

ICCO 8570 Communication in Multicultural Settings (2 credits)

Spring 2024

<https://go.middlebury.edu/noteb>

Course Notebook*



*Access this document on Canvas

Note taking tips

- Notes are only useful if they can quickly be searched and skimmed later to find relevant information... by anyone.
- Try to communicate to an audience that it is not here in the room -make sure it's clear, without context.
- Listen carefully, focus on meaning and evaluate what is being said. Is it relevant?
- Don't try for a verbatim transcript, but get all of the main ideas.
- **Be aware of your language, gender, or racial bias.** Don't let personality or mannerisms put you off.
- Be inclusive!
- If possible, rewrite notes after the meeting. "Reminiscing" may provide forgotten material and fill in gaps.
- If nothing else, capture action items, decisions, discussion points, and requirements.
- Spoken language tends to be more diffuse than writing and your notes can help find the signal in the noise!
- **Write down what your partner is saying and request their feedback (like rephrasing in a non-digital conversation, "what I think you are saying is...") > active listening skills**

Wednesday May 15 Final presentations!

I. Presentations

Time	Presenters
4pm	IEM Group
4:10pm	TLM Group
4:20pm	Zack
4:30pm	Jeanette
4:40pm	Fiona
4:50pm	Marina
5pm	Shreya
5:10pm	Yu-Ting
5:20pm	Makaeyla

II. Evaluations

Please, complete them! These are very important for the Institute and for me :-) The Institute prioritizes your quantitative feedback, while I value both your quantitative and qualitative insights, including strengths and areas for improvement.

Wednesday May 8

Feedback Session during class time and beyond

Time	Name
1pm	
1:30pm	
2pm	
2:30pm	
3:00pm	Aaron/Yiqing
3:30pm	Yu-Ting
4pm	
4:30pm	Fiona
5pm	Shreya
5:30pm	Kevyn, Jiwoo, Kassity

Wednesday April 24

I. What's left?

Day	Theme	Input	Assignments
1/31	Course Introduction		
2/07	Foundation of Language and ICC	Textbook Preface and Chapter 1. TED Talk: Actually, the World is Not Flat	Discussion: What did you learn Quiz
2/14	Understanding Identity and Stereotypes	Textbook: Chapter 2. TED Talk: The Danger of a Single Story	Discussion: What did you learn Quiz
2/21	Language, Culture, and Context	Textbook: Chapter 3. TED Talks on linguistic relativity	Discussion: What did you learn Quiz
2/28	Complexities of Language in Relationships	Textbook: Chapter 4. TED Talks on the power of introverts and active listening	Discussion: What did you learn Quiz
3/06	The Power of Non-Verbal Communication	Textbook: Chapter 5. TED Talk on body language	Discussion: What did you learn Quiz
3/13	Context in Intercultural Communication	Textbook: Chapter 6. TED Talk: How to build with clay and community	Discussion: What did you learn Quiz
Spring Break			
3/27	Navigating Cross-Cultural Interactions	Textbook: Chapter 7. TED Talk: For more tolerance, we need more tourism?	Discussion: What did you learn Quiz
4/03	Blog Post Project		Thesis
4/10	Blog Post Project		
4/17	Blog Post Presentations		Final blog delivery
4/24	Interviews Project		Describe project
5/01	Interviews Project>Feedback		
5/08	Interviews Project>Feedback		Send your Draft for comments
5/15	Final presentations		Final project delivery

II. What's working?

Members	Who are you interviewing?	Challenges?	Questions for Gabi and classmates?	Action items after today
Fiona ITD	1) Nick 2) Philipp 3) DC person (nuclear engineer) (ICC in T/I)	Logistics - timelines / setting all of the meetings up Will interviewees be able to share enough information and the challenges they face? Busy time for work and school		Confirm interviews and get them on the calendar
Jeanette MPA	People I have a rapport with: Interview team members who went to MIIS (1) Supervisor (Audubon Society)	Logistics - timelines / setting all of the meetings up		Schedule interviews Determine which questions would be best to ask
Yu-Ting	Translator (Professor, Carles) Interpreter (Laura) Language teacher (Cameron)	How to ask the same questions		
Jiwoo, Kevyn & Kassity IEM	1.) Kimberly Bellows-Experiential and Intercultural Programs Analyst 2.) Anna McCreedy International Student Advisor at UC Berkeley 3.) Kevin Mascitelli - Regional Program Officer (IIE) 4.) Cristina Martinez Carazo* 5.)	1. Intercultural differences 2. Reaching out to international students 3. Making Global programs accessible 4. Balancing organization goals vs stakeholder goals (student)	-broad interview, have concrete examples/skills - question- what other skills for ICC, gradually get more specific - the 3 of you all be at the interviews - the first interview that you do is a benchmark for all of the interviews	- Get remaining 2 interviews done next week - consider additional interviews
Aaron Yiqing	https://docs.google.com/document/d/1ceHoM9lOFDdeOxuXysZFXOKO4VysAbQw7QF8gjsC8d0/edit	- Coalescing all the info into a main point - Aligning schedules - Taking good notes/extracting key details	- the first interview that you do is a benchmark for all of the interviews	- Schedule Interviews - Hammer out key questions
Zach Ackemann	1. Maxwell Robert, NPTS Grad 2. David Santana, NPTS BA/MA 3. TBA	-None yet!	-None yet!	- Interview Maxwell Roberts, David Santana April 25th - Use first interview as guide for subsequent interviews to see if additional questions need to be added
Marina Lorenzi	ESL teacher at my school German teacher/ESL club head Spanish teacher?			Finalize questions, begin conducting interviews to be finished by first week of May
Shreya-TLM	College professors who have worked in localization industry	Time zone-considering they're currently working in China so this won't be a live interview. The most efficient way is to send them questions and wait for their respond.		Prepare for interview questions and start interview in May

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Wednesday April 17

III. Blog presentations



Source: <https://www.techtello.com/active-listening>

Presenters (Gabi to take notes)

IV. Interviews

Kassity, Kevyn, Yiwoo
 Aaron, Zack,

Instructions

You will interview 3 professionals in the career path you would like to work in with specific questions about **how language, intercultural communication, and intercultural competence needs manifest themselves in that profession.**

Steps

- Locate **3 participants to interview** who are currently working in your professional fields. Your interviewees should be in job settings where they regularly interact with people from different language and cultural

backgrounds.

