

Intercultural competence training for inclusive learner communities at home

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Cultural Layer



**GENERAL
LAYERS**



**SPECIFIC
LAYERS**

(Adapted from
Karahanna, Evaristo &
Srite, 2006)

Need for intercultural competence development

- Growth of diversity and internationalisation in the higher education system and industry (University of Oxford, 2015)
- Increased need for developing professional competence in organisations to deal with the benefits and challenges arising from intercultural encounters (Gregersen-Hermans, 2017)
- In order to successfully work and collaborate across different cultural domains and with people from diverse cultural backgrounds, a set of abilities for dealing with cultural diversity is required (Fantini, 2007).
- Latin American HEIs (LA HEI's) have gone through a process of increased internationalisation with planned further rapid growth of intra-regional (de Wit, 2017) and international mobility (Berry & Taylor, 2014)
- Widespread movement towards widening access to students and staff coming from indigenous and underprivileged backgrounds

PROFIC Project

Duration: 15 Nov 2018 – 14 Jun 2022

Funder: EU Erasmus+ Capacity Building in the Field of Higher Education

Principal Investigator and Coordinator: Dr Dane Lukic

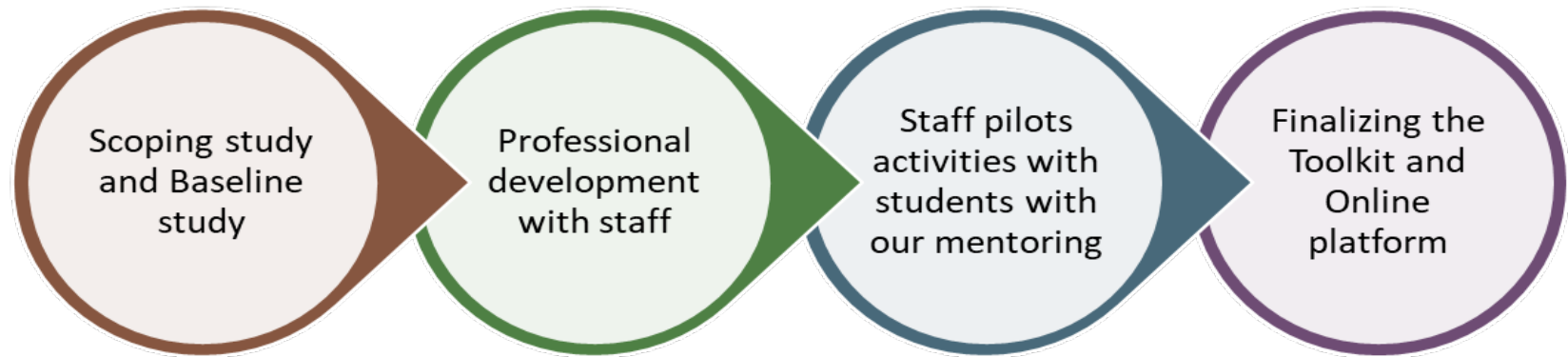
Partners: 12 partners

- *Union of Universities of Latin America and the Caribbean (UDUAL)*
- *Mexico:* University of Guadalajara (UdG) and University of Veracruz (UV)
- *Argentina:* National University of Cordoba (UNC), the National University of La Plata (UNLP) and the National University of Lanus (UNLa)
- *Italy:* Guglielmo Marconi University (USGM)
- *Spain:* University of Deusto (UD)
- *El Salvador:* the Technological University of El Salvador (UTEC) and Don Bosco University (UDB)
- *Netherlands:* University of Groningen (RUG)

