

- Teacher centred. *Premium on order*
- Student expect teacher to initiate communication
- Student expects teacher to outline paths
- Teacher never contradicted nor criticized
- Students give teachers respect, even outside the classroom
- Teachers are gurus who transfer personal wisdom
- Effectiveness of learning is a function of the excellence of teachers



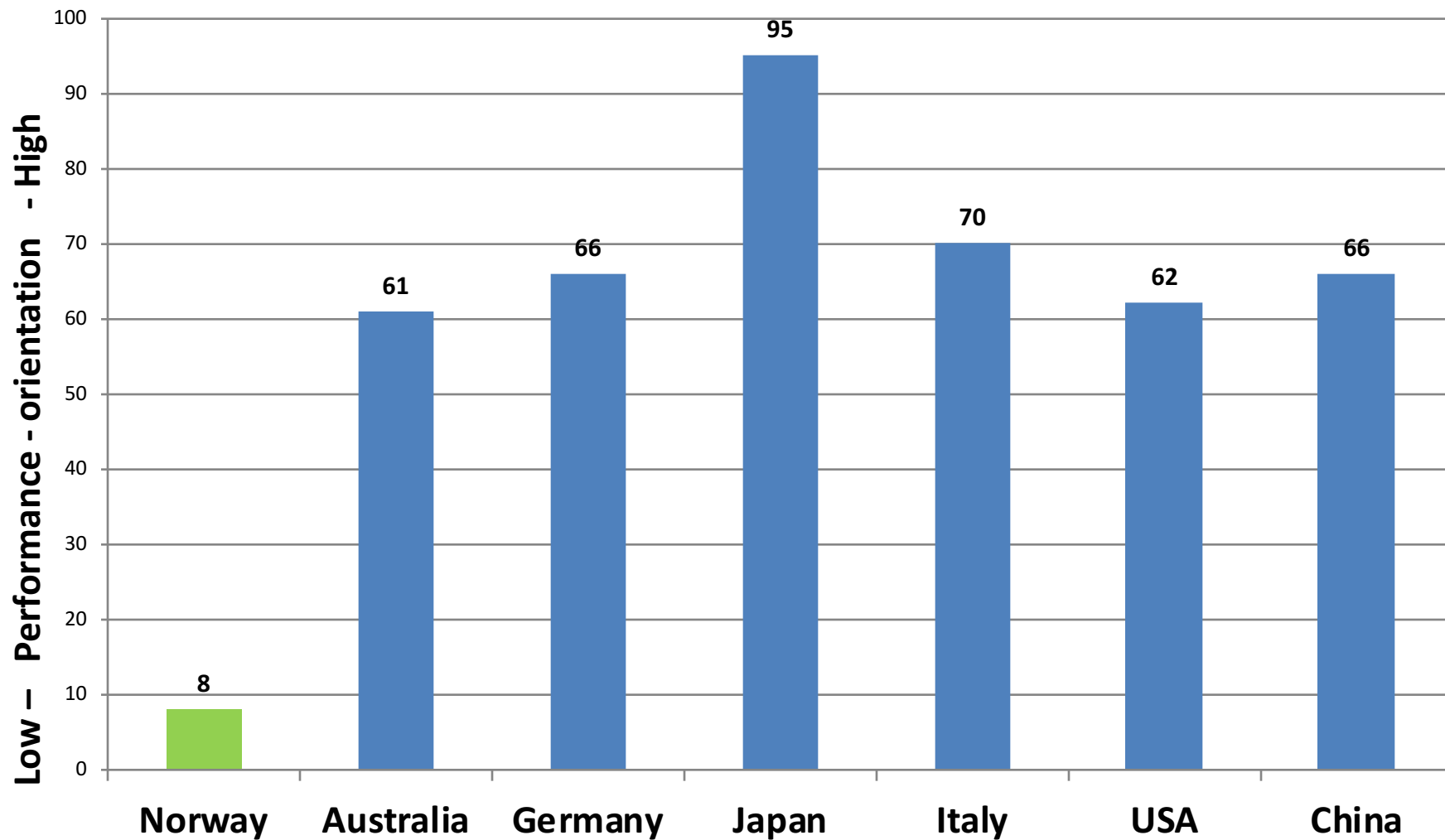
Cooperation – vs. Performance-orientation



The cooperation – oriented side of the dimension stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

Its opposite side, performance – orientation, represents a preference in society for achievement, heroism, assertiveness and material rewards for success. Society at large is more competitive.

