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Intercultural Competence – the ‘force’ behind Global Citizenship

Sandra Caon-Parsons & Paula Dimmell
UECA PD Fest Sydney 2016

adelaide.edu.au

seek LIGHT

Overview

1. What is a Global Citizen?
2. What are the implications for English Language teaching?
3. Our Program
4. Sample tasks
5. Evaluation
6. Constraints
7. Where to now...

What does being a Global Citizen mean to you?



What does being a Global Citizen mean to you?

Identity 2016: 'Global citizenship' rising, poll suggests

By Naomi Grimley
Global affairs correspondent

🕒 28 April 2016 | World | 🗨️ 414



A collection of videos submitted by BBC viewers, explaining their identity, and what is shaping who they are

People are increasingly identifying themselves as global rather than national citizens, according to a BBC World Service poll.

“What is 'global citizenship' anyway?”

For some, it might be about the projection of economic clout across the world. To others, it might mean an altruistic impulse to tackle the world's problems in a spirit of togetherness - whether that is climate change or inequality in the developing world.

Global citizenship might also be about ease of communication in an interconnected age and being able to have a voice on social media.

And for many, it will be about migration and mobility. We are, after all, witnessing the biggest movements of people since the World War Two.”

<http://www.bbc.com/news/world-36139904>

What are the implications for us, as educators?

Global Citizenship includes these skills:

- Flexibility, creativity, being proactive
- Developing increased self-confidence
- Problem solving, decision making
- Critical thinking
- Effective communication skills
- Team and group work
- Building collegial networks
- Ability to operate in diverse cultural environments
- Appreciate multiple perspectives and diversity
- Develop tolerance to change and awareness of specific cultural nuances
- Acknowledge and accept varieties of English as being the 'norm'

Our pathway to Global Citizenship is through promotion of intercultural awareness and understanding.

Why is it important for teachers?

- **Good Practice**

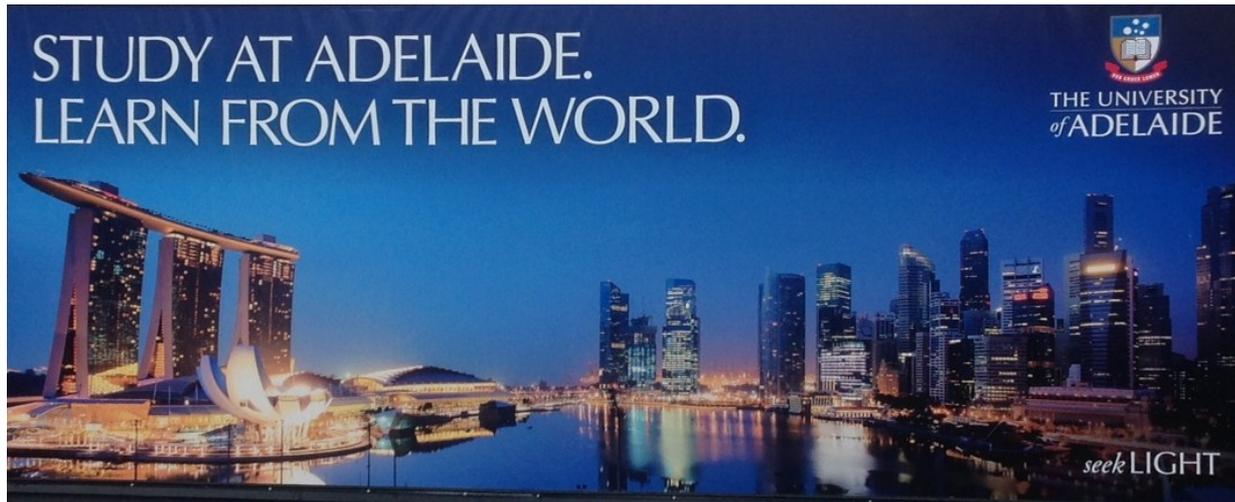
- **“Good teaching across cultures will:**

- Focus on students as learners
 - Respect and adjust for diversity
 - Provide context specific information and support
 - Facilitate meaningful intercultural dialogue and engagement
 - Be adaptable, flexible and responsive to evidence
 - Prepare students for life in a globalised world”

(Learning and Teaching Across Cultures : Good Practice Principles – Office for Learning and Teaching and IEAA)

- **Professional Development**

Why is it important for our students?