<https://profic.org/wp1/>



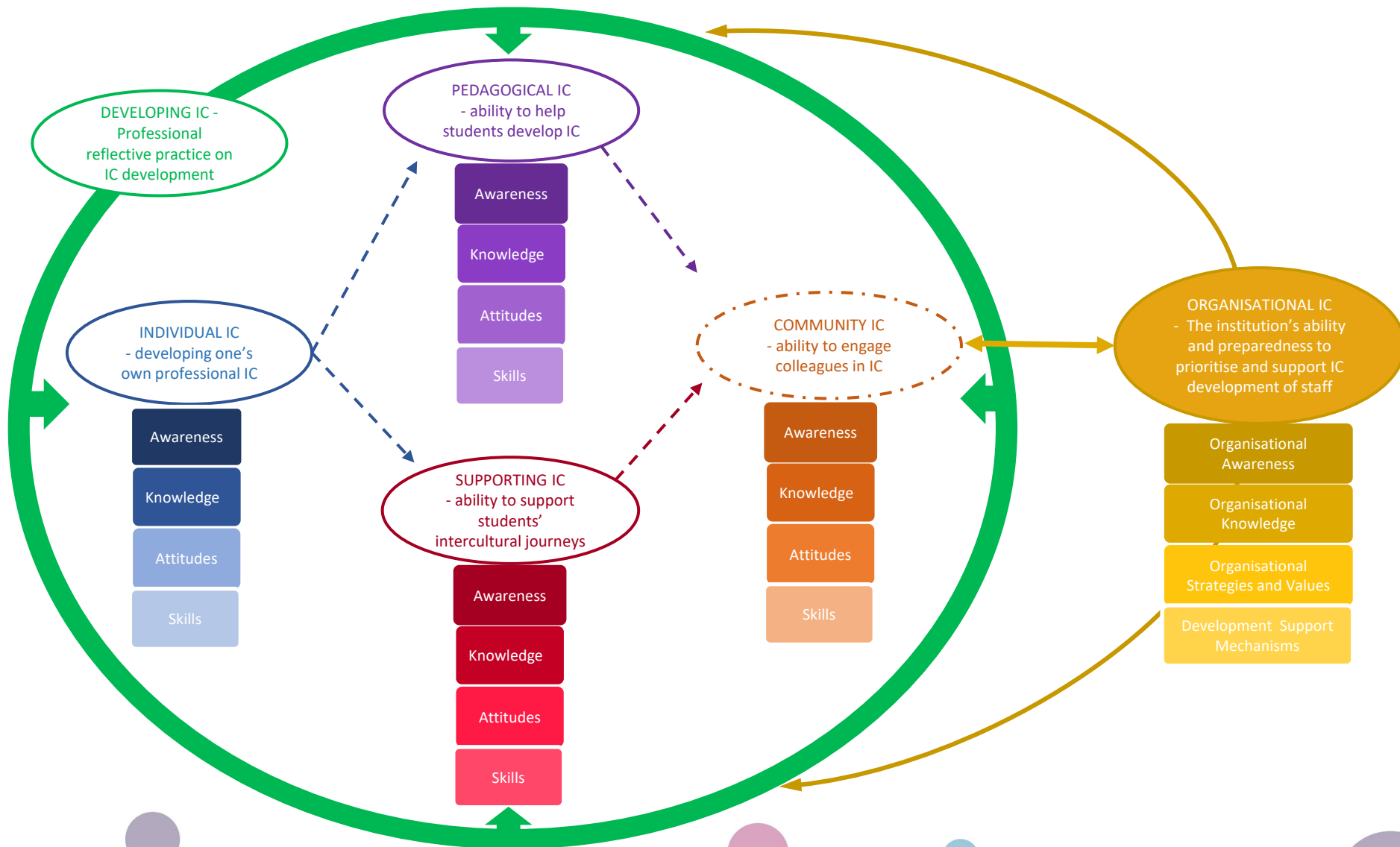
Project overview



Baseline sample

- 47 interviews, 39-40 min on average
- 25 women, 22 men
- In Spanish and English
- Different types of tasks (teaching, management, research)
- Average of 14 years of working experience (between 3 y 42)
- From no experience abroad *to* short trips *to* several years abroad (sometimes repeatedly)
- Only 4 said they participated in “IC training” (but only 1 clear case)

