

INTERNATIONALIZATION OF THE CURRICULUM

HERCO FONTEIJN
MAASTRICHT UNIVERSITY
FACULTY OF PSYCHOLOGY AND NEUROSCIENCE

(VERSION EXCLUDING PHOTOGRAPHS)

Freiburg, April 9th 2018

IoC

- Intended International Learning Outcomes
- **Methods & Assessment**
- **International Classroom**



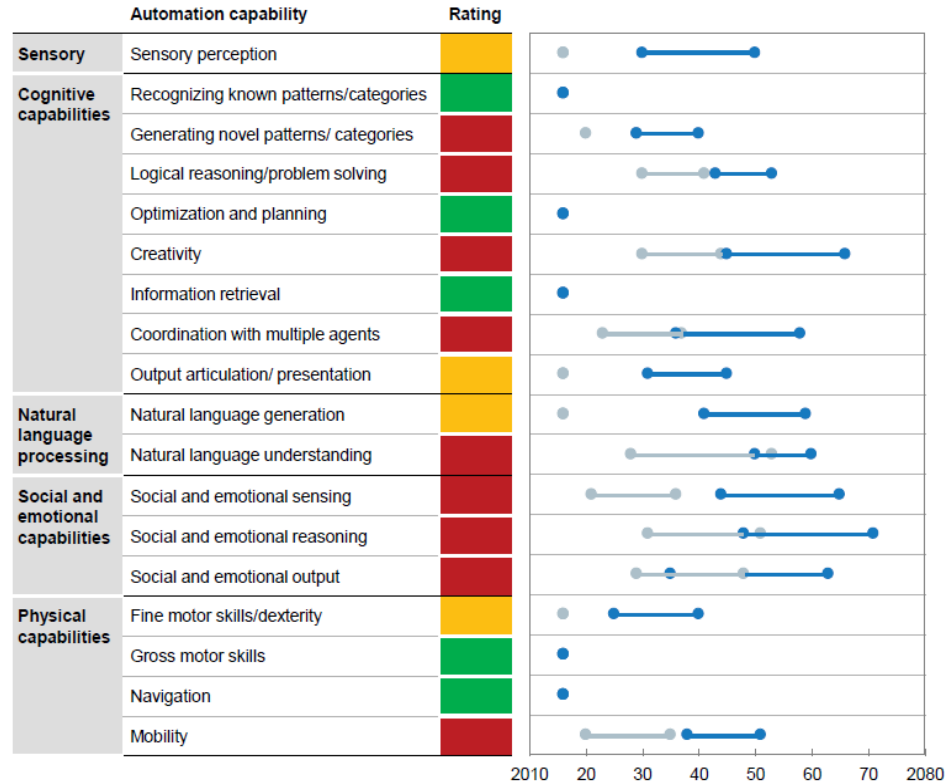
Internationalization @ UM

- ❑ International students (50%)
- ❑ International staff (40%)
- ❑ Language (English)
- ❑ Program content focuses on international (European, global) perspectives
- ❑ Mobility (400 partners, 2 university networks)
- ❑ Glocal participative action, Brightlands campuses
- ❑ PBL (builds small group communication and collaboration skills)



Ranges of estimated time frames to reach the next level of performance for 18 human-related performance capabilities

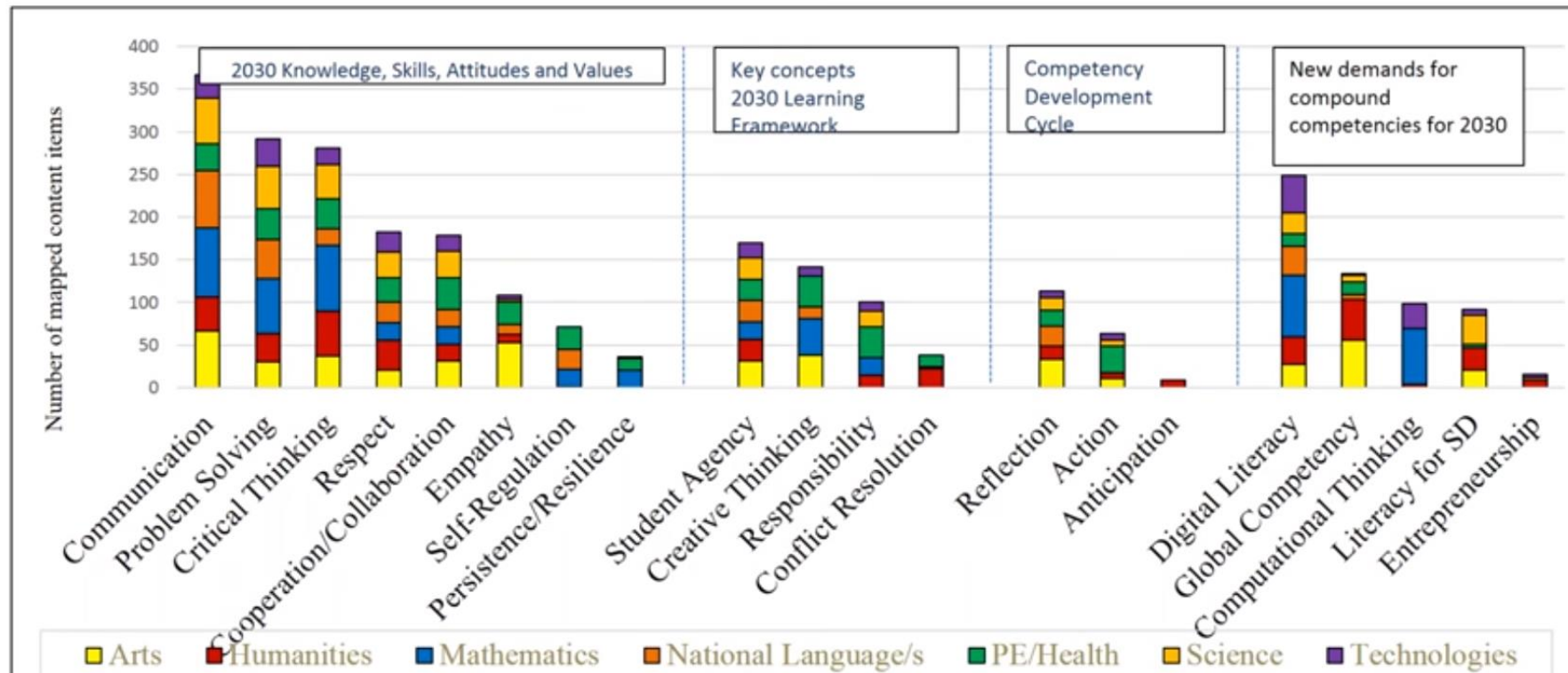
Rating ■ Below median ■ Median ■ Top quartile **Human performance** ● Median ● Top quartile