Essential for success in 21st century

- Employability and workplace
- Study
- Social life

Essential for success at The University of Adelaide

- Graduate Attributes
- Internationalisation of the Curriculum

Graduate Attributes University of Adelaide

1. Deep discipline knowledge
2. Critical thinking and problem solving
3. Teamwork and communication skills
4. Career and leadership readiness
5. Intercultural and ethical competency
6. Self-awareness and emotional intelligence

Internationalisation of the Curriculum

“...a curriculum with an international orientation in content, aimed at preparing all students for performing (professionally/socially) in a global context”

definition adopted by Academic Board 4/6/08 (<https://www.adelaide.edu.au/learning/teaching/curriculum/intcurriculum/>)

Includes strategies such as:

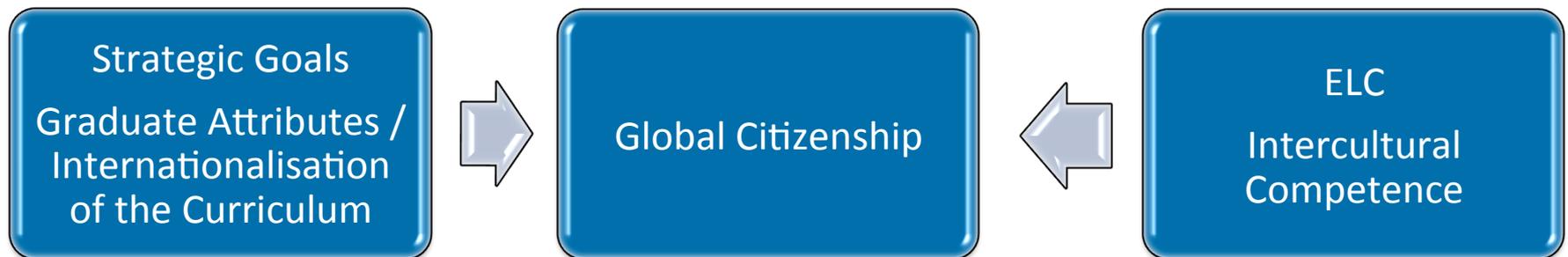
- analysis of international case studies.
- tasks that require students to discuss, analyse, evaluate information
- addressing global / economic / political / environmental / social / ethical / health issues in course content.
- group tasks where members are from different cultures / nationalities, and which draw on their different backgrounds.
- using the experiences of international students as a tool to inform learning of all students in the course / class.

How can we embed this into our curriculum as a language centre?