PROFIC Framework



PROFIC Learning Outcomes

INDIVIDUAL IC - developing one's own professional IC

No	Draft learning outcome (By the end of the learning programme learner would be able to...)	AKAS (Awareness , Knowledge , Attitude, Skill)
I1	Identify situations in which cultural conditioning – including one's own – affects the way persons behave or react	AW
I2	Identify cultural differences in groups with whom one interacts professionally	AW, KN
I3	Distinguish and relate different dimensions of intercultural competence and associated concepts in theory and practice	KN
I4	Apply critical thinking and non-judgmental attitudes in situations of cultural diversity	ATT
I5	Adjust one's communication and wider behaviour as appropriate in different cultural settings.	SK
I6	Proactively contribute to effective work in culturally diverse teams.	SK

PROFIC Learning Outcomes

PEDAGOGIC IC - developing one's own professional IC

No	Draft learning outcome (By the end of the learning programme learner would be able to...)	AKAS (Awareness, Knowledge, Attitude, Skill)
P1	Recognise cultural diversity of facilitator(s) and participants in learning environments and its implications for Intercultural Competence development	AW
P2	Appraise different approaches and activities suitable for supporting students' intercultural competence development within learning environments in one's area of responsibility	KN
P3	Critically evaluate one's own role in and attitude towards championing the development of intercultural competence in students.	ATT
P4	Create/ develop constructively aligned learning opportunities (intended outcomes, learning activities, assessment) to support students' development of intercultural competence.	SK
P5	Appraise students' intercultural competence development and provide context appropriate feedback for enhancement.	SK

PROFIC Learning Outcomes

SUPPORTING IC - ability to support students' intercultural journeys

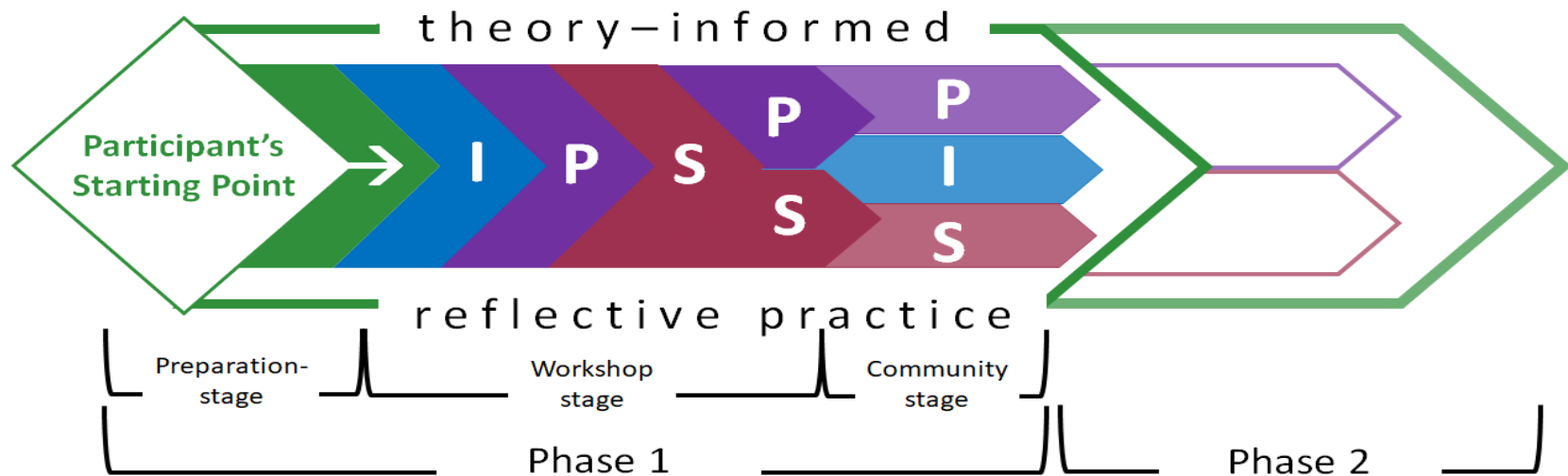
No	Draft learning outcome (By the end of the learning programme learner would be able to...)	AKAS (Awareness, Knowledge, Attitude, Skill)
S1	Identify the main IC-related transitions and challenges that students experience before, during and after the university	KN, AW,
S2	Appraise tools and resources that are appropriate to students facing particular cultural diversity challenges.	KN, SK
S3	Proactively engage in recognising challenges of the students' intercultural journey and co-constructing effective solutions together with their students	ATT, SK
S4	Employ emotional intelligence in supporting students in intercultural situations.	SK, KN

