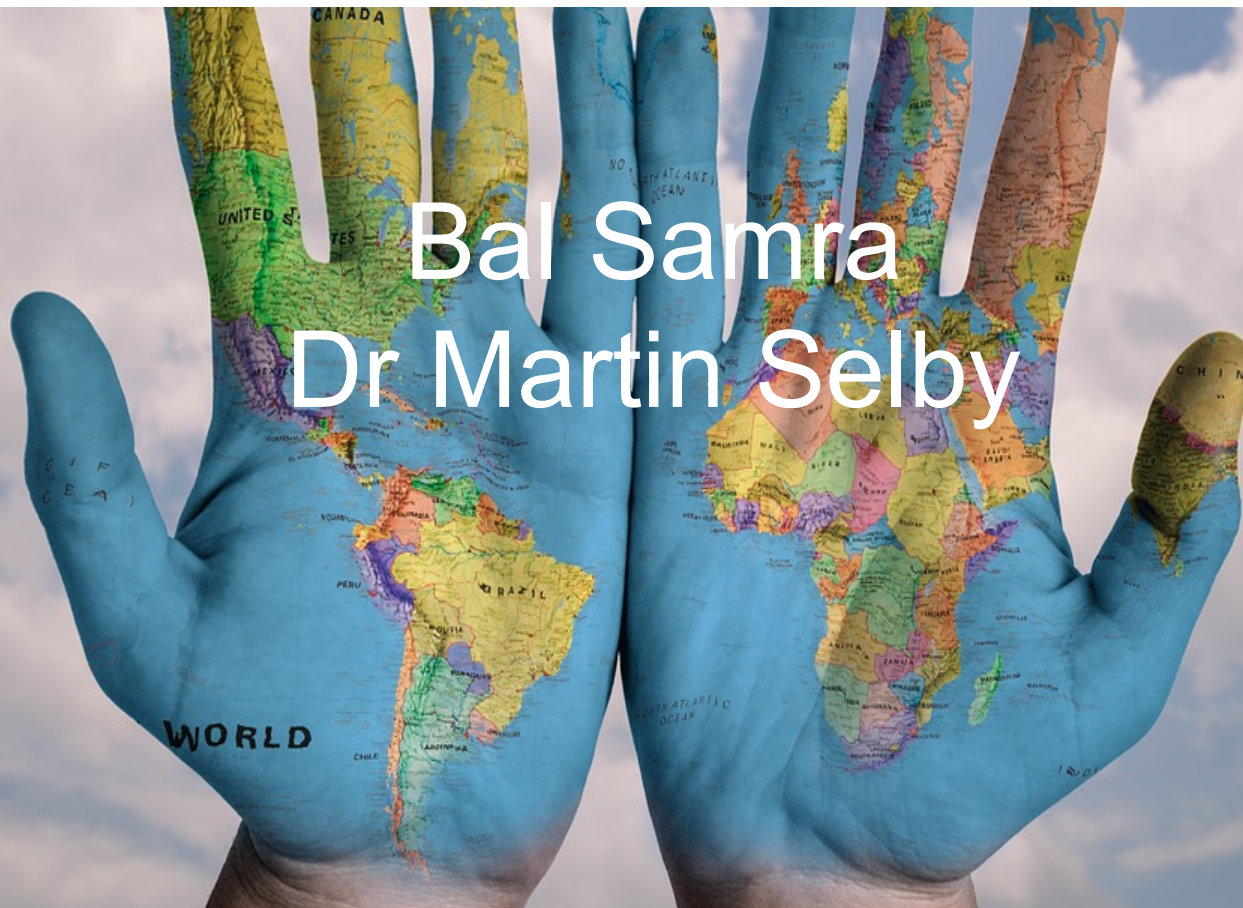


Welcome, JOVITAL!

*Designing Pedagogies for COIL, and Facilitating
Student Interaction Across Cultures.*



Bal Samra
Dr Martin Selby

Discussion

- What are Intercultural Competencies?
- Why do they matter?



The ability to see the world through a wider lens and who have both global knowledge and cultural agility.