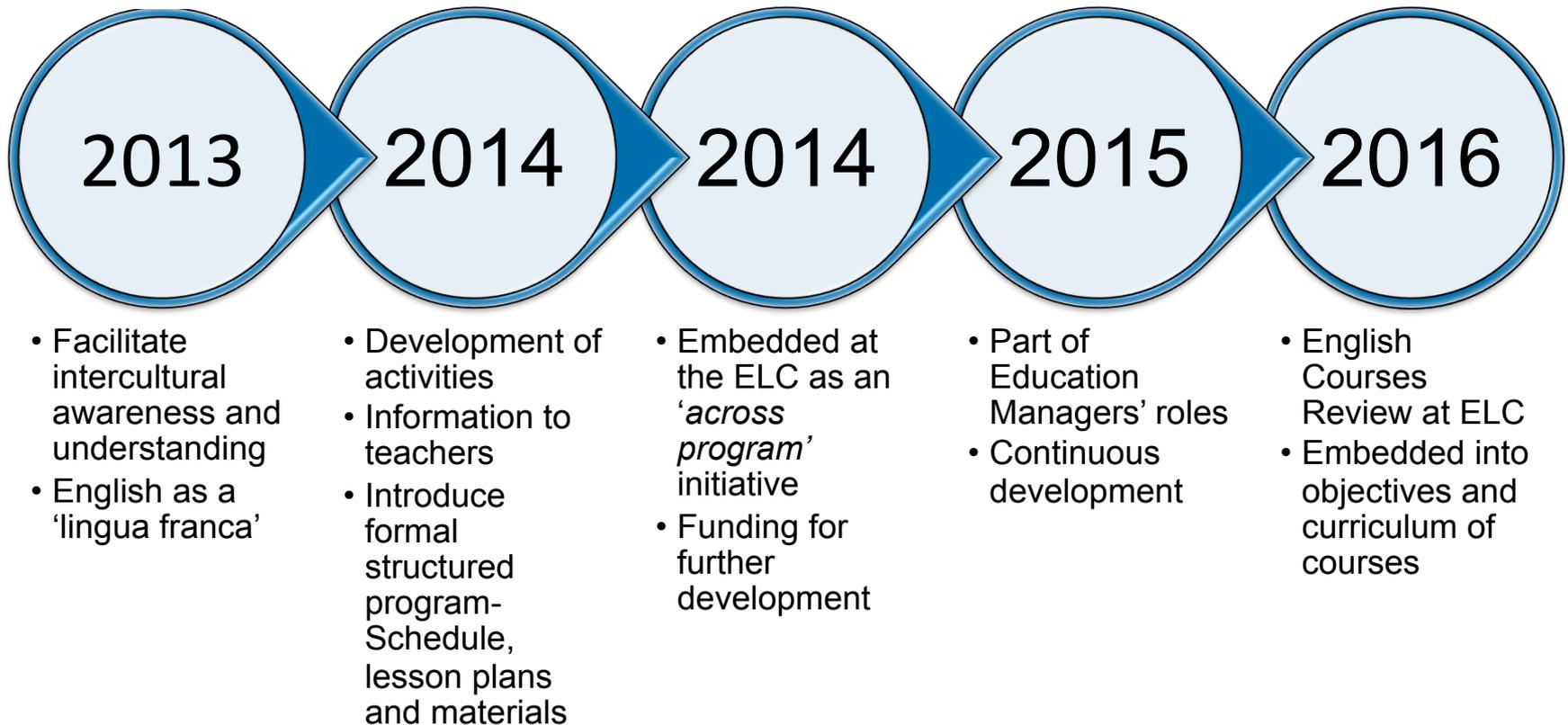
Diverse students – different cultures - homestay

➤ Therefore, they have the skills to be Global Citizens!!!!

*Regular contact with diversity does not necessarily produce intercultural understanding in students, faculty and staff. Rather, **intercultural understanding is the product of intent and design** (Habacon 2014).*



Towards Intercultural Awareness for Global Citizenship



Towards Intercultural Awareness for Global Citizenship

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graph TD; A[Towards Intercultural Awareness for Global Citizenship] --> B[Domain 1: Knowledge and understanding]; A --> C[Domain 2: Skills]; A --> D[Domain 3: Values and attitudes];
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Domain 1: Knowledge and understanding

Social justice and equity

Diversity

Peace and conflict

Domain 2: Skills

Critical thinking

Expressing ideas effectively

Respect for people

Cooperation and conflict resolution

Domain 3: Values and attitudes

Sense of identity and self-esteem

Empathy and sense of common humanity

Value and respect for diversity

Curriculum

Knowledge and understanding (KU)

1. Social justice and equity	2. Diversity	3. Peace and conflict
1.1 Basic rights and responsibilities	2.1 Awareness of similarities & differences between cultures. Understanding issues of diversity	3.1 Our actions have consequences
1.2 Understanding of global debates	2.2 Deeper understanding of different cultures and societies	3.2 Strategies for tackling conflict.