PROFIC Learning Outcomes

DEVELOPING IC - Professional reflective practice on IC development

No	Draft learning outcome (By the end of the learning programme learner would be able to...)	AKAS (Awareness, Knowledge, Attitude, Skill)
D1	Assess and set priorities for one's own IC development on the basis of multiple sources of feedback and one's own context and professional role(s)	KN, AW, SK
D2	Apply critical thinking on own effectiveness when supporting students' learning on intercultural competence	SK
D3	Monitor own use of intercultural competence when supporting students in intercultural journeys	SK
D4	Evaluate own role and contribution in supporting colleagues and their institution in dealing with intercultural competence	SK
D5	Design, engage with and review continuous professional development measures for IC development	SK, ATT

PROFIC Programme

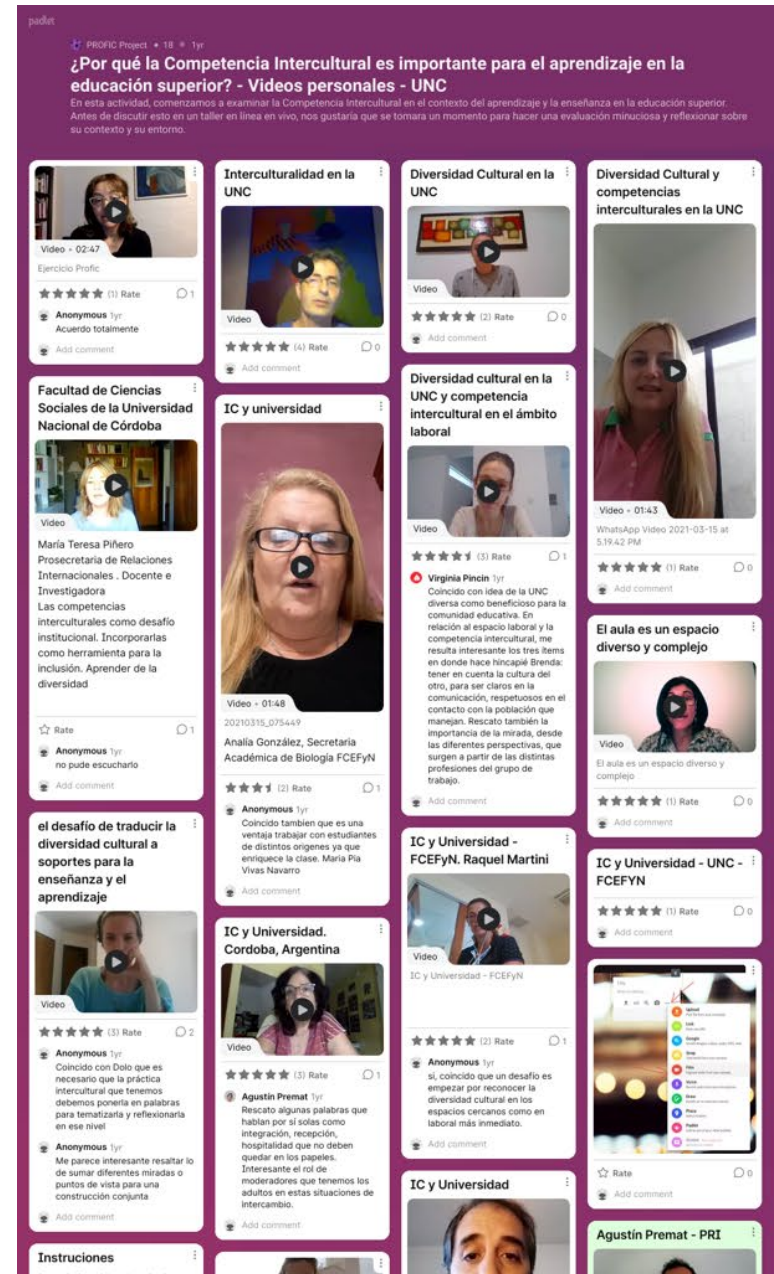


- Preparation stage – Video and self assessment
- Workshop stage: 6 workshops over 3 weeks in *March-May 2021* – total of 42 workshops across 7 universities
- Online reflective activities in between using PROFIC Learning Platform (Moodle)
- Personal reflective portfolio
- 8 programme developers and 14 local university facilitators

