Strategic Enhancement Programme: Internationalising the curriculum toolkit

University of Brighton

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1. Introduction to the resource

This is a set of 'hands-on' reflective resources, designed to support university teaching staff to develop and facilitate intercultural engagement in learning, teaching and assessment. It seeks to provide a set of practical starting points with evaluation and reflection tools for staff and course teams and reflective discussion exercises for staff for use in course teams or with students. It is not designed to be comprehensive, but as a supportive 'way in' to facilitating cultural engagement. We have provided links to materials and resources which we feel expand on these ones. We have based this resource on the following principles:

1. Intercultural engagement is an ongoing process that is never 'finished' – there is always more to learn.
2. Intercultural experience is valuable, but does not automatically ensure effective intercultural engagement.
3. There are generic principles of intercultural engagement which can be supported across different disciplines and approaches.
4. A focus on (reflective) practice can lead to a shift in intercultural understanding and engagement.
5. People will bring varied levels of prior knowledge and experience to their use of this resource.

Structure of the resource

The resource is based around the six themes which emerged as the chief concerns of students and staff at the University of Brighton in a series of interviews and focus groups. These themes are:

1. Intercultural dialogue.
2. Global citizenship.
3. Positioning the academic.
4. Design of curriculum and assessment.
5. International collaboration and exchange.
6. Communications.

Each of the six themes is structured in the following way:

> An introduction to the theme explaining its meaning and focus in the context of the resource;
> A brief discussion of why this is important in a learning and teaching context;
> Two or three tools to support reflection on and analysis of a particular theme in the context of academic and professional practice;
> A pentagon-shaped evaluation diagram, allowing staff to map their engagement with each theme on five points, and to revisit this self-evaluation as they develop their practice.

Opening discussion: A set of values

The International Association of Universities is an organisation with institutional members from all over the world. It has created guidelines for those higher education institutions wishing to establish a code of ethics. Below are the 'core universal values' which form part of those guidelines:

1. Academic integrity and ethical conduct of research.
2. Equity, justice and non-discrimination.
3. Accountability, transparency and independence.
4. Critical analysis and respect for reasoned opinions.
5. Responsibility for the stewardship of assets, resources and the environment.
6. Free and open dissemination of knowledge and information.
7. Solidarity with and fair treatment of international partners.

From Section 2 at http://www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf
Accessed 3 July 2015.

These principles can be used as a touchstone to reflect on throughout your engagement with these resources.

Reflective questions

1. What does each of these values mean specifically for learning and teaching for culturally diverse groups?
2. What are their implications for your professional practice as a teacher in higher education including:
    a. curriculum content;
    b. creating an inclusive classroom environment;
    c. the skills, knowledge and understanding you would like your students to develop.

This tool allows you to position yourself in terms of where you see yourself currently in comparison to where you would like to be. You can save it to refer back to, and complete it at intervals to assess your progress.

In addition, there is an evaluation tool in the form of a pentagon included in each section. This allows you to measure progress on the individual themes of the toolkit, as listed above.

To use the pentagon evaluation tools below, download the pdf, open in Acrobat, then click on the 'Comment' menu. Use the 'Drawing Markups' (pencil tool) to mark your current position or progress on the diagram. Saving the document will preserve your marks but they can still be selected and dragged to different positions and saved again.

I create space and opportunity for students to appreciate each other's individual perspectives.

I seek out different students' perspectives and actively using these differences to explore the course content and/or nature of the subject discipline.

I facilitate discussion about the nature of cultural differences.

I allow time to facilitate the process of relationships and communication skills.

I adapt my teaching in response to student feedback, and my own learning about student perspectives.

Always

Usually

Sometimes

Rarely

Never

Section 1: Intercultural dialogue

"If you don't understand, ask questions. If you're uncomfortable about asking questions, say you are uncomfortable about asking questions and then ask anyway. It's easy to tell when a question is coming from a good place. Then listen."

— *Chimamanda Ngozi Adichie, Americanah (London: Fourth Estate, 2013), p.327*

Definition and meaning in context

By 'intercultural dialogue' we mean the ways in which we facilitate, and work towards, understanding and valuing different cultural perspectives. In an academic context, this means taking the time and opportunity to understand and support other people's previous experiences of education, especially when this has been different from the present situation. While this has an obvious relevance to people coming from other countries, it is also a useful way to think about anyone working or studying in higher education for the first time.

Why is it important for learning and teaching?

Our individual cultural positions are founded on numerous taken-for-granted assumptions about the world and our relationship to it. When we come into contact with those who have very different unquestioned assumptions, it is an opportunity to learn more about others and ourselves:

"Universality means taking a risk in order to go beyond the easy certainties provided us by our backgrounds, language, nationality, which so often shields us from the reality of others."

Edward W. Said. Representations of the Intellectual. (London: Vintage, 1994) p.xii

Encountering difference is not just about being open to others, but to new understanding of ourselves. And however difficult such 'moving beyond the easy certainties' might be, it is extremely valuable. Working with diverse perspectives enriches and deepens understanding:

"Encountering difference in a learning context helps students see how a new piece of information might be applied effectively, and it helps learners better understand what a new idea or concept might mean.

(Carroll 2015, 61)

This is challenging however, without encouragement, students tend to remain in 'cultural silos' (ibid. 59)

When people find themselves in a place with different behavioural norms, and working in a second, third or other language, they can find that their actions – or their whole personality and identity – are open to being misinterpreted:

"I've never been prim before, but that's how I am seen by my new peers. I don't try to tell jokes too often, I don't know the slang, I have no cool repartee […] I become a very serious young person, missing the registers of wit and irony in my speech, though my mind sees ironies everywhere."

Eva Hoffman, Lost in Translation, p.118.

We may therefore think of cultural encounters as spaces where identity is renegotiated, as people make sense of the 'surprises' they experience (Fougère, 188, 2000).

Here are some examples:

> Someone arrives late persistently and without apology. She is surprised and upset when told this is seen as disruptive and inconsiderate behaviour.
> Someone seems unable to participate in a group discussion, despite being given repeated encouragement.
> Someone submits a piece of writing which includes large unacknowledged chunks of text from a book on the reading list.

Encounters like these ones, between different academic cultures, offer opportunities for learning if they are approached in constructive ways. Jude Carroll talks about cultures as different systems of 'rules', which need to be understood in order to operate effectively within them (Carroll 2005, p.29-30). Whatever our cultural backgrounds, we find ourselves engaged in similar processes, whether starting a new job or visiting a new friend: "the underlying universal cultural processes which are shared by everyone and enable us all to read and engage with culture wherever we find it". (Holliday 2013, p.4)

Although the word 'dialogue' suggests two points of view, there are of course multiple ways of seeing, understanding, and responding to the same incident or situation. No two people will see the world in entirely the same way. Everyone has a different 'lifeworld':

"···my lifeworld is the world in all its aspects as it appears to me here and now' 'It is the only reality I know, and it is a reality which only I know. This does not mean that we have no means to connect, no ways to explore each other; lifeworlds are permeable, or there could be no learning".

(Killick 2015, p.73)

Because of this, you can never hope to predict every aspect of how people – from familiar culture(s) as well as unfamiliar ones – will behave. What you can do is develop your own approaches to dealing with such situations.

There are a number of models of cultural difference, some of which have had a powerful influence on how we work across cultures and research this area. Any model is just that – a representation which can't possibly take into account the complexity of cultural difference. We have drawn on ideas from the models referenced in the bibliography when devising the tools below.

Intercultural dialogue tools

Because difference is always about much more than national culture (gender, social background, religion, family background and personality all have a role), the following exercises are designed to be used with students to explore differences in approach to aspects of learning and teaching that we often take for granted. They do not require a cohort that is 'international'.

Tool 1: What position am I speaking from?

Jude Carroll writes about how to set up an inclusive environment, including "making time for students to share and discuss experiences", "organising opportunities for them to get to know each other". Yet students are often inclined to work with people they know. Because of this, it can be helpful to include 'ice-breaker' type exercises, of which this is one example.