SOURCE: McKinsey Global Institute analysis

Some of the new demands are accommodated in current curriculum changes in pilot countries; others are less articulated or made explicit.

Preliminary Findings of Content Mapping: Main target competencies by learning areas (ISCED 2; 4 countries/ jurisdictions)



ILO examples

- Master Globalization and Development Studies – “Identify and discuss the different institutional actors, social forces and forms of agency involved in processes of globalisation and development in different empirical domains, both as they apply to relations between the Global North and Global South as well as within the Global South.”
- Bachelor European Public Health – “To have knowledge and understanding of the interconnection between public health problems and solutions at a global, European, national, regional and local level.”
- UCM: “Graduates have Intercultural skills, i.e. have knowledge of other cultures and be able to communicate and collaborate effectively and appropriately with people from different cultural backgrounds.”
- SBE: “Our graduates are aware of their responsibility in a global, ethical and social context” and “Our graduates are able to demonstrate excellent interpersonal competences in an international professional context.”



PBL2018

International Conference

PBL FOR THE NEXT GENERATION

Blending active learning, technology, and social justice

Santa Clara | California | USA 16-19 February, 2018

CONFERENCE PROGRAM

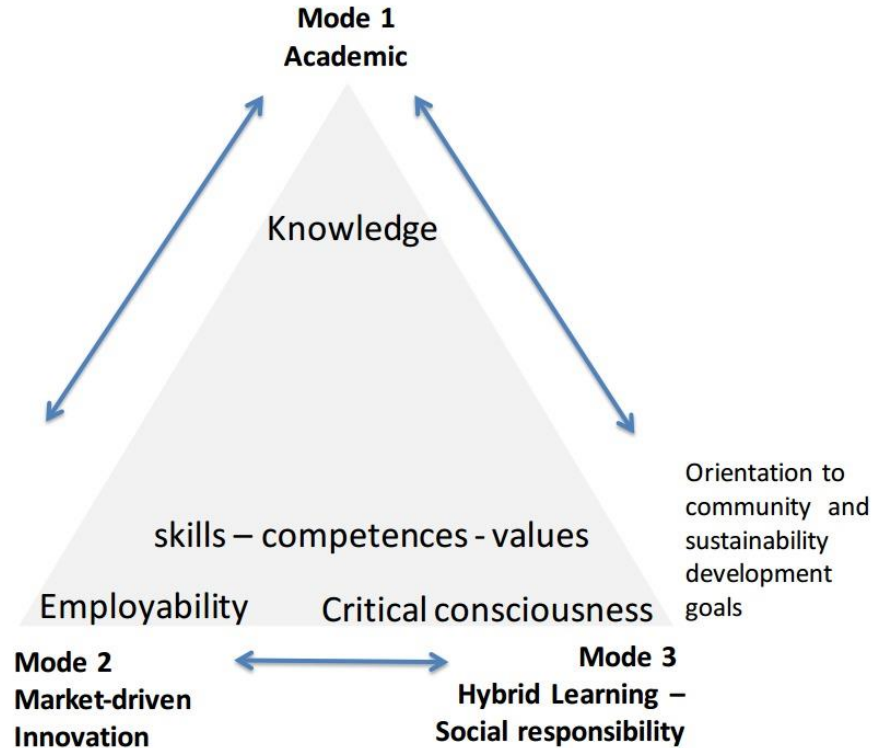


Santa Clara University

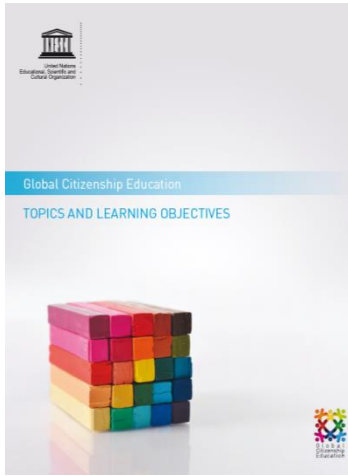
Orientation to
academia and
theory

Orientation to
Companies
and
instrumental
practice

Orientation to
community and
sustainability
development
goals



Jamison, Kolmos, Holgaard, 2015



Box 1: Core conceptual dimensions of global citizenship education

Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

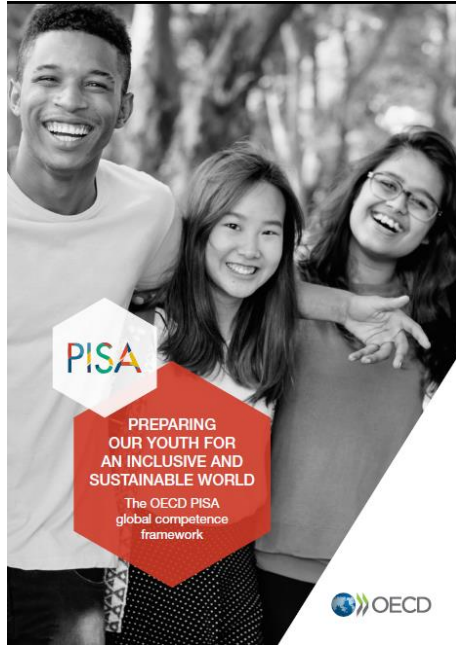


Figure 1. The dimensions of global competence



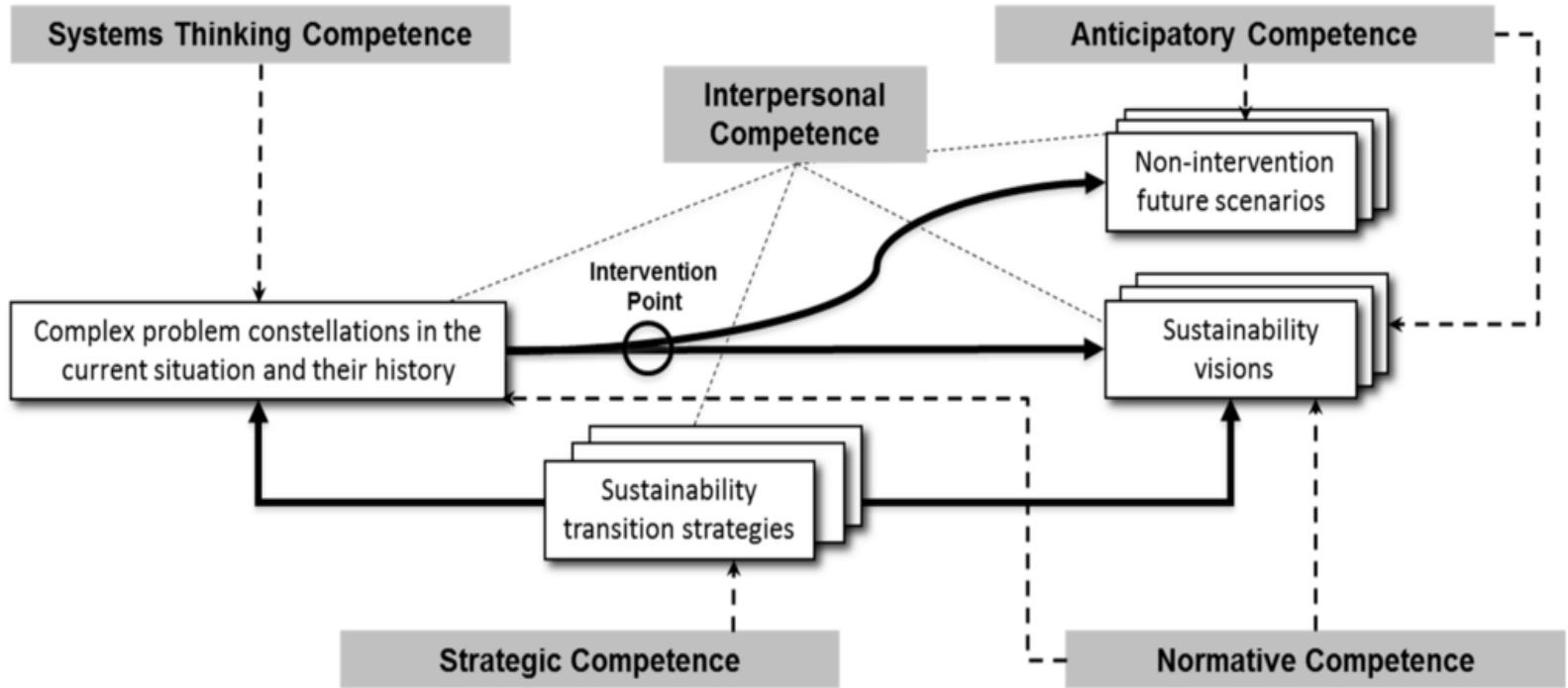


Civic and Global Learning

This area of learning fosters students' integration of knowledge and skills through applications and experiences that prepare them for citizenship. Students engage with, respond to, and reflect on political, social, environmental and economic challenges at local, national and global levels.

At the master's level, the student

- Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.
- Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed.
- Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.



(Wiek et al., 2011)

