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Application of Cultural Metaphors and Cross-Cultural Paradoxes in the Classroom

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Abstract

This article consists of eight “mini-articles,” which describe how each author or authors employ cultural metaphors and/or cross-cultural paradoxes in their classrooms (see also the article “Cultural metaphors and cross-cultural paradoxes” in unit 7.1).

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Overview

This article consists of eight “mini-articles,” which describe how each author or authors employ cultural metaphors and/or cross-cultural paradoxes in their classrooms (see also the article “Cultural metaphors and cross-cultural paradoxes” in unit 7.1).

1. Nielsen describes how she employs cultural metaphors in her Leading Across Cultures course. She shows how two cultural metaphors for Portugal, the bullfight and *fado*, overlap with one another to some degree but provide distinctive insights individually.
2. Cerotti and Davison follow by describing a popular poster exercise using cultural metaphors their students developed.
3. Scheraga demonstrates how he employs cultural metaphors and cross-cultural paradoxes in teaching his students how to do research.
4. Pillai describes a three-hour Symposium at the 2009 Academy of Management Conference which focused on two cultural metaphors for India, each of which seems incomplete without the other: The Dance of Shiva (traditional India) and the Indian kaleidoscope (modern India).
5. Altman shows how cultural metaphors can be useful in explaining a public scandal that reflects underlying norms of each national culture, e.g., France and the USA.
6. Rhyne outlines how he employs cultural metaphors in his senior-level business strategy course.
7. Köhler and Berry detail how they employ two cultural metaphors – the Finnish sauna and American football – in teaching interpersonal communication in an on-line virtual class involving students from Finland and the USA.
8. Gannon describes several other approaches that other instructors using cultural metaphors and/or cross-cultural paradoxes have discussed with him.

These examples describe personal experiences the authors have had in teaching cultural metaphors and/or cross-cultural paradoxes.