EduBox 01: Culture, a new perspective

Session 02: Multi-collectivity as a concept

Session plan

Topics/ Content	Aims	Learning outcome	Sources
Learning outcome Objectives Lead-in Multi-collectivity as a concept • The concept itself • Reasons for considering multi-collectivity • Membership in different collectives The common triangle Summary and reflection Assignment Sources	The objective of this session is to introduce multi-collectivity as a concept. At the end of the sessions, students will be able to • explain the meaning and nature of multi-collectives • give reasons why considering multi-collectivity is important in today's world, and • characterise some of the collectives of which they are members	Based on an open definition of culture, students identify multi-collectives and their characteristics.	• Bundesamt für Migration und Flüchtlinge (BAMF) 2015. Migrationsbericht 2015. https://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Migrationsberichte/migrationsbericht-2015.pdf?__blob=publicationFile (10.11.2018) • Bolten, Jürgen 2007. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandehoeck & Ruprecht • Bolten, Jürgen 2015. Einführung in die Interkulturelle Wirtschaftskommunikation. Göttingen: Vandenhoeck&Ruprecht (2nd ed.) • Calmbach, Marc et al. 2016. Wie ticken Jugendliche 2016? Wiesbaden: Springer http://www.sinus-institut.de/veroeffentlichungen/buecher-und-artikel/ (14.3.2017) • Crul, Maurice et al. 2013. Super-diversity: A new perspective on integration. Amsterdam:VU University Press https://research.vu.nl/ws/portalfiles/portal/898459/Super-diversity+Crul+et+al+2013.pdf (12.11.2018) • Deutscher Akademischer Austauschdiesnt (DAAD). 2016. Wissenschaft weltoffen kompakt: Daten und Fakten zur Internationalität von Studium und Forschung in Deutschland.

			http://www.wissenschaftweltoffen.de/publikation/wiwe_2016_verlinkt.pdf (13.8.2018) ▪ Deutscher Akademischer Austauschdienst (DAAD) 2016. Wissenschaft weltoffen kompakt: Facts and figures on the International Nature of Studies and Research in Gerrmany. http://www.wissenschaftweltoffen.de/kompakt/wwo2016_kompakt_en.pdf (13.8.2018) ▪ Hansen, Klaus P. 2009. Kultur, Kollektiv, Nation. Passau: Stutz ▪ Hansen, Klaus P. 2011. Kulturtheorie heute. University Poznan, Polen (23.11.2010). http://www.klaus-p-hansen.de/fileadmin/downloads/kulturtheorie%20heute.pdf (retrieved 2.2.2017). ▪ Köster, Kathrin 2010. International Project Management. London: Sage ▪ Nazarkiewicz, Kirsten 2016. Kulturreflexivität statt Interkulturalität? In *Interculture*Journal 15(26); pp.23-32 http://www.interculture-journal.com/index.php/icj/article/view/278/362 (retrieved 2.2.2017) ▪ Vertovec, Steven. 2007. Super-diversity and its implications. In: Ethnic and Racial Studies, 30:6, 1024-1054. ▪ Witchalls, Peter James. 2012 *Is national culture still relevant?* In: *interculture*journal 11 (19): 11-18 http://www.interculture-journal.com/index.php/icj/article/viewFile/178/280 (retrieved 13.3.2017) ▪ Yildirim-Krannig, Yeliz 2014. *Kultur zwischen Nationalstaatlichkeit und Migration. Plädoyer für einen Paradigmenwechsel.* Bielefeld: transcript Verlag

Slide title	Method and time frame	Comments
Introduction to EduBox 1 and Session 2		
Learning outcomes	Explanation 3 minutes	The slides are self-explanatory and do not necessarily require elaboration.
Aims	Explanation 3 minutes	The slides are self-explanatory and do not necessarily require elaboration.
Lead-in	Activate students 5 – 10 minutes	Activate and sensitise students to the variety of possible life paths and thus also cultural experiences Students should use the results later for developing the common triangle
Multi-collectivity as a concept/ The concept itself	Input 15 minutes	This input lays the groundwork for arguing that a multi-collective approach is better able to capture the multi-faceted nature of culture as well as its dynamics than a national based approach to culture and cultural analysis
Reasons for considering multi-collectivity	Input 10-15 minutes	Slides provide information as to why multi-collectivity should replace or at least complement a national based understanding of culture. Some of the slides can easily be omitted to save time if necessary.
Membership in different collectives	Reflection 10-15 minutes	On the blackboard different types of collectives are noted and their specifics discussed. These could for example be linked to what is visible and to values or basic assumptions. It is a prelude to the exercise 'the common triangle'
Membership in different collectives	Activity	The idea of this activity is to reflect upon membership of collectives linked to life paths and discuss this in class. It should stimulate self-reflection and identification which is good preparation for the common triangle exercise.
The common triangle	Group work	Based on the discussion in class, students should sit in groups of three and develop a common triangle thereby establishing their commonalities as well

	15 minutes	as differences. This should help them to establish common ground for their interaction and tasks and should help them to identify special experiences and knowledge of other team members they may be able to benefit from when working together
The common triangle	Group work 15 min and 5 minutes for the presentation of the results	If time allows, students may be given a task and use the knowledge gained from the common triangle exercise. Round up with a discussion about the benefits of knowing each other before starting to work together.
Summary	Input 3 minutes	Can also be turned into a question to the students
Reflection	Task 6 minutes	Different types of tasks are available here
Assignment	Reading text with questions to be answered	If time allows, the text could either be read in class or as preparation for the session or could be used as a 'read-on' task