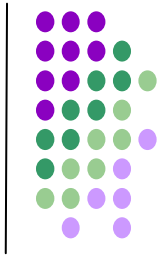
Elspeth Jones and Betty Leask

International Perspectives on the Development and Measurement of Intercultural Competence for Global Citizenship

Context

- Two universities, two countries
  - Leeds Metropolitan University, UK
  - University of South Australia

Session plan



- Relationship between ‘intercultural competence’ and ‘internationalisation of the curriculum’
- Development and evaluation at three levels in each university (case studies)
  - Institutional
  - Programme
  - Individual student
- Questions about case studies
- Lessons learned
- Questions for discussion

Betty Leask

Relationship between ‘intercultural competence’ and ‘internationalisation of the curriculum’

Intercultural competence – a critical part of an internationalised curriculum

In both case studies development of ICC is part of process of internationalising the curriculum for all students

- the incorporation of an *international and intercultural* dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program (Leask 2009, p. 206)

Curriculum - content, process and learning outcomes

- ‘internationalising curricula is not just about **content,** it also requires changes in **pedagogy** to encourage students to develop **critical skills** to understand forces shaping their **discipline** and challenge accepted viewpoints’ (Zimitat 2008, p. 141)
- **professionally relevant** international/ intercultural **learning objectives/outcomes** which will look different in different disciplines and courses

The development of intercultural competence

- A dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective and appropriate communication and interaction across cultures

The case studies are about putting policy into practice in two different contexts

- ‘the university needs to communicate what internationalisation means in practical terms and it may not be enough to rely on high-level visionary statements in the corporate strategy’ (Fielden, 2008, 4.24)

The case studies describe action and outcomes at different levels

- ‘transformations take place when respect for, and tolerance of, difference is embedded in institutional culture, and where individuals are properly supported when required to act and think outside their comfort zone’ (Thom 2010, p. 156)

ICC is deep and personal … and we need to engage all students

- Means confronting and challenging biases, beliefs and stereotypes because IC is about
  - ‘mindset, skillset, and heartset’ (Bennett, 2008)
  - knowledge, behaviours, attitudes and values (Byram 1997)
- Related to knowledge of ourselves and our own culture as much as to our knowledge of ‘other’ cultures
- Facilitated by dynamic, interactive and reflective learning and teaching processes

Elspeth Jones

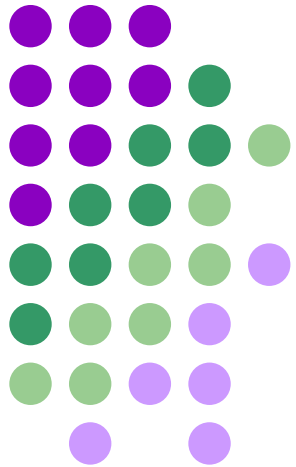
Leeds Metropolitan University, UK

Case Study

Leeds Metropolitan University

Case study

Institutional framework to support internationalisation of the curriculum at programme level



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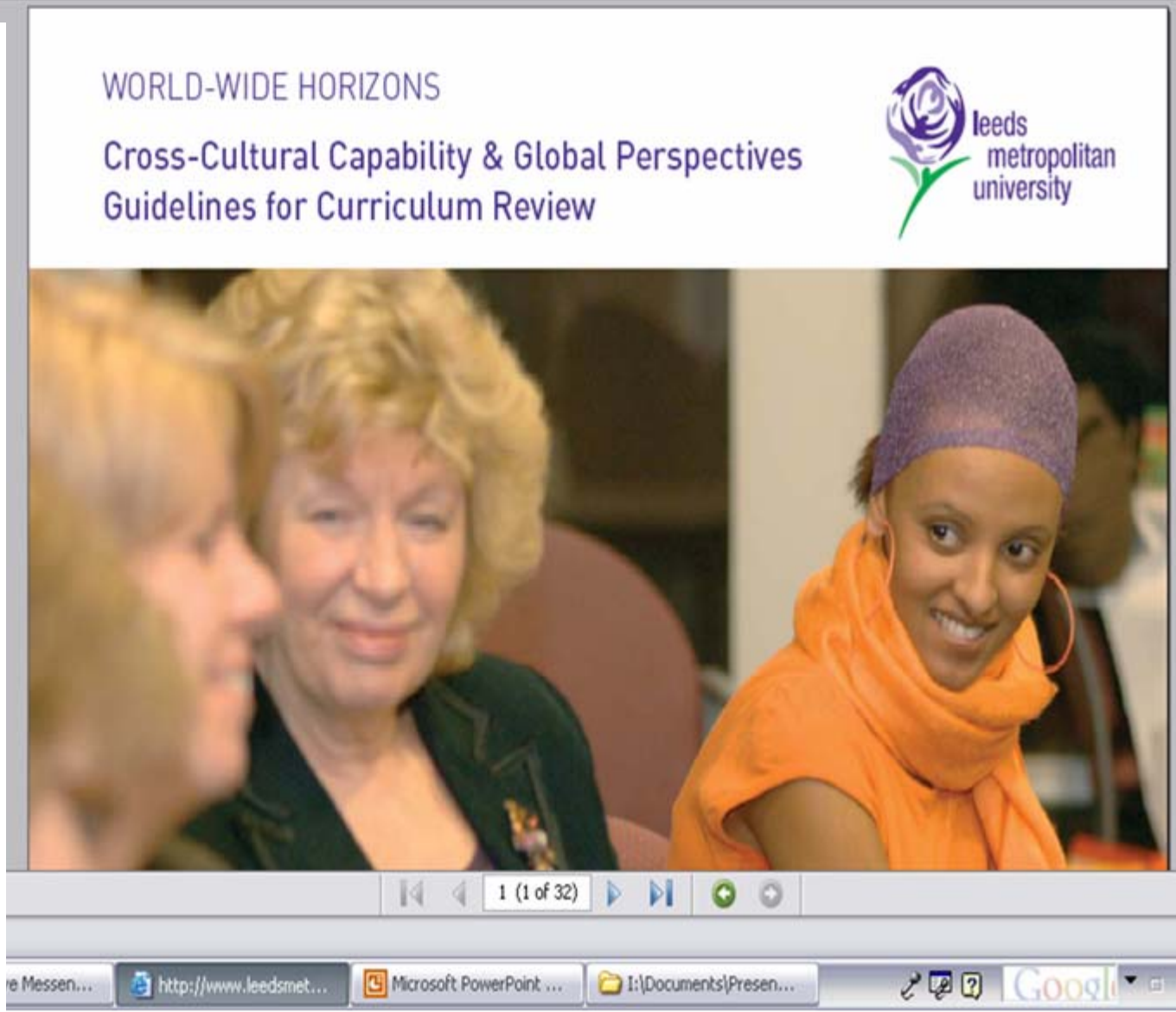
Formal Curriculum