Purposes:

> To encourage an interest in the lives and approaches of people from different backgrounds.
> To increase all participants' self-awareness of their own cultures and assumptions.
> To increase social engagement within the classroom and help break down cliques.

Invite students or colleagues to bring in a particular image of something that is important to them (not a family member); or provide a large selection of 20-30 for them to choose from. For this, you can either ask students to bring an image (photo, postcard, image on a mobile device) or object with them to class, or provide images.

Students should choose one or two images that signify something to them about their culture or background, and that they feel comfortable to talk about with the group. For example, this could be because they:

> Remind them of their childhood.
> Depict a familiar place.
> Relate to a value or belief that is important to them.
> Are related to something they enjoy doing.

Spend a moment thinking about why they chose the image.

In pairs, let them explain why they have chosen their images, and what they mean to them. Then they can share their reactions to each other's images, and note the differences in their responses. Consider:

> What does their partner's image signify to you?
> Does the meaning that they describe have any resonance with their partner's own experience, or is it totally different?

Students can then circulate more widely in the class, to hear about each other's images. You may wish to find a way of encouraging them to move on after up to 5-10 minutes with one person.

Follow-up discussion:

> It's useful to begin by asking generally how they found it.
> Further discussion questions:
  – What did you notice in general about people's commentaries on their images?
  – Was there any particular conversation that struck you as interesting?

Tool 2: Assumptions in learning and teaching

Purpose: To encourage dialogue about staff and students' assumptions about, and prior experiences of, learning and teaching.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Good marks aren't everything – you also need to have a good experience.	1	2	3	4	5
I need to know everything about the assessment right at the beginning of the course.	1	2	3	4	5
When I work in groups, I'm mainly focused on the task – group relationships come second.	1	2	3	4	5
Loud and confident people tend to lead in groups – you can't lead if you're a quiet personality.	1	2	3	4	5
People who are quieter in class will probably achieve higher marks.	1	2	3	4	5
I find it strange when tutors don't share any information about themselves.	1	2	3	4	5
When doing a group-assessed task, I focus my efforts where I think they will raise the marks of the whole group, not just mine.	1	2	3	4	5
It's important to show your emotions in the classroom.	1	2	3	4	5
How well students learn depends on how good the teacher is.	1	2	3	4	5

Suggested use with students 1

Students can mark their reactions to the statements, and it can be used as the basis of a variety of discussion activities: e.g. pairs can discuss it and feedback the most interesting points.

One suggested structure for discussion:

> At the beginning of the year, students can be encouraged to complete the forms individually, to position their agreement or disagreement with each statement on the scale of 1-5.
> They are then asked to explain their choices to a partner, with the aim of finding out the reasons for the different responses.
> Pairs then join with another pair, to pool their responses with the aim of finding common ground.
> Fours feed back to the whole group, identifying any common ground agreed on and the strengths of different perspectives.
> Comment on how the course addresses these different approaches, and any current 'non-negotiables' (e.g. where assessment is concerned).

Suggested use with students 2

> Pick one of the statements and ask students to form a line from the person who most agrees with it to the person who most disagrees. Emphasise that this will involve discussion, and take time. You can then ask for an explanation of their position from those at either end of the line, and one or two in the middle. You can also ask about how they found the process of arriving at these decisions and discuss issues and questions arising.

Follow-up discussion questions or tasks when using this in class:

> Aim to reach conclusions together as a class about how to make these differences work to everyone's advantage.
> Where there are large differences in assumptions, people with varying views can try to articulate the 'rules' by which they are operating.

Suggested uses with staff (e.g. course team):

1. Collect the range of responses via a questionnaire format, and use as the basis of a course team discussion about working effectively and creatively with diversity in the classroom. Collect responses again at a later point in the course to see if there's a difference.
2. Use the questionnaire within the course team to discuss academics' approaches and the need for consistency.

Further resources

Barty, Alison, and Lago, Colin. *Working with international Students: A Cross-Cultural Training Manual*. (Unknown: UKCOSA, 2003). Available through the UK Council for International Student Affairs (UKCISA) website.

The Higher Education Academy (HEA) resources on the International Student Lifecycle cover a range of relevant topics: https://www.heacademy.ac.uk/node/10190 . These include the following resource on intercultural group work:
https://www.heacademy.ac.uk/resources/detail/internationalisation/Mixing_learning_working_together

Evaluation points for pentagon diagram:

I create space and opportunity for students to appreciate each other's individual perspectives.

I seek out different students' perspectives and actively using these differences to explore the course content and/or nature of the subject discipline.

I facilitate discussion about the nature of cultural differences.

Always
Usually
Sometimes
Rarely
Never

I allow time to facilitate the process of relationships and communication skills.

I adapt my teaching in response to student feedback, and my own learning about student perspectives.

Section 2: Global citizenship? Values in intercultural engagement

"Are attitudes caught or taught? I believe it is the former, and that 'catching' implies having experiences which model and value these attitudes along with opportunities to self-assess and reflect. Inculcating attitudes requires teachers to carefully and respectfully challenge students when behaviour transgresses beliefs and values, and to create opportunities to discuss and reflect upon important attributes, both as an abstract concept and in actual use."

(Carroll 2015, p.93.)

Definition and meaning in context

Global citizenship is a widely used but often contested term. Educating for global citizenship is broadly conceived as "preparing graduates to live and work locally in a globalized world". The focus can thus be on cultural competences, educating for sustainability and/or global responsibility, or being able to manage a career in a global (and possibly globally mobile) context (Leask 2015, 58). As a term, it is not tied to any particular set of values, and is sometimes used without a clear sense of any values basis. Yet any education programme which aspires to inculcate desirable attitudes and values needs to start from a firm self-understanding of what desirable attitudes and values are.

Therefore, the approach taken in this toolkit is that the term or idea of global citizenship is most helpfully considered as a starting point for thinking through the values underlying intercultural engagement in learning and teaching.

Why is it important for learning and teaching?

Given that any processes of learning and teaching are value-laden, we need to be conscious, explicit and self-reflexive about the values driving any review of practice. This includes striving to recognise our own unconscious biases about particular areas of the world. Supporting students in similar processes of reflection can encourage self-awareness of such attitudes and enable them to develop a critical perspective on their own engagement with higher education.

Tool 1: Values and meanings

Below is a selection of quotations – comments by academic staff and excerpts from the literature – to promote discussion about global citizenship and values. Each of the three groups of quotations is followed by reflective questions. The quotations and questions are designed to be used as a whole or in their individual sections, with staff or students.

"You don't have to be well travelled to be global citizens, [it's] about the openness and readiness and excitement to encounter people from different cultures and learn about new cultures."

"The university doesn't do enough about global citizenship."

"I worry 'global citizenship' is a bit meaningless at the end of the day."

"My family is all over the world. I have two nationalities. In that way I feel I'm a global citizen."

"I encourage students to think about a health issue from a micro-perspective, small area stats, and then to keep shifting it out, to town, region, country, the world."

(Comments from interviews with degree course leaders at the University of Brighton)

1. Can you rate these quotations from most to least persuasive, and explain your position?
2. Which of the comments by course leaders do you agree or disagree with?
3. What is your own perspective?

"No university or indeed national higher education system can behave as if it is not working in a global environment."

"Education is transformative and can be either a locus for redressing disadvantage or conversely for reinforcing elitism."

(Two of the six concluding points from Sally Brown's Learning, Teaching and Assessment in Higher Education: Global Perspectives (London and New York: Palgrave, 2015), p.202-203)

1. How do you think these statements apply to your institution and practices within it?
2. Does aspiration match reality? If not, what are the barriers?
3. What are your aspirations in the context of these statements?

