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Intercultural sensibility in online teaching and learning processes

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Partner Académico:



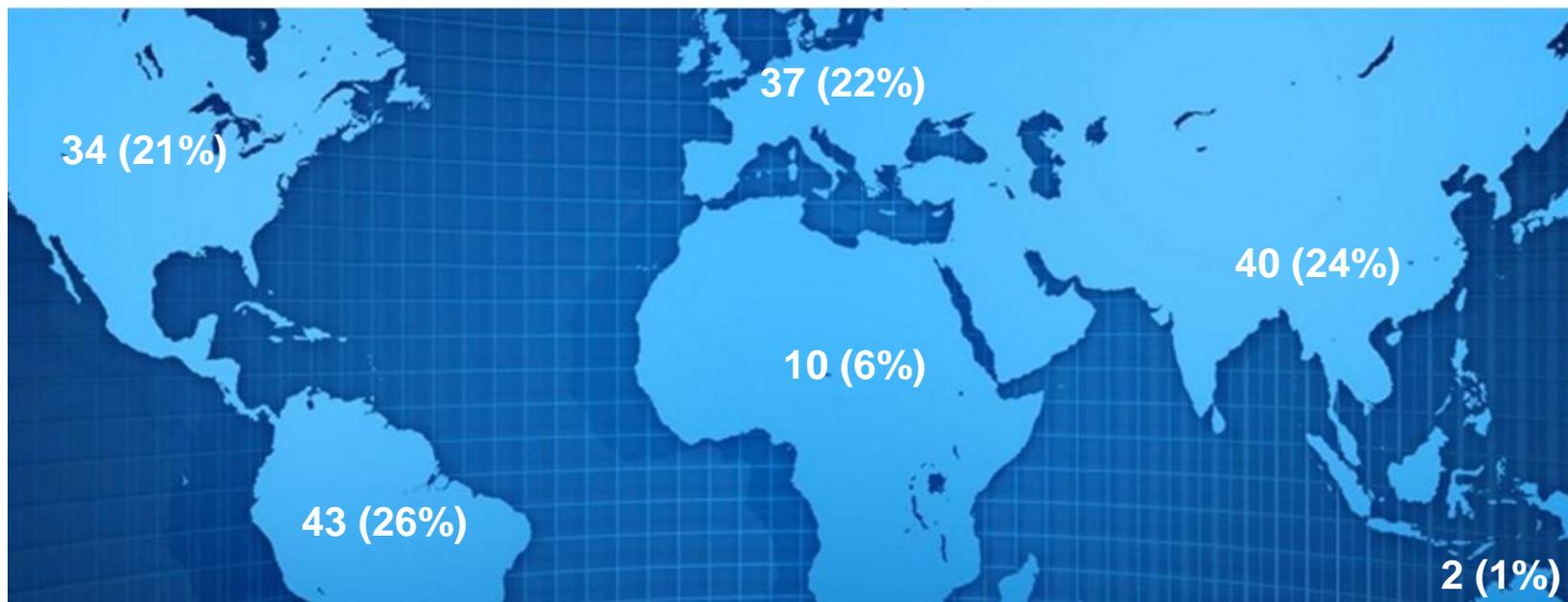
Research



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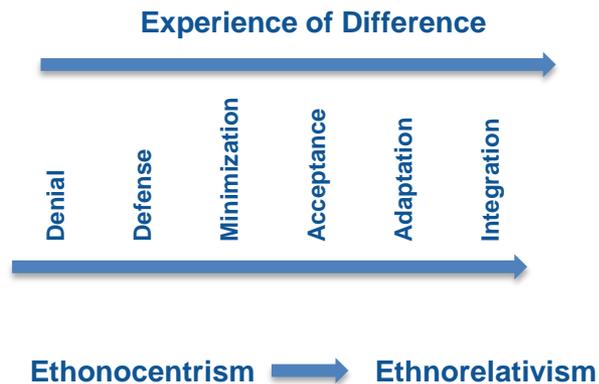
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Theoretical Framework

Model of Intercultural Sensitivity

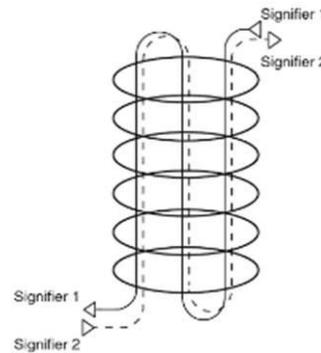
Bennett (1986, 1993, 2016) and
Bennett & Bennett (2003, 2004)

Development of Intercultural Sensitivity



Intercultural Learning Model

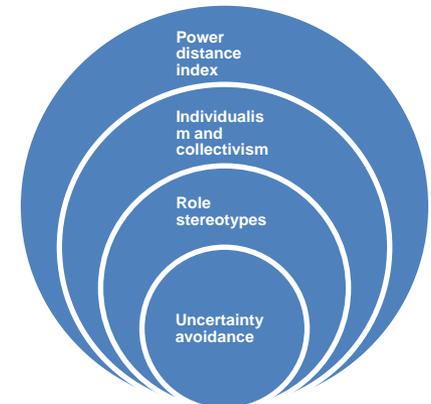
Beamer (1992, 2004)



- Level 5 Ability to generate other culture messages
- Level 4 Ability to analyze communication
- Level 3 Ability to challenge stereotypes and pose questions
- Level 2 Ability to stereotype
- Level 1 Ability to acknowledge diversity

