

COURSE DESCRIPTIONS:

DIS 747X – Basic educational principles, as well as how those principles will be worked out differently in differing cultural contexts, must be understood. Cultural differences in learning and reasoning styles are considered with their implications for mission. Education methods such as theological education by extension, correspondence courses, use of video, Bible institutes, and lay training programs used in intercultural ministries are to be examined and evaluated.

DIS 747Y – Programs tried or proposed within the student’s area of ministry are to be carefully considered for their appropriateness, theologically and culturally, as well as for their socio-economic suitability and probably long-term effects. Fieldwork will demonstrate the student’s ability to develop and operate an appropriate educational effort.

DIS 747X (2 units) These intensive sessions focus on aspects of intercultural education.

DIS 747Y (1 unit) Students are required to complete an independent field research project demonstrating basic understanding of 747Y to be contextualized.

COURSE OBJECTIVES:

1. Cognitively:
to apprehend the necessity and practicality of intercultural education;
2. Attitudinally:
to appreciate the variations in matters related to cognitive pattern/process, learning style and pedagogy cross-culturally;
3. Practically:
to apply theories and methodologies in intercultural education to areas including the design of curriculum, development of educational system, formulation of training strategy for intercultural ministry.

REQUIRED TEXT:

| TITLE | AUTHOR(S) | PUBLISHER | ISBN | STATUS✓ |
|--|-----------------------------|--------------------------------------|----------------|---------|
| Building Credible Multicultural Teams (\$17.99) | Lianne Roemke | William Carey Library | 0-87808-340-5 | Req |
| Renewal in Theological Education: Strategies For Change (\$6.95) | Robert W. Ferris | Billy Graham Center, Wheaton College | 1-879089-03-3 | Req |
| Opting for Change: A Handbook on Evaluation and Planning for Theological Education by Extension (\$7.95) | F.R. Kinsler & J.H. Emery | William Carey Library | 0-87808-8229-8 | Req |
| Handbook of Intercultural Training 2 nd Edition (\$53.95) | Dan Landis & Rabi S. Bhagat | Sage Publication, Inc. | 0-8039-5834-X | Sug |

RECOMMENDED REFERENCES:

Ferris, Robert, ed. 1995. Establishing ministry training: A manual for program developers. Pasadena: William Carey Library. (189 pp.) ISBN 087808262X--out of print

LeRoy, Ford (1991). Curriculum design manual for theological education: A learning outcomes focus. Nashville, Tennessee: Broadman Press.

Robin A. J. (2001). Culture and pedagogy: international comparisons in primary education. Malden, MA: Blackwell Publishers.

HELPFUL REFERENCES:

Aikman, S. (1999). Intercultural education and literacy: an ethnographic study of indigenous knowledge and learning in the... Philadelphia: John Benjamins.

Amadio, M. (2000). World data on education: a guide to the structure of national education systems. Paris : UNESCO, International Bureau of Education.

Asante, Molefi K., & William B. Gudykunst. 1989. Handbook of International and Intercultural Communication. Newbury Park, CA: Sage. (ISBN 0803958684)

Asuncion-Lande, Nobleza C. 1979. "Experiential learning in intercultural communication." In William G. Davey (Ed.), Intercultural theory and practice: Perspectives on education, training and research. Washington, DC: Society for Intercultural Education, Training and Research. (ISBN 0933934084--out of print)

Auyeung, P., & Sands, J. (1997). "A cross-cultural study of the learning style of accounting students." Accounting and Finance, 36(2), 261-274.