The following quotations give a sense of the different ways in which people have engaged with the idea:

"A sensible way forward is to think of the "citizenship" part of "global citizenship" not in the legal, territorial, and formal sense of a status but in the sense of attitudes and values – mindset and mindfulness – a way of thinking about ourselves and others, awareness of how our actions affect others, respect and concern for their well-being, and a commitment to certain types of action to address world problems. This can be conceptualized as *responsible global citizenship*." (*Leask, 2015, 59-60*)

"The literature refers not only to global citizens but also to global graduates and the distinction is significant in that the notion of a global graduate may be more limiting in focussing on employability and the application of generic skills in a competitive, global labour market rather than civic engagement." *(Caruana, 2010)*

"It is about global *selves* not *citizens*; connections between individuals. It is also about adopting a sceptical stance to the world, not an uncritical acceptance of it; crucially, though, global students and global selves need an equally sceptical stance towards their own ways of being as they have towards those of others." *(Killick, 2015, p.31)*

(Quotations from the literature on global citizenship, giving three possible approaches to the values base to encouraging intercultural engagement)

1. Look at the longer excerpts from the literature and consider the ideas of 'responsible global citizenship' (Leask); 'global graduates' (Caruana); and 'global selves' (Killick). What do each of these terms have to offer as values framing our work with students?
2. How do they apply to your teaching practice?

Concluding reflection

Based on your reflections on material in this section, what are your values and what does global citizenship mean to you?

Tool 2: Template for individual staff and course teams to map ideas selected on to curriculum content, delivery, assessment

Review of course or module through the lens of global citizenship			
	How do you support your students to do the following:		
	Explore possible purposes of higher education in a global context	Reflect on how the global context influences their social and academic experience of university	Reflect on ways in which their future careers might be 'international'
How do you do this in current practice? In which sessions, modules or courses?			
Where can you see that you could develop it as a feature of your teaching?			

(Modules or sessions where it is relevant or could be incorporated)			
What are the unresolved questions or barriers for you?			

Tool 3: Global careers

1. Ask students to write some of the career options they might consider for themselves in the left hand column. Then challenge them to help each other think of how many ways in which their career might be 'global' or 'international' – eg. where they work/study; who they work with (locally or remotely); where they might go as careers progress.
2. Introduce them to the idea of 'global citizens', 'global graduates' and 'global selves', possibly using the quotations above. Which do they think might be applicable to themselves, now or in the future.
3. Use the table to challenge your students to think about the possible intercultural dimensions to their career choices and pathways. Ask them to work in pairs or small groups and encourage them to challenge one another and play devil's advocate, if necessary, to fill in as many squares as they can. In most cases, it should be possible to write something in every square.

Intercultural dimensions to career choices					
Career options	Studying and qualifying	Finding work	Working relationships	The focus of your work	Opportunities for career mobility
Eg. Social work	Likely to be studying alongside people from different backgrounds. May have opportunities for placements abroad, or to study situations in other countries.	Am considering volunteering abroad for a year, possibly through VSO.	Likely to meet people from many cultural backgrounds.	Requires sensitivity to a range of different cultural backgrounds.	Unsure.

Further resources

Oxford Brookes' selection of case studies include some which show how global citizenship can be included in the curriculum http://www.brookes.ac.uk/services/cci/cases/index.html .

David Killick's book *Developing the Global Student: Higher Education in an Era of Globalization*. (Abingdon and New York: Routledge, 2015) explores in depth many of the issues introduced in this section.

Evaluation points for pentagon diagram:

I am intellectually honest with my students about my own limitations and seek ways to support their interests which fall outside it.

I take pro-active steps to ensure that learners from other backgrounds are not disadvantaged.

I am aware of the cultural and geographical limitations of my knowledge.

Always
Usually
Sometimes
Rarely
Never

I take opportunities to learn from my students' perspectives, and approaches to learning, teaching and research.

I take moments of discomfort and disagreement as opportunities for reflections rather than defensiveness.

Section 3: Positioning of the academic

"All knowledge that is about human society, and not about the natural world, rests upon judgment and interpretation. This is not to say that facts or data are nonexistent, but that facts get their importance from what is made of them in interpretation… for interpretations depend very much on who the interpreter is, who he or she is addressing, what his or her purpose is, at what historical moment the interpretation takes place."
— *Edward W. Said, Covering Islam (New York: Pantheon, 1981), p.154-5.*

Definition and meaning in context

While some assumptions about the nature and purpose of academic expertise may be broadly similar world-over, there are many factors which are culturally dependent, for example:

> The thinkers and theoretical frameworks with which we engage.
> The behaviours we see as signs of understanding and/or intelligence.
> What we consider to be a valuable or worthy topic of research.
> Whether the role of the academic as teacher is directive or facilitative.
> How far, and in what ways, we acknowledge the limitations of our knowledge.

Interrogating our assumptions is an essential part of academic rigour. Questioning taken-for-granted assumptions – whether they come from a national or regional cultures, or an academic discipline – is often a deeply uncomfortable experience which threatens long-held identities. As a result, the easiest route is often to avoid such self-questioning altogether, like the fictionalised academics in *Americanah*, seen from the point of view of a young Nigerian women who goes to study in the US:

"Academics were not intellectuals; they were not curious, they built their stolid tents of specialized knowledge and stayed securely in them."
— *Chimamanda Ngozi Adichie, Americanah, p.323-4*

Intercultural engagement in learning, teaching and assessment requires a willingness to interrogate the nature of our own academic expertise and ask what this means to ourselves, our colleagues and our students. This includes recognising and acknowledging the limits of our own expertise.

Why is it important for learning and teaching?

It is clear that it is impossible to know the details of how your discipline is researched, taught, and conceptualised everywhere in the world. But being alert to the cultural particulars of our own practice and concepts, including where the (necessary) limitations of our knowledge and perspectives lie, is part of an intellectually rigorous approach.

Without a cultural self-awareness and openness to other perspectives, we risk missing opportunities to:

> Acknowledge and value the different perspectives our students bring.
> Support students to achieve their potential.
> Interrogate our conceptual understanding of our subject disciplines.
> Interrogate unconscious bias in our thinking.

(Cf. Carroll and Ryan 2005; Carroll 2015)

In our interviews with academic staff, we found that academics sometimes lack the confidence to allow students to do research on contexts where they were not experts. However, students often want to relate their work to their own national or cultural context, which can mean re-evaluating our roles and positions.

Sometimes students may wish to either discuss or research their own cultural contexts within the fields or even research other contexts with which you are unfamiliar. This can create situations of discomfort, depending on the level of study, and can challenge the position of the academic as expert in the field.

However, there are plenty of ways to support 'students as experts' in their own research, regardless of level. They are based around the idea that the lecturer models the academic method rather than knows everything about the field. Therefore, consider the following:

1. Most research that students conduct at any level is about how theory and practice/data intertwine. Therefore, if students research areas outside your field – whether that is civil engineering, sociology, or history – consider how well that theory and practice/data is synthesised:

    a. Is the theory used to interrogate the practice/data?
    b. Does the practice/data force the theory to be reconsidered?
    c. Do they meet your expectations of how an engineer (sociologist, historian, etc.) would engage in and present their research?

2. Consider these when analysing the data, facts, and evidence presented by students within the research of unfamiliar contexts.

    a. What is missing in evidence/data/facts for the work to be convincing to you?
    b. How can you support the student to conduct their own search for any missing information?
    c. How can you help the student present their argument in the light of what can't be found at this stage?

3. Sometimes students may want to engage with theories that aren't commonly taught within your field in UK higher education. This is a less likely scenario than the one where students are applying theories learned in their courses to unknown contexts. However, here too is an area in which you can guide (and learn from) them. Act as a reviewer of how the theory stands up in light of the entire research.

    a. Does the theory make sense as a whole – does it do what a theory in your field needs to do?
    b. Does the theory make sense in light of the practice/data/phenomenon that the student is engaging with? Does it convincingly explain and interrogate that practice/data/phenomenon?
    c. Does the work consider how other theories might challenge or interrogate the theory they have chosen to engage with?

These three areas can be applied to students at L4 (first year) all the way through to L7 (Masters students), with increasing expectation of critical analysis and originality. The students can take on the position of producers of their own knowledge. The academic is an expert on the *method* of academic knowledge production.