Cooperation- vs. Performance-oriented



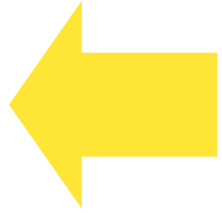
Cooperation vs. Performance

Cooperation- oriented

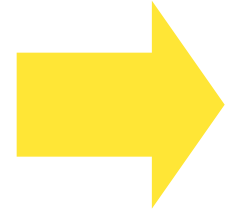
- Average student is the norm; praise for weak students
- Student's failure in school a relatively minor accident
- Students try to behave modestly
- Students choose subjects out of interest
- Jealousy of those who try to excel
- Students underrate their own performance: ego-effacement
- Friendliness in teachers is appreciated

Performance - oriented

- Best student is the norm; praise for excellent students
- Student's failure in school a severe blow to a student's self image
- Students try to make themselves visible
- Students choose subjects for career reasons
- Competition in class; trying to excel
- Students overrate their own performance: ego-boosting
- Brilliance in teachers is admired

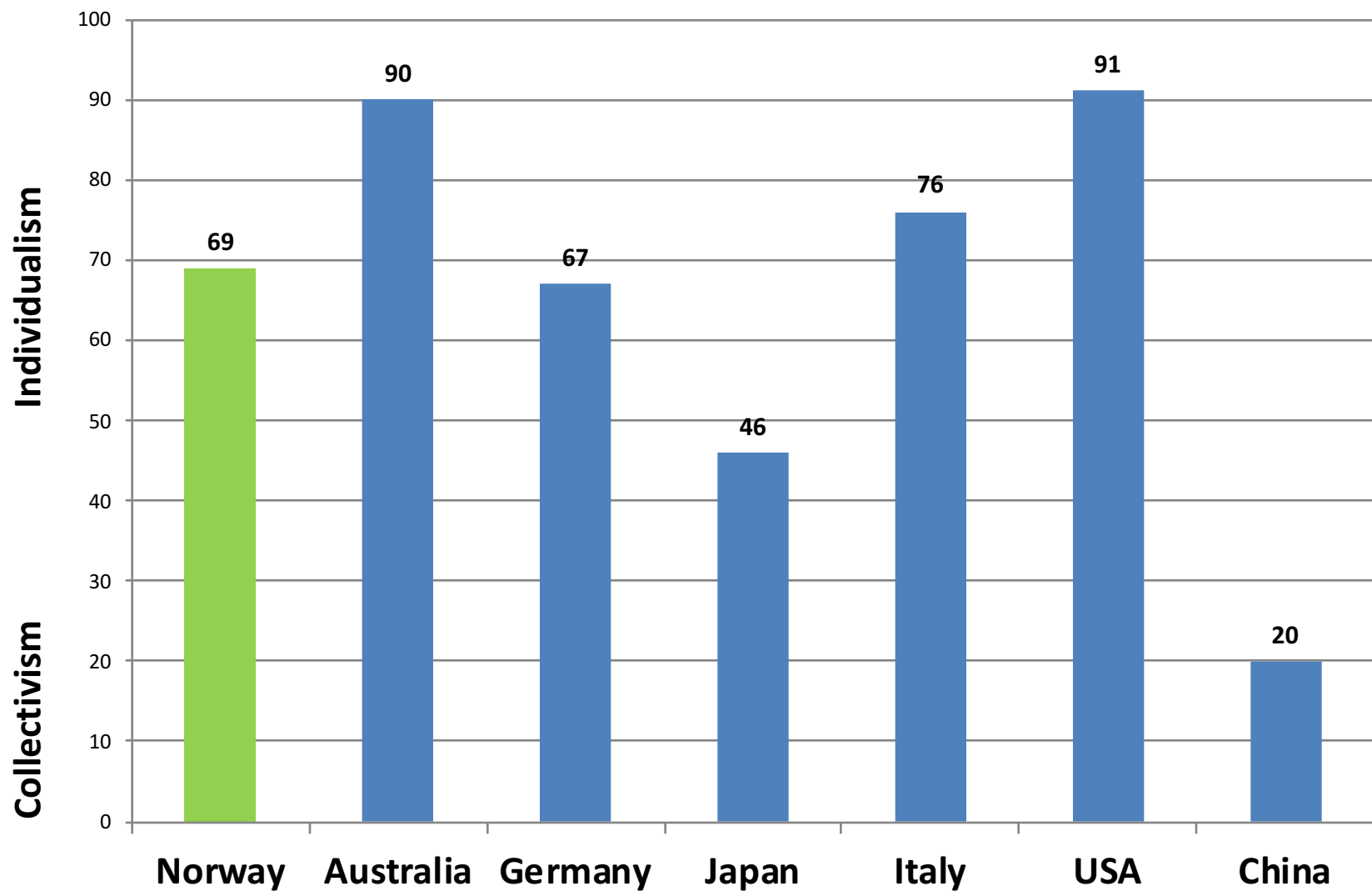


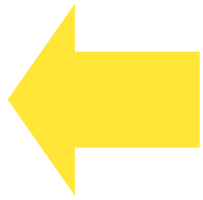
Collektivism / Individualism



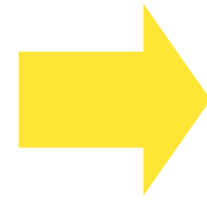
The degree to which the people in a culture look at themselves first and foremost as independent individuals, or as part of a group.

Collectivism vs. Individualism

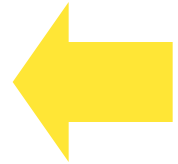




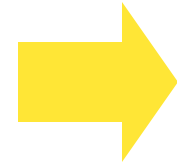
Collectivist / Individualist



- The purpose of education is learning how to do.
 - Students only speak up when called on by the teacher
 - Individuals only speak up in small groups
 - Formal harmony in learning situations should be maintained at all times
 - Neither teacher nor student should ever be made to lose face
 - Teachers expected to give preferential treatment to some, e.g. based on ethnic affiliation or recommendation
- The purpose of education is learning how to learn.
 - Students speak up in response to general invitation by the teacher
 - Individuals will speak up in large groups
 - Confrontation and challenge in learning situations can be brought into the open
 - «Face consciousness» is weak
 - Teachers expected to be strictly impartial



