A Toolkit for Developing Cross Cultural Capability

Our institutional culture should, surely, be one which recognises diversity as a necessary and welcome part of education rather than a troublesome intrusion.

David Killick
Leslie Silver International Faculty
Rationale – and Approach

Men hate each other because they fear each other, and they fear each other because they don’t know each other, and they don’t know each other because they are often separated from each other.

Dr Martin Luther King Jnr
..the opportunities offered by a diverse educational context are not self-evident and self-fulfilling in terms of the expected educational outcome of intercultural competence.

Matthias Otten 2003
...Not only the social environment but also classroom interaction and academic work assignments tend to stay monocultural, monodisciplinary, and monolingual if teachers fail to make use of diversity as a resource...
Workshop Outline

- Cross Cultural Capability (CCC)
- Staff Development
- Toolkit
Cross Cultural Capability

The ultimate achievement .... is the individual’s ability to relativise different cultural realities and to behave in an appropriate and optimal way in new intercultural encounters and contexts...

Listo-Alen H.M. 1996
Cross Cultural Capability

- Students of foreign languages
- International students
- Increasingly diverse student body (links to widening participation)
- All students
- Staff
Elements of CCC

- Culture
- Identity
- Engagement
Elements of CCC

- Culture {knowledge/ self-awareness}
- Identity {self-awareness/ reflection/ emotional engagement}
- Engagement {reflection/ reflexion/ behaviour}
Culture

Humans have evolved to a point where culture has replaced instinct in determining our every thought and action. What we think and how we choose to act is a result of what we have been taught in our culture. Survival is based on how well we learn to adapt to the specific culture in which we find ourselves.

Goodman N.R. 1994
Culture & Identity

The basic skill for surviving in a multicultural world…is understanding first one’s own cultural values (and that is why one needs a cultural identity of one’s own), and next the central values of the others with whom one has to cooperate.

Hofstede G. 1980
People from different parts of the country, different households within the same community, or sometimes even individuals within the same family, may have quite different ideas about fundamental cultural beliefs...different expertise in mundane cultural practices.... and different strategies for interpreting events and problem solving.

Duranti A. 1997
The Need to Manage Intercultural Contact

Limited and unreflexive contact with other linguistic and cultural groups often serves to reinforce the stereotypes which are used to simplify and distance the ‘other’ from one’s own experiences and beliefs.
The Need to Manage Intercultural Contact

Such stereotypes... stem from a positivistic view of the world in which the observer is separated off from the observed, generalisations are unproblematically derived from individual cases and a simple model of cause and effect is put in place.

Roberts 1995
Reflection – Pre-requisite to Engagement

The role and importance of self-reflection is crucial to the intercultural encounter as it provides a method for participants to move beyond the superficial exchange of information about the ‘other’. ...

Amita Sen Gupta, 2003
Reflection – Pre-requisite to Engagement

... It requires that individuals use the intercultural encounter specifically to learn something about themselves as well as learning about others.

Amita Sen Gupta, 2003
Variables in the Rules of Engagement

- Behaviours
- Values
- Missattribution
Cultural Impacts on Learning

- Educational hierarchies/roles
- Learning Styles
Cultural Impacts on Learning

- Educational hierarchies/roles
- Learning Styles
- Schema
Schema
Engagement

- Experiential/Emotional encounter
- Conflicted Rules of Engagement
- Culture Shock
Staff Development

- Toolkit
- Workshops
- Diversity theme within PGCHE
- On line CCC resource
<table>
<thead>
<tr>
<th>Section</th>
<th>Staff Development Pages</th>
<th>Related Resource Page for Work with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td><strong>Introduction &amp; Programme Outline</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Two</td>
<td><strong>Culture</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Three</td>
<td><strong>Stereotypes &amp; Prejudice</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Four</td>
<td><strong>Culture &amp; Learning</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Five</td>
<td><strong>Schema</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Six</td>
<td><strong>Identity</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Seven</td>
<td><strong>Behaviour &amp; Values – Misattribution</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Eight</td>
<td><strong>Culture Shock</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Nine</td>
<td><strong>Communication – Language &amp; Non Verbal Comm.</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Ten</td>
<td><strong>Teaching &amp; Learning Ideas for CCC</strong></td>
<td>Here</td>
</tr>
<tr>
<td>Eleven</td>
<td><strong>CCC – Leeds Met &amp; The HE Context</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Twelve</td>
<td><strong>Internationalisation &amp; Inclusivity</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Links</td>
<td><strong>Web links to other resources and information around key topics.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Internationalisation Strategy

1. Internationalising learning, teaching and research
2. Enhancing the international student experience
3. Enhancing the international experience of home students
4. Developing and fostering international partnerships and alliances
5. Developing staff capability for internationalisation
6. Effectively recruiting international students
Internationalisation Strategy

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5.2.1 An agreed percentage of courses in each faculty will be reviewed against ‘Guidelines on Cross-Cultural Capability’ in 2004-05 through the Annual Review process.....with all programmes having been reviewed by 2008.
Toolkit - Key Concepts