- You will prepare questions for your [semi-structured interview](#), based on your **notes from the modules** and your own concerns. Here are some suggested questions:
 - Describe your job and its responsibilities.
 - How do you interact with colleagues with different L1 or cultural backgrounds?
 - How do these language or cultural differences impact your work?
 - What are the pros and cons of working with people from different L1 or cultural backgrounds?
 - Have you observed any significant cultural differences? If so, have they led to issues?
 - How do you address any challenges related to language or cultural differences?
 - Do you adjust your communication or behavior when interacting with people from different L1 or cultural backgrounds? If so, how and why?
 - What expectations do you have regarding language and cultural practices in the workplace?
 - Do you believe it's essential to understand colleagues' cultural backgrounds? Why or why not?
- You will interview your informants and **record the interview**. You can take notes during the interview if you find it manageable. In any case, **it is very important for you to be present in the interview and practice active listening**. Try to ask **open-ended questions**.
- **Summarize your participants' views about working with people with diverse backgrounds.**
- Given your participants' answers, **consider what they and you already “possess” in terms of the knowledge, attitudes, and skills needed for successful, ethical, intercultural interactions in their workplace and what they (and you) need to learn to be more interculturally competent**. In doing so, bring in the pertinent concepts, constructs and literature from our course and readings as the lenses through which you decide what they already believe/ know/can do and what they need to develop in terms of beliefs/attitudes, knowledge and skills.
- **Write a report and create a detailed and robust infographic, organizing visually the main findings of your research**. Tips for poster design can be found here:
 - <http://colinpurrington.com/tips/academic/posterdesign>
 - <http://www.writing.engr.psu.edu/posters.html>
- In this project you should describe who you worked with and how, your findings, and your analyses.

Here are some [examples](#) from previous semesters.

ICC Interviews Rubric



Criteria	Ratings				Pts
Content Quality. Does the report demonstrate a clear understanding of intercultural communication and competence? Are the insights and examples directly relevant to the chosen profession?	40 to >36.0 pts Publishable quality	36 to >34.0 pts Meets standards	34 to >28.0 pts Crosses threshold of standards	28 to >0 pts Does not meet standards	40 pts
Presentation. Is the information presented in a clear, organized manner? Does the infographic effectively summarize and illustrate the key findings?	20 to >19.0 pts Publishable quality	19 to >17.0 pts Meets standards	17 to >14.0 pts Crosses threshold of standards	14 to >0 pts Does not meet standards	20 pts
Reflection and Application. Does the report reflect personal learning and insights about intercultural competence? Are there suggestions on how to apply these insights in a professional context?	10 to >9.5 pts Publishable quality	9.5 to >8.5 pts Meets standards	8.5 to >7.0 pts Crosses threshold of standards	7 to >0 pts Does not meet standards	10 pts
Total Points: 70					

Wednesday April 10

Feedback Session during class time

Time	Name
4pm	Kassity, Jiwoo, Kevyn
4:15pm	
4:30pm	Fiona
4:45pm	Yiqing
5pm	Aaron & Zach
5:15pm	
5:30pm	
5:45pm	
6pm	

Wednesday April 3

V. **Reminder: Blog key ideas**

- You will write a 1,000 word blog post
- Topic: an issue related to the language and ICC issues we covered in the course
- You can use a personable approach, but this post is not a personal reflection
- Create an evidence-based narrative that builds an argument for an opinion or recommendation
- It is meant for an external audience, something that could be circulated or published
- Include links to evidence from reliable sources
- Communicate a clear message (eloquently)
- Include at least one visual
- Organize your ideas

Steps

- **Determine what you want to write about and come up with a clear and original thesis**
- Gather information, facts, statistics, or other data related to your topic. Use course input too!
- Find the ideal outlet for your blog and take notes on how authors communicate
- Draft an outline and break down your topic into main points or sections.
- Write a catchy headline, grabbing readers' attention and summarizing your point
- Begin with a hook that draws readers in and briefly introduces the main points you'll cover
- If necessary, use subheadings to break up the content.
- Use bullet points or numbered lists where appropriate.
- Include images, graphs, or other visuals.
- Make sure to cite your sources if you're using data or quoting someone. A link works as reference.
- Include at least one link per paragraph.
- Summarize the main points in the conclusion and provide a closing thought or call to action.
- Submit your 500-1,000 words blog post as a Google Doc.

You also have the option of writing a blog post on stereotyping and essentialism in a documentary (e.g. American Factory), narrative film (e.g. Elemental), or any other relevant media product that illustrates interculturality. A more detailed discussion of "intercultural film" is [here](#). You will take notes while watching or rewatching the film and pay specific attention to the language choices of the characters, and how these language choices worked together with visual cues to index the stereotype.

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4/03	Blog Post Project		Thesis
4/10	Blog Post Project		

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4/17	Blog Post Presentations	Final blog delivery 
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5/01	Interviews Project	
5/08	Interviews Project	Send your Draft for comments
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ICC Blog Post					  
Criteria	Ratings			Pts	
Content Integration	10 to >9.5 pts Excellent The blog post integrates and demonstrates a thorough understanding of the course content.	9.5 to >7.0 pts Acceptable The project superficially integrates and demonstrates understanding of the course content.	7 to >0 pts Needs Revision The project does not integrate nor demonstrates understanding of the course content.	10 pts	
Content	10 to >9.5 pts Excellent The blog post is well-organized, creative, thorough, and engaging, making a significant contribution to the audience and to your personal and professional growth.	9.5 to >7.0 pts Acceptable The blog post makes a significant contribution to the audience and to your personal and professional growth, but there is one or more areas that need attention (organization, creativity, engagement, depth).	7 to >0 pts Needs Revision Barely any contribution to the audience and to your personal and professional growth. It is poorly organized, lacking in creativity, engagement, and depth.	10 pts	
Design	10 to >9.5 pts Excellent There is a consistent structure and flow, and the blog post is visually appealing and accessible for all users, including graphs or images and links.	9.5 to >7.0 pts Acceptable There is a somewhat consistent structure and flow, and the blog post is relatively visually appealing and accessible for all users. It may not include graphs or images and links.	7 to >0 pts Needs Revision The blog post is not visually appealing, very difficult to follow and understand, inconsistent in design style, and is not accessible to most users.	10 pts	
Total Points: 30					

VI. Blog pitch

- Pitch your blog
 - Is it a new idea (something we haven't heard of)?
 - Is it interesting (for all types of audiences)?
 - Is it based on facts, data, or evidence and feasible to implement?
 - In what ways can your idea positively influence or bring about change in society?
- Ideal outlet?

