The Multicultural and Multilingual Classroom

Some food for thought

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Overview

- Trends in internationalisation

- Break out I and II: Aspirations and challenges of the multilingual multicultural classroom

- Defining and developing Intercultural Competence

- Implications for teaching and learning

- The EQUiiP project

Trends internationalisation of higher education

Demand

- Over 4.6 million higher education students study abroad (UNESCO, 2017)

- Over eight million students will study abroad by 2025, but the shape of this mobility continues to evolve (OECD, 2014)

Employability

- 1/3 of former international student mobility participants considered international experience to have a very important influence on their professional development and position (Bryła, P. 2015)

- International education is particularly valued when employers need graduates with good foreign language and decision-making skills (Van Mol, 2017)

Trends internationalisation of higher education

Employability (continued)

- Erasmus students are much less likely to be long-term unemployed having experienced a period abroad for study or internship compared to those who were not mobile during their training. (Brandenburg et.al. Erasmus Impact Study, 2014)

- The employment advantage of studying abroad is recognized by participating students, employers, and mobility managers of higher education institutions. (Di Pietro, 2014)

Benefitting all students

- Mobility Top 1 priority for university leaders – 29% (Egron-Polak & Hudson, 4th Global University Survey, 2014)
- Propensity of international mobility is related to socio-economic factors and gender (Brandenburg et.al. 2014).
- Participation in mobility remains low, UK target 13.2% for 2020 (British Council, 2017)

- Internationalisation at home (Beelen & Jones, 2015)
- Internationalisation of the curriculum with the academic discipline at its heart (Leask 2015) and a Top 3 priority for university leaders -14% (Egron-Polak & Hudson, 4th Global University Survey, 2014)

Break out I (3 min)

Aspirations

Student benefits of internationalisation

Reported student outcomes of international activities

Enhanced intercultural competence

Open mindedness, curiosity and tolerance

Increased adaptability

Enhanced self confidence

Understanding of the own culture

European citizenship

Global citizenship

Asian competences

Employability on a globalised labour market

Labour market mobility

Language skills

Academic enhancement

Break out II (3 min)

Issues

Challenges of the multicultural, multilingual classroom

Reported challenges of the international classroom

- Language
- Plagiarism
- Free-riding
- Lack of relevance and contextualisation
- Time consuming
- Increased stereotyping and ethnocentrism
- Negative impact on quality
- Development of intercultural competence not part of the skill set of the teacher
- Lack of awareness of intercultural incidents
- Disciplinary culture
- Professional accreditation at risk

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Strategy for Learning and Teaching

Proficient in their discipline as well as entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organizational, cultural and global contexts.

Common Good Curriculum

Active and Global citizenship, an Entrepreneurial mind-set, Responsible leadership and Confidence.