Tools for positioning of the academic

Tool 1: Reflecting on your position

1. In the light of the discussion above, consider other situations when your expertise is more methodological than knowledge based (eg. peer review; reviewing grant applications). What approaches can you bring from these practices to supporting students' work?
2. What changes to teaching and assessment methods would you need to make to facilitate students' working on areas outside your expertise?
3. How would you prepare students and set their expectations for taking on the role of producers of knowledge?

Tool 2: How does small group teaching work?

Aim: to raise everyone's awareness of the range of different behavioural and learning expectations staff and students bring to the classroom – in this case the small group teaching situation.

Suggested use with students

Students can be first asked to complete this exercise individually, rating their agreement or disagreement on a scale of 1-5 and marking it on the page, without conferring with others. They can then discuss it in pairs, which should be arranged so that they are not with their usual friends, and where those from different cultural or regional backgrounds are mixed, as far as possible. In the final stage, student pairs can take it in turns to lead the discussion of each point.

Questions they can be asked to address in this discussion:

> Can you explore the different assumptions behind your responses?
> Which areas which are open to negotiation and areas which (because of e.g. assessment) are non-negotiable?
> Where viewpoints and approaches differ, what are the strengths of each?

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
I am used to being in a classroom situation where I am expected to speak.	1	2	3	4	5
I am comfortable expressing my opinion in a group.	1	2	3	4	5
I expect the tutor to tell me what the important issues are.	1	2	3	4	5
As a student, I should be reading widely and bringing my understanding of the	1	2	3	4	5

different viewpoints of experts to the discussion.					
As a student, it is more important to be ready with my own opinion or viewpoint than it is to know about what's been said already.	1	2	3	4	5
The tutor is there to structure our discussion and learning throughout the session.	1	2	3	4	5
The tutor is there as a facilitator and guide.	1	2	3	4	5
The tutor is responsible for my learning in the session.	1	2	3	4	5
Thorough preparation for classes is always important.	1	2	3	4	5
I expect my lecturers to know everything about the subject.	1	2	3	4	5
A lecturer who admits s/he doesn't know something can't be very good.	1	2	3	4	5

Suggested use with staff

Look at the (anonymous) questionnaires. Which of the reactions most surprise you?

How do your students position the academic? Which of these positionings presents a direct challenge to your own view of yourself as an academic?

Could any aspects of the course (including assessment) be run differently, so as to avoid privileging particular preferences?

Which areas are non-negotiable and why?

Tool 3: Know your limits

Using an interactive map (such as) click on areas of the world with which you have connections (see examples below). Then identify areas of the world where your students come from.

1. How does your knowledge of other areas inform your academic practice?
2. What have you learned from your students' knowledge of other areas of the world that has informed your academic practice? How might you do so in future?
3. How could you build on your own and your students' connections to inform curriculum development?

Examples of weaker connections	**Examples of stronger connections**
I am aware of research that comes from this country.	I use work from this country in my research.
I have had isolated or very occasional professional contact with this country.	I have close or regular professional contact with colleagues from this country (eg. staff or student exchanges; joint conference organisation; co-authoring; publishing).
I have visited this country briefly, for professional or personal reasons.	I have lived or worked in this country for extended or repeated periods of time (over three months in total).
I have fairly distant or weak friendship or family connections to this area of the world.	I have close friendship or family ties to this area of the world.

Evaluation points for pentagon diagram:

I am intellectually honest with my students about my own limitations
and, seek ways to support their interests which fall outside it.

I am aware of
the cultural and
geographical
limitations of my
knowledge.

I take pro-active steps to
ensure that learners from
other backgrounds are not
disadvantaged.

Always

Usually

Sometimes

Rarely

Never

I take opportunities to learn from my
students' perspectives, and approaches
to learning, teaching and research.

I take moments of discomfort and disagreement as
opportunities for reflection rather than defensiveness.

Section 4: Design of curriculum and assessment

"It's difficult in criminology [to deal with intercultural issues] as well because when we do policy it obviously affects England and Wales." *(Lecturer)*

"Holland pops up quite a bit [in the curriculum], and then sometimes […] Norway or Sweden [and] Australia but they kind of seem to cut out Asia, I don't know why." *(Student)*

Definition and meaning in context

The HEA's internationalisation framework describes the curriculum as "the content, design and delivery of learning and teaching – including the formal and informal curriculum". The framework can be used to review and enhance the contribution to and impact of the curriculum in supporting intercultural engagement. This section considers how decisions at the level of course and assessment design and content can support intercultural engagement. This might include organising class discussion and assessment around comparative approaches rather than looking at a single example; facilitating cross-cultural groupwork where this will have clear benefits (Leask 2015, 80); and building in opportunities to consider issues from more than one cultural position.

Why is it important for learning and teaching?

While intercultural dialogue clearly requires effective communication and interaction, these are framed and contextualised by larger decisions about course design and content which can either support or undermine the interpersonal dimension. For example, if assessment is inflexible, leaving academics unable to respond to their own learning about students' backgrounds; or if the course content fails to recognise perspectives beyond UK or European ones. In some cases, there may be reasons for certain limitations. However, it can be approached at different levels depending on the nature of the course, and the level of the students (eg. first, second or third year undergraduate; Masters level).

Introduction

Tool 1: Picking your level

Academics we interviewed for the development of this resource perceived the degree of flexibility in the curriculum to be highly variable and course-dependent. Particular issues they raised included:

> The comparative ease of tailoring a Masters level or final year undergraduate curriculum to students' interests, compared to first or second year undergraduate courses.
> The restrictions placed on the syllabus by the need for professional accreditation.
> Some first year courses may be very content-heavy because of their place in the course structure.

However, we believe that by taking a broad enough view of the curriculum there are means to engage with at least some aspects of curriculum and assessment design to support intercultural engagement.

The following lists the barriers to curriculum change that staff reported during interviews, with suggestions for ways to deal with these at different levels of study. It is intended to be use as a basis for reflection and discussion.

Perceived barriers to intercultural engagement at curriculum level	Possible solutions at different levels (from small to large changes)
Curriculum is very content-heavy by necessity.	Have a 'getting to know you' activity at the beginning of the course which encourages students to share information about their experiences of learning this subject before.
Curriculum is constrained by professional accreditation framework	Take a moment to contextualise what students are learning in an intercultural context – eg. flag up how it is approached differently elsewhere.
Those running the course lack knowledge of different perspectives	For language courses, draw attention to cultural variants in language pronunciation.
Bureaucracy – administrative barriers	Include case studies from around the world.
Time	Incorporate an assignment which allows a comparative approach.
Lack of money – the university's and the students'	Change the curriculum to cover the same material but by taking a comparative approach.
	Formalise as part of the curriculum students' sharing other perspectives they are aware of or have experienced (e.g. students lead seminars by presenting on an area they have researched that may be particular to theirs or another cultural perspective).
	Make assessment sufficiently open for students to research and draw on examples from their own context.
	See also section on 'Positioning the (academic) self'

Work conducted in Australia, originally through funding awarded to Professor Betty Leask, has led to the comprehensive curriculum internationalisation questionnaire available here [**http://www.ioc.global/docs/QIC1.pdf**]. This is highly recommended as a basis for discussion with course teams. We have included the table below as a starting point for your thinking in this area.