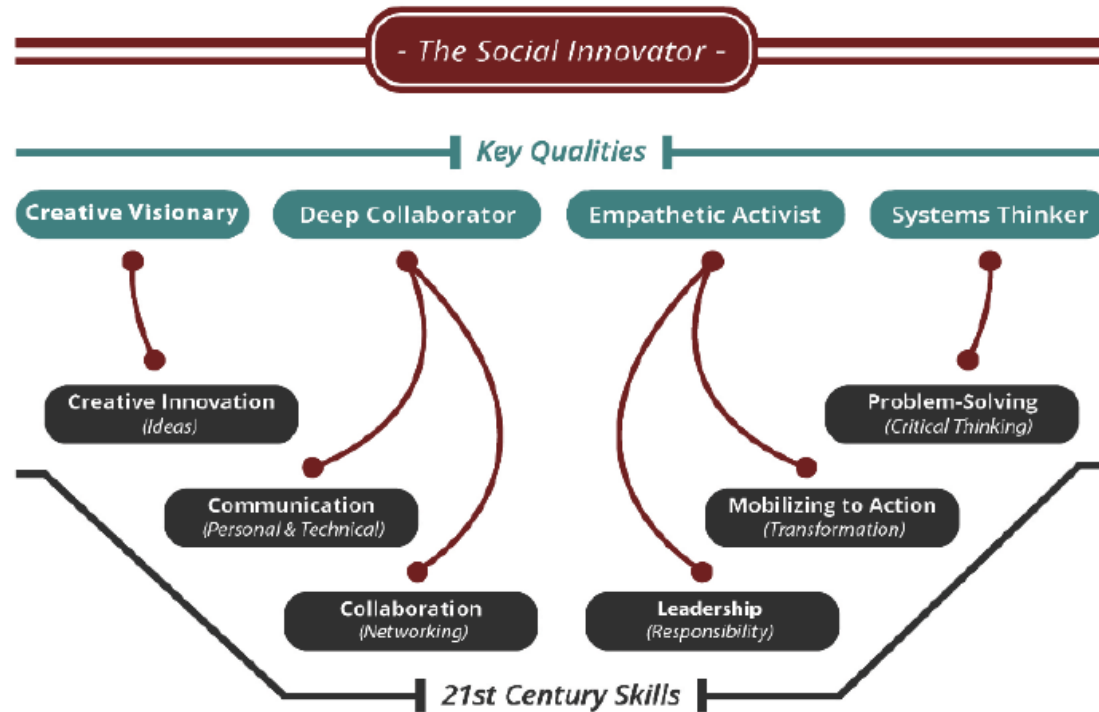
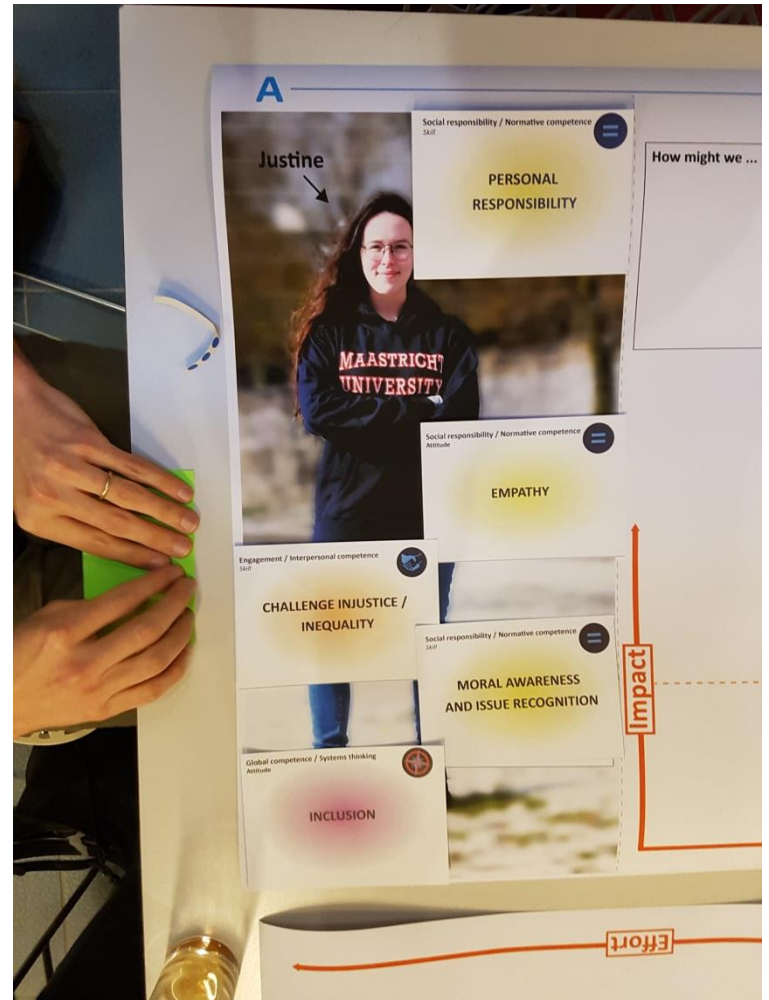