Focus: Intercultural Competence
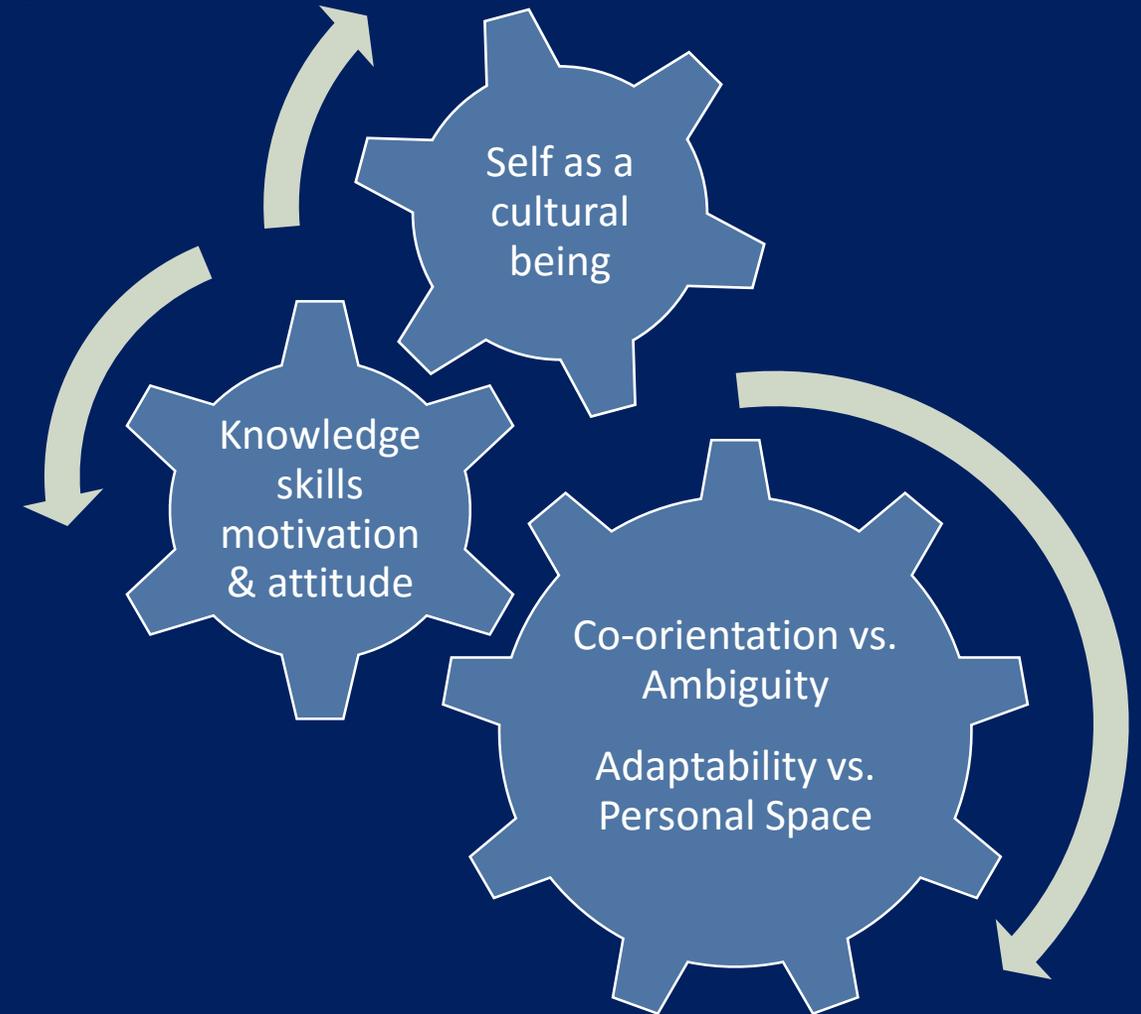
Working definition

`Behaving appropriately and effectively across cultures to achieve ones goals to some degree' *(Deardorff, 2009)*

Developmental

Associated with

- Curiosity and openness to new experiences
- Tolerance for ambiguity

Key elements:

Self as a cultural being

Knowledge skills motivation & attitude

Co-orientation vs. Ambiguity

Adaptability vs. Personal Space

Insights from the literature

- Exposure to diversity does not automatically lead to ICC (VandenBerg et.al., 2012)

- An internalised classroom with frequent contact between culturally diverse students and with high levels of satisfaction does not contribute to advanced levels of intercultural competence (Gregersen Hermans, 2016)

- Most research depends on self reports of students (Brandeburg et.al., 2015).

- Where valid and reliable psychometric instruments are used the evidence is inconclusive (Hammer, 2011).

Students may have had a transformative international experience.

Did this experience lead to transformative intercultural learning?

How to spur transformative intercultural learning?

- Associated with personality characteristics (Bird et. al.,2010; Brandenburg et. al., 2014)

- Associated with existing levels of ICC and biography (Gregersen-Hermans, 2016)

- Contact conditions (Pettigrew, Tropp, Wagner & Christ, 2011)

- Intentional reflective pedagogical setting (Vanden Berg, Paige & Hemming Lou, 2012)

- Embedding intercultural competence development into the formal curriculum (Leask, 2015)

- Intended International Learning Outcomes (Aerden, 2014)

- Inclusive internationalised university environment, with the appropriate determinants for intercultural learning in place (Gregersen-Hermans, 2016)

Determinants in the learning environment (Gregersen-Hermans, 2017)

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Opportunities for engagement	• Wide spread of cultural diversity • In the student population • In the domestic environment
Conditions for the contact	• Cooperation • Equal status • Common goals • Authority support
Social aspects	• Time / long term • Friendships
Pedagogy	• Intentional • Reflective • Practice new and unfamiliar behaviour • Practice reconciliation and mediation
Inclusive environment	• High levels of intercultural competence the norm at all levels • Visible and recognised interculturally competent role models

Some insights for assessment

- Developmental challenges (Gregersen-Hermans & Pusch, 2012; Hammer, 2015)

- Developmental assessment through portfolio approach (Deardorff, 2017; Lou & Weber-Bosly, 2012)