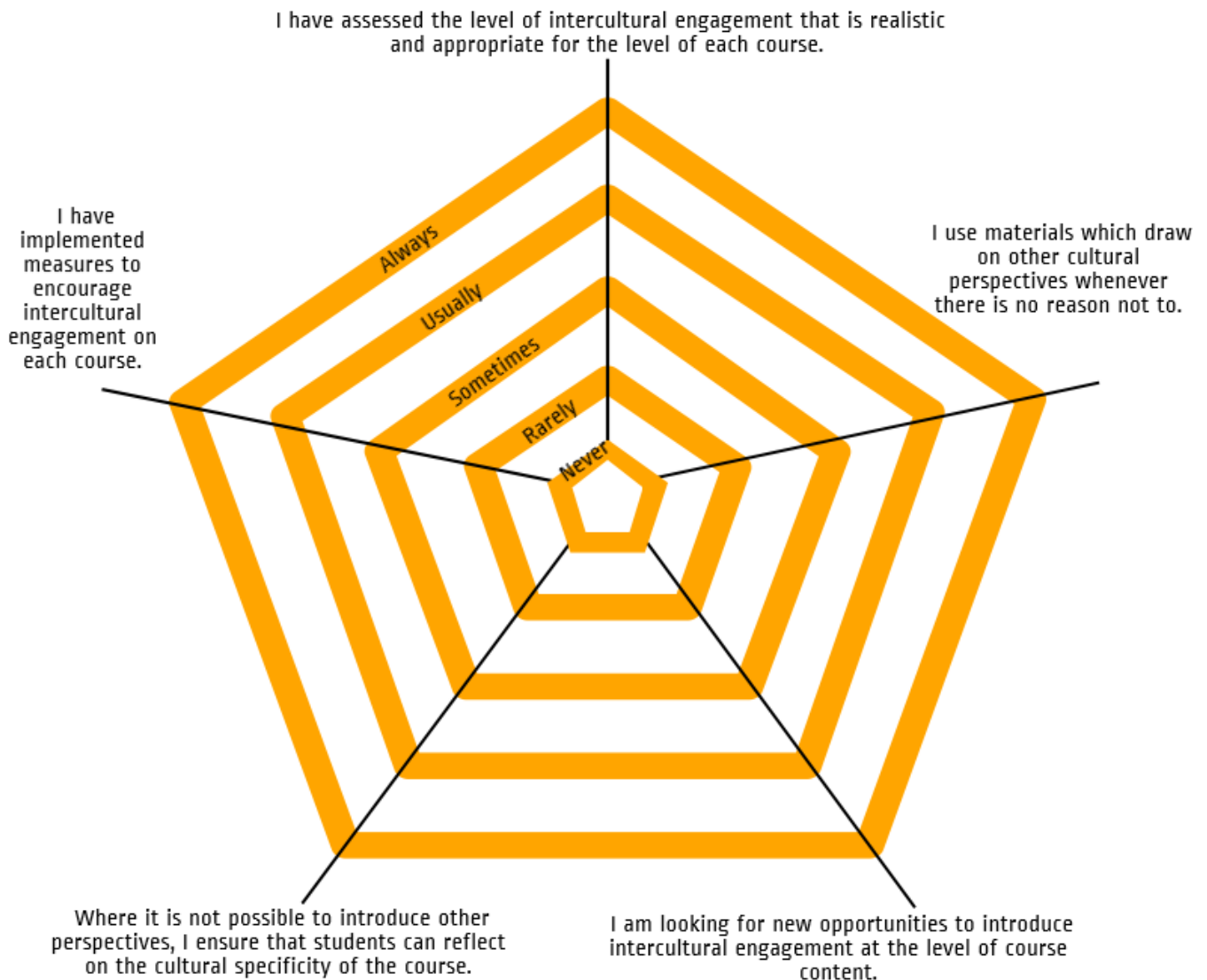| Course or module name: Course or module level:	Already achieved	Possible to achieve	May be possible (reasons for uncertainty)	Not possible to achieve (give reasons)
Curriculum content consciously includes material from around the world.				
Curriculum content is set in context, so students understand the geographical and cultural and boundaries of what they are learning.				
Course design and assessment are regularly reviewed and adjusted in response to feedback.				
Where a single national perspective is given (eg. in professionally accredited courses) students develop an understanding of what factors have influenced practice in that national context, and how and why practice may differ elsehwhere.				
Opportunities for international visits and exchanges are encouraged and facilitated.				
Students are encouraged to take up opportunities for foreign language study that could support visits, exchanges or other aspects of their work or future careers.				

Further resources

The questionnaire at the following link is designed to help you take a more detailed overview of your curriculum and evaluate its stage of internationalization. http://www.ioc.global/resources.html. (Accessed 3 July 2015).

This is a brief guide on enhancing classroom-based cross-cultural interaction among students http://melbourne-cshe.unimelb.edu.au/research/experience/finding-common-ground.

This links to a Prezi presentation by David Killick, given as a keynote at the SEDA Spring Conference in Manchester in 2015. It contains examples of how learning outcomes can be modified https://prezi.com/fpseuqozl0y_/internationalisation-and-inclusive-practice-academic-equity/ . (They are on slides 14 to 18 which can be found by dragging the marker along the line at the bottom of the presentation.)

Evaluation points for pentagon diagram:

I have assessed the level of intercultural engagement that is realistic and appropriate for the level of each course.

I have implemented measures to encourage intercultural engagement on each course.

I use materials which draw on other cultural perspectives whenever there is no reason not to.

Where it is not possible to introduce other perspectives, I ensure that students can reflect on the cultural specificity of the course.

I am looking for new opportunities to introduce intercultural engagement at the level of course content.

Always
Usually
Sometimes
Rarely
Never

Section 5: International collaboration and exchange

"The number of people who are accessing [Erasmus exchanges] is very limited and there seems to be quite a one way traffic doesn't there… [in] that more students come here than students from here go elsewhere." *(Academic)*

"Erasmus [exchange] is something that I would be very interested in, but I don't think there is, no one's encouraged us to actually maybe get interested in that." *(Student)*

Definition and meaning in context

We mean international 'exchange' in its broadest sense – any communication of ideas between people in different countries. This could be by telephone, Skype or email, as well as by physical travel. It can involve staff and/or students. Examples include:

> Exchanges such as Erasmus where students or staff travel between two universities for periods up to a year.
> Short trips abroad as part of a course, eg. site visits, field trips, or visiting another university.
> Transnational collaborations managed electronically – eg. students working on joint projects over Skype.
> International cohorts of distance learning students based around the world, but working together in the context of a course.
> Academics collaborating remotely to enable students to benefit from expertise from different cultural perspectives.

Why is it important for learning and teaching?

International exchange and collaboration can be an important way for students to engage with other cultures and broaden their thinking:

"When students come back from exchanges they spend a long time analysing or resolving problems – on blogs while they're there, and in-country on their return. It gives them a different perspective." *(Course Leader).*

Benefits of gaining intercultural experience through transnational engagement can be:

> Personal and academic challenge.
> Questioning assumptions and taken-for-granted ways of thinking and doing.
> Appreciating different perspectives of people they work and study with who have come from other cultures.
> Increased interest in other cultures.

However, this isn't automatically the case for a number of reasons. David Killick highlights the narrow demographic – "heavily biased towards white, middle class, and female students" – and the relatively low levels of engagement in exchanges, which "only rarely exceeds 10% of students". He also highlights the need to ensure 'study abroad experience is embedded in pre- and post-experience learning on campus and made an explicit focus of attention during the experience' citing Berhrnd and Porzelt, 2012 (Killick 2015, p.175).

One way to resolve these issues is to take a broader view of international exchange and collaboration, as we suggest here, and to consider models which enable higher levels of participation and easier embedding in the curriculum:

"One way to get a global perspective is to travel, if possible. We've made it possible by several years of building up relationships with institutions. We took students to Istanbul for a week, to Beijing, then Milan. We host academics. It's a given that we are plugged in. There's no real substitute for that." *(Course leader)*

International exchange and collaboration tools

Tool 1: Curriculum analysis tool to identify where in the programme/curriculum student exchange might be beneficially facilitated.

This is intended to support personal reflection and course team discussion when considering the potential for international collaboration and exchange.

Type of collaboration	Courses/modules which may be suitable	Benefits for students and/or staff
Students collaborate on a joint, assessed project using email, web conferencing tools such as Skype, virtual classrooms, etc.		
Students undertake a study visit to an institution abroad.		
Individual members of staff visit each other's institutions and teach 'guest' classes.		
Students can choose to go abroad for a longer period – such as a term, semester, or full year – on a scheme such as Erasmus.		
Students undertake a compulsory longer term exchange as a requirement of the course.		

Tool 2: Planning a Collaboration

The following questionnaire can be used by course leaders and course teams, both within an institution and across two or more in preparation for a collaborative teaching initiative.