Baker, Gwendolyn Calvert. 1994. Defining multicultural education. In Planning and organizing for multicultural education, 11-30. New York: Addison-Wesley. (20 pp.) (ISBN 0201861127)

Banks, James A. 1988. Multicultural education: Theory and practice (2nd ed.). Newton, MA: Allyn & Bacon. (ISBN 0205147453--out of print)

- Barna, LaRay M. 1983. "The stress factor in intercultural relations." In Dan Landis and Richard W. Brislin (Eds.), Handbook of Intercultural Training 2. Elmsford, NY: Pergamon Press. (ISBN 080395834X)
- Bennet, Milton J. 1979. "A developmental approach to training for intercultural sensitivity." International Journal of Intercultural Relations, vol.10, no. 2: 179-95.
- Bickley, Verner (Ed.) (1989). Language teaching and learning styles within and across cultures. Hong Kong : Institute of Language in Education, Education Department.
- Brislin, R. W., Bochner, S., & Lonner, W. J. (Eds.). (1975). Cross-cultural perspectives on learning. New York: Sage.
- Brislin, Richard W., Dan Landis, & Mary Elen Brandt. 1983. "Conceptualizations of intercultural behavior and training." In Dan Landis and Richard W. Brislin (Eds.), Handbook of intercultural training 1. Elmsford, NY: Pergamon. (ISBN 080395834X)
- Byram, Michael, et al. (Ed.) 2001. Developing intercultural competence in practice. Clevedon, England ; Buffalo, NY : Multilingual Matters.
- Butler, K. (1987). Learning and teaching style in theory and practice. Columbia, Conn. : Learner's Dimension.
- Carter, D. etc. (Eds.). (1995). Case studies in educational change : an international perspective. Washington, D.C. : Falmer Press.
- Carter, D. etc. (2000) Teaching comprehension and exploring multiple literacies : strategies from The reading teacher. Newark, Del.: International Reading Association.
- Cassara, B. B. (Ed.). (1990). Adult education in a multicultural society. New York: Routledge.
- Chaffee, Clarence. 1978. "Cross-cultural raining for Peace Corps volunteers." In David S. Hoopes, Paul B. Pedersen and George W. Renwick (Eds.), Overview of intercultural education, training, and research 2. Washington, DC: Society for Intercultural Education, Training and Research.
- Clarke, P. & Nisar, S. (1983). "A cross-cultural communicator for teachers of South Asian students." Vancouver, B.C: Public Issues in Canada Project, Faculty of Education, University of British Columbia.
- Conn, H.M. & Rowen, S.F. (Eds.). 1984. Missions & theological education in world perspective. Farmington, MI: Associates of Urbanus. (ISBN 090957008--out of print)
- Cross-cultural capability: the why, the ways & the means: new theories & methodologies in language. Leeds: Leeds Metropolitan University, Centre for Language Study, [1998] P 53.45 .
- Cummins, J. (1995). Brave new schools: challenging cultural illiteracy through global learning networks. Toronto : OISE Press
- Cusher, K. (Ed.) (1998). International perspectives on intercultural education. Mahwah, N.J.: L. Erlbaum Associates.
- Dillon, L. S. (1993). "West meets east: Succeeding with Japanese audiences." Training and Development, 47(3), 39-43.
- Dinges, Norman. 1983. "Intercultural competence." In Dan Landis & Richard W. Brislin (Eds), Handbook of intercultural training 1. Elmsford, NY: Pergamon. (ISBN 080395834X)
- Doktor, R. H. (1982). "A cognitive approach to culturally appropriate HRD programs." Training and Development