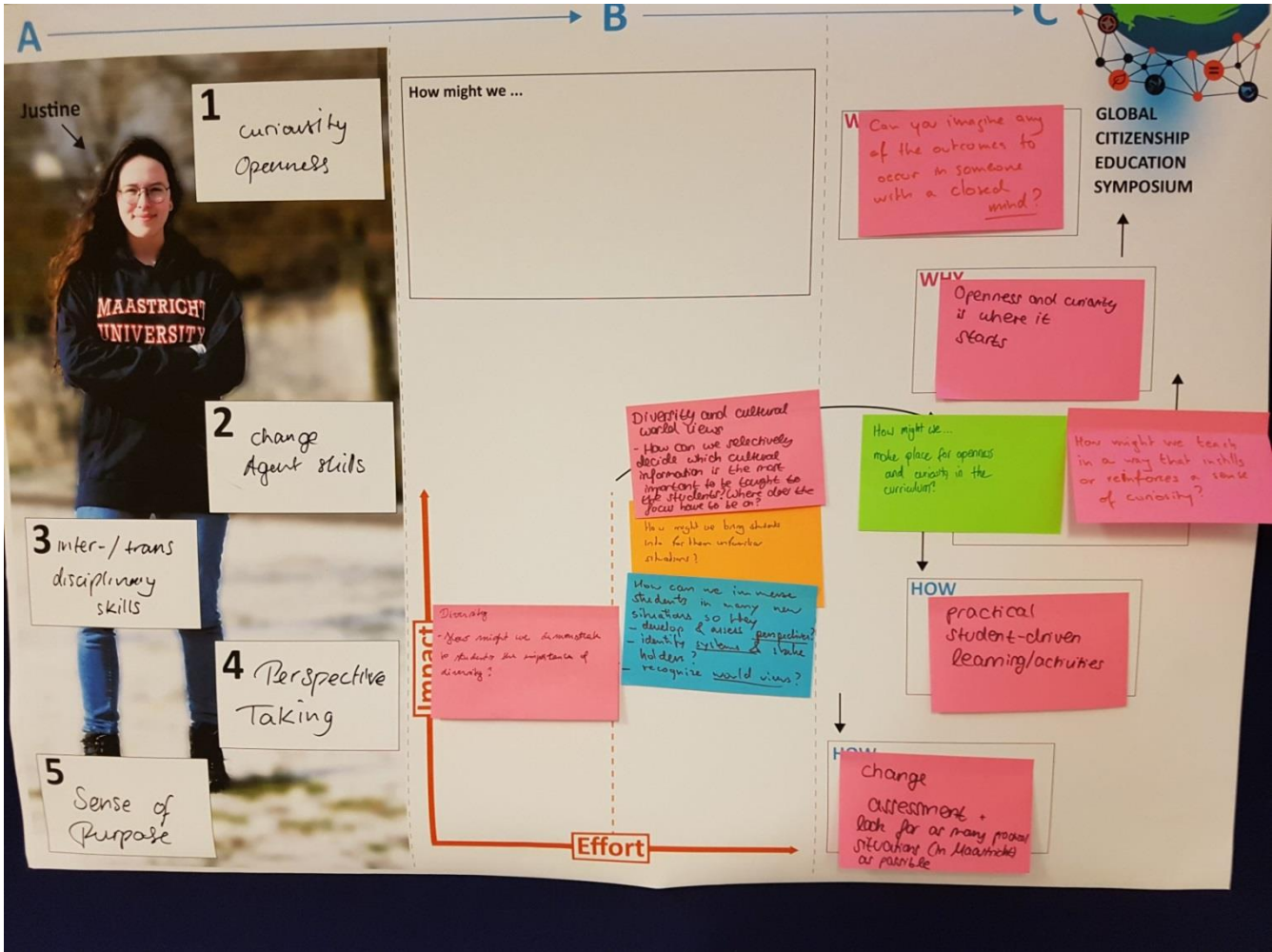
figure 5. Key qualities of social innovators