PEDAGOGIC IC: Awareness & Attitude

- Participants reflecting on questions:
- **Why IC is important?** (essential to navigate all sorts of graduate roles as professionals i.e. subject, organisation, country, etc)
- **What types of diversity exist?** (e.g. pre-higher education and during higher education)
- **What are the implications**, recognising and understanding that we as educators or HEI have a responsibility to create graduates ready for these settings?

→ We all have responsibility in supporting student development of **graduate attributes** beyond subject expertise to include **Intercultural Competence**



PEDAGOGIC IC: Knowledge (& Skills)

- Reflecting and discussing familiarity with differently explicit (continuum of) learning activities to embed IC
- Not all activities are suitable for all contexts & suitability depends on what you want students to achieve and where their starting point is
- Flexing (tailoring and contextualising) an IC activity

padlet

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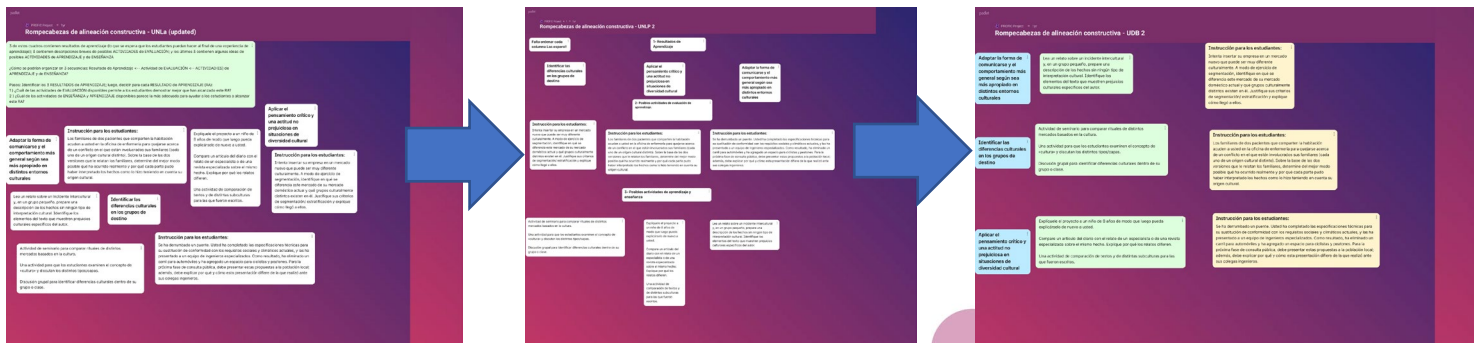
Enfoques y actividades - UDG

Aproximación inicial a enfoques y actividades para desarrollar la CI de los estudiantes