- Journal of Reading, Writing, and Learning, 6(3), 261-280.
- Dunn, R. & Westport, S. (1995). Multiculturalism and learning style: teaching and counseling adolescents. CT : Praeger.
- Earley, P. C. (1994). "Self or group? Cultural effects of training on self-efficacy and performance." Administrative Science Quarterly, 39(1), 89-117.
- Eastman, V., & Smith, R. (1991). "Linking culture and instruction." Performance and Instruction Journal, 30(1), 21-28.
- Fiedler, Frederic, Terence Mitchell, & Harry Triandis. 1971. "The culture assimilator: An approach to cross-cultural training." Journal of Applied Psychology 55, no. 2 (April): 95-102.
- Ford, L. 1991. A curriculum design manual for theological education: A learning outcomes focus. Nashville: Broadman. ISBN 080546042X--out of print
- Francis, J. L. (1995). "Training across cultures." Human Resource Development Quarterly, 6(1), 101-107.
- Freire, Paulo. 1997. Pedagogy of the Oppressed. New York: Continuum. (ISBN 0826412769)
- Gagliardi, R. (1995). Teacher training and multiculturalism: national studies. Paris, France: International Bureau of Education,
- Gaston, J. (1984). Cultural awareness teaching techniques. Brattleboro, Vt.: Pro Lingua Associates
- Geber, B. (1989). "A global approach to training." Training, 26(9), 42-47.
- Gladstone, Frances. "A cross-cultural communicator for teachers of Chinese students." Vancouver, B.C.: Public Issues in Canada Project, Faculty of Education, University of British Columbia.
- Grasha, A. (1996). Teaching with style: a practical guide to enhancing learning by understanding teaching and learning. Pittsburgh : Alliance Publishers.
- Guthrie, George M. 1975. "A behavioral analysis of culture learning." In Richard W. Brislin, Stephen Bochner, & Walter J. Lonner (Eds.), Cross-cultural perspectives on learning. Beverly Hills, CA: Sage. (ISBN 0470104716--out of print)
- Guydykunst, William B. & Mitchell R. Hammer. 1983. "Basic training design: Approach to intercultural training." In Dan Landis and Richard W. Brislin (Eds.), Handbook of intercultural training 1. Elmsford, NY: Pergamon Press (ISBN 080395834X)
- Hansen, C. D., & Brooks, A. K. (1994). "A review of cross-cultural research on human resource development." Human Resource Development Quarterly, 5(1), 55-74.
- Hayes, J., & Allinson, C. H. (1988). "Cultural differences in the learning styles of managers." Management International Review, 28(3), 75-80.
- Hemphill, D. F. (1992). "Thinking hard about culture in adult education: Not a trivial pursuit." Adult Learning, 3(7), 8-12.

- Heyting, F., Lenzen, D., & White J. (Eds.). (2001). Methods in philosophy of education. New York: Routledge, 2001
- Hofstede, G. (1986). "Cultural differences in teaching and learning." International Journal of Intercultural Relations, 10, 301-320.
- Hofstede, G. (1994). "Predicting managers' career success in an international setting: The validity of ratings by training" Management International Review, 34, 63-70.
- Hoopes, David S., & Paul Ventura. 1979. IU. La Grange Park, IL: Intercultural Network. (ISBN 0933662009--out of print)
- Hoopes, David S. 1981. "Intercultural communication concepts and the psychology of intercultural experience." In Margaret D. Pusch (Ed.), Multicultural education: A cross-cultural training approach. Yarmouth, ME: Intercultural Press. (ISBN 0933662068--out of print)
- Hvitfeldt, C. (1986). "Traditional culture, perceptual style, and learning: The classroom behavior of Hmong adults." Adult Education Quarterly, 36(2), 65-77.
- Johnson, H. (1991). "Cross-cultural differences: Implications for management education and training." Journal of European Industrial Training, 15(6), 13-16.
- Joyce, B. & Weil, M. 1986. Models of teaching. Englewood Cliffs, NJ: Prentice-Hall. ISBN 0135863481
- Joyce, Bruce & Weil, Marsha. 1996. Models of Teaching (Fifth Edition). Boston: Allyn & Bacon. ISBN 0205193919
- Kaplan, R. B. (1966). "Cultural thought and patterns in inter-cultural education." Language Learning, 16, 1-20.
- Keefe, J. (1987). Learning style: theory and practice. Reston, VA: National Association of Secondary School Principals.
- Keefe, J. (Ed.). (1988). Profiling and utilizing learning style. Reston, VA: National Association of Secondary School Principals.
- Kinsler, F.R. 1983. (Ed). Ministry by the people: Theological education by extension. Geneva, Switzerland: World Council of Churches.
- Kinsler, F.R. & Emery, J.H. (Eds.). 1991. Opting for Change: A Handbook on evaluation and planning for theological education by extension. Pasadena, CA: William Carey. ISBN 08878082298
- Kohls, L. Robert, & Elizabeth Ax. 1979. Methodologies for trainers: A compendium of learning strategies. Washington, DC: Future Life Press.
- Kohls, L. Robert. 1994. Developing intercultural awareness: a cross-cultural training handbook. 2nd ed. Yarmouth, ME., USA: Intercultural Press, c1994.
- Lehmann, H. 1988. Apples or mangoes?: An analysis of five theological training programs in the southeast Caribbean. Author.
- Locke, Don C. 1992. Increasing Multicultural Understanding: A Comprehensive Model. Thousand Oaks, CA: Sage Publications, Inc. (ISBN 0803945949)
- Marquardt, M. J., & Engel, D. W. (1993). Global human resource development. Englewood Cliffs: Prentice-Hall.