VII. Headlines and evidence

Name/s	Headline	Evidence and other ideas	Feedback from colleagues
Aaron Zack	How do you translate 911: A look at communication in emergency situations	Hawaii sirens Communicating with immigrants when they don't have context to our emergency services - Weld County https://ambulance.org/member-center/member-toolkits/intercultural-communication-for-ambulance-services/#:~:text=Trust%2C%20Shame%2C%20Privacy,way%20of%20indicating%20trust%20issues. https://www.unitekemt.com/blog/cultural-competence-in-emergency-medical-services/ https://mars.gmu.edu/items/ceef7151-d36d-497c-a3fd-6009fde1702c Gabi issue with 911 - money? Who pays for the ambulance?	
Jiwoo Kassity Kevyn	Embracing the Return: Transforming Reverse Culture Shock into a Positive Growth Experience		
Fiona		The power of a single story	
Jeanette		Low-context vs. high-context	
Yu-Ting			Compare with the US culture in dressing.
Marina			Education equality—With VR technology being brought into education, does it mean that students that have less access to advanced technology get less

			knowledge too? Solutions to fill that gap
Shreya			Include perspectives of American(s) who have gone to China and their perspectives on dining culture there, as well as Chinese perspective(s) on dining culture in America (and Chinese cuisine in America)

Wednesday March 27

I.Intro

“Interculturality can be regarded as moving beyond stable cultural categorisations as explanations for social behavior, to analyze and clarify how diversity and difference is brought into contexts and made meaningful by those involved in the encounters”

Module 8 Blog Post		✓	+	⋮
8.1 Project: Blog Post Thesis	Apr 3 5 pts	✓		⋮
8.2 Project: Blog Post	Apr 17 30 pts	✓		⋮

Module 9 Interviews with professionals		✓	+	⋮
9.1 Final Project: ICC Interviews with Professionals	May 15 70 pts	✓		⋮

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4/17	Blog Post Presentations	Final blog delivery
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II. Kahoot

III. Presentation

☐ ICC Module 7

IV. Discussion

	Room 1	Room 2	Room 3
One question I have always wondered is whether there is a way to prepare individuals for <u>culture shock</u>. I have traveled with people who have decided that they won't travel to those places again just because they were not able to adjust to the cultural differences.		Have a want and interest in experiencing culture shock; don't be upset about something that is surprising, but rather be exciting! Be interested and know why things are different; that said, the process is not always comfortable. Attitude definitely helps making it easier, but it doesn't make it completely painless or easy. Media can help, but it doesn't completely prepare you. Doing research is also really helpful! Once you arrive in the new area, observe what locals are doing and pretend you're a local and try to learn the cultural norms and build from there. That process is a beautiful part of learning and adapting to a new culture, and no matter what that's ok as long as you're safe.	Providing information upfront about what might be the most jarring, also culture shock class for students / exchange students. This could be an issue for less formal trips. Look for travel resources that are from individuals who are living in the area / have stayed in the area for an extended amount of time. This information will be a more accurate representation than what the media may portray. People sometimes travel for the 'insta worthy destination' and can be surprised by the cultural differences, understanding that different places have different cultures and they are beautiful not only for the insta pictures you can post, but the culture too! Culture shock is likely inevitable, it means not all our cultures are different, embrace it.
When studying or living abroad, did you find <u>technology</u> comforting for being able to stay in touch with your culture, or was it a hindrance to your intercultural growth? If both are true at the same time, which do you value more?	• Healthy balance • Everything in moderation • Great to have access to home via video call • But sometimes too reliant • Helps in adjustment	Being able to stay in touch in your own culture is a way to help relieve stress by being in a new space; but if used in a bad way, it can be a way to avoid adapting to the new culture, so it depends on how it's used and how the person decides to use it Technology like social media can really help people stay connected with their culture by keeping up with what happening at home, especially with changes in language or new phrases/new generation's expressions or what's	

		happening culturally back home	
Based on the TED talk this week, what kind of <u>tourism activities</u> can we think of that would go beyond just ‘taking pictures from the bus window’, but really get tourists involved with the culture of the country they’re visiting?	● Homestays ● Language exchange ● Being involved with Community groups (volunteer work or religious groups (if applicable)) ● Cultural Workshops; traditional foods, arts, dance, clothes ● Voluntourism; organized volunteer opportunities ● Participation in festivals and events		There are lots of tourist activities that allow you to do activities with locals, often it is a very slow/small integration but it is a great start. Move away from the tourist area and eat in local restaurants. Often the locals are very receptive and are willing to make connections

V. Hijab

1. Say something about this image



Description	Interpretation	Evaluation
I need more information It is school	They have different cultures The staring could be seen as judgemental I don't know what she is thinking The older woman looks like she's about to be sad or angry, and I'm wondering what she's thinking and why Why don't you take it off She does not understand why she is wearing the hijab	The cynic in me says that the left woman is being judgemental

2. Short movie

Watch this [short fiction movie about the use of the hijab in Spain](#).

3. Discussion

- A. Share your reactions to the short movie.

- B. “While this mode of dress is common in some Islamic countries, it has been banned in some secular nations (e.g., France) as it is interpreted as a religious marker of identity that can separate people from each other.” **What do you think about the idea of banning the hijab?**

Wednesday March 13

I. Nonverbal communication, based on your responses

Is it appropriate to kiss someone on the cheek in any of your cultures? When?

1. Recall a conflict that you have experienced. Did your linguistic and cultural background affect how you handled the situation? If yes, how?

INTRO

MY ICC POV

ICC RESEARCH

ICC ACTIVITIES

ICC COURSES

ICC Activities for McGraw Hill Spanish Titles: **Greeting people**



GoGo Images Corporation / Alamy Stock Photo

- A. Respuesta breve.** In what contexts/situations, if any, would it be appropriate to greet someone by kissing them on the cheek in the cultures you are part of and/or those with which you are familiar? How do you know when/if this would be appropriate? Please elaborate in terms of who is involved, what you are doing, where you are, etcetera.
- B. Opción múltiple.** You are in Guadalajara, Mexico, and a local friend invites you to have lunch at their home. They introduce you to their mother. You say “*Buenos días* [...]” and:
- a) Shake the mother’s hand
 - b) Kiss the mother on the cheek
 - c) Bow
 - d) I am not sure

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Practicing NVC	Understanding NVC	Spatial NVC
How do you greet people? Do you hug, shake hands, bow, kiss? From Yu-Ting and Marina How do you show confidence? From Yiqing How do you engage in appropriate gestures? From Kassity How do you toast? From Aaron	How do you engage in active listening? From Jiwoo How do people interact in different settings such as a soccer field? From Fiona	How do you decipher linguistic landscapes (e.g. signs) and ways of engaging in transportation rules and cultural practices? From Aaron and Jeanette

How do you drink? From Makaeyla		
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Feedback for all answers. Well, it depends! A cultural practice is something that is done by the people of a particular group, and how, when, and if that action is performed will depend on the norms, expectations, and conventions in a specific context. How you greet others is an example of a cultural practice, so there is no one right way to greet someone. In Mexico, one kiss on the cheek is a common way of greeting a friend, but it might not be appropriate for someone you just met. Waiting to see what the mother does might be a solution in this context.

