

Defining Faculty Intercultural Competence in Teaching

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Topics

- Internationalization of Teaching
 - Concepts of Intercultural Competence
 - Faculty Development Initiatives
 - Challenges
- 





Internationalization @ Home

► Definition here

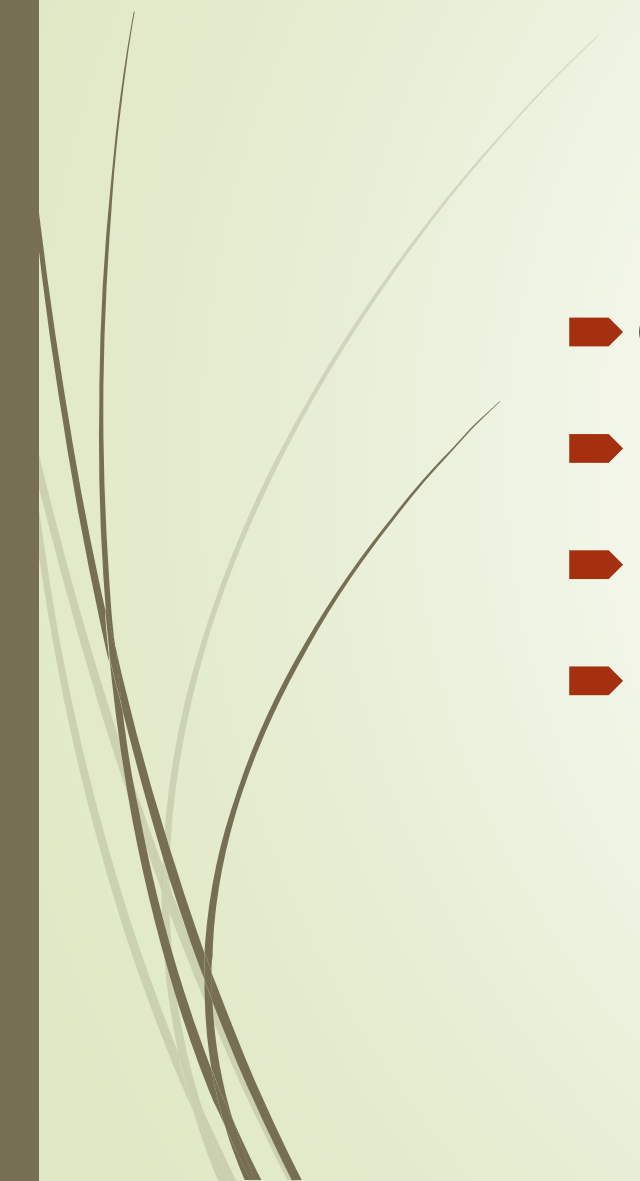
Internationalization
of Curriculum

Internationalization
of Teaching

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- “ Incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and supports services of a program of study” (Leask 2009)

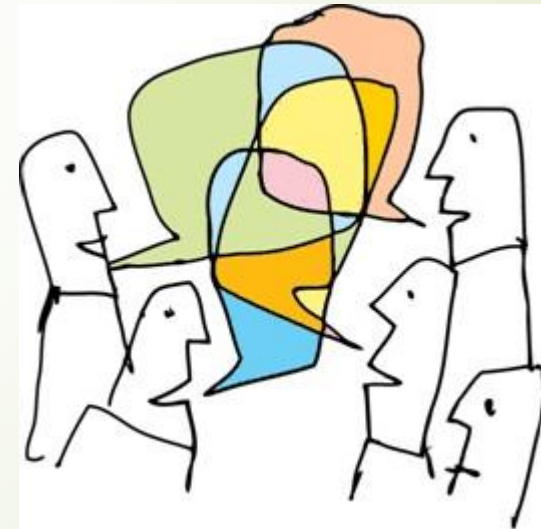


Related Concepts about Outcomes

- Global Mindset
 - Intercultural Communicative competence
 - Intercultural Competence
 - Intercultural Sensitivities
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About Learning Environment

- It's all about the learning environment. An environment where students can
 - engage in dialogue to understand cultural differences;
 - integrate cultural differences, have adequate intercultural competence as global citizens.