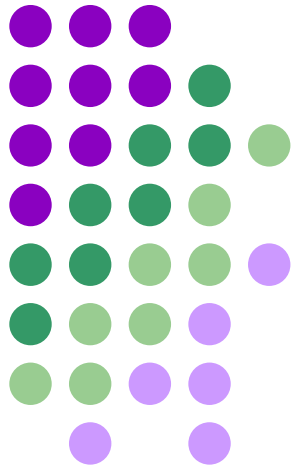
- Strategic framework of questions and examples
- Interpreted by course teams to ensure engagement



Notion of Culture?

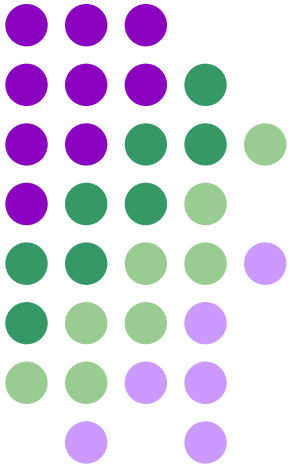
- Nationality
- Ethnicity
- Disability
- Gender
- Sexual orientation etc…….

Broad concept of cross (or inter)-cultural competence or capability



Faculty capability?

- Questions designed to facilitate reflection and support faculty in understanding notions of ‘cross-cultural capability’ and ‘global perspectives’
- Outcomes for each subject published on website
- Faculty and staff development programme to support implementation



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International Foundation Programme

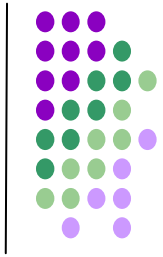
How does the course enable students to develop wider perspectives and respond positively to difference?

On the "Language for Teamwork" module the students work in groups of students from different cultures, language backgrounds and nationalities to write a group written or video magazine. In order to achieve this, within their groups they need to communicate, negotiate and solve problems which arise.

International Foundation Programme

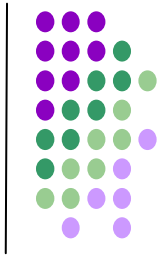
In what ways does the course enable students to confront hostile discrimination?	Different cultural values present in the classrooms due to the range of cultures and nationalities can lead to situations where students need to reflect upon issues such as differences in cultural values e.g. attitudes towards women, religious beliefs etc.

‘Discover your city’



- Learners choose to join a voluntary group that will help them discover more about the city and in turn develop a group dynamic
- Project done in groups linked to this
- Offers affective as well as cognitive engagement
- Facilitates learner self-investment (a move towards autonomy)
- Offers engagement with the local community
- Contextualises university studies

‘Discover your city’ - evaluation



- Enables students to develop wider perspectives and respond positively to difference (intercultural contact promoted by international students experiencing internationalisation ‘at home’)
- Encourages students to be curious beyond their own cultural boundaries (engaging in off-campus experiential learning activities)
- Encourages students to cross boundaries, negotiate meaning and share information
- Offers a task-based programme of discovery involving e.g. concept design, questionnaire design, presentations on experience