- Martin, B. K. (1995, March 23-25). "Culture as catalyst and constraint." Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Washington, DC.
- Miller, V. A. (1994). The guidebook for global trainers. Amherst, MA: HRD Press.
- Morical, K., & Tsai, B. (1992). "Adapting training for other cultures." Training and Development, 46(4), 65-68.
- Multicultural education abstracts. Vol. 1, no. 1- [Abingdon, England]: Carfax Pub. Co., 1982- (Multicultural education--Abstracts Multicultural education--Periodicals) FREQUENCY: Quarterly
- Paige, R. Michael & Judith N. Martin. 1983. "Ethical issues and ethics in cross-cultural training." In Dan Landis & Richard W. Brislin (Eds.), Handbook of intercultural training 1. Elmsford, NY: Pergamon. (ISBN 0803958234X)
- Peterson, L. A. (1997). "International HRD: What we know and don't know." Human Resource Development Quarterly, 8(1), 63-79.
- Pusch, Margaret D. (Ed.). 1981. Multicultural education: A cross-cultural training approach. Yarmouth, ME: Intercultural Press.
- Samovar, Larry. A. 1979. "Intercultural communication research: Some myths, some questions." In W.G. Davey (Ed.), Intercultural theory and practice: Perspectives on education, training and research. Washington, D.C.: Society for Intercultural Education, Training and Research. (ISBN 0933934084--out of print)
- Sarasin, L. (1999). Learning style perspectives: impact in the classroom. Madison, WI. : Atwood Publishing.
- Sarkisian, E. (1997). Teaching American students: A guide for international faculty and teaching assistants in colleges and universities. (Second Revised ed.). Cambridge, MA: Harvard University.
- Sheffield, James R. and Diejomaoh, Victor P. 1972. Non-formal education in African development. New York: African-American Institute
- Shimahara, n.k. (Ed.). (2001). Ethnicity, race, and nationality in education : a global perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.
- Shorrocks-Taylor, D. et al. (Eds.). (2000). Learning from others: international comparisons in education. Dordrecht [Netherlands] ; Boston : Kluwer Academic.
- Sikkema, M. & Niyekawa, A. (1984). Design for cross-cultural learning. Me.: Intercultural Press.
- Simons, George F. (1989). Working together: how to become more effective in a multicultural organization. Los Altos, Calif.: Crisp Publications.
- Solomon, D. , Bezdek, W., & Rosenberg, L. (1963). Teaching styles and learning. Chicago: Center for the Study of Liberal Education for Adults.
- Stahl, A. (1992). "Personal and cultural factors interfering with the effective use of individual and group learning methods." Journal of Educational Thought, 26(1), 22-32.
- Studies in multicultural higher education: an annotated bibliography. [Honolulu]: Center for Studies of Multicultural Higher Education, University of Hawaii, [1989]
- Tagami, S. 1990. Leadership training for cross-cultural ministry. Author.
- Tagami, S. 1990. History of Christian higher education in Japan. Author.

