

# Toolbox for the Intercultural Practitioner

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# Why Experiential Education?

Scott Wurdinger, in his book titled, *Using Experiential Learning in the Classroom* (2005), asserts that experiential education should be the primary teaching format used in the classroom “because it utilizes a dynamic approach to knowledge where students solve problems and apply information, which in turn motivates them to learn”



# Intercultural Training/Learning

- Intercultural communication was born in the 1960's, and its primary goal was to train people from different cultures how to get along better with one another (Triandis, forward, Hofstede, Pedersen, and Hofstede, 2002, p.ix)
- Methodological forms that have emerged in the field of intercultural communication include:

✓ case study

✓ cultural assimilator

✓ simulation

✓ critical incident

✓ role play

(Seelye, 1996, p. 8)

# How do we know experiential education is effective?

- Edgar Dale formulated the “cone of learning experience” and demonstrated that students tend to retain only 10% to 20% of the information provided through passive learning (primary verbal and textual learning)
- Students who are required to give a speech, simulate a real experience, or engage in an actual experience, retain from 70% to 90% of the content (Dale, 1969, p.35)

# Cone of Learning (Edgar Dale)

After 2 weeks  
we tend to remember...

10% of what we read

20% of what we hear

30% of what we see

50% of what we  
hear and see

70% of what  
we say

90% of  
what we  
say and  
do

Nature of  
Involvement

Reading

Hearing Words

Looking at Pictures

Watching a Movie

Looking at an Exhibit

Watching a Demonstration

Seeing It Done on Location

Participating in a Discussion

Giving a Talk

Doing a Dramatic Presentation

Simulating the Real Experience

Doing the Real Thing

Verbal Receiving

**Passive**

Visual Receiving

Receiving/  
Participating

**Active**

Doing

Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition), Holt, Rinehart, and Winston (1968).