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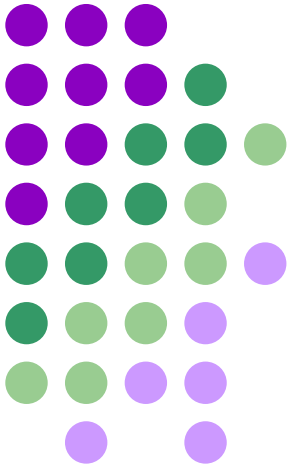
Evaluation of internationalisation of the curriculum at individual student level



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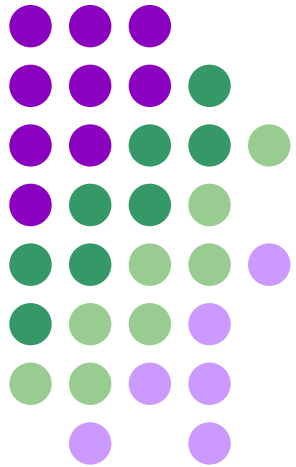
Informal Curriculum

International volunteering



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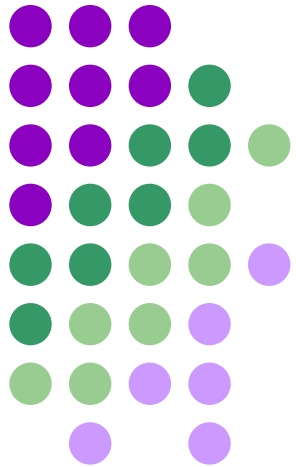
Why international volunteering?

- Alternative to Study Abroad - began 2007
- Six continents
- Short-term (2-4 weeks) international community and conservation projects
- Aim is development of ‘global perspectives’ and cross-cultural capability



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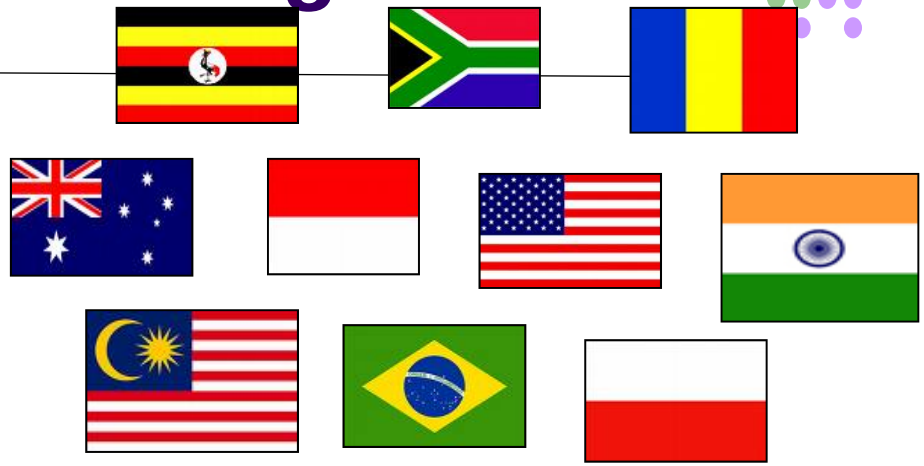
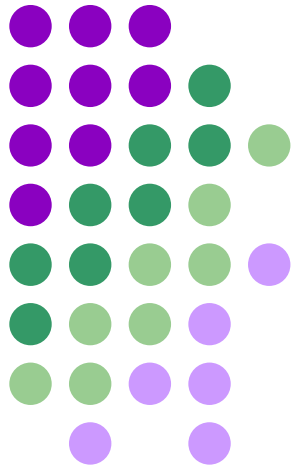
International Volunteering



15 projects, ten countries across six continents.
148 students supported at 50% of costs in 2007

Evaluation

Qualitative research through structured interviews to learn from the student's 'voice'



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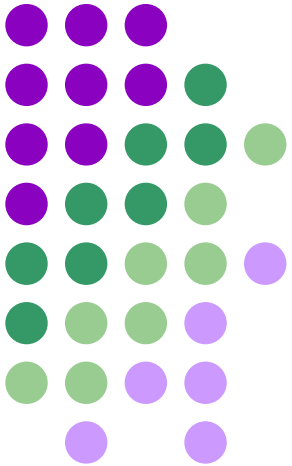
Personal transformation

Re-thinking of previously-held views or stereotypes

1. Learning about self
2. Learning about cultural ‘others’
3. Learning about group empathy

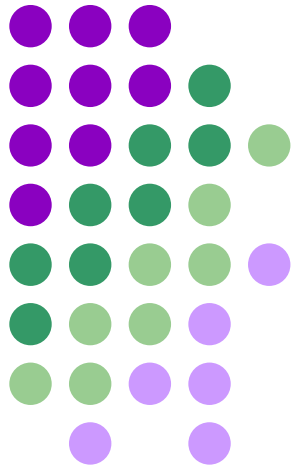


Learning about self

'You meet people from different countries that have totally different views of everything and then you start to question your own..[how you have].. been brought up….'

