



## **Intercultural Didactic Approaches in the Field of Sport and Cultural Management**

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### **Abstract**

Intercultural didactics emerges as a basic structural element of innovative didactic approaches at universities and educational institutions. Characteristic of intercultural didactics is the consideration of different cultural as well as sociological features having an influence on students learning behavior. Following Urs Bitterli's discrimination of the four culture-types „Kulturberührung, Kulturkontakt, Kulturkonflikt und Kulturverflechtung“ (Cultural Encounters, Culture Contact, Culture Conflict and Culture Linkage; Bitterli 1976: 65) different qualities of cultural representation can be identified. While the first two types refer to physical and spatial culture features the latter question the hidden, historically evolved influences. In the coverage of major sport and culture events, as f.e. Olympic Games or the European Capitals of Culture, Culture Conflicts are contrasted with harmonic images of cultural accord. This contrast reveals important and innovative questions for academic research and didactic approaches. Especially at the interfaces of the academic fields of sport and cultural management more effort has to be put in studying those synergetic developments. For this new analytical approaches have to be taken into account, merging elements from Ethnography (Geertz 1983), Organisational Culture (Latour 2007) as well as (systems theory-based) Communications research (Baecker 2007).

The paper aims to describe and to justify a so called “Kufstein Model” which on the basis of interdisciplinary research systematically considers the connection between sport and culture sciences. Thus innovative approaches to intercultural didactics as well as curriculum development can be revealed. The description and analysis of this new field of research can be seen as a desideratum: there are studies questioning the interfaces between sport and culture sciences indeed (cf. Gebauer 2003). However the transfer of those findings into didactics has scarcely been subject to academic discussion yet.