

# HOW TO REFERENCE: A JOURNAL ARTICLE

CHICAGO

Globally-minded students:  
defining, measuring and developing  
intercultural sensitivity

Simon Taylor

**Introduction**

In this first of two papers, I argue that intercultural sensitivity is a critical part of being globally-minded (or interculturally minded) in 21st century and therefore needs to be understood, measured and developed.

I begin with a study of culture, identity and group interaction. After examining the validity of culture as a concept, I will examine the associated ideas of intercultural awareness, intercultural sensitivity and intercultural competence.

The case for fostering intercultural sensitivity, as a core principle of global-mindedness, will then be made.

I contend that in an international school our cocktails of cultures are stirred but rarely shaken. In other words, I believe that we skirt around engaging in true cultural discussions and minimize differences to find a middle ground. On a continuum from ethnocentrism to otherization, this is considered a midway point. Is this what international schools wish to be?

**The Concept of Culture**

Anthropologists and social psychologists use this term to describe humanity and the kaleidoscope of human groups that constitute our world. Many authors have tried to capture the essence of this concept. Halvick (1980) defines culture quite simply as the "collective programming of the mind which distinguishes the members of one group from another," whereas UNESCO (2001) has a more expansive definition in its *Universal Declaration on Cultural Heritage*. It states that culture should be

...regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. (UNESCO 2001)

Paterson (1975 cited by Forness and Haggood, 1997) offers a similar view that "Culture is an identifiable complex of meanings, symbols, values and norms that are shared consciously or unconsciously by a group of people." For those working in an international school, it is perhaps the view of Arrach and Black (1995 cited by McCarthy 2011) that resonates most clearly. They said, "Our own culture provides the lens through which we view the world; the logic by which we order it; the grammar by which it makes sense."

Taylor argues, "in an international school our cocktails of cultures are stirred but rarely shaken,"<sup>26</sup> and that teachers play a critical role in developing students' intercultural competence.<sup>25</sup>

## Footnotes:

Footnote #. First name Last name, "Title of Article," (Date): Page number,

25. Simon Taylor, "Globally-minded Students: Defining, Measuring and Developing Intercultural Sensitivity." *The International Schools Journal* 33, no 1. (2013): 65, accessed March 4, 2015, <http://search.proquest.com/docview/1508228699?accountid=74409>.

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Volume #, Issue #.

First time use full footnote

26. Taylor, "Globally-minded Students," 72.

Successive times use shorter footnote

Footnote #. Last name, "Title of Article," Page number.

## Bibliography:

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