Planning a collaboration – key issues to consider	Yes/No	What are the next steps?
Do you have an existing contact, or have you identified a similar course where collaboration or exchange might be possible?		
Are there any local or structural barriers to collaboration? (eg. relating to assessment, professional accreditation, timetabling etc.)		
How do both course leaders hope students will benefit from the collaboration?		
How do course leaders hope to benefit from the collaboration?		
Are there particular areas of course content that could be enhanced by collaboration?		
How do students develop cross-cultural collaboration skills fits with the aims of the course.		
What do both course leaders see as the main challenges? Are they the same in each case, and how will they be managed? eg. students working on tasks using asynchronous communication where large time differences are involved.		
Can you identify any risks? (eg. problems with technology; students failing to engage with each other; unrealistic costs to students). What preventative measures can you take?		

Tool 3: Using a model of culture shock to support reflection on intercultural experiences before, during and after exchanges.

Students may find going to another country exciting, but aspects of it are likely to be hard work. If they are experiencing culture shock, a model of the process can be a helpful way of opening up discussion.

Ask students to read this part of the UKCISA website as a prelude to a discussion. You may need to proceed with flexibility and sensitivity, but questions for discussion can include:

> How do you relate to this model?
> Do you recognise any of the stages in your own or other's experiences? (Talking about other's experiences may be a helpful way to initiate discussion, if someone finds their own experiences difficult to talk about).
> Look at the list of ways of helping yourself through cultural adjustment. Which are you doing/can you plan to do?

These resources from elsewhere in the toolkit can also be used as the basis for one-to-one or group discussions of their experiences in other countries.
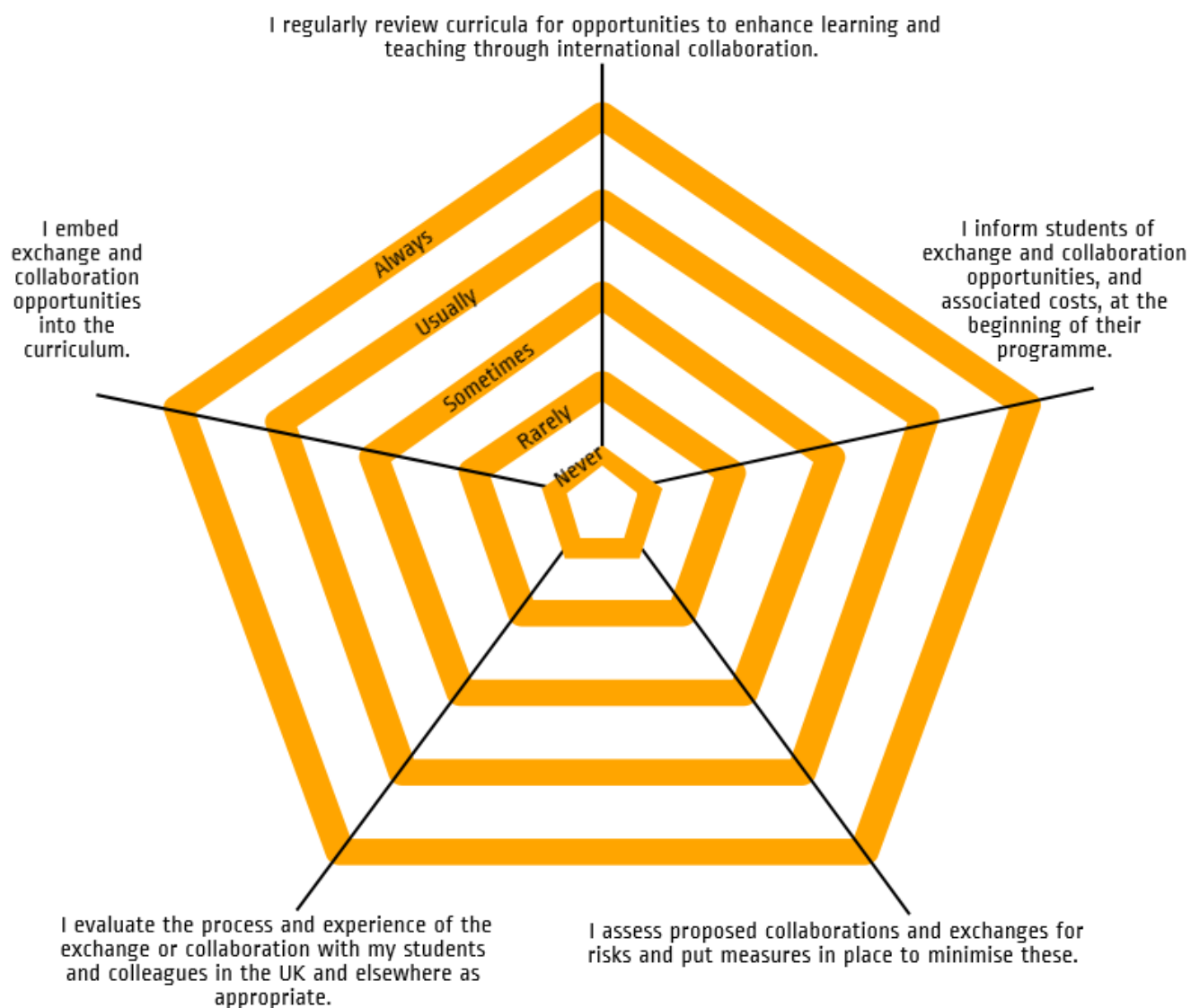
Further resources

The UK Council for International Student Affairs (UKCISA) website is a useful starting point for students considering coming to this country, or gaining an understanding of the issues they may face in going abroad. http://www.ukcisa.org.uk/ , particularly under the 'Study, Work and More' tab.

The Bringing the Learning Home project from Australia has a website with a set of text and video resources to support learning through international exchange:
http://www.tlc.murdoch.edu.au/project/btlh/index.html

Evaluation points for pentagon diagram:

I regularly review curricula for opportunities to enhance learning and teaching through international collaboration.

I embed exchange and collaboration opportunities into the curriculum.

I inform students of exchange and collaboration opportunities, and associated costs, at the beginning of their programme.

Always
Usually
Sometimes
Rarely
Never

I evaluate the process and experience of the exchange or collaboration with my students and colleagues in the UK and elsewhere as appropriate.

I assess proposed collaborations and exchanges for risks and put measures in place to minimise these.

Section 6: Communications

"The single biggest problem in communication is the illusion that it has taken place."

For a discussion regarding the attribution of this 'quotation', please see
http://quoteinvestigator.com/2014/08/31/illusion/

Definition and meaning in context

Whereas the intercultural dialogue section of this resource focuses on interpersonal interactions in the classroom and beyond, this section addresses assumptions about how, when, where and by whom information is communicated. Expectations about this are likely to vary between individual students, and prior experiences are likely to vary. For this reason, 'induction' is usefully seen as an ongoing process throughout a course or programme – not just something that happens at the beginning.

Why is it important for learning and teaching?

Effective communication is central to effective learning, teaching and assessment. Often simple or structural communication issues can have a profound impact on student learning. In teaching intercultural groups, there are likely to be more questions asked, and clarifications needed, than usual. Examples might include:

> Differing expectations of where information can be found.
> Different levels of comfort with a Virtual Learning Environment as a source of information.
> Varied expectations of a tutor's availability and their willingness to engage in one-to-one discussion. (eg. expectations of being able to ask questions in class, or expecting academics to be able to wait around after class).
> Different cultural attitudes to the position of academics and the nature of the university hierarchy.
> Lack of clarity around the roles of people who can provide information (eg. department administrative staff; personal tutor; etc.).
> Academic processes and values.

Tool 1: Case studies

This exercise can be used with a group of students at the beginning of a course, or as a staff development or course team exercise.

Below is a case study in two parts. The first is a version told from the module leader's point of view; the second is from the point of view of a student.

As you read, underline the instances where communication could have been improved.

