INTERCULTURAL COMPETENCE CURRICULUM IMPLEMENTATION FACULTY HANDBOOK

UC SAN DIEGO GLOBAL SEMINARS

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DEFINING INTERCULTURAL COMPETENCE & IT'S VALUE

Intercultural competence, otherwise referred to as ICC, is defined as,"the capability to shift cultural perspective and appropriately adapt behavior to cultural difference and commonalities."(Hammer,2012,p.26).

Intercultural competence is a developmental skill that can be fostered in educational experiences such as education abroad and other global learning environments.

Intercultural competence is among concepts such as global citizenship, employability skills and graduate attributes (What is Intercultural Competence?, 2021).This makes attaining ICC skills desirable for upcoming graduates given today's globalized workforce.

A certain mix of knowledge, skills and attitudes fosters the growth of intercultural competence.The Monash chart below briefly highlights some of these aspects.

monash.edu/monash-intercultural-lab

Source: McKinnon,'What is intercultural competence?', Glasgow Caledonian University, accessed 10/06/18 and the UNESCO 'Intercultural Competences. Conceptual and Operational Framework', 2013
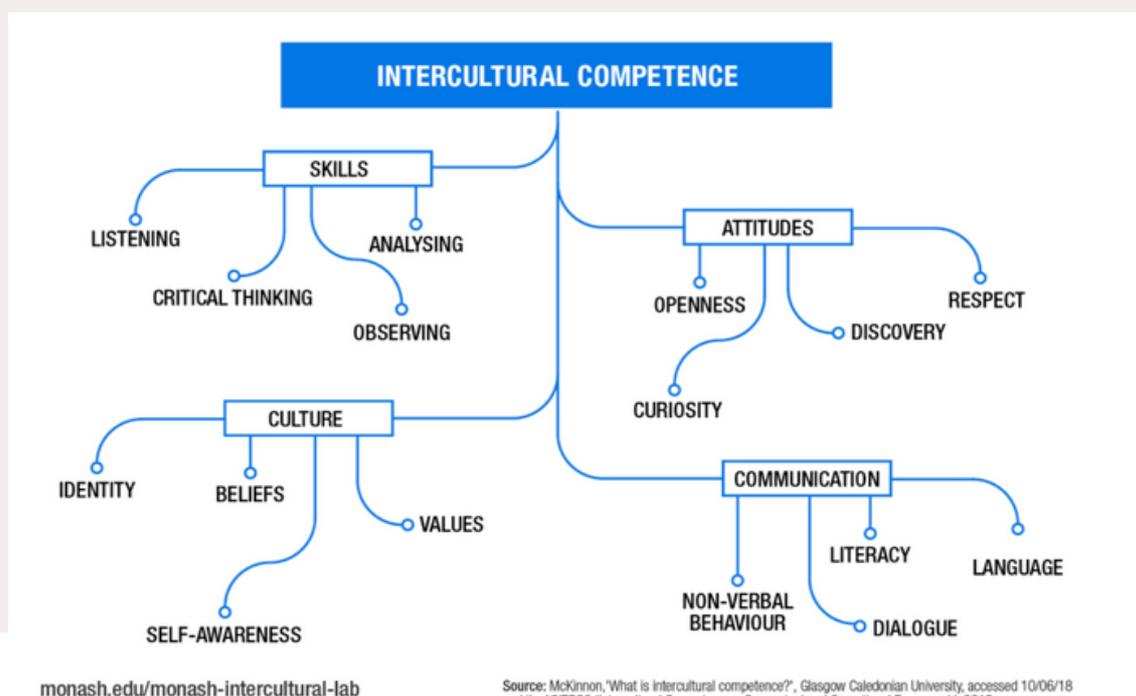
VALUE OF ICC

Intercultural competence has been described as an important attribute of graduates and a requirement for global citizenship (Ji, 2020). Being able to effectively communicate across cultures is important since 30% of the job force is expected to go fully remote, leading to worldwide employment opportunities (Thompson, 2021). Having the skills to work with colleagues from different backgrounds will be imperative for new graduates.

ICC is fostered through encouraging tolerance for ambiguity, open-mindedness and adaptability (Avineri, 2020). Acquiring these skills will provide a framework for growth academically, professionally and personally.

The emphasis on self-awareness can support questions around identity and encourage thinking more critically about personal privileges based on race, ethnicity and nationality. This can create a gateway to introduce important aspects of social justice such as diversity, equity and inclusion.