	Activity	Knowledge and understanding (KU)	Skills (S)	Values and Attitudes (VA)												
1.	Everyday Global Citizenship	2.1 & 2.2	1.2,2.1 2.2 3.1,3.2 4.1	1.1,1.2 2.1,2.2 3.1,3.2												
2.	Looking through Windows	2.1, 2.2 3.2	1.1, 1.2 2.1, 2.2 3.1, 4.1,	1.1,1.2 2.1												
3.	Expressing Opinions	1.1,1.2 2.1,2.2 3.1,3.2	1.1, 2.1, 3.1, 4.1,	<table border="1"> <thead> <tr> <th colspan="3">Knowledge and understanding (KU)</th> </tr> <tr> <th>1. Social justice and equity</th> <th>2. Diversity</th> <th>3. Peace and conflict</th> </tr> </thead> <tbody> <tr> <td>1.1 Basic rights and responsibilities</td> <td>2.1 Awareness of similarities & differences between cultures. Understanding issues of diversity</td> <td>3.1 Our actions have consequences</td> </tr> <tr> <td>1.2 Understanding of global debates</td> <td>2.2 Deeper understanding of different cultures and societies</td> <td>3.2 Strategies for tackling conflict.</td> </tr> </tbody> </table>	Knowledge and understanding (KU)			1. Social justice and equity	2. Diversity	3. Peace and conflict	1.1 Basic rights and responsibilities	2.1 Awareness of similarities & differences between cultures. Understanding issues of diversity	3.1 Our actions have consequences	1.2 Understanding of global debates	2.2 Deeper understanding of different cultures and societies	3.2 Strategies for tackling conflict.
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4.	Traditional games	2.1,2.2 3.2	1.1, 2.1, 4.1,													



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Process

Scheduling

Timetable for Fourth Cross Class Activity

4 January – 5 February 2016

Please scroll down and find your name and who you are matched with. Please make contact with your partner class ASAP to arrange the 60min session

For a Monday morning Session

GEAP 4/5 Red Amy Rm: 8.05	PEP 1 Angela Rm: 11.01
GEAP 3A Green Sotiria Rm: 11.06	PEP 18 Jason Rm: 11.02
GEAP 3B Blue Asher Rm: 8.09	PEP 6 Alan Rm: 11.04
GEAP1A/B Red Anna Rm: 8.10	PEP 15 Sue Rm: 11.09
PEP31 Evita Schultz 307a/b	PEP 34 Brennan / Maria Schultz 308a/b
PEP 4 Karima <u>Ligertwood 111</u>	PEP 29 Nayia Hughes 111b

For a Monday afternoon Session

GEAP 3B Green Jo Rm: 8.05	PEP 5 Adrienne Rm: 11.04
GEAP 3A Red Mai Rm: 8.06	PEP 11 Sumati Rm: 11.06
GEAP 3B Red Rani Rm: 8.09	PEP 25 Angela Rm: 11.07
GEAP 2 Red Joanna Rm: 8.10	PEP 27 Lucy Rm: 11.09

For a Tuesday morning Session

PEP 2 Helen Rm: 9.03	PEP 30 Eva Rm: 11.01
PEP 10 Lyn Rm: 11.02	PEP 3 Mireille Rm: 11.09
PEP 7 Alison Rm: 11.08	PEP 32 Luisa Rm: 11.10
PEP 20 Marie <u>Ligertwood 111</u>	PEP 26 Jeanne-Marie <u>Ligertwood 112</u>
PEP 8 Luigina Hughes 111a	PEP 35 Catharine Hughes 111b

For a Tuesday afternoon Session

PEP 14 Natasha Rm: 9.02	PEP 33 Anne-Marie Rm: 9.03
PEP 28 Miki Rm: 11.01	PEP 16 Rawane Rm: 11.02
PEP 12 Helen	PEP 24 Shervin

To Sandra Caon-Parsons

Message  Developing your Global Citizenship Skills Rationale.doc  Being a Global Citizen.docx  Cross Class Schedule 1 Sem2.doc

Dear PEP and GEAP teachers,

Thank you for your cooperation last Semester with the ELC Global Citizenship program. In general, there was an overwhelmingly positive response from students with many of them reporting that they had enjoyed and benefited from the opportunity to work with other students outside of their usual classroom and culture. Using your feedback and the students' evaluations, we have devised 5 activities which we will email to you at the start of every 5 week cycle.

