

Elements and perspectives of a classical understanding „intercultural learning“	Elements and perspectives of a diversity conscious education
<p>Reflection of culture, which is understood as „national or ethnical“</p> <p>Human beings are shaped by it.</p>	<p>Reflection of social circumstances / contexts and belongings of people to groups which were learned, adapted and developed (social origin, gender, family, subcultures)</p> <p>Human beings are in relation to it.</p>
<p>The single person is representative of its culture /nation</p>	<p>Single persons are diverse subjects with several belongings in the same time</p>
<p>Differences are explained by belonging to different national / ethnic contexts</p>	<p>Differences are explained by belonging to different groups and contexts. A specific and important role plays attributions / ascriptions and power relations.</p>
<p>Looking mostly at (national-) cultural differences</p>	<p>Looking at several differences which might be / are relevant in the group</p>
<p>Understanding the „own“ and the „strange“</p>	<p>Critical reflection of the creation of differences, dealing with differences and the own „insecurity“</p>
<p>No specific dealing with social power relations, racism and discrimination</p>	<p>Reflection of social power relations, racism and discrimination</p>
<p>Prejudices are automatically decreased through the encounter, the exchange</p>	<p>If you become aware about prejudices and the mechanisms behind you have the chance to change your own behaviour and attitude</p>
<p>Intercultural Communication</p>	<p>Diversity conscious communication</p>
<p>Learning about culture, especially the culture of the others</p>	<p>Learning about differences and discrimination</p>
<p>Development of an intercultural competence</p>	<p>Development of an diversity conscious attitude</p>