Figure 1. Global citizenship conceptual model.

(Morais & Ogden, 2011)





Methods / assessment



Virtual mobility

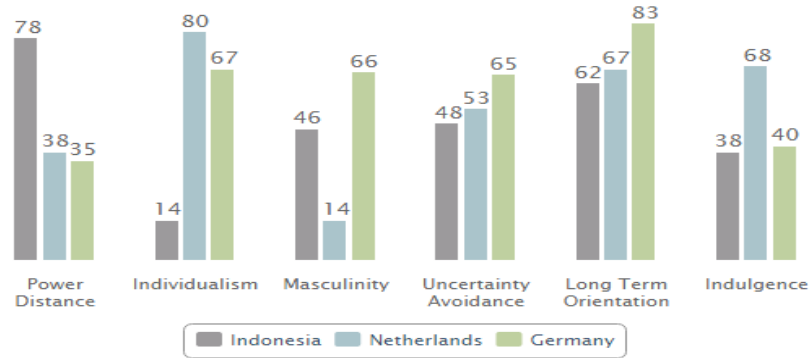
No tools are pushed

The collage illustrates various digital communication tools used in virtual mobility. It includes:

- A web browser window showing a research paper titled "This wall is for psychology students in Maastricht and Bandung who are investigating humanitarian work psychology in Indonesia in November 2014".
- A Facebook group interface for "Ethical decisionmaking in humani..." with 10 members. A post from Judith Lu asks, "Hey guys! How are you d went well! However, I was and on what kind of proje shut down somehow...".
- A WhatsApp chat titled "Gender mainstreaming" with messages discussing research on Balinese woman motivation in working because of their significant role as wife and as part of society.
- A video call window showing two people, a woman and a man, smiling and making a peace sign.
- A UNHCR Syria Regional Refugee Response dashboard showing a map of the region and statistics: Total Persons of Concern: 1,602,748 and Registered Syrian Refugees: 1,396,150.

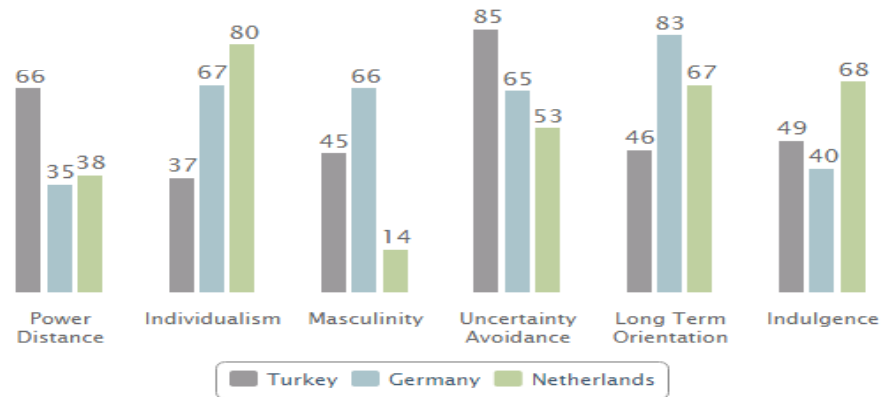
Indonesia

in comparison with Netherlands and Germany



Turkey

in comparison with Germany and Netherlands



Example 1: VM assignment

- 80 students in Maastricht (from 33 countries), 30 students from Universitas Padjadjaran, Bandung, Indonesia, 30 students from Yasar University, Izmir, Turkey, formed 16 teams
- duration: 5 weeks
- Maastricht: embedded in module on organizational psychology
- Bandung: students volunteered to participate and received a certificate
- Izmir: assignment embedded in module on cross-cultural psychology

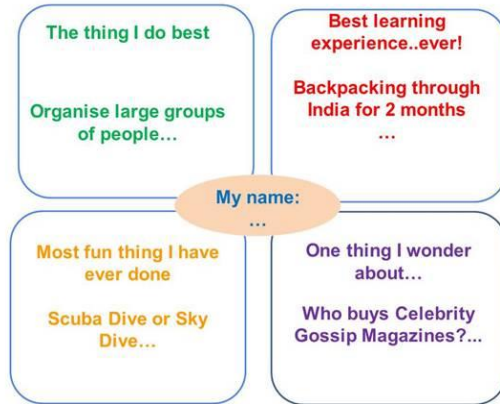


Launch

- Joint online introduction
- *Virtual ice breaker*
- Virtual team meetings
 - Teams discuss sketchy guidelines
 - Team charter