Janet's version

My name is Janet, and this is my third year as leader of this second year undergraduate module. I'm really pleased to have been able to arrange an international exchange with another university. A group of 10 students came over to take this module alongside writing up a project for a semester. Ten of my students will be able to do the same exchange in reverse next semester. If I get good feedback from them, my Head of School has committed to making this an annual exchange, and exploring how we can introduce international collaboration more widely in the school.

One of my reasons for setting this up is that I'm keen for the students to actually learn from one another's perspectives, so I have introduced a reflective component into the course assessment for the first time. They had a few initial questions and concerns about it, when I explained it in the first seminar of the year. So I revised the information in the light of their input, and put it on the VLE afterwards. That was a useful learning process for me – to see exactly what kind of questions they asked.

Exchanges can be a bit of a logistical nightmare. But apart from arriving a week and a half late, this one seemed to go quite smoothly. We're lucky to have Adam as our school administrator. He has lecturing experience himself, and because I was running the conference the week they arrived, he ran the course induction session – which they all seemed to have found very useful – and found a postgrad to lead that week's seminar. They had quite a few questions which he passed on to me, and I was able to at least introduce myself by email to the exchange group when I answered them.

I was expecting there to be problems with class discussion, and integration, but actually that side of things has gone really well. All I did was encourage them to work in mixed groups during class, and they had some great discussions eventually. It was about week six, I think, that something seemed to click into place.

I have to say the assessment results were a bit disappointing. The assessed essay marks were what I'd expected, but a lot them had struggled with the reflective piece. I knew it would be difficult for them, but not this difficult. Most of the exchange students didn't do brilliantly – though Cecile did quite well. Some of the home students did well, but to be honest a lot of their results were disappointing too. I started to doubt myself and checked the written instructions, but they were very clear.

Cecile's version

I'm from the university of X in Y, and I chose to spend a semester here because this module is very relevant to my final year project and to the Masters I want to do back home as well. I was so disappointed that we didn't arrive for the start of the course. But the course leader gave us a really good welcome and induction. He wanted us to call him Adam – it makes me

smile to call tutors by their first names but I guess I'll get used to it. Some of my friends can't even do it!

We had a different tutor for the first two weeks, which was quite confusing. We had lots of questions for them after class, but they always had to go and teach somewhere else, so there's never enough time for everybody's questions. The tutors kept saying 'It's all on the VLE', and we didn't even know what that was. Then we asked one of the English students in our class, and they told us, and how to register for it. Registering took a long time, but then when we got on there we found there were questions to help us with the reading for each week, and that made a big difference. I think before I'd just thought that the tutor preferred the local students and what they had to say. But they'd been given a piece of paper with all the questions on in the first week, before we arrived here.

One of the best things about coming here is that I made a really good English friend, Emily, who I know I'll stay in touch with. She really wishes that there was an exchange back to my university because she's heard so much about it now. Also, because of being friends with her, I got invited along to coffee with a group of other UK students from the class. One of them, Anne, is a few years older and has done a course with reflective writing in it before, so we all ended up talking about that. It was good to know it wasn't just us exchange students who were worried. I still didn't get a mark as high as my essay mark but I think it was OK. I'm waiting to hear if it's good enough for me to go on and do my final year project on this subject.

Questions for discussion

1. What were the communication problems here?
2. What are the (potential) long and short term results of these communication problems?
3. Whose responsibility was communication in each case?
4. How do you think the student AND lecturer felt at key points in the process?
5. How could they have been prevented? **Who** could have communicated **when**, **how**, and **with whom**?
6. Students coming from another country are likely to bring different experiences and expectations of learning and teaching. Thinking about your engagement with other sections of this resource, as well as your own experiences as a teacher and learner, what kind of support could the lecturer have provided? What areas and topics might this support have covered?

Tool 2

The tables below can be used to find out about your students' practices and expectations when it comes to course communications. The following are suggested approaches:

> The first table can be used as a stimulus for a short group discussion early on in the course. This can alert you to the range of expectations, and allow you to address these by making changes and, where this is not possible, explaining the communications rationale and systems that are in place.
> If time is limited, you can ask students to complete the questionnaire(s) anonymously and hand them in. It would then be possible to pull out key issues for a discussion the following week.
> It may be helpful to complete the tables from your own perspective first to clarify your own assumptions, so you are better positioned to see how these correspond to your students' assumptions.
> The second table can also stimulate discussion, and is designed to support you in devising a 'communications map' for your module, and/or a guidance sheet for students.
> Data gathered by these methods can be shared in course team and used as a basis for discussions around improving communications. (See table 3 for staff discussion questions).

Rank these in order of importance according to where you currently get your course information:

Source of information	Order of importance (from 1 to 9 or 10, with 1 being the most important)
The tutor during class	
The tutor after class	
The tutor by email	
Secretarial or admin staff in the department	
The VLE	
Other academic staff in the department	
Written handouts	
Students on the course	
Social media (please state which):	
Other (if applicable):	

Piece of information required	When you need it	Where do you expect to find it out, and/or who do you think is responsible for telling you?	How do you expect to be able to find out more, including anything you don't understand?
Timing of first class			
Timing of regular classes for the term / semester			
Course overview			
Details of the assessment tasks and processes			
Details of how to contact your tutors			
What to do if you have a personal problem			
Other:			
Other:			

Follow-up discussion

Compare your tables with one or two other students. Do your expectations about finding out information differ? If so, explore the reasons behind this. If they are similar, do you share the same reasons for your thinking?

Tool 3

For staff self-reflection following student feedback.

Problems or issues arising on this course	Possible communications gaps?	Possible ways of improving communications (in the light of student feedback)?

Follow-up discussion

Compare your tables with one or two other students. Do your expectations about finding out information differ? If so, explore the reasons behind this. If they are similar, do you share the same reasons for your thinking?

Evaluation questions for pentagon diagram:

I run an introduction to the Virtual Learning Environment [VLE], explain how they need to engage with it, and gradually increase expectations of engagement with it. [See for example Salmon's Five-Stage Model http://www.gillysalmon.com/five-stage-model.html] [Accessed 3 July 2015.]

I regularly stay around at the end of a class to answer questions.

Always
Usually
Sometimes
Rarely
Never

I let students know when and where they can come and talk to me.

I allow opportunities for questions and dialogue about the course and the assessment process during the class.

I understand students' needs relating to communication, and seek and act on their feedback where appropriate.

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Authors

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Acknowledgements

Case studies

These case studies are based on the practice of academic staff from the University of Brighton, either during or before their employment at the university. The exception is the UK-Argentinian case study, which is by Professor Michael Byram of the University of Durham, and used here with his kind permission. Each case study is cross-referenced to the relevant toolkit themes.

Case study 1

Sara Felix: Designing a cultural heritage module to teach research skills

In 2013, a colleague and I were asked to set up a new course at a satellite campus in Doha, Qatar. From experience, staff at the university knew that students coming from certain systems had strictly exam-based assessments and were unaware of the research tradition and expectation within a UK university. Therefore, this campus was to offer a PG diploma in academic research and methods that would give these students a background in Masters level work in cultural heritage within a UK educational system.

Initially, my colleague and I were pleased with the course we designed. We focused on teaching theories of community, nationalism, representations of the past, and collective memory to guide students into their own research areas. We also attempted to ensure that the case studies we provided were from the 'Islamic world' – with diversity from North Africa through the Levant and the Persian Gulf, to Indonesia. The course also aimed to be a critique of Huntington's notion of civilizations clashing – questioning the very notion that civilizations were homogenous or even that people within them were more similar than those across them. We felt it offered multiple perspectives and successfully critiqued the notion of a single globalised society by looking at a large region of the world sharing one label.

However, through informal and formal avenues, the students were quick to critique the curriculum. As students used the course to reflect and be critical, they pointed out something my colleague and I hadn't even considered. The vast majority of course texts were written by authors with European names. After the initial shock of the feedback (and a moment of denial), we looked carefully at the reading list, and indeed, the students were absolutely right. Here we were, attempting to examine notions of multiple perspectives and diversity, yet the readings seemed to replicate an almost imperial structure – European academics learning about the 'east' and reporting for them what their cultures entailed. It was a key moment. We felt disheartened and weren't sure how to proceed.