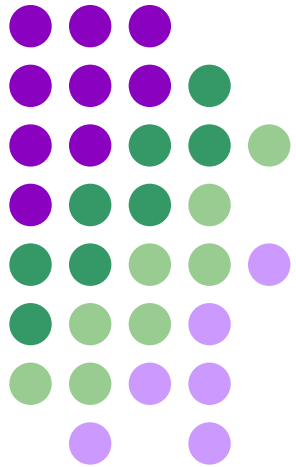
'I feel like I'm a better communicator. I feel I have made more effort, I think it has opened my eyes a little bit to our naivety as a country.'

'..constant comparisons between my life, their life, the pressures on them, the boundaries on them and the pressures and boundaries on me.'



Learning about cultural 'others'

'Before I went on the trip I was beginning to think about multi-culturalism..but… it's actually meeting people who are different and.. sharing experiences with them in the rawest human form. It's just completely cemented my faith… in the fact that we are all equal and different and that this should be celebrated. And now that's cemented all I can do is build on that with what I do with my life.'



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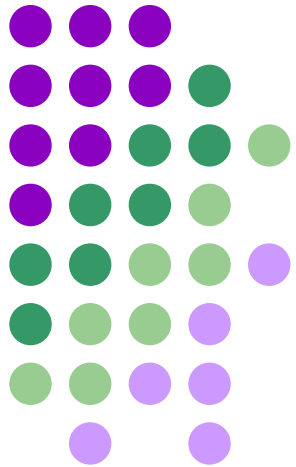
Learning about group empathy

‘*The next day we all got on the bus and told each other our stories and I think everyone had been touched in the same way.’*

‘I really do feel that we’re probably all very aware that we have shared something very special.’



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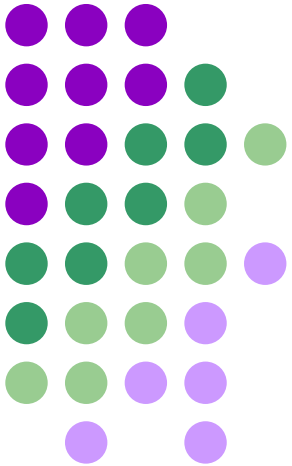
Mezirow - epochal transformative learning

'I put on the Hijab ..to show respect but also just really wanted to feel what it was like to be them. And … the sun was setting and the call to prayer was just echoing around the city .. I was one person in their world compared to in this country.. [where I'm] in the majority and..I thought .. this is a milestone in my life.'



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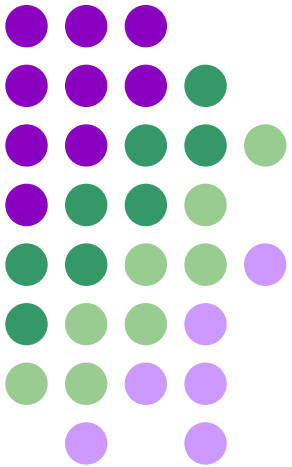
As a result of this research?

1. Changes to international volunteering scheme have been introduced
2. Greater awareness of benefits has led to volunteering being brought into formal curriculum
3. Opportunities to replicate such experiences in the UK are being introduced



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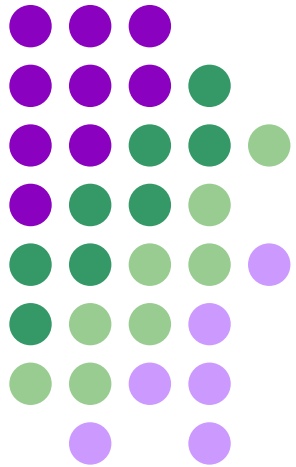
Case study at institutional level – how has the culture changed?



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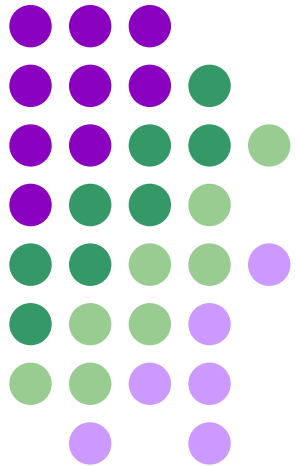
International Reflections

- Exactly 200 words
- Every weekday since September 2003
- 12th October 2007 –1000th Reflection
- 6th anniversary 15th September 2009
- Staff, students, friends, partners, parents have written
- Significant role in changing internationalisation culture at Leeds Met



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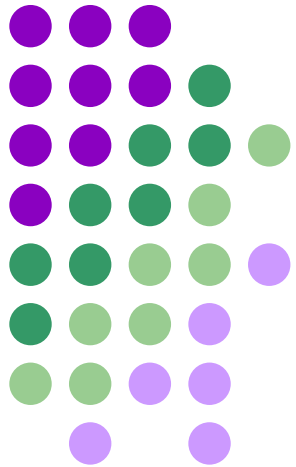
What readers think

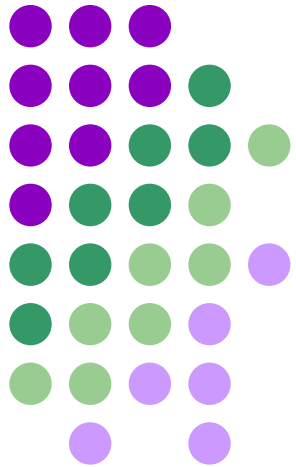
(From Jones 2007)

The International Reflections serve as a constant reminder of the global context in which we both live and work, they remind me of the diversity of our students and of the breadth of the activity of the University.



