

Bringing Interculturality into the Curriculum

TICKET TRAINING PROGRAMME

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TICKET project (2019-2022)



Partners:

- The University of Edinburgh
- Alma Mater Studiorum - Università di Bologna
- Freie Universität Berlin
- KU Leuven
- Universidad de Granada
- Universiteit van Amsterdam
- Uniwersytet Jagielloński w Krakowie

TICKET project (2019-2022)

Aim: to provide academics and professional staff in higher education with adequate skills in intercultural competences (IC)

- Clear need for developing competences that deal with both the benefits and challenges arising from the **expanding number of intercultural encounters** and collaborations
- IC is one of the key competences for 21st-century graduates and, as such, **essential for employability and professional development**
- Search for more advanced and integrated professional development opportunities for staff to **cultivate their own intercultural competence** and, in turn, support students as they develop their intercultural abilities

TICKET Training Programme

Designed to equip HEI faculty and staff with IC to address the challenges they are faced with, including (but not limited to):

- Teaching, learning, and assessment for diverse student cohorts (this includes cohorts of students who are international overseas students; students on a mobility experience; students from an indigenous cultural background, and students with special needs from under-represented groups)
- Supporting student development of IC as one of the requirements for graduates for further study and employment in a global economy
- Preparing students for mobility or further studies that are likely to be carried out in other countries

TICKET Training Programme

- Collaboration with academic and professional services colleagues from diverse cultural backgrounds in their own institutions
- Living in different cultural settings due to increased staff mobility
- Lack of provision and recognition of professional development of IC in the performance management of staff

What is Intercultural Competence?

TICKET uses Darla Deardorff's definition:

"The [cognitive] skills, attitudes, and behaviours needed to improve interactions across difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders."

Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. UNESCO/Routledge.

Training Programme

Designed to equip participants with the following **four components** of IC:

- **Intercultural knowledge**, addressing not only knowledge of different cultures (their customs, products, and ways of communicating), but also knowledge of your own culture
- **Intercultural awareness**, signifying awareness of the “other” and yourself in the intercultural context
- **Intercultural attitudes**, including respect for equality and diversity, curiosity, and openness as well as general interest in other cultures
- **Intercultural skills**, such as intercultural communication and conflict resolution

Training Programme

Theme: Mobility and its effects on campus

- Module 1: Holistic Support for Academic Mobility
- Module 2: Welcoming International Students and Staff
- Module 3: Encouraging Intercultural Communication in Diverse Student Groups

Theme: Student learning (health and socio-economic needs)

- Module 4: Fostering Participation and Learning for All
- Module 5: Using Intercultural Competence to Enhance Equality, Diversity, and Inclusion

Training Programme

Theme: Internationalisation of the curriculum

- Module 6: Bringing Interculturality into the Curriculum
- Module 7: The Multilingual and Multicultural Classroom
- Module 8: Challenging Assumptions about Good Learning and Teaching

Theme: University as an intercultural workplace

- Module 9: Interculturality in the Academic Workplace

Bringing Interculturality into the Curriculum

Guides trainees to implement a **non-essentialist approach to culture** while bringing internationalisation into the curriculum. By engaging the participants in various reflections on their own teaching objectives, contents, and methods, the module aims to:

1. Raise their awareness of how teaching can be made more intercultural by means of precise (methodological and/or organisational) choices;
2. Demonstrate how to identify creative solutions to fostering interculturality in class by observing what teachers of other disciplines do with their classes.

Non-essentialism: The tendency to conceive a 'culture' as something complex, whose characteristics are difficult to pin down. Any type or size of group for any period of time can be considered 'a culture' (e.g. a professional group). Cultures can flow, change, intermingle, cut across and through each other, regardless of national frontiers, and have blurred boundaries.

Source (adapted from): Holliday, A., Hyde, M., & Kullman, J. (2010). *Intercultural communication: An advanced resource book*. Second edition. Routledge.

The Curriculum and Diversity

Students, especially those from abroad, often face problems when trying to successfully participate in a new academic environment, cope with their developing language skills, and/or engage comfortably with the rest of the university community.

These problems can present themselves at different levels of the educational experience and can be linked to formal, informal, and hidden dimensions of the curriculum. In order for universities to facilitate all students' full participation in the academic setting, their personal satisfaction, and knowledge and skills acquisition, it is important that HEI staff have an awareness of how these curricular dimensions work.

Three Curricular Dimensions

Differentiating between the 'formal', 'informal', and 'hidden' curriculum should help you identify where difficulties and potential solutions may be found while constructing a study course which responds to various aspects of diversity.

Source (adapted from): Leask, B. (2015). *Internationalizing the Curriculum*. Routledge.

Formal curriculum

The **formal curriculum** encompasses all intentional educational practices set up by an institution: the actual course of study, the planned content, teaching, evaluation methods, syllabi, and other materials used in any educational setting from lecture halls to labs to seminar rooms.

Also included are formal policy statements, regulations, expectations, and competencies for every educational cohort conceivable.

Formal curriculum

Example: At the University, we believe that diversity and inclusivity are integral to excellence. Our mission is to create new chemical knowledge and prepare the next generation of scientists in a safe and inclusive environment. To push our mission forward we must ask tough questions.

How do we:

- Increase access?
- Create an equity-minded learning environment?
- Ensure equal opportunity?

Informal curriculum

The **informal curriculum** includes the opportunistic, idiosyncratic, pop-up, and often unplanned instruction that takes place between anyone who is teaching (residents, lecturers, etc.) and trainees.

It also takes place in settings such as faculty offices, hallway interactions, or the countless other settings in which teachers interact with trainees.

It reflects what teachers believe trainees should acquire in terms of knowledge, skills, values, and attitudes.

Informal curriculum

Example: When the students begin their first assignment we spend some time in class explaining how to use referencing. We highlight how they should include references in their notes and where they got that information. We give the students a style guide to help them and ask them to refer to it all the time when they are writing.

Hidden curriculum

The **hidden curriculum** pertains to embedded, latent messages within an educational environment that are produced through contradictions and inconsistencies within and between an institution's structures and culture.

It shapes behaviour so much that mastery of the hidden curriculum is as important as mastery of the formal one.

Hidden curriculum

Example: Faculty members feel committed to freedom of speech, freedom of science and performance (this is informal c.). Therefore, they are in fact ignoring most diversity measures – and the students feel this. They learn in fact: diversity is only something superficial.

Exercise

Write down examples where aspects of diversity are already taken into consideration, and assign them into the formal, informal, and hidden curriculum.

Brainstorm ways in which you could make the formal/informal/hidden curriculum in your course more diverse.

Handout – [Brainstorming Improvements to your Course](#)

Bringing Interculturality into the Curriculum

Other sections in this module:

- [How to Internationalise your Teaching](#)
 - With the [Intercultural Class Checklist](#)
- Teaching Disciplines with an Intercultural Mindset
- Exploring Interculturality When English Is the Medium of Instruction

Next steps

Explore our resources:

- [Training Programme](#)
- [Staff Toolkit](#)
- [Handbook](#)

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