To begin, we will start with a 'getting to know you' (GTKY) activity which also introduces the program, and then as the Semester progresses, we have devised some more in-depth tasks.

Our best advice to you is to complete these tasks early in the 5 week cycle. Then if you want to arrange other cross class activities please do so as most students responded that they would like to participate more than just once every 5 weeks.

Instructions

- Make contact with your scheduled partner teacher and arrange a date and time
- GEAP classes finish a week earlier than PEP classes, so please arrange accordingly
- Conduct the first activity with your class prior to meeting the other class
- Allow for a minimum of 60 minutes with the other class
- Pre-teach vocabulary if needed (lower level classes)
- Some lower level classes practised before the scheduled event and reported that this helped with their confidence when they actually met the other class.

Attached are:

- the rationale for the program.
- the task to be completed sometime in the next 5 weeks ('Being a Global Citizen').
- aims, objectives and ideas on how to conduct the session. Remember to extend the session and encourage as much speaking practice as possible.
- the schedule of which class is with which class.

Background information about the program:

Many Universities around Australia and the world are offering 'Global Citizenship Programs', designed to help students develop the skills necessary to be a global citizen. Here at the ELC we have decided to introduce a cross-class program called "Developing your Global Citizenship Skills". We are asking all teachers and students to be involved.

As more than one billion people now use English as a second or additional language, largely to communicate with other second language users, the goal of this program is to help students:

- develop communication skills across cultures
- acknowledge and be accepting of other varieties of English being the 'norm'
- develop tolerance to ambiguity, conflict and change
- develop awareness of specific cultural nuances when communicating with others
- appreciate multiple perspectives and diversity
- enhance their leadership skills
- enhance their problem solving skills
- increase maturity, self-confidence and independence
- improve and expand their relationships
- develop collegiate networks

We believe the outcomes of such a program will be very beneficial to our students. So, in order to make this easy for teachers to implement, we provide the materials necessary and clearly state the requirements from you. We are asking for just 60mins every 5 weeks in your program.

Sample Task

Semester 2, 2015

Everyday Global Citizenship

Activity 1a: Preparation for Cross Class Activity (20 mins) *Being a Global Citizen*

About the Activity	This activity achieves a practical purpose as students start to think about ideas that will be discussed in more details with another class. It encourages considerations and discussions of different opinions and cultural experiences. This activity also serves as an introduction to the ideas and principles of Global Citizenship.
Aim/s	<ul style="list-style-type: none">• To give students a context for the program• To activate prior knowledge• To review / learn language necessary for subsequent activity• To be inclusive
Suggested Procedure	<p>Students discuss the following questions in small groups. Key vocabulary items should be elicited or reviewed to ensure students have a clear understanding of them.</p> <ol style="list-style-type: none">1. What is a 'citizen'?2. In schools you receive an education (a right), and you must obey school rules (a responsibility). Name other rights and responsibilities that come with citizenship.3. What does 'Being a 'Global Citizen' mean to you? <p>This should be followed up with whole class feedback and completed before students meet the other class.</p>
Possible problems and solutions	<ul style="list-style-type: none">• Depending on the level of your class you may need to do some vocabulary work with them before they do the task.