Intercultural Tip

An interculturally curious person observes and analyzes how people tend to greet, according to variables such as age, gender, type of setting (formal vs. informal), and health concerns (e.g. pandemic).

II. Kahoot

III. Presentation

☐ ICC Module 6

IV. ICC in Zoom as a space

How Can We Foster a Mobile [Mindset While Sheltering in Place?](#) (Avineri, Guillén, and Sawin, 2020)

Zoom tools	ICC disposition
Host	Hospitality; nurturing safe inquiry and support
Screenshare	Empathy; entering the other's space; seeing this space with their eyes
Thumbs up & Clapping	Fostering emotional support for learners and instructors
Link sharing	Expanding views; ensuring other learners can access resources
All are Co-host	Leveling power differential among learners and instructors
Hiding self-view	Lessening self-focus; enhancing active listening
Zoom Gallery View	Centering the marginalized; marginalizing the centered
Muting yourself	Providing space for multiple voices

Modified from the original

IV. ICC in your field

	Room 1 - TLM & T	Room 2	Room 3
Does it help the bottom line (profits, donations, outcomes) when organizations in your field are more interculturally competent? Should it? Should it matter?	Absolutely. In Translation & Localization you have to preserve meanings and make people feel like products were catered to their culture. In this way, when you have a workforce that is capable of keeping diversity and different viewpoints in mind, work can proceed much quicker and more efficiently.	Yes absolutely! In International Education Management having ICC in our career is crucial. A more ICC established school attracts more diverse student populations. Having this competence can lead to increased enrollments, stronger donations, and an overall enhanced school reputation. It's absolutely a priority within the field!	Yes! The fields that we are dealing with are: Education: Teachers who are able to understand cultural differences are able to better handle different situations. Nuclear Nonpro: Yes! You're dealing with a lot of international relations and making a mistake can have a big impact. Understanding the cultures and reasons behind conflicts is super important. financial crime: You are working with a lot of international individuals & groups and it is important to have ICC because you need to be dealing with multiple communities, often vulnerable communities.
Known Knowns (I know that I have this) What knowledge/skills/dispositions related to ICC do most people in your field likely possess?	Business writing. Know how to speak the language of business, especially with intercultural colleagues. Languages Inherent interculturalness (HAVE to have cultural awareness; it's not a "nice to have" it's a "MUST have")	Cultural Awareness and Sensitivity - A lot of IEM jobs are people facing (student advising), so we work with a very diverse group of students daily. Communication skills Networking skills	Linguistic skills - not just knowing another language but also knowing how languages work and how individuals communicate Also understanding social context and understanding other cultures. Understanding how countries/government structures work. Very academic understanding of other languages but not a lot of cultural knowledge Most people in the crypto space have experience with

			inter cultural environments. Almost every country is global and hire in different regions. More open disposition.
Known Unknowns (I know that I don't have this) What knowledge/skills/dispositions related to ICC are most people in your field AWARE that they need development or growth in?	Internationalization in code and programming (unicode) Translators know LANGUAGE, but that doesn't necessarily mean they know how to COMMUNICATE (nonverbals and such) Translators need better people skills (emotional intelligence)	Conflict resolution and mediation - professionals acknowledge the potential for cultural misunderstandings and conflicts to arise in their work Cross-cultural communication skills - given the multicultural nature of the work, professionals are conscious of the importance of honing cross-cultural communication skills. Different people work best with different communication methods, and it's up to the professional to accommodate.	Teachers often don't know how to communicate with English language learners and they often depend on ESL teachers, but in general, this area needs improvement. Most people in international relations recognize that they need to better understand cultural dynamics in conflicts. Most people in financial crime / the tech world are aware of the knowledge gap and they know that they need to make information accessible to everyone, but it is not something that is prioritized.
Unknown Unknowns (I don't even know that I don't have this) What knowledge/skills/dispositions related to ICC are most people in your field UNAWARE that they need development or growth in?	Localization - general lack of marketing and business knowledge. What's the bigger picture? Where does my work go? AI Ethics Putting ICC knowledge into practice. Why do we choose to do poorly when we know better? Scalability of cultural knowledge	Implicit Bias awareness - Individuals may be unaware of their implicit biases, which can influence perceptions. People may be too confident in their present cultural awareness. Conflict resolution skills- Training in conflict resolution and mediation techniques can help individuals navigate challenging situations and maintain positive relationships with colleagues and partners from diverse backgrounds. Technology skills- to make hybrid learning more accessible	Overgeneralizing culture stereotypes. Making sure we treat each student as an individual, not basing it off a stereotype. Stereotypes when it comes to topics like terrorism and the bias towards certain groups of people. Lacking patience and empathy for the outgroup in financial crime, individuals working in the field understand how to protect data / what scams can look like. Hard to have empathy when people fall for things that individuals working in the field can easily identify as a scam.
	Stakeholder education Go with experienced colleagues when doing	- Seek out training and professional development opportunities. - reflect on cultural biases	For ESL professional development is often available for teachers, and districts can encourage and

	business to experience real situations in different cultural settings and learn more.	and assumptions - Actively engage with individuals from diverse cultural backgrounds, such as students. - Use reflection tactics to reflect on personal biases - Actively participate in multicultural events happening at the school.	take into account non-English students. Bringing ICC topics up in international relations is super helpful, often individuals know about ICC topics but forget when discussing inter cultural topics. In financial crime being aware of where knowledge gaps are so that you can help bridge the gap and help the end user. Often you are surrounded by people in the field and it can be easy to forget that not everyone has the same knowledge/information available.
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Wednesday March 6

I. Power of Names

☰ ICC Community-Building Tasks

II. Kahoot

III. Presentation

☐ ICC Module 5

IV. Activity

- 1) Many nonverbal acts are innate/universal to our species (7 universal facial expressions) Some however are cultural, and thus ripe for mismatches between intent and interpretation.
- 2) Individually, fill in your box in this table with one example of how differences in non-verbal communication between cultural groups impacted the perceptions/conversation/relationship between you and the members of a different cultural group.
- 3) Put a simple title for the difference at the top. Then write a more detailed description of the difference below.