Contact details

- Name:
- My country of birth: Australia
- Favorite topic in psychology: Abnormal and social psychology
- E-mail:
- Skype:
- Facebook:
- Favorite pastime: Exploring

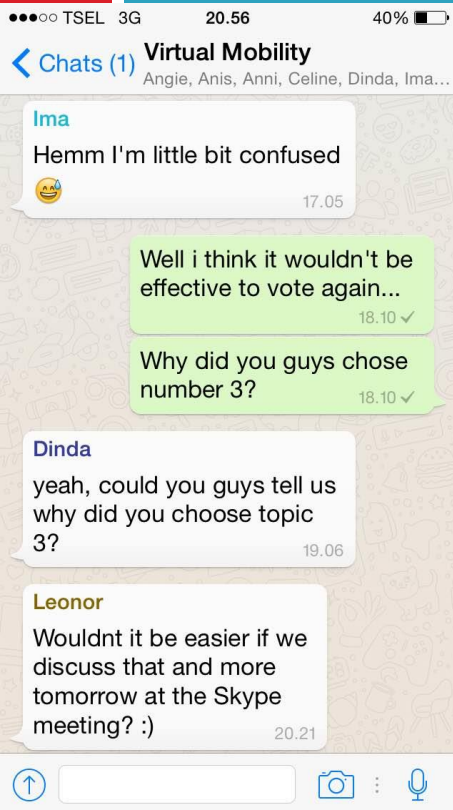


<https://usergeneratededucation.wordpress.com/tag/passion-based-learning/page/2/>

Process

- Monitor process (weekly progress report)
- Teams present on humanitarian topic
- Hand-in materials (problem or case description, learning resources, teacher guide) and individual reflection report
- Joint online evaluation via Skype
- Follow-up: student research in Indonesia

digital footprint

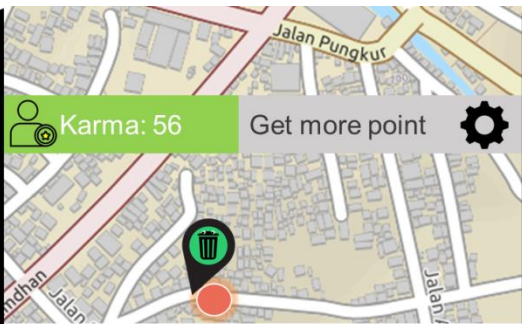


Deliverables UM students

PBL materials
and research/
intervention
proposal on
humanitarian
work
psychology in
Indonesia or
Turkey

- Poverty reduction
- Social entrepreneurship
- Capacity building
- Displacement/refugees
- Disaster management
- Fair pay
- Child labor
- Coping with stress in humanitarian work
- Corruption
- Gender mainstreaming
- ...





TrashBin 1977

Jalan Pungkur, 67b, Bandung



Check in with QR

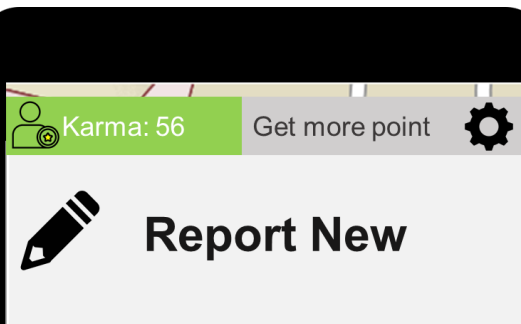
+2 Karma Points



Localize



Capture



Trashbin



Recycle Station



Trash dump

Generate QR



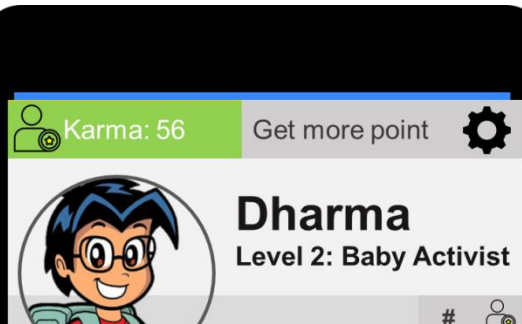
Add Photo



Localize



Capture



Dharma

Level 2: Baby Activist

56/60

4 Karma points to level up!



Photos Shared

#



5 (x5) 25p



Checked/Reported

8 (x2) 16p



Checked/Reported

2 (x3) 6p



Checked/Reported

4 (x1) 4p



Quiz

5p

Friends Rank



Ari
Level 4



Sarah
Level 3



Darma
Level 2



Annisa
Level 2



Ryan
Level 1

Available Discounts



Drinks & food

Localize

Products



Services

Capture

Extra

Show on Map

If you want to participate as enterprise please contact us [here](#).

perspective taking



“It made me realize that I have to reflect on my own behavior much more than I currently do (e.g. the Western European (female) directness might irritate people with a different cultural background).” (M46, German)

“I heard a lot of other groups complain that their Indonesian team had trouble understanding but I think they were not patient enough and clear enough on what they wanted from them (..) This was a very new experience for me. (..) I got to know how Westerners feel and think when it comes to Eastern context.” (M64, from India)

ambiguity management

“The ambiguous project description was another challenge. However, I am likely to encounter ambiguous assignments in my job and therefore this was also a good learning experience. Initially I was a little bit irritated, because I did not know how to start. Then I realized that this was part of the project and we as a group were meant to interpret the project ourselves by discussing about it and brainstorming. I learned to be more self-confident and to have trust in the group to come up with a joint interpretation.” (M56)



Experiential e-learning

- Fragile swift trust deepens through predictable communication patterns, timely responses, adequate feedback, open information sharing (Henttonen & Blomqvist, 2005; Mesmer-Magnus, et al., 2011; Gibson et al., 2014)
- Perceived homogeneity, social equalization, fundamental attribution errors affect perspective taking and team performance (Mesmer-Magnus et al., 2011; Ortiz De Guinea, Webster, & Staples, 2012)
- Antecedents of and propensity to trust may vary across cultures (e.g. Ferrin & Gillespie, 2010; Ortiz De Guinea, Webster & Staples, 2012) so monitor communalism, ability differences, benevolence, internalized norms, accountability (Rusman et al. 2010)
- Lack of information may affect subgroups in tight and loose cultures differently (Rusman et al., 2010; Gunia et al., 2011) yet virtual teams help reduce social pressure and create response flexibility (Mesmer-Magnus, et al., 2011)
- Social identity of groups can be made salient to build attachment (Ren, Harper, Drenner et al., 2012), but faultlines may occur (Polzer et al., 2006)
- ...

