



## Session II A, July 16-20, 2018

### 13. Training Design for Intercultural Learning

While much has been written about intercultural concepts and models of instructional design, there are limited resources available for designing teaching across cultures (where we have learners from many cultures learning about any topic we teach) or teaching about cultures (when the topic is intercultural relations). This workshop is a comprehensive overview of intercultural training design with an emphasis on using developmental approaches to decrease learner resistance and enhance culture learning, both domestically and globally. Intercultural training design focuses on developing intercultural competence across cultures, competence that allows for dialogues that produce more light than heat.

**Designed for:** Trainers, training managers, and others who are involved in developing global or intercultural diversity training in education, healthcare, social services, NGOs, and corporations.

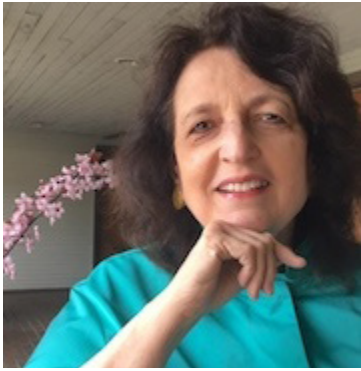
#### Workshop Objectives

You will have the opportunity to:

- Apply the intercultural communication perspective to training for intercultural competence
- Examine strategies for teaching curiosity and cognitive complexity as core competencies
- Explore the interrelationship between diversity and inclusion and intercultural competence
- Examine a variety of training and educational strategies and the learning resources available for implementing them
- Assess learner resistance and develop appropriate responses
- Apply a model of intercultural instructional design to your own professional context
- Explore the ethical implications of implementing intercultural programming in organizations

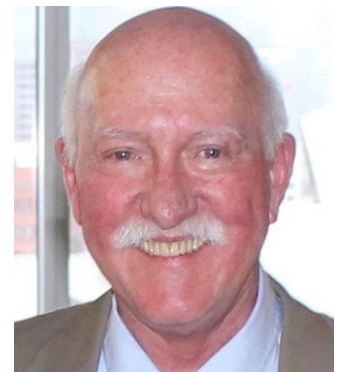
#### Learning Activities

- Learning styles: How to assess participants' preferred learning styles and create a complete experiential learning cycle
- Intensity factors: How to analyze the potential impact of an intercultural experience
- Levels of intercultural sensitivity: How to estimate participants' intercultural competence and sequence training to address their particular developmental challenges
- Selection, sequencing, and pacing: How to choose a training model and organize materials and activities for programs of varying lengths and contexts
- Overcoming resistance: How to anticipate and diffuse resistance and manage reluctant participants



**Dr. Janet Bennett** is the executive director and co-founder of the Intercultural Communication Institute (ICI) and the ICI director of the Master of Arts in Intercultural Relations program. For 12 years, Janet was the chair of the Liberal Arts Division at Marylhurst College, where she developed innovative academic programs for adult degree students. As a trainer and consultant, Janet designs and conducts intercultural and diversity training for colleges and universities, corporations, social service agencies, healthcare organizations, and international aid agencies. She teaches in the training and development program at Portland State University and has published numerous articles on the subjects of intercultural training and adjustment processes. Janet has recently edited The SAGE Encyclopedia of Intercultural Competence.

**Dr. R. Michael Paige** is a professor emeritus of international and intercultural education in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, Minneapolis. A returned U.S. Peace Corps Volunteer (Turkey, 1965-1967), Michael has also lived and worked in Indonesia, Thailand, the Philippines, Kenya, Hong Kong, Japan, and Australia. In 2003-2004, he was a visiting professor at Nagoya University and at the University of South Australia. An active scholar, he has authored or edited numerous books and articles, including *Maximizing Study Abroad*; *Culture as the Core: Perspectives on Culture in Second Language Learning*; *Education for the Intercultural Experience*, and co-authored *Student Learning Abroad*. He has directed and consulted on major international education research, including the nationwide SAGE (Study Abroad for Global Engagement) study, the Georgetown Consortium Project, *Study Abroad and Its Transformative Power* (for CIEE), and the *Maximizing Study Abroad* research program.



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