Then, we decided to use the students – they were the experts in many ways. We asked them to take note of authors of non-western heritage (so Arab, Turkish, Persian, and Indonesian to name a few ethnic groups) who offered strong case studies within the themes of the course. And they did, drawing from their own research as students on the course. It was wonderful – we took their case studies and began to revise the curriculum. We continued to use this as a means of making the curriculum reflect the diversity in the field while allowing those from different regions to speak, academically, for themselves.

Now that I am back in the UK, I still look at reading lists and curriculum design in the same way. I don't just look at the case studies and where they are located. I look at the names – who has written them? Where are they from? And what kind of views on knowledge does my

choice to use them (or not) mean for my courses? How *truly* diverse and global are my courses?

Reflective questions:

1. Reflecting on your own practice, how many non-European case studies and sources do you use in your courses?
2. How are students and lecturers likely to have benefitted from taking the approach described above?

Case study 2

Pilar Terán: An international project between the Business School in Budapest and University of Brighton

In semester two of the 2013-14 academic year, Agnes Pal, from Budapest Business School, and myself organised an international email exchange project, with the aim of increasing students' intercultural competence. Five students participated from each institution. Both groups were learning Spanish towards acquiring level B1 of the Common European Framework of Reference, and they used Spanish as the lingua franca.

The project was conducted over four consecutive weeks. Students were given a set of tasks for each week, and had to copy in the teachers in their correspondence. They had to write about themselves and their interests, the places where they were living, their experiences of having visited Spain or Latin-American, and if not, their plans for a future visit, and their knowledge and views of the target culture including the things they like most and least about it.

In order for us to assess how the students acquired intercultural competence, we used Melina Porto's (Porto, 2000) five criteria: interest in other people's way of life and presenting my own culture to others; ability to change perspective; ability to cope with living in a different culture; knowledge about one's own culture and that of another country; and knowledge about intercultural communication.

The students showed a clear interest in finding out about each other. For example, one of the students from Hungary mentioned that she had never been to Brighton but that she had already been researching the city using Google Maps. She was expanding her knowledge and, at the same time, valuing what it was important to the others. Equally, there was plenty of evidence of students' willingness to present not only their own culture, but other cultures they had experiences of and wanted to share.

Students engaged in an intercultural dialogue working on the bases of acceptance of difference and respect for each other; and establishing and learning the rules of etiquette. Teachers were able to use the content of the emails in class to discuss linguistic as well as cultural aspects. For example, in one of the class sessions a students pointed out that his counterpart from Hungary was addressing him with 'querido' which is a direct translation of 'dear' used formally and informally in British culture, but not in Spanish culture where it is used for addressing people you are very close to. So these discussions in class contributed

significantly not only to students' language learning but also towards their intercultural competence.

I would like the students to have engaged with some other aspects of intercultural communication such as ability to change perspective and knowledge about resolving misunderstandings or conflict, but there are two reasons as why these did not take place. One is that students delayed the exchanges of emails and run out of time to develop the last question which was more 'controversial', and also, in hindsight, some of the tasks should have been framed differently. For example, when responding to their experiences of visiting Spain or Latin-America, we could have asked them to write about it more critically and encouraged them to see things from the other's perspective.

Reflective questions:

1. If organising a similar project, how might you support, frame, or scaffold the process of interaction week-on-week?
2. How might you check on progress, or verify that the virtual exchange was actually taking place?
3. What could the benefits of the following modes of assessment be?
   a. An individual reflective exercise
   b. A group reflective exercise
   c. An assessed group task
   d. Assessed individual task
   e. A combination of the above.

Case Study 3

Simon Bliss: Global citizenship in teaching practice

I currently have three main areas of activity in relation to the teaching of Design History and Theory:

1. Introductory seminars in art and design theory with international students from University of Brighton's International College (small group teaching).
2. Delivery of a series of level 5 lectures on theoretical approaches to the history of interior design (large group lectures – mixed UK/EU and International).
3. Tutorial supervision of undergraduate dissertations (UK/EU and International).

In my own discipline the need to take a critical approach to the subject is very important. Although the idea of global citizenship is contested, it is clear that some discussion of how we see ourselves in relation to contemporary design practice as a world phenomenon is fundamental. So there are always opportunities to address the subject through comparing approaches, introducing exemplars and readings from other cultural contexts. Exploring the relationship between the 'local' and the 'global' is an interesting way of doing this.

For example, I have used an extract from Sōetsu Yanagi's book "The Unknown Craftsman: A Japanese insight into beauty" when discussing approaches to understanding hand-made objects. Yanagi's contention is that the emphasis in Western art on individuality, self-promotion, intellectual posturing and universalism is at odds with *mingei* theory, which praises anonymity, hand-crafting and regionalism. Both UK/EU and international students are often

surprised by the way this text is strongly critical of aspects of Western art and design and allows for an interesting discussion and set of conclusions around differences in culture, values and the future of the hand-made object. To supplement the reading, students are asked to bring in a hand-crafted and a mass produced object to help focus the discussion on what we might perceive as 'local' or 'global' characteristics of objects.

This has a useful function in determining where we see ourselves in relation to our local position and our understanding of global issues.

Reflective questions

1. Do you use any similar approaches, to support students to question and relativise their local positions and/or make international connections?
2. What possibilities are there for similar approaches in your practice?
3. What do you think the wider benefits to the students' learning might be?

Case Study 4: Supervised by Dr. Michael Byram, Durham University, UK

The Malvinas/Falklands War: An opportunity for citizenship education in the foreign language classroom in Argentina and the UK. Melina Porto (Universidad Nacional de La Plata, Argentina) & Leticia Yulita (University of East Anglia, UK).

The purpose of this project was to facilitate intercultural and citizenship experience in the foreign language classroom for 100 students in Argentina and the UK. Using a comparative methodology, the project addressed the Malvinas/Falklands War fought between Argentina and the UK in 1982. It challenged students to analyse and understand the power of the media in constructing stereotypical images of otherness, and how this influences one's thinking and behaviour towards others.

The classroom context in Argentina was a university setting; 50 future teachers and/or translators of English in their second year of undergraduate studies at the National University of La Plata. This is a prestigious, state, access-for-all university in a developing country. The age range is 18-22. English is a foreign language in Argentina and these students have level C1 in the *Common European Framework of Reference*. The classroom context in the UK was also a university setting; 30 first-year undergraduates undertaking Spanish Honours Language degree courses, aged 18-21, for whom Spanish is a foreign language.

The participants researched the conflict and engaged in online communication using a Wiki and, Skype and Elluminate Live for two months. They interacted with others on the basis of values of respect, mutual understanding, social justice and openness, allowing others to express their viewpoints, avoiding hostility and confrontation and resolving conflict cooperatively when necessary. For instance, they created posters and PowerPoints about the war, they interviewed an Argentine war veteran and an English one, and they collaboratively planned and created an advertisement whose ultimate aim was to reflect a point of contact and reconciliation between the Argentineans and the English. As they designed these advertisements, they suspended the perspectives created by their national identity and acquired a temporary cooperative international identification.

Finally, the students transferred knowledge of their own context and culture to others by engaging in civic participation locally. For instance, some groups of Argentinean students

created blogs and Facebook pages and registered reactions; others created awareness-raising leaflets about the war and distributed them in the city centre of La Plata in Argentina; others taught a special class about the conflict in a local English language school; and others did the same in a very poor neighborhood in the context of an NGO called 'Un techo para mi país' (an NGO that teaches adults to read and write).

For further details see Porto, M. (2014). Intercultural citizenship education in an EFL online project in Argentina. Language and Intercultural Communication, 14(2), 245-261.

There is a further project on the same subject and more information is available from the authors: Melina Porto, melinaporto2007@yahoo.com.ar and Leticia Yulita, L.Yulita@uea.ac.uk

Reflective questions

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