“Being in the project made the articles for this course come to life. A lot of times I could relate to what a text would say, because a similar situation happened in our team.” (M40)

Bandung / Izmir calling

- “I learned about the work style of students from Maastricht as a team and tried to adjust to it with our own style.”(P25)
- “It really helped me to see problems from another (cultural) perspective. The project also helped me to improve my English conversation, something that I rarely practice. It also nice to have a friend from another country.” (P9)
- “I learned how to communicate, negotiate and also persuade other people who have different culture from me. What a priceless experience for me!” (P5)
- “Maastricht teams were always on time, very organized”; “..delivered products while we were still deciding who was going to do what” (T1)



Example 2:
assignment in
module on
cognitive
psychology
(year 2,
bachelor)

- 400 psych students in Maastricht, 165 students from Universitas Padjadjaran, Bandung, Indonesia, formed 39 teams
- duration: 6 weeks
- explore intercultural differences in work (guide for expats) or cognition (e.g., decision making, moral judgment, or negotiation)

Table 5. Study 3: Within-Culture Average Ratings of Behaviors. Sorted by USA Harmfulness Ratings.

	Behavior items	USA % Immoral	USA Harmful Ratings	USA Uncivilized Ratings	China % Immoral	China Harmful Ratings	China Uncivilized Ratings
1	To kill a person	90	5.97	5.02	52	5.86	3.95
22	To intentionally cause harm to someone for your own gain	89	5.04	4.27	65	4.68	3.87
18	To intentionally hurt another person	81	5	4.45	56	5.08	3.9
5	To cheat on your spouse	83	4.89	3.81	74	4.46	3.98
2	To engage in corruption and bribery	80	4.7	3.92	65	5.32	3.93
23	To sell out (betray) your own friend	67	4.4	3.97	80	4.74	4.04
7	To steal someone's belongings	82	4.38	4.25	61	4.88	3.94
21	To be prejudiced against someone because of his ethnicity	61	4.35	4.66	53	4.12	4.2
11	To take advantage of someone in order to better yourself	58	4.17	3.8	65	4.14	3.66
9	To lie about things that are important	54	3.98	3.29	46	3.87	3.45
28	To lack values that guide your own behavior	34	3.69	3.69	19	3.56	2.76
12	To infringe on someone's privacy, like reading their diary without permission	48	3.65	3.86	80	3.95	4.25
15	To go against the laws of your government	21	3.63	3.53	35	4.76	3.53
3	To be hypocritical or two-faced, fake	29	3.4	3.22	40	3.53	3.3
10	To shirk one's responsibilities and obligations	18	3.37	3.39	46	4	3.4
25	To cheat on a final exam for class	54	3.35	3.32	45	3.56	3.32
14	To act selfishly, only care about self-interest	28	3.33	3.63	40	3.56	3.35
8	To be disrespectful to your parents	24	3.16	3.56	76	4.61	4.48
27	To be inconsiderate of others' feelings	13	3.02	3.37	38	3.43	3.32
16	To talk behind someone's back	12	2.79	3.05	63	3.31	3.91
17	To litter	14	2.76	3.63	64	3.33	4.32
6	To not give up your seat to the elderly on public transport	15	2.64	3.83	58	3.1	3.93
19	To have casual sex with many people	23	2.36	2.66	62	4.22	4.08

Crossing disciplinary boundaries



The screenshot shows the University of Exeter Grand Challenges website. The browser address bar displays <https://www.exeter.ac.uk/grandchallenges/>. The page features the University of Exeter logo and the text "GRAND CHALLENGES". A navigation menu includes "Home", "Challenges 2017", "About", "Gallery", "Events", and "Contact". A dropdown menu under "Challenges 2017" lists several topics: "Climate Change: Mitigation, Adaptation or Geo-engineering?", "Food for Thought: Securing Sustainable Food Systems in the 21st Century", "Global Security: How Can We Confront The Complex Security Challenges Of The Future?", "Mental Health: The Treatment Gap", and "The Business of Brexit". A "SHORTLISTED" badge is visible next to the "REIMAGINE EDUCATION AWARDS 2016" logo. A video player shows students working together, with a play button overlay. A quote from a student reads: "GC helps you engage with the real world, doing something meaningful you can be proud of. Yes, I was part of that and it was amazing!". A "Press Release!" section mentions "Mental Health Challenge academic Professor Paul Greenwood featured in Daily Mail".

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GRAND CHALLENGES

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Climate Change: Mitigation, Adaptation or Geo-engineering?

Food for Thought: Securing Sustainable Food Systems in the 21st Century

Global Security: How Can We Confront The Complex Security Challenges Of The Future?

Mental Health: The Treatment Gap

The Business of Brexit

Grand Challenges Penryn

REIMAGINE EDUCATION AWARDS 2016 SHORTLISTED

Grand Challenges 2016 University of Exeter

Praise for Grand Challenges

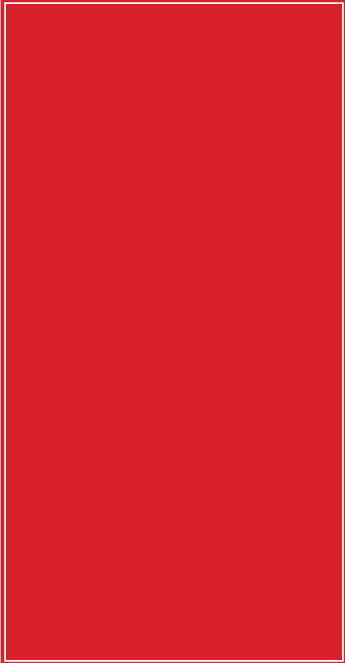
"GC helps you engage with the real world, doing something meaningful you can be proud of. Yes, I was part of that and it was amazing!"