Defining Intercultural Competence



Deardorff's Process Model

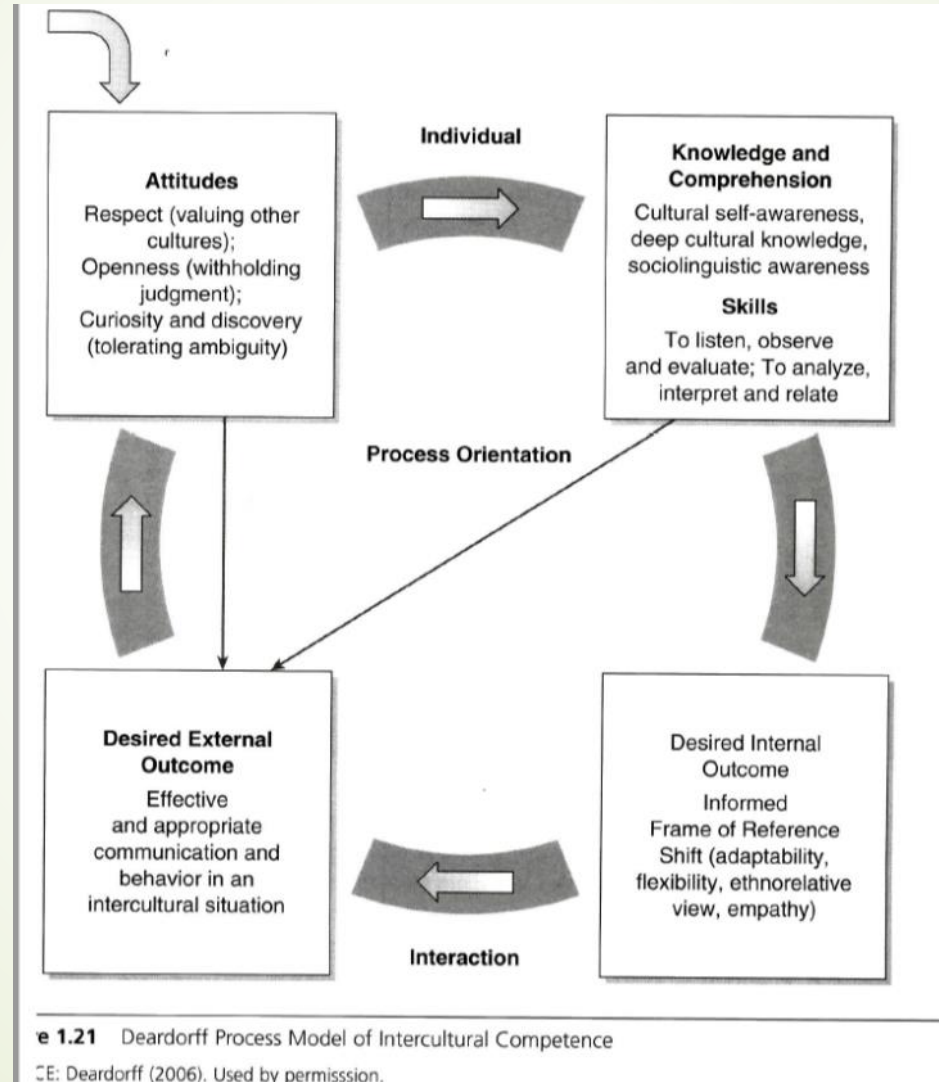



Figure 1.21 Deardorff Process Model of Intercultural Competence

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What does this mean for faculty?

- ▶ Requires faculty members who can themselves demonstrate global and intercultural competence.
 - ▶ Faculty's own intercultural competence is influenced by their own learning journey, life/work experience and disciplinary culture.
 - ▶ The progress on internationalization will depend heavily on how interculturally competent faculty are and how well they can apply their interculturality in their teaching.
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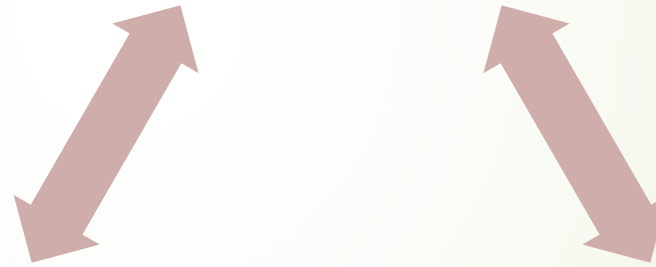


What does it look like?