- Taylor, William D. 1991. Internationalizing Missionary Training. Grand Rapids, MI: Baker. (ISBN 0801089034--out of print)
- Tharp, R. G. (1989). "Psychocultural variables and constants: Effects on teaching and learning in schools." American Psychologist, 44(2), 349-359.
- Thiagarajan, S. (1988). "Performance technology in multicultural environments: Making sense out of contradictory conceptualizations." Performance and Instruction, 27(7), 14-16.
- Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (1989). Preschool in three cultures: Japan, China, and the United States. New Haven: Yale University.
- Tregaskis, O. (1998). "HRD in foreign MNE's." International Studies of Management and Organization, 28(1), 136-163.
- Walsh, John E. 1973. Intercultural education in the community of man. Honolulu: East-West Center, University Press of Hawaii. (ISBN 0824802608--out of print)
- What do you see? Giving stereotypes a second look. Video Cassette. Orange County Human Relations. Pleasantville, NY. Sunburst Communications: 1998
- Wigglesworth, D. C. (1987). "Is OD basically Anglo-Saxon? Some potentially controversial thoughts on applying OD in other cultures." Leadership and Organization Development Journal, 8(2), 29-31.
- Witkin, H. A., Moore, C. A., Goodenough, D. R., & Cox, P. W. (1977). "Field-dependent and field-independent cognitive styles and their educational implications." Review of Educational Research, 47(1), 1-64.
- Yook, E. L., & Albert, R. D. (1998). "Perceptions of the appropriateness of negotiation in educational settings: A cross-cultural comparison among Koreans and Americans." Communication Education, 47(1), 18-29.
- Yoshikawa, Muneo J. 1987. "The double-swing model of intercultural communication between the East and the West." In D. Lawrence Kincaid (Ed.), Communication Theory: Eastern and Western perspectives. San Diego: Academic Press. (ISBN 0124074707--out of print)

HELPEFUL WEBSITES

- *Internet URL: <http://eir.library.utoronto.ca/eir/detail.cfm?ResourcesID=99540&T=J> Connect to resource Innovations in Education and Teaching International [electronic resource]. [S.l.] : Taylor and Francis Licensed for access by U. of T. users
- <http://www.tcm.com/trdev/weech2.htm>
- <http://www.mislinks.org/topics/cctandl.htm>
- <http://www.sil.org/lingualinks/literacy/otherresources/glossaryofliteracyterms/WhatIsACulturalLearningStyle.htm>
- <http://www.ed.gov/offices/OPE/FIPSE/99ProgBk/FLAAPp217.html>
- <http://www.mathpower.com/brain.htm>
- http://professional.asha.org/resources/multicultural/reading_2.cfm

COURSE REQUIREMENTS:

FOR 747X (choice of topic to be approved by the instructor)

1. **READING & REPORTING (10% X 2 = 20%)**
Use a detailed outline to present the summary of your reading in class. Your report should show your familiarity with the material and can be instructive and informative to classmates. (sign up with your choice)
2. **DESCRIPTION OF COGNITIVE PATTERN (15%)**
Choose “the target group” of your choice, with the approval of the instructor. Analyse their cognitive pattern and show your comprehension of it, essential in the strategic planning for intercultural education for the target group.
3. **DESCRIPTION OF THE LEARNING STYLE (15%)**
Use ethnographic methodology to collect data pertaining to the learning style of your “ministry-target-group”
4. **DESCRIPTION OF THE TEACHING STYLE (15%)**
Use ethnographic methodology to collect data pertaining to the teaching style of your “ministry-target-group”
5. **FORMULATION OF STRATEGIC PLANNING FOR INTERCULTURAL EDUCATION (35%)**
 - 5.1 Identify the specifics of your “ministry-target-group,” e.g.
 - Profile: age, level, etc. ;
 - Purpose: skills, knowledge, etc.;
 - Types: formal, informal, etc.
 - Duration: quarter, semester, annual, etc.
 - Resources: personnel, finance, etc.
 - 5.2 Identify the deliverer’s cultural profile and compare the cultural differences between the
the
educator and the recipients of intercultural education, e.g.
 - Cultural profile
 - Cross-cultural differences between the educator and the students
 - Cultural differences to be factored in for intercultural education
 - 5.3 Formulate a strategic plan for intercultural education (consult: McCune’s *Guide to strategic planning for educators*, Ferris’ *Establishing Ministry Training: A Manual for Programme developers, and Ford’s. A curriculum design manual for theological education: A learning outcomes focus.*)

FOR 747Y

Update and improve your written assignments of 747X with additional reading, personal reflection and field research.

