

Intercultural competence development in Transnational Education

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Outline

- Impact of culture on teaching and learning in TNE
- Impact on the student satisfaction and teacher's experience
- Practices and tools for intercultural competence development available to teachers and students



TNE, Internationalisation and Intercultural Competence

- TNE as cheaper option for the same quality
- Includes 'Internationalisation at home' experience
- 21% choose TNE to experience different teaching methods
- TNE student is international
(British Council, 2016)



Are we preparing students for intercultural challenge of TNE?

„Your culture, my classroom, whose pedagogy?”

What we are teaching?
How we are teaching?



Teacher's perspective:
Student is very quiet.
Student is not participating.
Student cannot follow discussion.
Is this a good student?



Student's perspective:
The students are just talking and
the teacher is not even teaching.
I should sit quietly and listen to the teacher.
Is that a good teacher?

(Crabtree and Sapp, 2004)
(British Council, 2013)

Cultural differences in:

- Teacher-student relations e.g. greetings, personal space, conversational patterns, touch, personal and professional balance, smile
- Student class participation and engagement
- Different definitions of politeness
- Classroom expectations e.g. attitudes toward time, talking in class
- Attitudes towards expressiveness
- Communication styles
- Style of feedback
- and much more



Cultural difference might cause psychological distress

Dilemmas



How much approaches and methodologies should/can be adapted to environments?



When and how should we introduce alternative perspectives?



How do we ensure academic integrity?



How do we adhere to organisational goals?

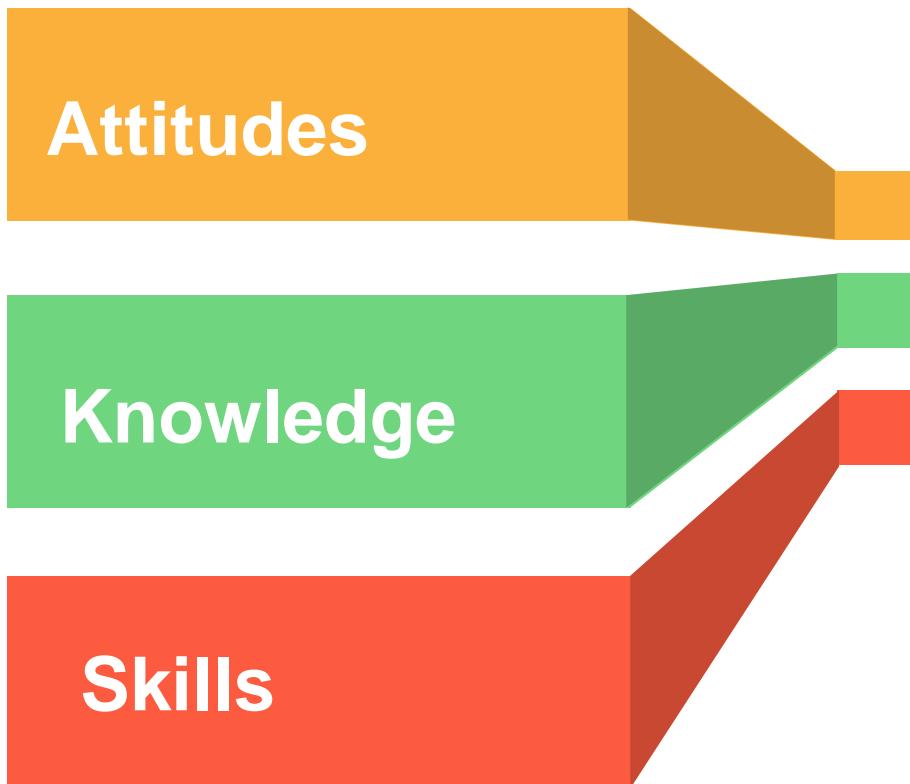


Is it easier to adapt for one teacher than dozens of students?



How do we find a balance between expectations of students and expectations of institutions?