Internationalisation evidenced through International Reflections

- Sample taken of 3 months Oct to Dec in 2003 and 2008 – 61 reflections in each year
- Early submissions - mainly a reporting style, basic explanation of conference visit or international event
- Submissions often guarded and impersonal - ‘reporting reflections’.
- By 2008 clear to see how internationalisation has influenced university-wide activities - represented in a deeper understanding of global issues - ‘internationalisation reflections’.



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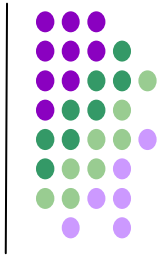
Reporting vs Internationalisation reflections



Year	Reporting	Internationalisation
2003	64%	36%
2008	16%	84%

Monday 29 September 2008

With such a diverse population here at Leeds Met it is not always necessary to travel to experience other cultures. Now is the ideal time to meet new people and widen your horizons. Following a recent conversation with a fellow Graduate Trainee about Ramadan I decided to attempt the fast, for one day nothing passed my lips between sunrise and sunset. What initially seemed a simple task turned out to be far more challenging.

I had previously been unconvinced about comments relating to reflection and spirituality over this period, showing just how naïve I was. The experience may not have been profound or life changing but it did make me reflect on my life and highlight just how fortunate we are. I found myself not just looking forward to the evening meal and glass of water but also thinking about those who were not quite so lucky. I feel like I now have a much better understanding of this small element of Ramadan and my respect for the individuals that complete the full month has increased massively. We often talk about welcoming diversity but the real lessons lie in the opportunities available to experience even small elements of different cultures.

Karli Wilkinson
Graduate Trainee

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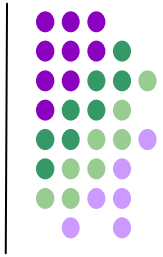


Betty Leask

University of South Australia

Case study

Some context to the case study University of South Australia

- 33,000 students
- 10,500 in Business School
- Culturally diverse domestic student population
- Strong widening participation and equity mission
- Around one third international students in Business School

Institutional driver for IoC through Graduate Qualities

7 Graduate Qualities introduced in 1996 (Alverno College)

- GQ4 work collaboratively (and autonomously)
- GQ 6 communicate effectively
- GQ 7 display international perspectives

- intercultural learning and communication an explicit focus
- discipline specific interpretation required
- apply in all programs

Generic indicators - GQ 7

- **A graduate who demonstrates international perspectives as a professional and a citizen will:**
  - demonstrate an **awareness** of their **own culture** and its perspectives and **other cultures** and their perspectives
  - **recognise** **intercultural issues** relevant to their **professional practice**
  - **value** **diversity** of **language and culture**
  - display an **ability** to **think globally** and consider issues from a variety of perspectives

ICC assessed through student learning outcomes

- Objectives describe intention
- Assessment tasks test student achievement of the objectives
- Pedagogy supports achievement of learning outcomes
- All within the context of the discipline and the profession
- Planning needs to occur as the program level

In theory …
but what happened in practice?

- Academic staff (faculty) prefer to focus on content
- They are not specialists in ICC
- Do we have to teach all GQs in every course?
- We'll just tick the boxes!
- Resources and training – Internationalisation of the Curriculum Information Kit http://www.unisa.edu.au/ltu/staff/practice/internationalisation/info-kit.asp
- It's not just about what happens in the classroom

Using the informal curriculum to support the formal curriculum

- An initiative within the Business School

Using mentoring to develop intercultural competence

- Business Mates Program
  - set up in 2007
  - one component of a transition strategy
  - 1200 new undergraduate students - automatically allocated Business Mates (66), ratio 2:35
  - additional objective

facilitate social interactions between students, in particular international and domestic students