Your name	Yu-Ting	Yiqing	Kassity
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Title	Greetings	Pretend to be confident	Different Gestures
Description	To hug each other, to shake hands, to just say hi, or to kiss.	I pretend to be confident by using some non-verbal gestures when I do the public speaking.	I would always get mixed up with the meaning of different gestures in Japan. Specifically the 'come here' gesture.

Your name	Aaron	Jeanette	Marina
Title	Signs for right and wrong in JP Also eye contact during a toast in Germany	Right of way for traffic in Prague	Two kisses greeting in Spain vs. Italy
Description	Had to teach classes and needed to find out that making an O with your arms means correct and making an X means incorrect. Also learned you have to stare into the eyes of every person you toast in Germany	In the US, it is typical for pedestrians to have the right of way. In Prague, trams have the right of way/most importance above pedestrians and cars. Some of the US students in my study abroad program were hit by the trams due to assuming that they had the right of way.	I was familiar with the concept of greeting someone with two kisses in Europe, but it took me a while to get used to this. When I finally did, I went to visit my friend in Italy, where they start with the opposite cheek, and I was super thrown off again- I almost kissed multiple people on the lips because I naturally wanted to go the opposite way.

Your name	Fiona	Jiwoo	
Title	Misunderstanding of body language in Spain	Interjections and verbal cues	
Description	Played soccer in Spain and had a hard time determining if opponents were upset with us based on 'loud' body language they were using.	Saying "yes" as a filler in the middle of conversations to show engagement is common in Korean culture. I was used to doing this because I grew up around a lot of Korean and Korean Americans. There were moments when I would be talking to a non-Korean and they would be dead silent. I would sometimes wonder if they were even listening because I didn't receive any verbal confirmation.	

Your name	Zachary	Makaeyla	
Title		A shot is not a shot	

Description		When first arriving in Poland I was having dinner with my host family, the moms brother and his family. The brother's neighbor brought homemade moonshine and passed around shots. After they said their cheers, I took the whole shot while everyone else took a sip.	
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After you have filled in the table with your examples, work with two peers to come up with a system of categorizing these incidents. You can come up with any number of categories, and any different dimension for categorizing the incidents. Feel free to use tools such as Google Slides, PowerPoint, Canva, Drawing with Google Docs, Lucidchart, etc.

- 1) Figure out which of your categories all your classmates' incidents would fit into. What categories seemed to dominate in your system?
- 2) Copy and paste below (link or graph)

Room 1	
Room 2	
Room 3	



Haptics

- Hugging
- Touching on the Head
- Finger wagging
- Hand-Shaking
- European kissing greeting



Customs

- Gift-giving (Dinner guest bringing a gift not common in USA)
- Money (Thai taxi driver throwing money on the ground)
- Food Sharing



Oculesics

- Eye-contact



Vocal

- Speaking in low-tone/loud voice
- Silence to express disagreement in China



Kinesics

- Nodding (Indian head sway)
- Smiling (Don't Smile)
- Gestures (Less common in China than in USA)
- Yes? No? Maybe?



Proxemics

Wednesday February 28

I. From last week. And from you!

Key guidelines for using a lingua franca (such as English) in a workplace where employees have varied linguistic backgrounds. Your goal is to ensure that these guidelines promote inclusivity, respect for cultural differences, and effective communication among all team members.

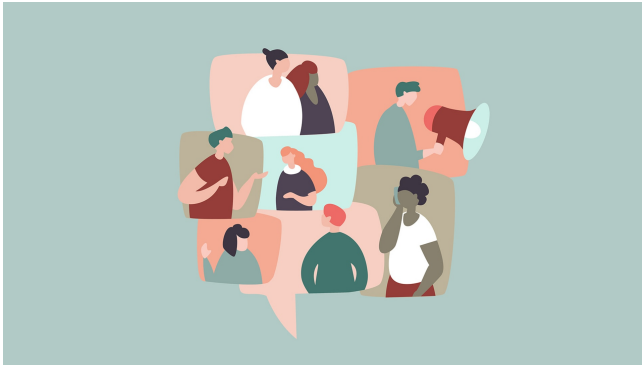
- 1) **Normalize asking for clarifications**
- 2) Use **plain, clear, and straightforward language in the workplace. Avoid acronyms** as much as possible.
- 3) **Do not make assumptions or use stereotypes when communicating with others**
- 4) Encourage people to **use and share vocabulary and idioms** in their native language
- 5) Make an extra effort to **include all speakers** in formal and informal conversations
- 6) Enter every conversation with an open mind. **No one wants to miscommunicate on purpose**

<https://www.plainlanguage.gov>

Plain language makes it easier for the public to read, understand, and use government communications.

Learn more

Strengths	Areas of improvements
• Disposition and community building • Co-construction of knowledge • Elaborated contributions	• Expand knowledge with links and videos • Ask more specific questions • Include personal experiences (if you stay at the theoretical level) or connect with theories (if you stay at the personal level), but overall a great job in this department!



- Interrupt me!

II. Kahoot

III. Presentation

☐ ICC Module 4

IV. Activity

Room 1	Factors which make it more likely that interpersonal ICC will go smoothly at MIIS or in general	1) Normalize asking for clarifications 2) Use plain, clear, and straightforward language in the workplace. Avoid acronyms as much as possible. 3) Do not make assumptions or use stereotypes when communicating with others 4) Encourage people to use and share vocabulary and idioms in their native language 5) Make an extra effort to include all speakers in formal and informal conversations 6) Enter every conversation with an open mind. No one wants to miscommunicate on purpose		
	Factors which make it more likely that your interpersonal ICC will have turbulence at MIIS or in general - be “bumpy”	1) Making assumptions 2) Language barriers in general coupled with lack of willingness/drive to work through those barriers 3) Lack of opportunities for students with differing first languages to		

		interact with one another (lack of opportunities for cross-program interaction); environment may be present but locations/opportunities are missing		
Room 2	Examples of convergence at MIIS (adapt communicative behaviors in order to reduce social differences)	Students coming from very different backgrounds/cultures, which means that most students come in already with more of an open mind Also degree programs have more international focus and tend to require more open minds	Teachers tend to use more clear and plain expressions when teaching classes instead of too sophisticated and professional vocabulary, and they add gestures/explanations/facial expressions to facilitate understanding.	Establishing expectations at the beginning of the semester of how students should interact in the classroom
	Examples of divergence at MIIS (distancing from interlocutors by accentuating differences in one's speech or nonverbal behaviors)	Assuming prior knowledge	Not giving choices	It does not happen here as often, but asking people to use traditional terms such as "professor" or "Doctor"
Room 3	Good practices at MIIS that enhance intercultural friendships	Many in-person events WhatsApp groups and Newsletters Emphasis on group projects (long-term)	Relatively small cohorts	- Semester long group projects
	Practices at MIIS that prevent students from building intercultural friendships	- Only providing in-person events for the students and not having equivalent virtual events.	- Existing online groups are not active in a conversational way - Classes go too fast (IEM classes are 7 weeks)	- not enough remote friendly clubs/orgs

