Intercultural competence training for inclusive learner communities at home

Dr Dane Lukic, Glasgow Caledonian University
Thomas Peschken-Holt, Queen Margaret University
# Cultural Layer

<table>
<thead>
<tr>
<th>Layer</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>Universal values</td>
</tr>
<tr>
<td>Supranational</td>
<td>Differences beyond a single country (religious, linguistic etc.)</td>
</tr>
<tr>
<td>National</td>
<td>Between country differences</td>
</tr>
<tr>
<td>Regional</td>
<td>Within country differences</td>
</tr>
<tr>
<td>Organisational</td>
<td>Differences between organisations/parts of the organisation</td>
</tr>
<tr>
<td>Professional</td>
<td>Differences between professions</td>
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<tr>
<td>Disciplinary</td>
<td>Differences between disciplines</td>
</tr>
<tr>
<td>Community</td>
<td>Within context differences</td>
</tr>
<tr>
<td>Personal</td>
<td>Individual differences</td>
</tr>
</tbody>
</table>

(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 Filed 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 (UTECE) and Don Bosco University (UDB)
- Netherlands: University of Groningen (RUG)

https://profic.org/wp1/
Project overview

1. Scoping study and Baseline study
2. Professional development with staff
3. Staff pilots activities with students with our mentoring
4. Finalizing the Toolkit and Online platform
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

DEVELOPING IC - Professional reflective practice on IC development

INDIVIDUAL IC - developing one’s own professional IC

PEDAGOGICAL IC - ability to help students develop IC

Awareness
Knowledge
Attitudes
Skills

SUPPORTING IC - ability to support students’ intercultural journeys

COMMUNITY IC - ability to engage colleagues in IC

Awareness
Knowledge
Attitudes
Skills

ORGANISATIONAL IC - The institution’s ability and preparedness to prioritise and support IC development of staff

Organisational Awareness
Organisational Knowledge
Organisational Strategies and Values
Development Support Mechanisms

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

## PEDAGOGIC IC - developing one’s own professional IC

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<tr>
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<tr>
<td>P1</td>
<td>Recognise cultural diversity of facilitator(s) and participants in learning environments and its implications for Intercultural Competence development</td>
<td>AW</td>
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<tr>
<td>P2</td>
<td>Appraise different approaches and activities suitable for supporting students' intercultural competence development within learning environments in one's area of responsibility</td>
<td>KN</td>
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<tr>
<td>P3</td>
<td>Critically evaluate one’s own role in and attitude towards championing the development of intercultural competence in students.</td>
<td>ATT</td>
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<tr>
<td>P4</td>
<td>Create/ develop constructively aligned learning opportunities (intended outcomes, learning activities, assessment) to support students' development of intercultural competence.</td>
<td>SK</td>
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<tr>
<td>P5</td>
<td>Appraise students' intercultural competence development and provide context appropriate feedback for enhancement.</td>
<td>SK</td>
</tr>
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<td>Identify the main IC-related transitions and challenges that students experience before, during and after the university</td>
<td>KN, AW,</td>
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<tr>
<td>S1</td>
<td>Appraise tools and resources that are appropriate to students facing particular cultural diversity challenges.</td>
<td>KN, SK</td>
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<td></td>
<td>Proactively engage in recognising challenges of the students' intercultural journey and co-constructing effective solutions together with their students</td>
<td>ATT, SK</td>
</tr>
<tr>
<td>S3</td>
<td>Employ emotional intelligence in supporting students in intercultural situations.</td>
<td>SK, KN</td>
</tr>
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<td>AKAS (Awareness, Knowledge, Attitude, Skill)</td>
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<td></td>
<td>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)</td>
<td>KN, AW, SK</td>
</tr>
<tr>
<td>D1</td>
<td></td>
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<tr>
<td></td>
<td>Apply critical thinking on own effectiveness when supporting students' learning on intercultural competence</td>
<td>SK</td>
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<tr>
<td>D2</td>
<td></td>
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<tr>
<td></td>
<td>Monitor own use of intercultural competence when supporting students in intercultural journeys</td>
<td>SK</td>
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<tr>
<td>D3</td>
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<td></td>
<td>Evaluate own role and contribution in supporting colleagues and their institution in dealing with intercultural competence</td>
<td>SK</td>
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<tr>
<td>D4</td>
<td></td>
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<td></td>
<td>Design, engage with and review continuous professional development measures for IC development</td>
<td>SK, ATT</td>
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<tr>
<td>D5</td>
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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
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
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**
PROFIC Project

- https://profic.org/wp1/
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- Dane.Lukic@gcu.ac.uk
Thank you