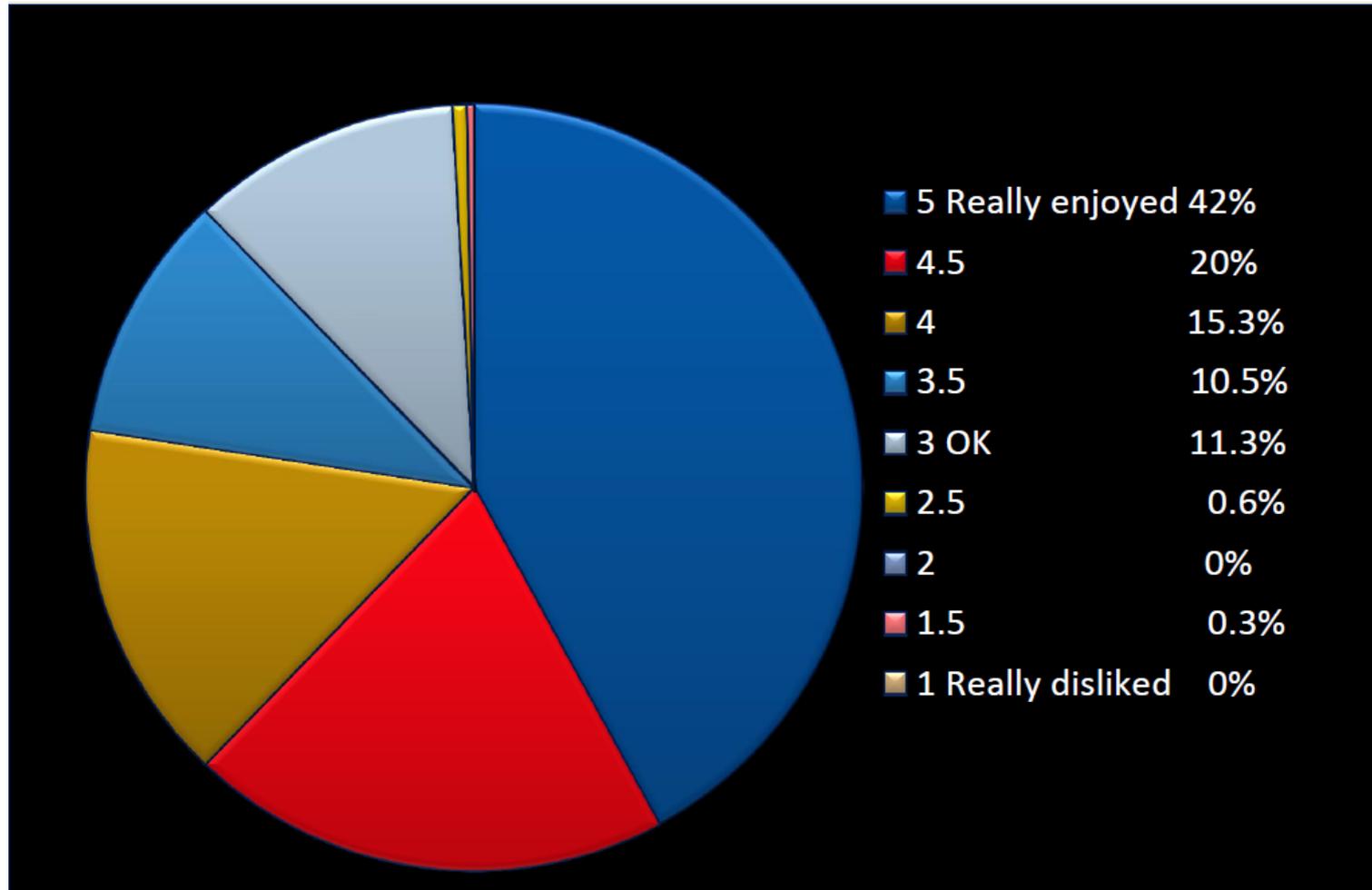
Could you use these activities with your students?



Student Evaluations



How much did you enjoy today's activity?



Why?

Opportunity to practise listening and speaking skills

- *sharing /exchange ideas on different topics*
- *using English in a different situation than the usual class*
- *Talking about interesting topics*
- *Practise pronunciation*
- *Find out our shortcomings*
- *Improve vocab*
- *Practise casual English*
- *Listen to another teacher*
- *Speak more rather than listen to teacher*