V. The power of names

Wednesday February 21

1. Some comments

- Sign up for Hello Talk or Tandem. The Mixxer might not have enough learners for you...
- From Hypothesis: I've heard of some areas who have movements to revive their native language, like in Hawaii. How effective are these movements in general?
 - My response: these can be and have been effective (Welsh, Maori, Basque, etc.), , but it is not a given.
 - Languages naturally appear and disappear and public policy can't decide... Just influence. We all "decide".
- There are two disadvantages in a multilingual worksetting: one of them is not knowing English. The other one?
- **Happy international mother language day!** See Salzburg Statement for a Multilingual World

https://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2017/Session_586/EN_SalzburgGlobal_Statement_586_-_Multilingual_World_English.pdf



Gabriel Guillén • You

EdTech 📱 Intercultural Exchanges 🌐 Immersive Learning
4h • 🌐

...

#InternationalMotherLanguageDay underscores the role of languages in promoting inclusion and achieving sustainable development goals. We published the Salzburg Statement for a Multilingual World to support people's right to maintain, enjoy and develop their languages of identity and community. This is even more important today, as we confront the challenges of communities displaced by environmental migration.



Dominic Regester (He/Him) • 1st

Director, Salzburg Global Center for Education Transformation, and Director ...
5h • 🌐

Today is **#InternationalMotherLanguageDay** and is also six years since **Salzburg Global Seminar** published the Salzburg Statement for a Multilingual World. The Statement was one of the outcomes from the very first program I got to work on at Salzburg Global Seminar and was co-authored by a remarkable group of academics and language activists. After six years I think it stands up pretty well and is still as relevant as it was when first published. The Statement was written in English and then translated by Salzburg Global fellows into more than 40 languages, all versions are available on the link below.

<https://lnkd.in/dpWYFE7F>

Catherine Millett Maggie Mitchell Salem Mark Sparvell, B.Ed. , M.Ed. Carine Allaf Faye Hobson Clare Shine Benjamin Glahn Martin Weiss Michael T. Nettles, Ph.D. Tony Capstick Joseph Lo Bianco, AM, FAHA Kerry Dixon Bessie Dendrinis Vicky Gough François GRIN Gabriel Guillén Kathleen Heugh Sindith Küster Bruno Macedo Therese Mercader Maria K. Norton Kirk Person Loredana Polezzi Norman Sieweke Friederike Hennessey Esther van Berkel Yirga Gelaw Woldeyes Louise Hallman

Salzburg Global Seminar

for a multilingual world

WE LIVE IN A WORLD IN WHICH:

- All 193 UN member states and most people are multilingual.
- 7,097 languages are currently spoken across the world.
- 2,464 of these are endangered¹.
- 23 languages dominate, spoken by over one half of the world's population².
- 40% of people have no access to education in a language they understand³.
- 617 million children and adolescents do not achieve minimum proficiency levels in reading⁴.
- 244 million people are international migrants, of whom 20 million are refugees, a 41% increase since 2000⁵. Migrants and refugees alone would constitute the 5th most populous country in the world⁶.

2. Kahoot

3. Presentation

☐ ICC Module 3

4. Community Building Task

☰ ICC Community-Building Tasks

5. Discussion

- 1) A question I have is, how might ongoing globalization and prevalence of social media and other digital communication technologies further shape the evolution of languages and perceptions of linguistic prestige? Would English be further perceived as the most "prestigious" language, or would there be changes in perception?

Room 1	Room 2	Room 3
- Globalization makes english more relevant, less intimidating, - If the lingua franca of the world would change, it could be Mandarin - Or even if it didn't change there might be a possibility of having a second or third lingua franca. - Digitization and globalization	• Globalization appears to be a huge connector but isn't as ubiquitous as thought • Are there places where English is seen negatively? Places with colonial/violent history perhaps? • Regional resistances may be related to cultural norms? • Some areas may just not have a need	Some thoughts that were: - Because technology can translate text so quickly, it may not have as big of an effect as we would originally think - Video content would be something that could expose people to different languages and English is the most common language for this media form

could change the perceptions of English speakers (English isn't the most prestigious language) - Perception wise- people wouldn't see English as the "main language", but more of a bridge for globalization, people that only speak English could become more open minded about learning other languages as well		- Globalization is connecting people all around the world and currently the 'global language' is English, we discussed how humans have the desire to communicate with one another so we think more people will continue to learn English to be able to communicate in the 'global' setting. -
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- 2) Brainstorm and outline 3-5 key guidelines for using a lingua franca (such as English) in a workplace where employees have varied linguistic backgrounds. Your goal is to ensure that these guidelines promote inclusivity, respect for cultural differences, and effective communication among all team members.