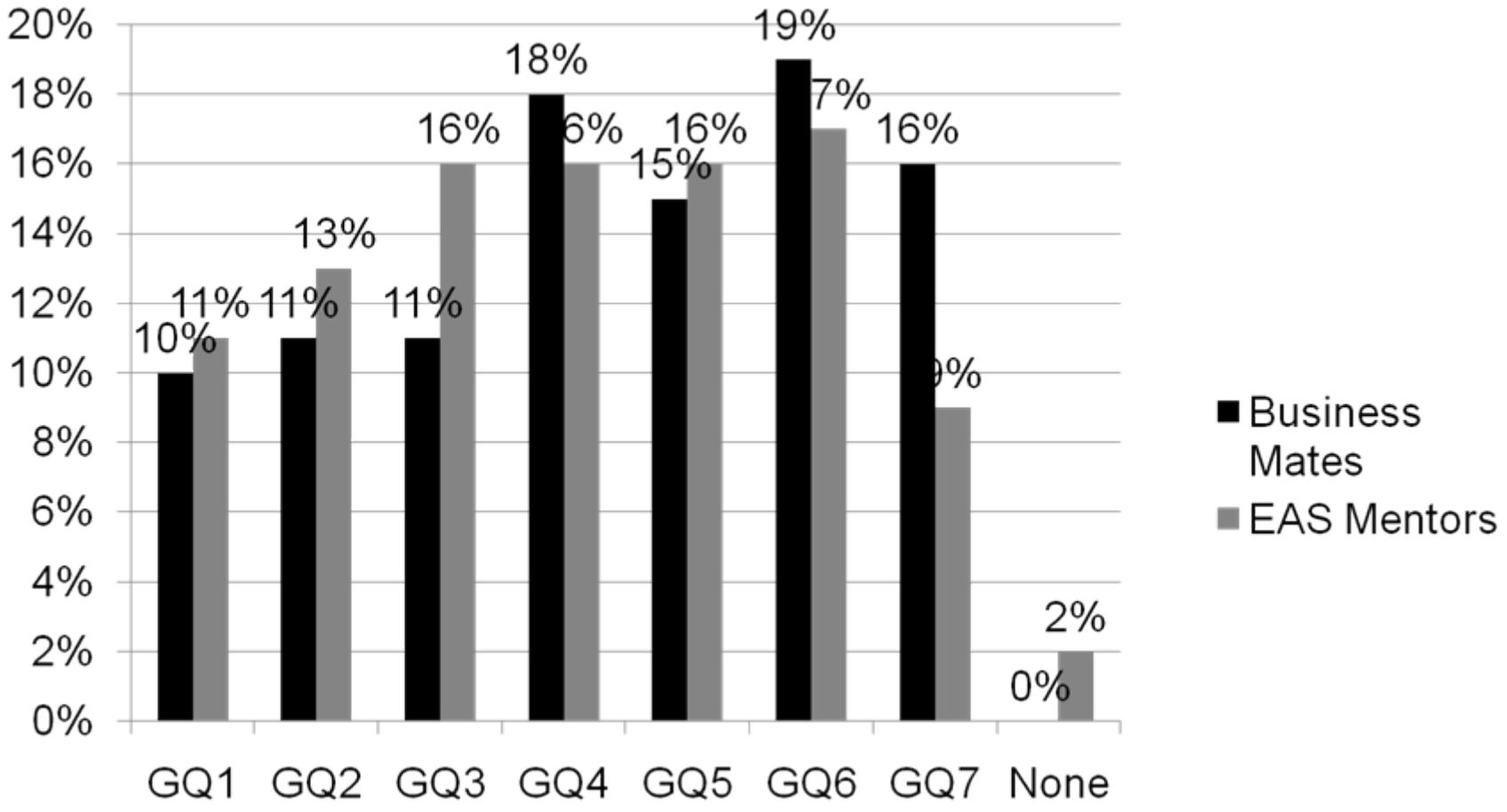
Requires cross-cultural engagment

- Business student mentors work in pairs, an international and a domestic student with their group of new students (matching 2:50)
  - Given specific training in working across cultures
  - plan and organise social orientation activities over a semester; Facebook
  - mentees also mixed AS and IS

Paired and unpaired mentors developed different skills

- *'I feel I have improved my skills in communicating across cultures'*
  - Paired student mentors (Business Mentors) agreement rate = 81%
  - Single student mentors (i.e not paired, in another faculty) agreement rate = 58%.

Paired and unpaired mentors said they developed different GQs



“I thought this would be a fantastic opportunity to enrich my experience working with people from different cultural backgrounds. I wanted to be part of UniSA community”

“I expected that I would gain a better understanding of other cultures and be able to interact with international students better”

“Improving communication skills especially with people from different cultures and backgrounds”