- “To incorporate multiculturalism in our teaching is to be able to step in and out of an intellectual tradition, Western or not..... Since cultural diversity is literally infinite, I suggest that multiculturalism in learning is best approached as a way to achieve critical thinking”
(Lee, 2005, p.209)
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A framework

Curriculum
Content



Pedagogy and
Assessment



Scholarship
Professional
Practice




Group Exercise

- IC for Internationalizing teaching (fill out the worksheet)
- Discuss with your small group and select the two most important actions regarding internationalizing teaching from each category (write on the flipchart)
- Vote to rank the most important actions




Common Concerns or Misconceptions

- To be sensitive to cultures means to make our courses easier and to lower the academic standards.
 - Global and intercultural dimensions only apply to certain “soft” disciplines.
 - To incorporate cultural diversity into my teaching means adapting to the expectation of students who are from another culture.
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Georgian College's Cultural Diversity Workshops

- Developed an Internationalization Strategy in 2016
- Cultural Diversity workshops for Service areas and Teaching and Learning
- Two year project for all staff
- 10 train the trainer facilitators from various departments
- Found after 6 sessions that the needs of service areas and faculty required modified session outcomes.

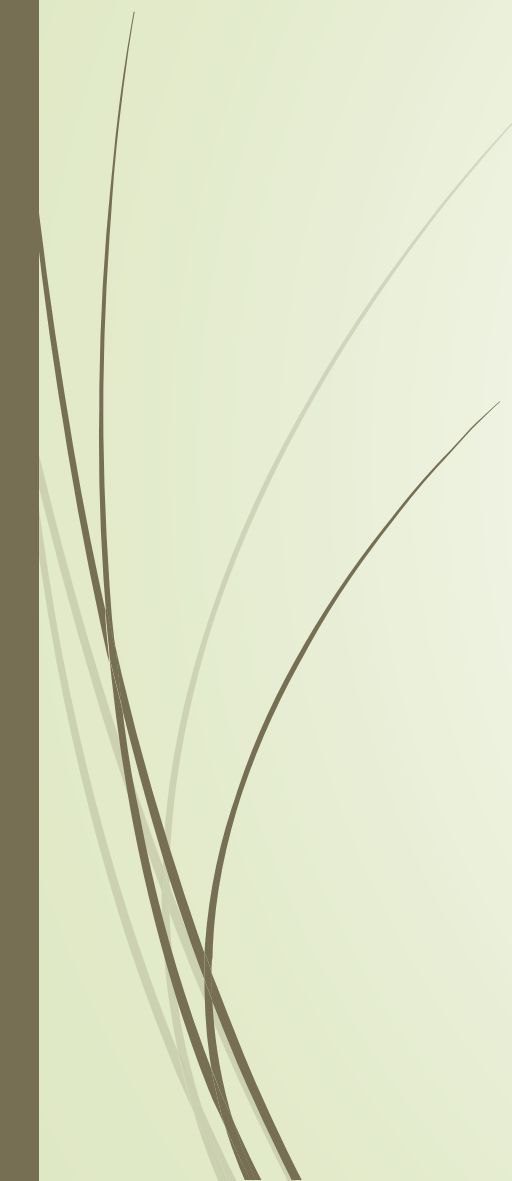


Royal Roads University's Intercultural Teaching and Learning Workshop

- About RRU's faculty and internationalization effort
- Half-day or One-Day Face-to-Face Workshop
- Program-specific and inter-program
 - International Year 1 faculty
 - School of Tourism
 - BBA and Tourism, and others
- Stronger buy-ins and team cohesion



Next Phase: RRU's Online Faculty Workshop

- Why online?
 - 6 weeks
 - Reflective Practice
 - Ongoing Support
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Challenges



- Pro and cons of workshops
- Faculty's position and role
- Motivation
- Time
- Reward
- Measurement



Questions or Comments?