- Inclusivity
- Internationalisation
- Widening Participation
- Racial Equality
- Global Ethics and Values
- Gender
- Diversity

- Disability
- Socio-economic background
- Ethnicity
- Sexuality
- Religion
- Age
- Anti-discriminatory practice
Toolkit - Organisation

- Knowledge
  - Curriculum
- Experience
  - At course level
  - Beyond course level

- Key questions
- Examples
- NOT A TICKLIST
Toolkit – Preamble

It is important to recognise that a CCC agenda is not simply about *accommodating* differences in our student body...
Toolkit – Preamble

... it is about the even more complex task of challenging all students and staff to be capable of recognising, of responding positively to, and of living and working comfortably with the diversity they encounter now and in the future.
In developing, implementing and reviewing our activities, therefore, we need to look less at key skills in this respect, and more at key values.
Toolkit – Preamble 3

We are seeking to arrive at an ethos across our institution and its programmes, and to support and evidence that ethos through practices, strategies, policies and actions.
Toolkit – Principle of Engagement

- It is unlikely that any positive development will accrue without encountering and engaging with difference in ways which are intellectually and affectively challenging – to ourselves and to our students.
Key Questions + Examples

Knowledge
- Nine Key questions
- Fifteen Examples

Experience at Course Level
- Six Key Questions
- Twenty Eight Examples

Experience beyond Course Level
- Four Key Questions
- Fifteen Examples
Knowledge – Sample

How does the course enable students to develop wider perspectives and respond positively to difference?
Students can elect to take language modules within their core curriculum.

- How does the course enable students to develop wider perspectives and respond positively to difference?
Knowledge – Sample

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

- The course actively encourages students to participate in international exchange programmes
Knowledge – Sample

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

- The course requires students to consider how at least one key aspect of their subject relates to issues of disability.
Knowledge – Sample

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

- The course incorporates intercultural contact across its student body to promote internationalisation at home (for example, through setting up international tandem learning sets).
Experience at Course Level

How does the assessment of the course respond to different success criteria?
Experience at Course Level

- How does the assessment of the course respond to different success criteria?
- Assessment tasks enable/encourage students to present assessed work in a variety of formats.
Experience at Course Level

- How does the assessment of the course respond to different success criteria?

Learning outcomes/Assessment criteria are varied across the course (for example, “critical reflection” is not assessed in several modules while “ability to summarise information from a variety of sources” is absent)
Experience at Course Level

- How does the assessment of the course respond to different success criteria?
- The focus and content of assessment tasks value and recognise the achievements of other cultures, races and religions.
Experience Beyond Course Level

How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University?
Experience Beyond Course Level

- How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University?

- Students cannot complete the course without having engaged in some significant form of cross-cultural learning experience and acquiring a thorough understanding of the various sources of unfair discrimination.
Experience Beyond Course Level

- How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University?

- The course has made students capable of analysing their own values and ethics, understanding those of others, and debating issues that arise effectively and peacefully.
Experience Beyond Course Level

- How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University?

- The course delivery requires students to interact in positive ways with all students in the cohort, and with others they encounter outside the university.
Toolkit – Activity Key Questions

- How does the course respond positively to and encourage different learning cultures/needs?
- How does the course encourage students to be curious beyond their own cultural boundaries?
Some Examples 1

There is a wide range of learning strategies employed on the course – independent learning, group work, individual work, learning by heart, etc.

An early component of the course includes working with students to identify their individual learning styles and needs; results are fed back into module/ course review and development.
Some Examples 2

- Specific required learning strategies are explicitly developed, with help and guidance overtly built in.
- Key concepts/ knowledge/ skills are supported by learning materials in a variety of formats – audio/ written/ large text/ etc.
Some Examples 3

- Case studies and illustrative examples encompass a range of experiences likely to be of direct relevance to the widest diversity of students.

- Students are required to engage with other students beyond their peers through activities such as tandem learning groups, international student mentoring, inter-disciplinary learning sets, etc.
Students are encouraged to engage in off-campus learning (for example on international student exchange, on community projects, in work-based learning activities).
 Toolkit Implementation
Support Required 1

- Effective staff development opportunities
- The continued development of the estate – both on campus and off campus
- Effective student recruitment – across all groups
- International study opportunities and staff exchange/ collaborations
Toolkit Implementation
Support Required 2

- Appropriate regulatory frameworks
- The recruitment and retention of staff (including contractual flexibility)
- The appointment and training of external examiners
- The availability of specialist student support staff
- Appropriate learning support services, including available technical and/or human support for learning

leeds metropolitan university
In Summary

The transformation which we wish to initiate is that, through reflection, analysis and action, experience of any kind of otherness can be seen as intercultural experience.

In Summary

It should be part of the purposes of education ... to promote a sense of interculturality, an intercultural competence, which is fundamental to education perhaps always has been so, but is all the more significant in the contemporary world.
A Toolkit for Developing Cross Cultural Capability

Our institutional culture should, surely, be one which recognises diversity as a necessary and welcome part of education rather than a troublesome intrusion.

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