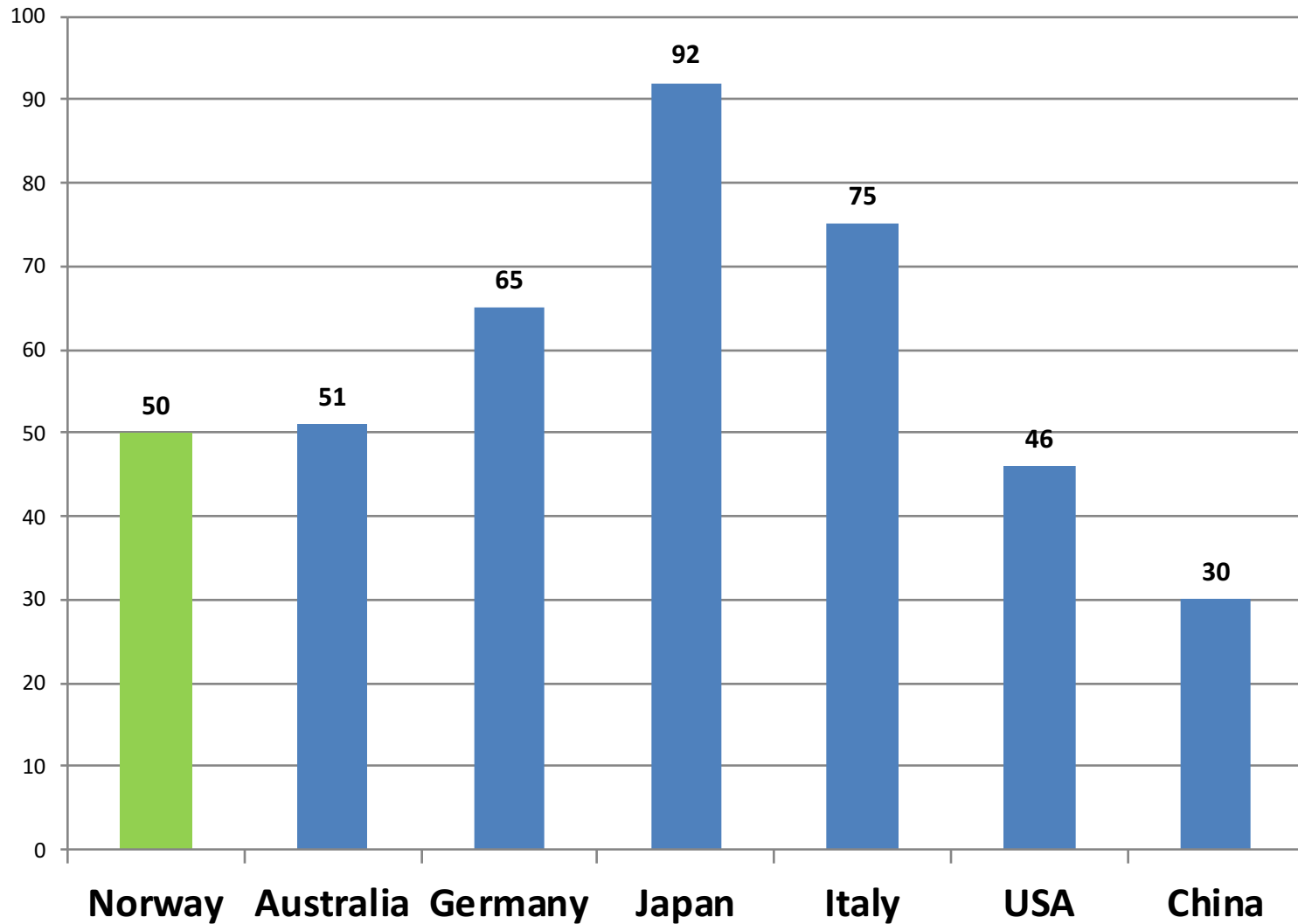
Uncertainty Avoidance



The degree to which the members of a society feel uncomfortable with uncertainty and ambiguity.

The fundamental issue here is how a society deals with the fact that the future can never be known: Should we try to control the future or just let it happen?

Uncertainty Avoidance



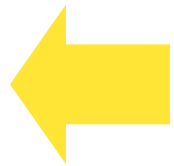
Uncertainty Avoidance

Low

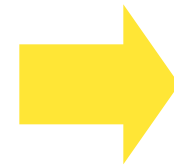
- Students comfortable in unstructured learning situations:
 - Broad assignments
 - No timetables
- Teachers may say, “I don’t know”
- Good teachers use plain language
- Students rewarded for innovative approaches

High

- Students comfortable in structured learning situations:
 - Precise instructions
 - Detailed assignments
 - Strict timetables
- Teachers are expected to have all the answers
- Good teachers use academic language
- Students rewarded for accuracy