Intercultural Competence Defined

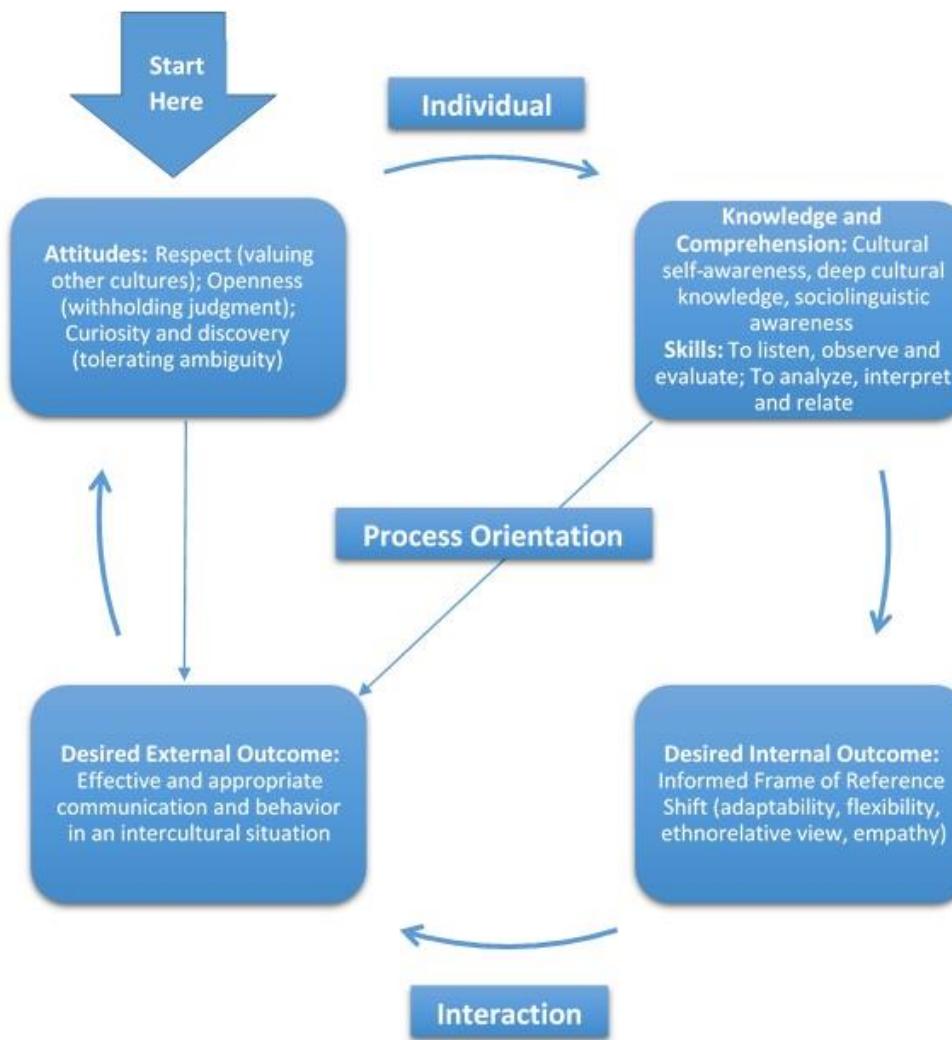


**Effective
Appropriate**



(Deardorff, 2008)