The Hofstede Model

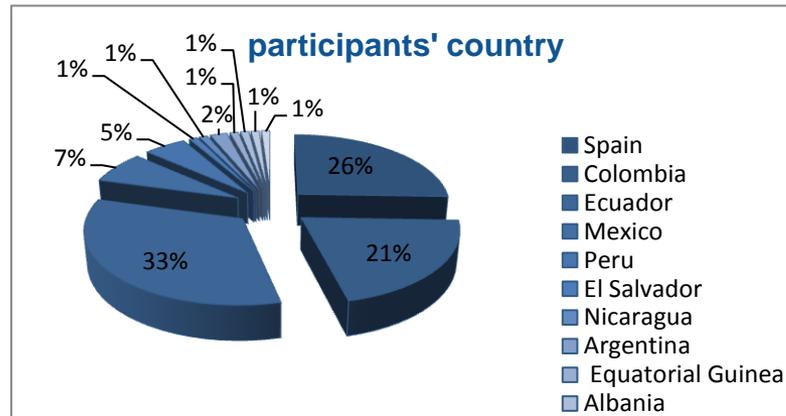
Hofstede (1984, 2005)



Aim

To analyze the **verbalization of intercultural content** in the online students' participation and in their learning products at Online Master in Human Resources Management.

77 participants, 61 women and 16 men,
from Online Master in Human Resources Management



Methodology



Phase 1. Groups

Participants are involved at teaching and learning processes without activate participation of researcher. The naturalistic approach is maintain.

Phase 2. Observation protocol

Elaboration of an observation protocol based on theoretical framework.
A procedure for inter-observer reliability based on the Cohen Kappa index was established (Cohen's Kappa= 1; Spearman's Rho=1; for fragments, Cohen's Kappa= 0.82; Spearman's Rho=0.99)

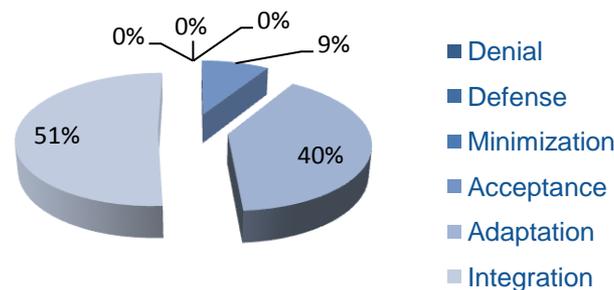
Phase 3. Qualitative analysis

This qualitative analysis also aimed at characterizing the intercultural dimensions fragments percentage and the dimensions fragments.

Results. Model of Intercultural Sensitivity

Category	Definition	%
Denial	The verbalizations of the participants demonstrate the lack of positive aspects in forming groups with participants of different nationalities.	0%
Defense	Participants activate the protection mechanism verbalizing reasons or motives to distort the contribution of peers.	0%
Minimization	The verbalizations evidenced a reduction of the importance of the contributions related to their belonging to another culture.	0%
Acceptance	Interculturality is qualified as positive and adequate. It includes verbalizations in which the participant clearly expresses an opinion in favor of cultural diversity.	9%
Adaptation	The verbalizations show accommodation or adjustment to the companions of other nationalities. The adjustment is adequate and works for the benefit of the teaching-learning process.	40%
Integration	There are elements that show the approach of the participants and their configuration as a cohesive working group.	51%

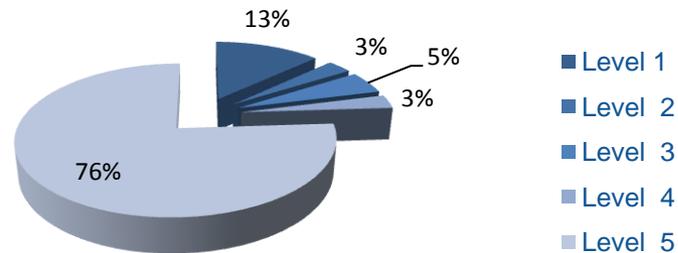
Model of Intercultural Sensitivity



Results. Intercultural Learning Model

Category	Definition	%
Level 1	Ability to acknowledge diversity	13%
Level 2	Ability to stereotype	3%
Level 3	Ability to challenge stereotypes and pose questions	5%
Level 4	Ability to analyze communication	3%
Level 5	Ability to generate other culture messages	76%

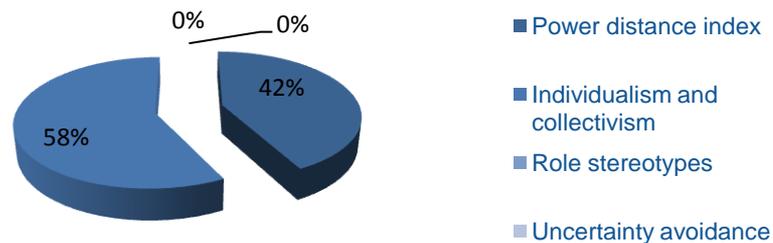
Intercultural Learning Model Categories



Results. Hofstede Model

Category	Definition	%
Power distance index	The degree of inequality in society power distance can be defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that.	42%
Individualism and collectivism	The degree of individualism in society, individualism pertains to societies in which the ties between individuals are loose and collectivism as its opposite pertains to societies in which people from birth onward are integrated into strong and cohesive in-groups, which throughout people's lifetimes continue to protect them in exchange for unquestioning loyalty.	57%
Role stereotypes	Which are key differences between feminine and masculine societies and general norm and family.	0%
Uncertainty avoidance	The extent to which the members of a culture feel threatened by ambiguous or unknown situations.	0%

Hofstede Model Categories



Conclusion

Cultural differences and willingness to integrate participants from other cultures emerges in online education.

It is necessary that online higher education institutions promote interculturality to reach levels closer to cultural integration.

All intercultural dimensions does not appear unless it is approached explicitly in the classrooms.

Ethnorelativism values are relevant for the understanding of the manager's work.

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