SEQUENCE OF PRESENTATION: (tentative, subject to future change)

Please do your assigned reading (see the reading list) before class in order to facilitate full participation and intelligent interaction in class.

I. INTRODUCTION

- 1.1 Course design & objectives; course requirements & logistics; course content & outline
- 1.2 Anthropology and education
- 1.3 Preliminary understanding for intercultural education

II. CULTURAL DIVERSITY AND EDUCATIONAL VARIATIONS:

- 2.1 Methodological considerations
- 2.2 Motivation for education
- 2.3 Modes of education
- 2.4 Models of learning
- 2.5 Models of teaching

III. PURPOSE(S) OF INTERCULTURAL EDUCATION

- 3.1 Educational goals of traditional Western education
- 3.2 Cultural ideal and educational goals
- 3.3 Cultural factors on personal expectation
- 3.4 Cultural factors on institutional variation
- 3.5 Emic and etic variations

IV. PROCESS OF INTERCULTURAL EDUCATION

- 4.1 Western learning style
- 4.2 Cultural influence on learning style
- 4.3 Cultural factors and curricular issues
- 4.4 Western teaching methodology
- 4.5 Cultural influence on teaching style

V. PRACTICE OF INTERCULTURAL EDUCATION IN MISSIONS CONTEXT

- 5.1 Strategic planning for educators in general
- 5.2 Strategic planning for intercultural educators
- 5.3 Variety in approaches: Bible institute, TEE, T&M, correspondence program, lay training, etc.
- 5.4 Case studies in North American context: CUME, ethnic variations, etc.
- 5.5 Case studies abroad: Japanese, Chinese, people groups in African context, etc.

VI. CONCLUSION

READING LIST

I. INTRODUCTION

- 1.1 Course design & objectives; course requirements & logistics; course content & outline
 - Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. “An Overview of Anthropology and Education.” 1-20
- 1.2 Anthropology and education
 - Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. 1-20, 67-169
 - Ianni & Storye, “Cultural Relevance and Educational Issues.” 94-115, 419-437
 - Kneller, “Educational Anthropology: An Introduction” 1-16, 67-79, 135-163
 - Spindler, “Education and Cultural Process: Toward an Anthropology of Education” 5-61
 - Alexander, “Culture and Pedagogy -577
- 1.3 Preliminary understanding for intercultural education
 - Page, “Education for the Intercultural Experience.” 1-72
 - Paige, Education for the Intercultural Experience. MacCaffery’s “Independent Effectiveness and Unintended Outcomes of Cross-Cultural Orientation and Training.” 219-240
 - Paige, Education for the Intercultural Experience. Martin’s “The Intercultural reentry of Student Sojourners: Recent Contributions to Theory, Research, and training.”301-328.
 - Mazurek, Winzer & Majorek, “Education in a Global Society: A comparative Perspective.” 1-11

II. CULTURAL DIVERSITY AND EDUCATIONAL VARIATIONS:

- 2.1 Methodological considerations
 - Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. 227-247.
 - Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. 16-17, 246-263.
 - Roberts & Akinsanya, Educational Patterns & Cultural Configurations. 264-276.
 - Hansen, “Sociocultural Perspectives on Human Learning: An introduction to Educational Anthropology. Preface-100.
 - Hodgkin, “Cross-Cultural Education in an Anthropological Perspective.”419-437

2.2 Motivation for education

2.3 Modes of education

- Travers, Essentials of Learning: An overview for Students of Education “Fundamental Concepts in Research on Learning.” 29-68.
- Travers, Essentials of Learning: An overview for Students of Education. “Problem Solving” 316-370.
-