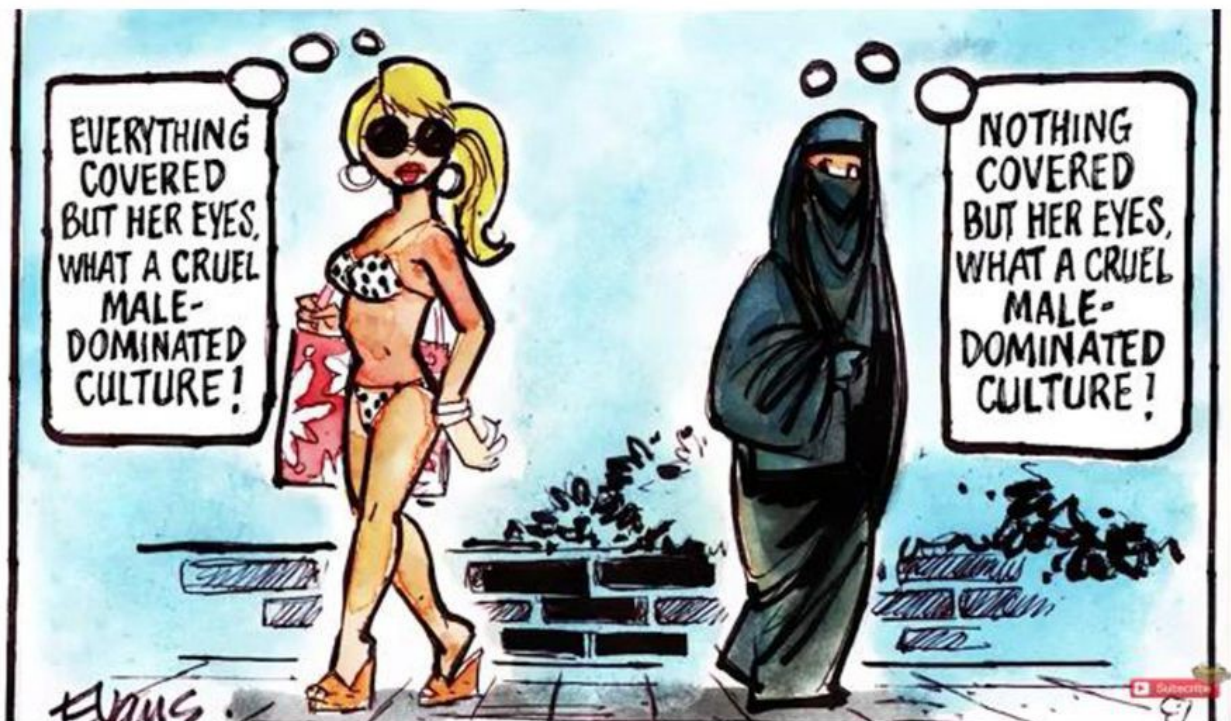
Wednesday February 14

1. Some comments

1. Keep co-creating knowledge and community! And **reply to others** 😊
2. Make the most of **Hypothesis**:
 - a. Jiwoo Yoon: Learning the language also allows individuals to pick up on the cultural nuances that may not be well-understood when translated. For example, in Korean, there is a term called jeong (정). It roughly translates into goodwill or warmth felt between people who share a close relationship (or attachment). It's hard to explain exactly what it is in English.
 - b. You can also add funny remarks (like the one about LinkedIn), links, emojis, or pictures
3. Happy **Love & Friendship Day**, as they say in Mexico.
 - a. How can Valentine's Day celebrations reinforce stereotypes?
 - b. How can we challenge these stereotypes to promote a more inclusive understanding of love and relationships?

¡Feliz!
♥ DÍA ♥
del Amor
— Y LA —
Amistad

Ethnocentrism



2. Kahoot

3. Presentation

☐ ICC Module 2

4. Discussion

Room 1	Room 2	Room 3
In multilingual workplaces, how we see ourselves (avowed identity) and how others label us (ascribed identity) can affect our interactions. What are the main differences between these identities for you all, and how do they impact our communication with colleagues from different backgrounds? Discuss with simple examples and consider ways to improve understanding and teamwork despite these identity differences	How can we help people from different groups work better together and reduce prejudice and stereotyping? Allport suggested it works under certain conditions, but what are some real-life challenges in making these conditions happen, especially when groups don't get along well? Let's think of ways to overcome these obstacles in places like schools or workplaces.	"Have you ever been the subject of a 'single story,' where one aspect of your identity was used to define you completely? How did you become aware of this, and what impact did it have on your feelings or self-perception? Conversely, have you ever perceived someone else through the lens of a single story? If so, what actions did you take upon realizing this, and how did you come to understand that your view was limited?"
- We often can be our harshest critics - others may perceive us as intelligent and confident: however, this may not be how you view yourself. - Learn about yourself, you are more than your job, hobby, family, etc. Once you know who you are others may be able to have a better understanding of who you are - If people are ascribing an identity to you that you do not feel fits, you may feel closed off and self-conscious about why someone would view you in that way - You can have conversations around these stereotypes and expose people to all different stories. - Giving people the opportunity to share their experiences and stories would give individuals opportunities to share their commonalities, but also celebrate their differences. - Have spaces where it is safe	-Establish communications channels -In professional settings, provide additional cultural training -Work to breakdown "single stories" and stereotypes through sharing people's stories -Establish community events -Foster healthy initial interactions to allow for human to human conversation to happen -Create situations that require both groups to cooperate to achieve mutual benefit -Set the tone through leaders -Tone setting in a societal context (ensuring media tells multiple stories, not a single story) -Using humor to share experiences -	“ Single Stories”: - Women should be hardworking and diligent. - All educational communities allow debate in the US. - Negative view of American manners/dining culture - Assumptions that all asians are recent immigrants - People that look a certain way hold certain political beliefs Reactions: - We should be open-minded - We should pay attention to how we are being influenced by stereotypes - We should recognize how our perceptions of others and feeding into stereotypes can affect other people's self perception/confidence - Be aware of microaggressions and unconscious biases/stereotypes - Engage more with others and gain more knowledge about different cultures.

to explain why you have certain views and foster dialogue around those topics so people can have a chance to understand the why behind things. - gaguillen@gmail.com Is avowed identity always correct? -		

5. Activity

 ICC Community-Building Tasks

Wednesday February 7

1. Some comments

- Loved your comments on Hypothesis. Feel free to respond to each other, but no need to force it
- Let's review how to use Hypothesis
- Key idea from the textbook: The goal is **not to predict behaviors and outcomes** but to **describe and understand**
- Community tasks

2. Kahoot

3. Presentation

☐ ICC Module 1

4. Discussion

Despite the increasing recognition of the importance of intercultural competence, there remains a segment of individuals who struggle to empathize with or gain insight into other cultures, often due to limited exposure to diversity. **How can we effectively address this challenge in the workplace, fostering an environment that encourages open-mindedness and cultural understanding without alienating or hurting the feelings of those who may be resistant to change?**