Actividad/Enfoque 1	Actividad/Enfoque 2	Actividad/Enfoque 3	Actividad/Enfoque 4
Utilizar una actividad que aborde explícitamente la CI; puede tomarse como ejemplo una que se haya realizado en los talleres de CI Individual o cualquier otra (práctica o teórica).	Involucrar a los estudiantes en actividades que requieran que interactúen con personas (culturalmente diferentes) fuera de su clase (de otra generación/ área de trabajo, con otras experiencias laborales/ otro origen sociocultural).	Asegurarse de que los materiales que utilice (ejemplos, lecturas, expositores) aporten distintas perspectivas sobre el mismo tema, y que se invite a los estudiantes a reflexionar acerca de estas diferencias.	[Proyecto de investigación en grupo sobre el comportamiento del consumidor para evaluar la validez transcultural de las teorías del comportamiento del consumidor]. Desarrollo implícito de la CI, por ejemplo, a partir de actividades en las que se formen grupos que incluyan distintas culturas con evaluación reflexiva de pares.
Jluis	Pedro	Pedro	christian verde
Gaby	Jluis	Adriana	Paraskevi
Emilio	christian verde	Ruben	Pedro
Mario	Emilio	Emilio	Isabel
Ana	Paraskevi	Irma Estela	Adriana
Paraskevi	Isabel	christian verde	Rosy
Christian	Mario	Jluis	Guadalupe
Pedro	Guadalupe	Isabel	Ana
Isabel	Adriana	Esmeralda	Esmeralda
Guadalupe	Gaby	Rosy	Ruben
Ruben	Esmeralda	Ana	Mario
Adriana	Ana	Guadalupe	Jluis
Rosy	Rosy	Gaby	Emilio
Esmeralda	Ruben	Paraskevi	Irma Estela
Irma Estela	Irma Estela	Mario	Brenda Aguiñaga
Brenda Aguiñaga	Brenda Aguiñaga	Brenda Aguiñaga	Alejandra
Alejandra	Alejandra	Alejandra	Gonzalo
Gonzalo	Gonzalo	Gonzalo	Gonzalo

PEDAGOGIC IC: Knowledge & Skills

- Constructive alignment: Intended Learning Outcomes (ILO), Learning Activity and Assessment
- Puzzle to understand constructive alignment in context of IC and acknowledge formal, hidden and other classes of curricula
- Opportunity to practice based on an agreed interdisciplinary course that will require students to develop Intercultural Competence (among others):



Community stage

- Launch workshop and 6 weeks of activities through study groups
 - 107 Participants (81.68% of the original Workshop cohort)
 - Participants arranged in study groups
 - 17 international and inter-university study groups
 - 16 local facilitators organised in 8 tandems
 - Stimulating learning across national and institutional boundaries – identified as a need in the Baseline report
 - Creating a platform for collaboration across PROFIC partners through facilitators tandems
 - Finalising ePortfolios and creating Action Plans
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Development outcomes

- 131 total participants overall
- Three types of completion certificates
 - CERTIFICATE OF PROFESSIONAL DEVELOPMENT COMPETENCE (Workshop, Community Phase and Portfolio) – 61
 - CERTIFICATE OF COMPETENCE (Workshop and Portfolio A and B) – 21
 - CERTIFICATE OF ATTENDANCE (Majority of Workshops) – 24
- Overall extremely positive feedback and good notions of impact
- Challenges: workload, activities spread and institutional support
- Implemented action plans
- Institutional adoption

PROFIC Toolkit

1. OER Toolkit with resources and approaches for developing staff intercultural competence
2. Exportable [SCORM version](#) (Moodle and other platform compatible)
3. [PDF version](#)

SUSTAINABLE DEVELOPMENT GOALS





PROFIC Project

- <https://profic.org/wp1/>
- <https://www.facebook.com/proficproject>
- <https://www.linkedin.com/groups/12655855/>
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Thank you

