

Discussion Guide

Episode 4: Tara Harvey on the Relationship Between Intercultural Learning and Global Learning

About Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Among many student learning outcomes, global learning develops:

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems
- **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems
- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving

About this Episode

Tara Harvey, Ph.D., is the founder of True North Intercultural, a consultancy which provides training, tools, and support to educators who want to facilitate deeply transformative intercultural learning experiences at home and abroad. On this episode, Harvey offers practical definitions for two widely used terms, intercultural learning and intercultural competence, and discusses theory and research behind best practices for facilitating both. Harvey and Doscher explore the relationship between intercultural and global learning, and discuss methods educators can use to simultaneously promote both intercultural competence and students' global awareness, perspective, and engagement.

Suggested Learning Outcomes

Upon reflection, listeners to this episode will be able to:

- Define intercultural learning and intercultural competence
- Explain why intentional facilitation is critical for both intercultural learning and global learning

Discussion Questions

- How does Harvey define intercultural learning and intercultural competence?
- What does Harvey mean when she says, "the complexity with which we experience cultural difference?"
- Why does Harvey think that intercultural learning is a precursor to global learning?
- How does an educator's intercultural competence influence that of their students?
- What is the relationship between understanding one's own perspective and the perspectives of others?
- What is the relationship between cultural adaptation and authenticity?
- Why is intentional facilitation more important than the time involved in developing intercultural competence?
- What are some examples of ways educators can tailor their strategies to "respond in different, developmentally appropriate ways to individuals at different places on the continuum [of intercultural sensitivity]?"

Suggested Activities

- Have listeners research definitions of the following terms: intercultural competence; multicultural education; diversity, equity, and inclusion; and global learning. Have them depict the relationship amongst these in a graphic organizer.
- Identify opportunities on campus or in the local community, either in-person or online, to deepen intercultural awareness or intercultural competence.
- Design a student learning experience based on Vande Berg's (2016) Four-Phase Framework for Intercultural Learning: self-awareness, awareness of others, tuning into and attending to emotions, and cultural bridging. (<https://www.truenorthintercultural.com/blog/developing-intercultural-learning-objectives>).

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About the Podcast

“Making Global Learning Universal” is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. Episodes are posted seasonally. Guests are from a wide variety of institutions, geographies, and areas of teaching, research, and practice. All episodes are accompanied by show notes, transcripts, and discussion guides to enhance global learning professional development, leadership, and teacher preparation.

The podcast is hosted by [Stephanie Doscher](#), Director of Global Learning Initiatives at Florida International University and co-author of *Making Global Learning Universal: Promoting Inclusion and Success for All*.

The “Making Global Learning Universal” podcast is produced through a partnership between Florida International University’s Office of Global Learning Initiatives, Media Technology Services, and Disability Resource Center.

Episodes, show notes, transcripts, and discussion guides are available at <http://globallearningpodcast.fiu.edu>.

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Listener recommendations

“Making Global Learning Universal” is always looking for new guests to join the show and interesting topics to cover. [Email us](#) to make a suggestion!

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