Intercultural competence is developmental in nature



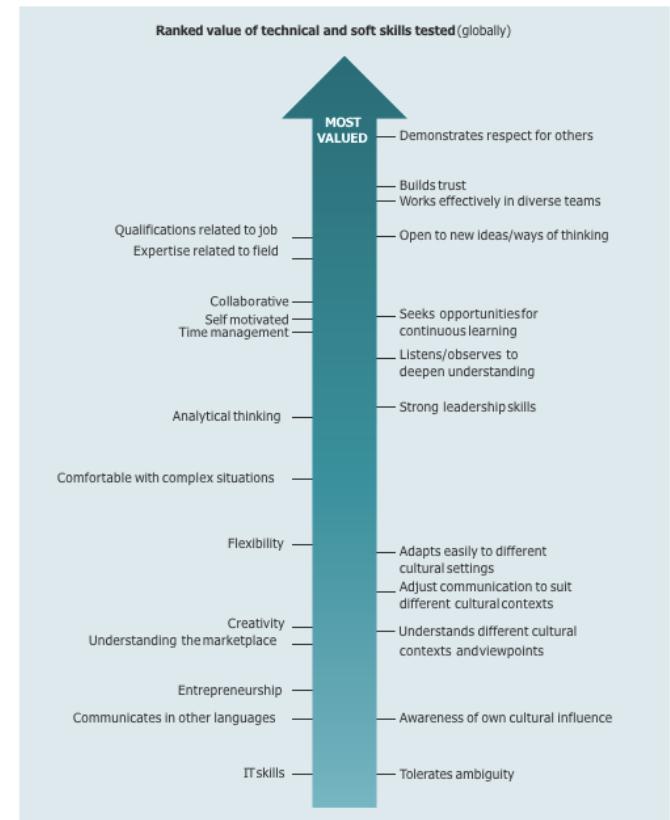
By Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p. 241-266
and in The SAGE Handbook of Intercultural Competence, 2009 (Thousand Oaks: Sage).

Taking action

- It has been observed that encounters with diversity do not automatically develop intercultural competence.
- Moreover, it can contribute to individuals developing negative responses to diverse cultural experiences if their cultural sensitivity level is low (Bennett, 1993).



Employers believe that intercultural skills are integral to the workplace
(British Council, 2013)



Practical initiatives for intercultural development

1. Staff training

- pre-departure sessions
- resources

Self-awareness

Culture-general knowledge

Culture-specific knowledge

2. Student training

- online courses
- induction sessions

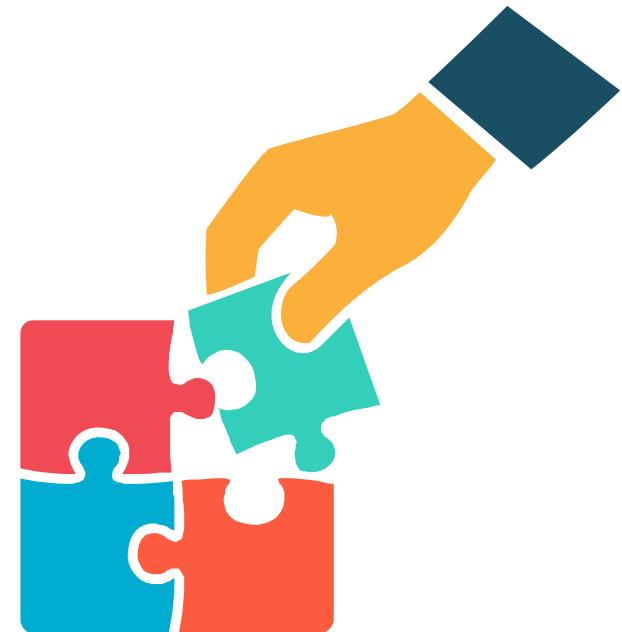
Didactic

Experiential

Inclusive

Take small steps

- Start with building awareness and changing attitudes
- Create environment for interaction (e.g. icebreakers)
- Voice and listen to expectations
- Collectively negotiate mutually agreeable learning environment
- Develop reflective process for both students and staff
- Foster communities of learners through sharing sessions and involvement of local staff



Conclusion

- There is a need for intercultural competence development of staff and students in TNE
- There is no one size fits all solution
- Automatic ‘transplantation’ of home solutions offshore should be avoided
- Equitable, culturally appropriate learning experience should be ensured





Thank you

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