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
“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
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
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.
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)
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.
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
Challenges

- Pro and cons of workshops
- Faculty’s position and role
- Motivation
- Time
- Reward
- Measurement
Questions or Comments?