2.4 Models of learning

2.5 Models of teaching

III. PURPOSE(S) OF INTERCULTURAL EDUCATION

3.1 Educational goals of traditional Western education

3.2 Cultural ideal and educational goals

3.3 Cultural factors on personal expectation

3.4 Cultural factors on institutional variation

3.5 Emic and etic variation

IV. PROCESS OF INTERCULTURAL EDUCATION

4.1 Western learning style

- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “Culture-based explanations of student Learning Difficulties: An East Asia-Middle East Comparison.” 70-80
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “Teach English – American style – At a Chinese University.” 81-90.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “Learning Strategy Preferences by ELF Teachers in Southeast Asia.” 622-636.
- Keefe, “Learning Style Theory and Practice.” 2-48.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “Wait Your Turn – Investigating Silence in TESL Classroom Interactions.” 146-153.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “English for Islamic Purposes – A Plea For Cross-Cultural Consideration.” 398-371.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “Learner Self-Evaluation and Assessment – A Tool To Autonomy in the Language Learning Classroom.” 207-217.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “The Dangers of Learning Styles in the Mandarin/English Classroom.” 227-235
- Travers, Essentials of Learning: An Overview for Students of Education. “Some Approaches to Learning.” 1-28

- Xing & Yanheng, Ethnicity, Race & Nationality in Education: A global perspective. “Bilingualism and Bilingual Education in China.” 259-277
 - Butler, Learning and Teaching Style In Theory and Practice. “A Theoretical Framework for Understanding Style.” 11-27.
 - Butler, Learning and Teaching Style In Theory and Practice. “Four Learning Styles: An In-Depth Look.” 129-171
- 4.2 Cultural influence on learning style
- Keefe, Profiling and Utilizing Learning Style. “Development of the NASSP Learning Style Profile.” 1-45.
 - Kneller, Educational Anthropology: An Introduction. “Education in Modern & Primitive Societies” 67-79, 135-163
- 4.3 Cultural factors and curricular issues
- Paige, “Education for the Intercultural experience.” 109-328
- Kueth, “The Teaching-Learning Process.”
- Gaston, Cultural Awareness Teaching Techniques.
- Bickley, Language Teaching and Learning Styles Within and Across Cultures. “A Diffusion-of-Innovations Model for the Cross-Cultural Implementation of English Language Teaching Curricula.” 470-485, 460-469
- Bickley, Language Teaching and Learning Styles Within and Across Cultures.
- Paige, Education for the Intercultural Experience. “Cultural Marginality: Identity Issues in Intercultural Training.” 109-328
- 4.4 Western teaching methodology
- Butler, Learning and Teaching Style In Theory and Practice. “Four Teaching Styles” 67-107.
 - Solomon, Bezdek, Rosenberg, “Teaching Styles and Learning.” Preface -9
- 4.5 Cultural influence on teaching style
- V. PRACTICE OF INTERCULTURAL EDUCATION IN MISSIONS CONTEXT**
- 5.1 Strategic planning for educators in general
- 5.2 Strategic planning for intercultural educators
- Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. 27-36, 42-61.
- Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. “Native Education and Culture Contact” 3-61.
- 5.3 Variety in approaches: Bible institute, TEE, T&M, correspondence program, lay training, etc.

Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. 288-298.

Ferris, Renewal in Theological Education: Strategies for Change. Intro – 231.

Roberts & Akinsanya, Educational Patterns & Cultural Configurations: The Anthropology of Education. The Ethnography of a Japanese School: Anthropological Field Techniques and Models in the Study of a Complex Organization.” 279-412

- 5.4 Case studies in North American context: CUME, ethnic variations, etc.
- Shimahara, Holowinsky & Tomilson-Clarke, Ethnicity, Race and Nationality in Education: A Global Perspective. 37-54
- 5.5 Case studies abroad: Japanese, Chinese, people groups in African context, etc.
- Spindler, Educational and Cultural Process: Toward an Anthropology of Education. “Case Studies in Education and Culture.” 542-546

VI. CONCLUSION