Group 1	Group 2	Group 3
• Encourage communication outside of work. Offering opportunities for personal connection. • Fostering a safe space for people to share concerns, questions, insights, etc. • However, don't force connections, make it a group discussion. • Set up one-on-ones to offer employees a chance to voice questions/concerns about changes. Take the time to explain why something may be done differently to encourage open conversation. • Allowing employees to maintain their personal work styles while respecting others (working late hours, not expecting others to) • Promote "we" over "I" or "they" • Take time to celebrate other cultures. Ex: When there's an important holiday send out an	• Emphasize that tolerance for difference is not the same as being forced to change beliefs or values. • Leading by example. In institutions, the leaders should be the ones to demonstrate cultural awareness and openness and set expectations for others within the organization. ◦ Upper management taking the initiative in establishing a company culture that is inclusive and encourages open-mindedness ◦ Onboarding training for cultural awareness • Creating opportunities for cultural exposure ◦ Company events that celebrate cultural diversity (e.g., multicultural potlucks)	• Encourage dialogue and conversation outside of work topics ◦ More personal topics ◦ Could help people be seen as people instead of where they are from • Workplace events; team building exercises ◦ Activities that trigger active listening ◦ Activities that introduce different cultures and cultivate respectful attitudes. • Strong, responsive HR • Third party anonymous reporting • Celebrating different festivals and holidays for all members of staff ◦ Incorporate local activities, foods and traditions ■ I.e. Lunar New Year

email that explains the event, share activities, recipes, etc. Allows for gradual introduction of other cultures.		Celebration at MIIS
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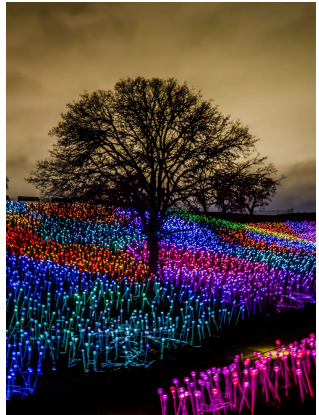
5. Activity

☰ ICC Community-Building Tasks

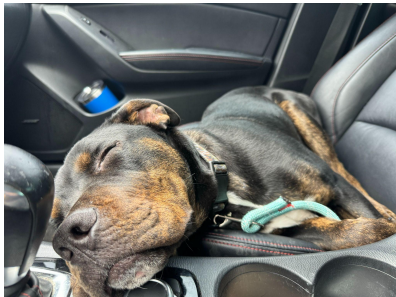
6. Q&A

Wednesday January 31

I. Introductions

Preferred name in bold, program, and pronouns (optional)	Where are you located right now (name city and state, country) and languages/Variations you grew up with - languages you are learning	Something you want to share about you, related to this ICC course	A picture or something remarkable from your Winter Break
Gabriel (Gabi) Guillén, LS, ICC, TESOL/TFL, Language Schools, he/him/his	Monterey, California, United States. Spanish from Madrid, Spain / Spanish, English, French, Portuguese, Korean	Background in language learning and technology and intercultural exchanges: Team Tandem	 

Room #1

Preferred name in bold, program, and pronouns (optional)	Where are you located right now (name city and state, country) and languages/Variations you grew up with - languages you are learning	Something you want to share about you, related to this ICC course	A picture or something remarkable from your Winter Break
Makaeyla Zamora, NPTS (non-proliferation & Terrorism), Financial Crime Management specialization , she/her/hers	Houston, TX, USA Grew up speaking English only, now learning Spanish	Intercultural experiences: I spent one semester of undergrad in Costa Rica living with a host family, a few months living in Poland as an au pair, living in my own apartment, and a few months living in Germany as an au pair living with the family.	 Adopted a new dog (our 3rd) that we found at the soccer fields we take our other dogs to
Kassity Veloz, International Education Management (IEM), she/her/hers	Clovis, CA, USA Originally from Monterey & went to Monterey High. English & Japanese	During my undergraduate degree I was an Animal Science major at Cal Poly in San Luis Obispo. After graduating I spent 3 years teaching English in Japan, I've just returned to living in California as of last year.	 Helped my friend paint their house :) !
Shreya Ma(Translation and Localization Management, she/her/hers)	I'm currently in Monterey, California. I grew up in China and my language pair is English-Chinese	My undergrad school is Beijing Language and Culture University, and I majored in translation and localization. I just graduated in 2023 and came here to Monterey!	 My favorite food: Chinese hotpot

Room #2

Preferred name in bold, program, and pronouns (optional)	Where are you located right now (name city and state, country) and languages/Variations you grew up with - languages you are learning	Something you want to share about you, related to this ICC course	A picture or something remarkable from your Winter Break
Aaron TLM he/him/his	Dallas, Texas Native: US English (Colorado) Japanese/German/Spanish	I've never really taken a class like this before so I am excited to get a focused view on intercultural communication.	https://chrislongstory.com/ Website I made for my brother
Peng/Criss TLM (translation and localization management) he/him/his	Monterey, California Native speaker: Chinese English/ Korean	I have taken two ICC classes last semester and I need to take another two this semester, that's why I am here. I want to learn more about communication skills in a multicultural setting.	https://www.bilibili.com/video/BV1CH4y1Z7UN/?spm_id_from=333.999.0.0&vd_source=d2eef273981a34b90de6b91560064aad A video I localized for my Bilibili channel.
Yu Ting Tai T she/her/her	Monterey, California Native: Chinese (Taiwan), Taiwanese English	I had some experience working in a multicultural setting. I want to learn more about it.	 I went snowboarding at Mt Rose.

			 Maui, Hawaii
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Room #3

Preferred name in bold, program, and pronouns (optional)	Where are you located right now (name city and state, country) and languages/Variations you grew up with - languages you are learning	Something you want to share about you, related to this ICC course	A picture or something remarkable from your Winter Break
Zach Ackemann, NPTS	Felton, CA	Worked as a firefighter → meet people with different backgrounds(and save their lives!!!!) Love talking with people	“Just work, nothing cool...” (“But I think it’s cool” –Yee Ching)
Yee Ching, TLM	Beijing (right now) Based in Monterey	Studying TLM, enjoys ICC because its a chance to meet people outside of the TLM program, and ICC also teaches how to work with people from different countries which is important for TLM work	Got to back to home for the first time in 5 years!
Jeanette Burke MPA with ICC Specialization She/They	Monterey, CA. but from Chicago	Studying public policy. But ICC specialization - fell in love with ICC courses during my first semester	Got to go home for the first time in a year

Room #4

Preferred name in bold, program, and pronouns (optional)	Where are you located right now (name city and state, country) and languages/Variations you grew up with - languages you are learning	Something you want to share about you, related to this ICC course	A picture or something remarkable from your Winter Break
Fiona IPD & Trade She/Her	Richland Wa - English & Studied French	Studied Anthropology & International Relations	Worked :(and visited family!
Jiwoo International Education Management (IEM), She/Her	Atlanta, GA - English, Korean & Studied French in middle school/high school and Japanese in university	Majored in sociology & Psychology with a focus in Linguistics in university	Visited NYC over winter break. Stayed in the Flushing area in Queens.  Museum of Natural History
Daisy IPD she/her/hers	Monterey, CA - Chinese, English, a little German	Exchange student for one year	Korean food in LA 

II. Syllabus and Canvas

III. Some ideas to prime the pumps

 Course Intro

IV. Community Building Tasks

Let's do the group agreement today if we can  ICC Community-Building Tasks