



ACADEMIC ENDEAVORS

Cultural Encounters, Conflicts, and Resolutions

Volume 2

Issue 1 *Teaching/Learning Interculturality and Diversity through Foreign Film*

Article 2

12-2015

Note on Special Issue

Antonio Medina-Rivera Ph.D.

Cleveland State University, a.medinarivera@csuohio.edu


Lee F. Wilberschied Ph.D.

Cleveland State University, l.wilberschied@csuohio.edu

Heba A.N. El Attar Ph.D.

Cleveland State University, h.elattar@csuohio.edu

Follow this and additional works at: <https://engagedscholarship.csuohio.edu/cecr>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Critical and Cultural Studies Commons](#), [Cultural History Commons](#), [Dispute Resolution and Arbitration Commons](#), [Gender, Race, Sexuality, and Ethnicity in Communication Commons](#), [International and Intercultural Communication Commons](#), [Peace and Conflict Studies Commons](#), and the [Social and Cultural Anthropology Commons](#)
How does access to this work benefit you? Let us know!

Recommended Citation

Medina-Rivera, Antonio Ph.D.; Wilberschied, Lee F. Ph.D.; and El Attar, Heba A.N. Ph.D. (2015) "Note on Special Issue," *Cultural Encounters, Conflicts, and Resolutions*: Vol. 2 : Iss. 1 , Article 2.

Available at: <https://engagedscholarship.csuohio.edu/cecr/vol2/iss1/2>

This Editorial is brought to you for free and open access by the World Languages, Literatures, and Cultures Journal at EngagedScholarship@CSU. It has been accepted for inclusion in Cultural Encounters, Conflicts, and Resolutions by an authorized editor of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.

Note on Special Issue

**Volume 2, Issue 1
December 2015**

**Note on Special Issue
Teaching/Learning Interculturality and Diversity through
Foreign Film**

This volume, Teaching/Learning Interculturality and Diversity through Foreign Film, contains empirical research conducted by a group of scholars based in Cleveland, Ohio. Despite their diverse backgrounds (Colombia, Palestine, France, etc.) and professional training (Literary and Cultural Studies, History, Second Language Acquisition, etc.), all the members of this group are together in teaching world cultures in the U.S. They also share the belief that teaching foreign cultures does not *per se* guarantee learners' acquisition of the level of competence needed to reflect critically and accurately upon a given foreign culture or to communicate effectively with its members. Thus, in this volume, they reflect upon their use of foreign film in their respective teaching of culture, and they examine the extent to which this instructional tool is efficient in helping U.S. college students' develop their ICC (Intercultural Communicative Competence) and notions of diversity at the local and/or global levels. Teaching and research interest in film in general, and foreign film in particular, has encouraged several members of this research group to become regularly engaged in cinema-related events (e.g., Cleveland International Film Festival). One member of this group has engaged in research related to filmmaking. Moreover, the interest among faculty and students in foreign film reached a point that brought about an interdisciplinary collaboration between our department and the School of Communication at the same university to create a joint minor in film studies. All these are factors that informed and guided the empirical research in this volume.

**Antonio Medina-Rivera and Lee Wilberschied
Editors**

**Heba El Attar
Guest Editor for Special Issue**