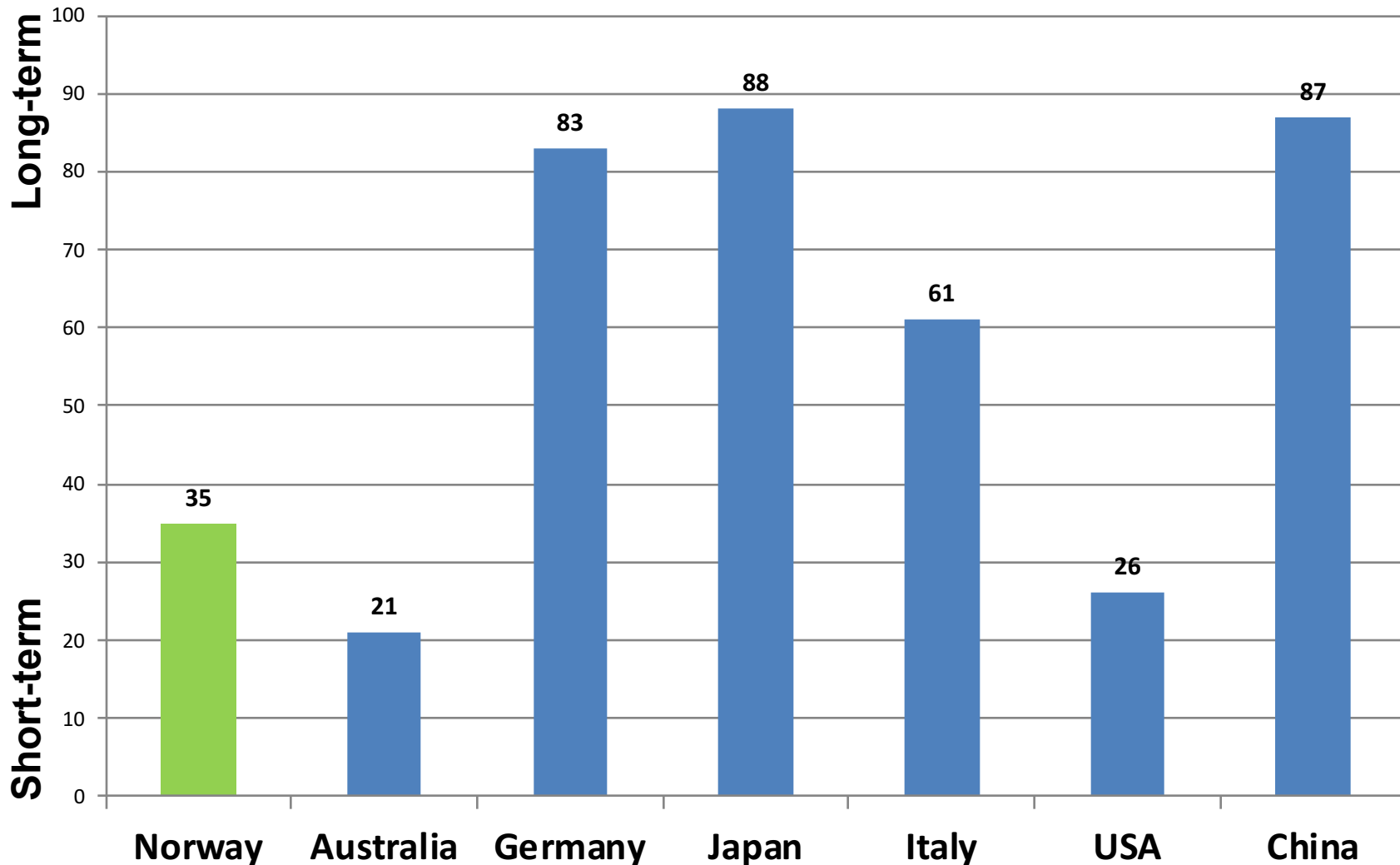


Long-Term Orientation



Every society has to maintain some links with its own past while dealing with the challenges of the present and the future.

Short- vs. Long-term Orientation



Short- vs. Long-Term Orientation

Short-term

- Focus on asking “Why”?
- Students want to find the one and only solution
- Stability rated as the most important *virtue*
- Students attribute success and failure to luck
- Students efforts should produce quick results

Long-term

- Focus on asking «How»?
- Different answers possible. «Many truths»
- Perseverance rated as the most important *virtue*
- Students attribute success to effort, and failure to lack of it
- Strong emphasis on education as obligation to parents and society

Lenke til Hofstede's modell:

- <https://geert-hofstede.com/countries.html>

“Secret of the Art of Helping” by Søren Kierkegaard

If One Is Truly to Succeed in Leading a Person to a Specific Place, One Must First and Foremost Take Care to Find Him Where He is and Begin There.

This is the secret in the entire art of helping.

Anyone who cannot do this is himself under a delusion if he thinks he is able to help someone else. In order truly to help someone else, I must understand more than he—but certainly first and foremost understand what he understands.

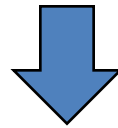
If I do not do that, then my greater understanding does not help him at all. If I nevertheless want to assert my greater understanding, then it is because I am vain or proud, then basically instead of benefiting him I really want to be admired by him.

But all true helping begins with a humbling.

The helper must first humble himself under the person he wants to help and thereby understand that to help is not to dominate but to serve, that to help is not to be the most dominating but the most patient, that to help is a willingness for the time being to put up with being in the wrong and not understanding what the other understands.

Adferdsparadigme:

Hvordan skal vi *oppføre* oss i møte med kulturforskjeller?



Utviklingsparadigme: Hvordan *opplever* vi kulturforskjeller?

Intercultural Development Continuum: Primary Orientations