- Inclusive of behavioural elements (Gregersen-Hermans, 2017)

- Assessment instruments aligned to purpose and learning outcomes (Gregersen-Hermans, under review)

Area	How to connect to the academic discipline? (Gregersen-Hermans, 2017)
Leadership & governance **How to reach all students?**	• Lead by example • Commit time and resources • Create opportunities for sharing and joint learning within the institution • Follow up on activities and celebrate success
Curriculum review **What type of graduates does our future society need?**	• Reflect on the tacit assumptions on the nature of the discipline and how this 'should' be taught and assessed • Use students as a resource • Use diversity in the domestic environment as a resource • Use employers and alumni as a resource • Include intercultural and global perspectives in the content of the curriculum • Reflect on international benchmarks and effective practise elsewhere • Include intercultural competence development in annual student surveys
HR **How can staff be supported?**	• Continuing professional development for teaching in an international classroom • Opportunities to develop the own level of intercultural competence • International teaching mobility • Include intercultural competence in job profiles • Include intercultural competence development in annual staff appraisals

Professional development
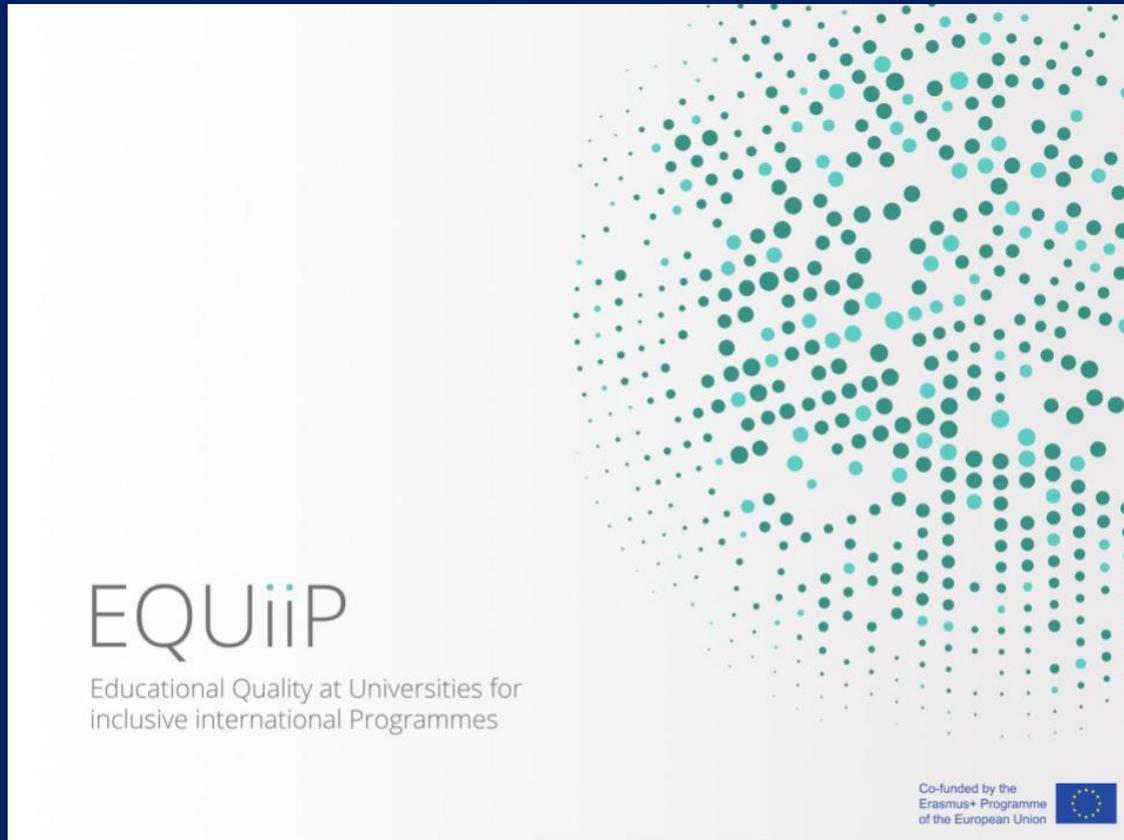
What type of future graduates?

- Competence profile Educational Developers
- Teaching & learning in the international classroom
- Intended international learning outcomes
- Assessment, feedback & reflective processes
- Facilitating group dynamics to enhance ICC
- Role of language and language diversity

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