Speaking with people of different cultural backgrounds

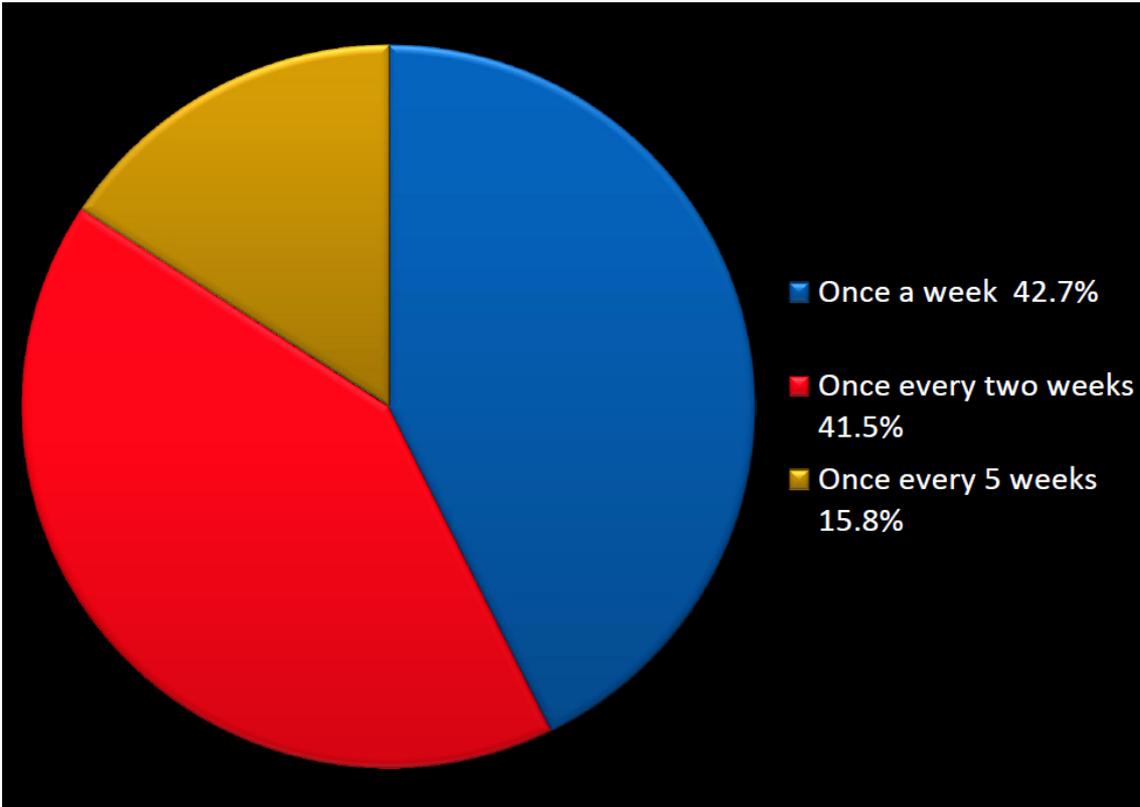
- *Increase interaction between cultures*
- *Broaden our 'horizons'*
- *Open our minds*
- *Understand 'different thinking'*
- *Understanding different cultures*
- *Increase knowledge of another country*
- *Exchange experiences*
- *Understanding different accents*

Other responses

- *Different focus*
- *Relaxation from assignments*
- *improve confidence*
- *increase interest in English*
- *More fun*
- *Practise critical thinking*
- *speaking without pressure*
- *Overcome shyness*
- *Motivated when meeting new people*
- *A change*



How often?





Constraints and Challenges

- Packed curriculum (give schedule)
- Teachers unclear of rationale (send rationale / go to staff meetings / PD)
- Engaging all teaching staff and management
- Lack of vocab / low confidence in expressing ideas (highlight pre-teaching vocab / context setting prior to activity)
- Mono-cultural environment in some classes (review activities and amended to include other cultures through visuals / prompts & looking at differences within cultures)
- Our time (interest and logistics)

Where to now?

- Assessment
 - With integration into the objectives of the programs at the ELC, do we assess the progressive development of intercultural competence? If so, how?
 - “Fit for purpose” assessment
 - Whose responsibility is the assessment?
- Building a bank of materials
- Continuous data collection to ensure quality of the program
- Presenting to wider university community to see if it can be implemented across different faculties

YOUR ATTENTION

**I THANK YOU
FOR**

memegenerator.net



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Insight into Learning, Teaching and Assessment

Adelaide UECA PD Fest
October 15 2016

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