ICC CURRICULUM IMPLEMENTATION RECOMMENDATIONS
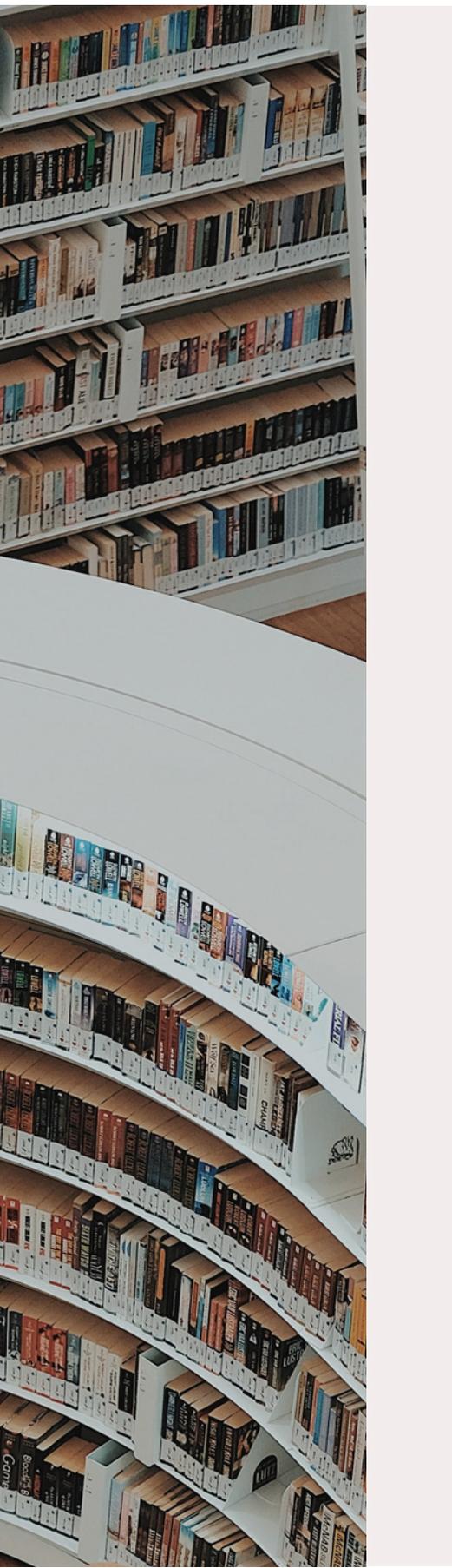
Research has found that specific learning outcomes, effective pedagogical intervention and multimethod assessment are essential to developing students' intercultural competency skills (Ji, 2021, p.26).

When designing the curriculum, it will be imperative to *lay out what the students are expected to know, do, and "be" by the end of the program* (Leask, 2013). This means that these outcomes should be stated at the beginning program so that students have an attainable outcome and goal. The focus of the curriculum should be providing students opportunities to develop their intercultural perspectives and engage in globalized content (Ji, 2021).

Throughout the course, it will be imperative to *give constructive feedback* to students on their progress on the defined outcomes (Ji, 2021). A good model to reference is Milton Bennett's Developmental Model of Intercultural Sensitivity (S.2020). The outline of these stages can help educators and students identify where they are on the continuum and where they have room for growth. Intentional reflection questions allow a space for students to share their perspectives and will help faculty assess their intercultural competence positionality.

The curriculum should create ample *opportunities for students to develop friendships and* intercultural connections in a voluntary manner (Ji,2021). This connection can be fostered through programs such as Collaborative Online International Learning, where classrooms around the world are partnered and students work together on projects to enable meaningful intercultural interactions (COIL, 2010).This dialogue fosters deeper critical reflection among students by learning how individuals perceive concepts differently based on values, culture and lived experiences.

ICC ASSESSMENT TOOLS

There are many methods to assess intercultural competence but since ICC is very complex, it would be suggested to take a multimethod approach (Ji, 2021).

Multimethod Approach Examples

Direct: papers, projects, presentations and observation

Indirect: surveys, focus groups and interviews

Reflection

Reflective writing assignments is a common and valuable assessment for evaluating student's ICC development. These can be facilitated through journals, personal portfolios and papers. This practice encourages students to reflect critically on their own values and beliefs. Reflection also provides a great tool for students to look back on to see how their perspectives have evolved throughout the course and beyond.

Rubrics

The Intercultural Knowledge and Competence Value Rubric through the Association of American Colleges & Universities is a great tool to use when assessing students ICC skills. This is also a valuable resource for students to use when developing resumes with an international focus.

Intercultural Development Inventory

There is also comprehensive and professional assessments available, such as the Intercultural Development Inventory (IDI).The IDI is a theory-based assessment that measures several characteristics of cross-cultural competence. These assessments can be costly so it is worth seeing if your department would financially support this evaluation.

ADDITIONAL RESOURCES

Click on the titles below to access the resource

Global Citizen Competencies Infographic

Intercultural Learning Activities

Intercultual Learning Hub

Model Practice of a COIL Virtual Global Classroom Video

Stevens Initiative Virtual Exchange

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