Steven Rypp - Aka Ponting

University of South Australia - Business Double Degree

- Sport/Recreation Management & Tourism/Events Management

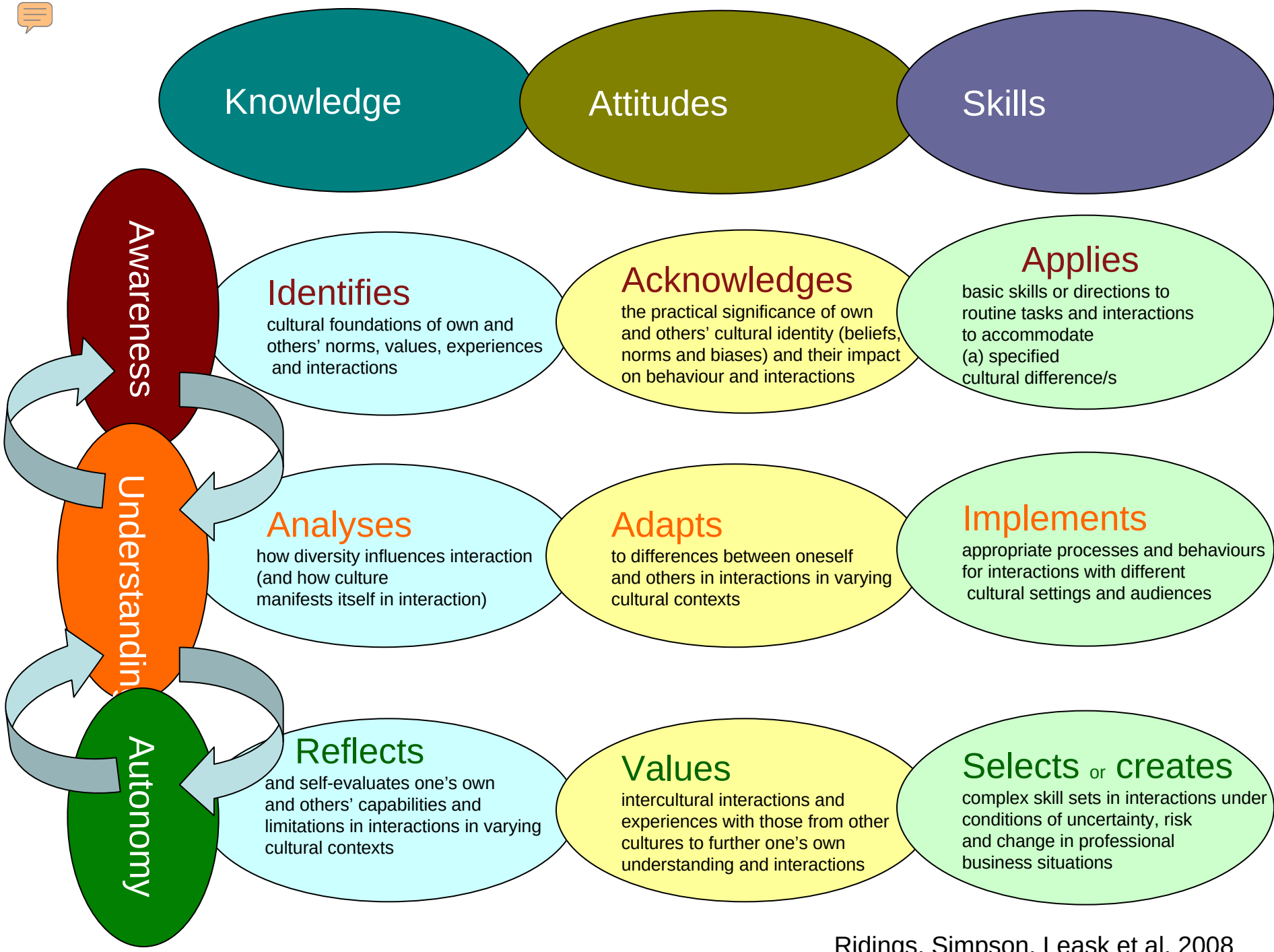
- Student Ambassador & Business Mates volunteer

- Division Teaching and Learning committee (DTALC)