*“a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate **interaction in a variety of cultural contexts.**”*

(Bennett, 2015)

*“an ability to **work collaboratively with teams** of people **from a range of backgrounds and countries**”*

(AGR & CIHE, 2008)



RESPECTFUL

MULTILINGUAL

FLEXIBLE

BUILDS TRUST

**ACCEPTS CULTURAL
DIFFERENCES**

**UNDERSTANDS
CULTURAL DIFFERENCES**

ADJUSTS COMMUNICATION

**AWARE OF
OWN CULTURE**

**TOLERATES
AMBIGUITY**

WORKS IN DIVERSE TEAMS

CONTINUOUS LEARNER

OPEN TO NEW IDEAS

**ADAPTS TO
DIFFERENT CULTURES**

LISTENS AND OBSERVES

Intercultural Competencies

Table 1: Four Domains that comprise potentially “Active Ingredients” of 3C (Cross Cultural Competencies).

Note. 3C = cross-cultural competence; CQ = Cultural Intelligence Scale; MPQ = Multicultural Personality Inventory; ICAPS = Intercultural Adjustment Potential Scale.

Matsumoto and Hwang (2013:868)

Domain	CQ	MPQ	ICAPS
1	Motivation	Openmindedness - social initiative.	Openness
2	Behaviour	Openmindedness – flexibility.	Openness - flexibility
3	Metacognition	Cultural Empathy	Critical Thinking
4		Emotional Stability	Emotional Regulation

...or 'Workforce Skills'?

21st Century Workforce Skills (IIE, 2017:7):

Communication Skills

Confidence

Course or major-related Knowledge

Flexibility/Adaptability

Intercultural Skills

Interpersonal Skills

Language skills

Leadership

Problem-solving skills

Self-awareness

Teamwork

Technical/computer software skills

Tolerance for ambiguity

Work Ethic

However!

- Lack of Agreement on exactly what comprises intercultural competencies (Deardoff 2009; Deardoff et al., 2012).
- Implicit dimensions of cultural adaptability and cross-cultural communication more salient? (e.g., Kelly and Meyers 1987; Ang *et al* 2007; Matsumoto *et al.*, 2001; Arasaratnam & Doerfel, 2005).
- Cognitive, affective, behavioural?
- Organisations such as IIE focus on *employability skills*.

Pedagogies

Analysis of learning objectives of modules / courses, followed by Co-designed, Blended, Impactful, Experiential Learning:

- Flipped Classroom.
- Case Studies, Exercises, Projects.
- Laboratories.
- Testimonials.
- Management and Marketing Simulations - management games, assessment centres, Simbrand, etc.
- Consultancy Briefs, Marketing Pitches.
- Field Projects / Action Research.
- Webinars.
- Communities of Practice, Action Learning Sets.

So...

- Which intercultural competencies are the most important?
- What types of international experiences develop particular intercultural competencies?
- What types of COIL Project develop particular intercultural competencies?

International HRM - Digital Competencies

- Demonstrate critical self-reflection in relation to personal skills, competencies and employability within an international employment context.
- Type of student interaction – online group work.
- Communication Type – both asynchronous and synchronous.
- Nature of activity – reflect on models of national culture. Initial online collaboration followed by joint group session using **Telepresence Robots**.
- Number of Students – 28 CU and 26 studying in Germany.



Marketing for Sustainable Change

- To examine the attitude and consumer behaviour towards sustainability challenges facing UK and Singapore consumers through use of social marketing.
- Asynchronous / Synchronous
- Online Tools – Open Moodle, Email, Skype.
- Formative – provide feedback on how theory can be applied to practice.
- Outcome – poster presentation with both sets of students peer assessing.
- 238 students at CU and 45 at PSB (Singapore).
- Collaborative interaction - document building, critical reflection.

Sports Management Game – North American v European model

- Adapting to different working cultures
- Working under time pressure and making decisions under various conditions of uncertainty.
- Communication Type – Asynchronous and Synchronous
- Online Tools – Open Moodle, email, Skype, Whatsapp.
- Nature Of Activity – interactive management game engaging with students from two partner institutions focusing on sport management issues.
- Number of Students – 65 CU and 20 North American.
- Outcome – individual reflection in the form of a learning diary plus part of their final assessment for the module.

Conclusion and Discussion:

- Possible to identify slightly different mix of intercultural and employability skills for each project.
- Implicit dimensions, e.g., empathy, are more speculative and difficult to measure.
- Are we aiming to assess intercultural skills *per se*, or the outcome of collaboration?
- If we don't assess ICC, do we need research instruments?

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- [Cross-Cultural Teaching and Learning for Home and International Students: Internationalisation of Pedagogy and Curriculum in Higher Education](#)
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