- Program Undergraduate Student Representative

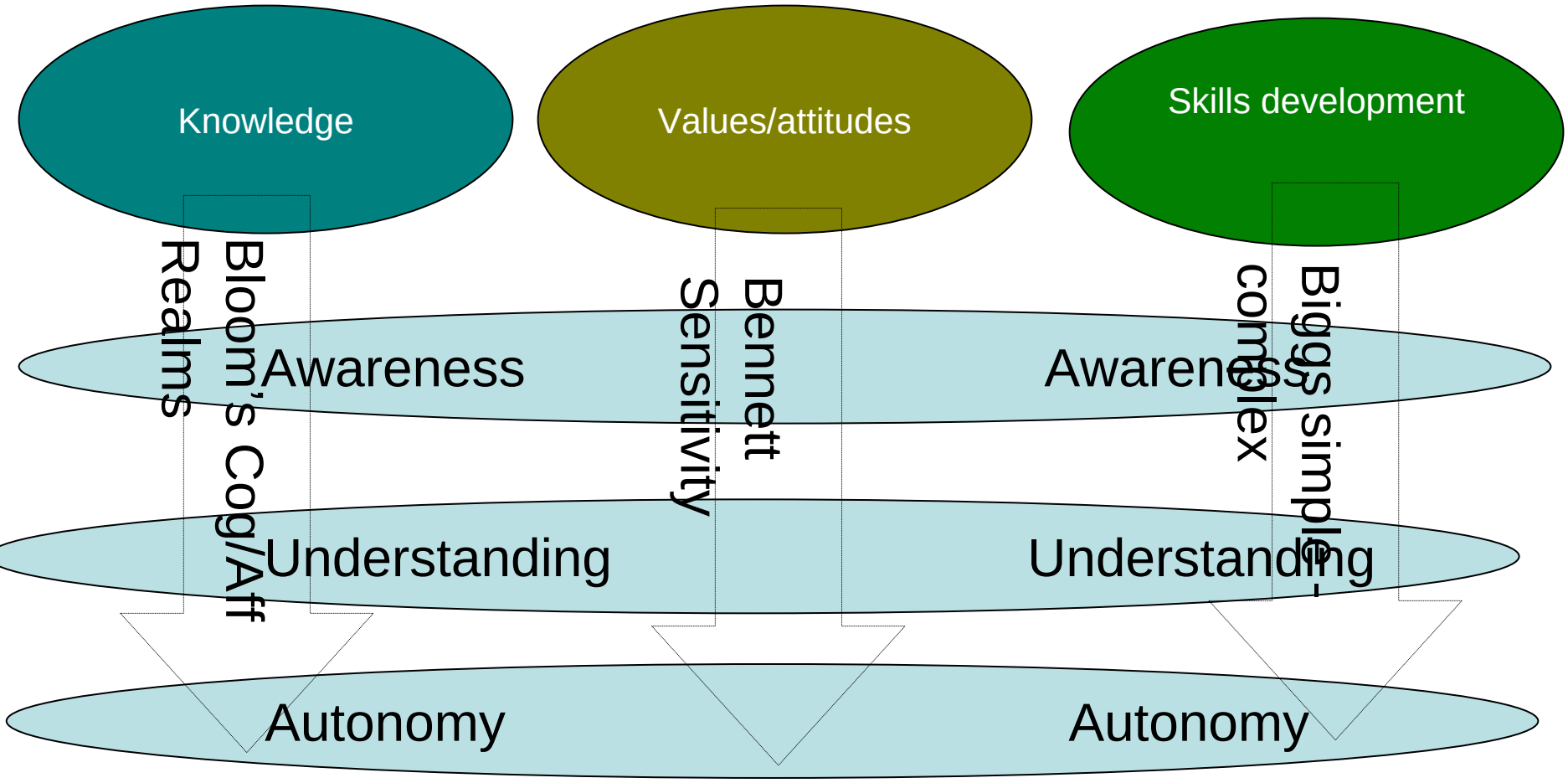
Back to the formal curriculum

- UniSA not the only institution struggling with putting policy into practice in relation to IoC in the disciplines
- Four university Business Schools worked together – University of Sydney; UniSA; UNSW, QUT
- Funded by the Australian Learning and Teaching Council 2007-2009



Ridings, Simpson, Leask et al. 2008

Domains and Levels of Intercultural Competence



Different in different degrees and at different levels

	Year 1: Sem1	Year 1; Sem 2	Year 2: Sem 1	Year 2; Sem 2	Year 3; Sem 1	Year 3: Sem 2
Module 1		Raising awareness		Developing understanding		
Module 2	Raising awareness					Developing autonomy
Module 3			Developing understanding			
Module 4						Developing autonomy

Using the taxonomy as a guide to program, course and task dev't

- All 3 domains reflected in learning objectives of courses and programs
- Development in all 3 domains enabled through structured teaching and learning experiences
- Assessment tasks designed to measure levels of achievement in all domains
- All students provided with the opportunity to develop and demonstrate their IC

Examples of objectives across disciplines

Students will be able to:

- Reflect on and learn from cross cultural encounters and apply their learning in role-plays of interactions with clients
- Apply culturally appropriate protocols in the treatment of patients in critical care situations

But objectives are only the first step

- Alignment between objectives, teaching and learning processes and assessment has implications for
  - Task Design
  - Group Work
- Resources for faculty seeking to make this happen in class were also developed as part of the ALTC project – ‘Embedding the development of intercultural competence in business education’

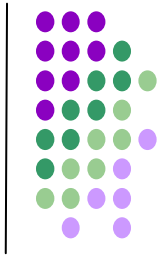
Activities for raising awareness

- Ice Breakers
  - to **make students more aware of their own and others cultural identities**
- Mini-case studies / scenarios / critical incidents
  - stimulate discussion in groups and **purposeful** intercultural communication
- Class quizzes
  - **To improve** understanding of global knowledge, regional knowledge, cultural differences
- Student Diversity Profiles
  - **To assist staff and students to** audit and understand the cultural backgrounds of **everyone** in the classroom

Facilitating Learner Autonomy

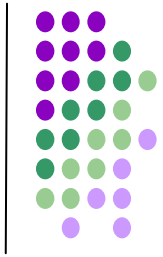
- Advanced level simulations
  - facilitate deeper understanding of ‘otherness' and cultural value differences eg. Bafa-Bafa
- Systemic use of self analysis tools
  - encourage reflection and action (as a sustained approach to embedding reflective practice)
- Intercultural learning journals
  - record immediate responses, prejudices, reactions, and share experiences and solutions and seek embed the reflective writing in learning and teaching
- Advanced level role-plays
  - practise and apply intercultural knowledge, skills and understanding **in new and/or complex contexts**

Lessons Learned



- A variety of measures is needed, no single measure is sufficient.
- If learning outcomes within the context of the discipline are the starting point, pre-testing becomes redundant.
- ICC is a process with no end point. We need to lay the foundation for lifelong learning.
- Faculty engagement is critical – need to develop their intercultural competence as well as assist them to embed it within their curriculum.
- We need to create opportunities to develop ICC on campus and in programmes to reach more students
- It’s not easy and takes sustained effort!

Questions for discussion



- Is intercultural ‘competence’ the right word? Doesn’t it suggest that there is no more learning to be done? What alternatives are there?
- What are effective ways to support faculty in assisting students to develop?
- Is the development of ICC easier in a smaller institution?
- Could pre-testing influence the post-test result?

Contact us

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