Press Release!

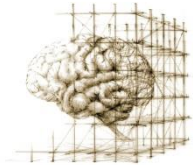
Mental Health Challenge academic Professor Paul Greenwood featured in Daily Mail



Other examples

- 
- ❑ Programs with strong international perspective: European Law, Global Health, Emerging markets, etc.
 - ❑ Cases with international perspective, e.g. what do you do as (general/marketing/purchase) manager when a supplying garment factory in Bangladesh collapses?
 - ❑ Students run awareness campaign to reduce use of paper cups
 - ❑ International Psychology (exchange students study professional practice at home)
 - ❑ Community-based projects, e.g. adopt a patient organization, pro-bono mediation clinic
 - ❑ International joint degree masters with extended mobility windows

BUILDING THE INTENTIONAL UNIVERSITY



MINERVA and the FUTURE of HIGHER EDUCATION

*edited by Stephen M. Kosslyn and Ben Nelson
foreword by Senator Bob Kerrey*



Student Experience

The Office of Student Experience is responsible for the development of experiential learning (co-curriculum, character curriculum, extra-curriculars) and community at Minerva across the four-year student experience. The role of the Office of Student Experience is to build a global, values-driven community where students can bring and develop their whole, authentic selves.

- Character Development and Community activities encourage students to build a close, supportive community, and develop Minerva's seven character outcomes:

Curiosity, Empathy, Resilience, Focus, Collaboration,
Initiative and Respect

Assessment

Example: assessing outcomes of student mobility

- Welcome home session for departing and returning students
- Sharing experiences - before, during, after (re-entry shock)
- Assignment (mini-portfolio)
 - ▣ Discuss critical events, professional practice
 - ▣ Gather evidence of KSAs (examples: American Council on Education; AAC&U rubrics; give students voice: learning contract)



Knowledge (adapted from www.acenet.edu)

A globally competent student graduating from UM

- A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

- D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).

- F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.

- H. understands how historical forces have shaped current world systems.

- I. understands intercultural communication concepts.

- J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.



Skills

A globally competent student graduating from UM....

- K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- L. adapts his/her behavior to interact effectively with those who are different.
- O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.
- P. interprets issues and situations from more than one cultural perspective.
- Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.
- R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others



Attitudes

A globally competent student graduating from UM....

- S. accepts cultural differences and tolerates cultural ambiguity.
- T. is willing to learn from others who are culturally different from him/her.
- U. is willing to engage in diverse cultural situations.
- X. demonstrates resistance to cultural stereotyping.
- Z. displays curiosity about global issues and cultural differences.
- BB. is flexible, open to change and seeks personal growth.



GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4 Capstone	3 Milestones	2	1 Benchmark
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Think about your assessment of 21st century skills (E.g: AAC&U rubric intercultural competence; aspect empathy)

Score from 1 (Views experience of others but does so through own worldview) to 10 (Interprets intercultural experience from the perspective of own and more than one worldview and demonstrates ability to act in supportive manner that recognizes the feelings of another cultural group)

Score:

Rationale:

Do you see a way to improve your assessment across this dimension? How?

(Scardamalia et al., 2010, p.46)



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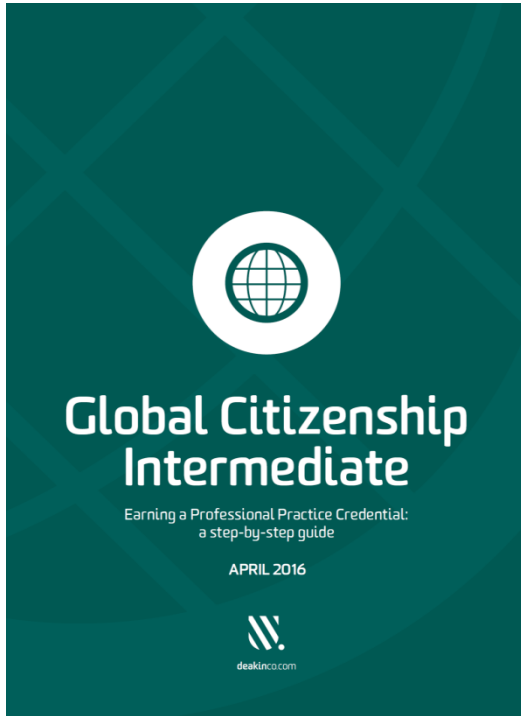
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You must address all criteria

- Criterion 1** You promote awareness and understanding of the range of different perspectives, values, beliefs and behaviours in the workforce
- Criterion 2** You consider the implications that decisions may have on people from different cultures, countries and diverse backgrounds
- Criterion 3** You break down barriers and create opportunities for inclusion of different views, backgrounds and perspectives
- Criterion 4** You build a workplace culture compatible with the organisation's values and behaviours

Autonomy, influence and complexity



Along with satisfying the criteria, your submission will need to demonstrate the expected level of autonomy, influence and complexity of your skills and experience. Keep this in mind as you decide which projects or achievements you will include in your submission.

Autonomy

You work across a team or operational area in an inclusive manner to harness differences and produce superior results

Influence

You encourage others to respect cultural differences and a diversity of views, backgrounds and perspectives

Complexity

You understand and can take the perspective of different groups and cultures



ICR



International classroom



Identity building
- strategies to
build and infuse
the institutional
and cultural
identity of
Maastricht
University and to
make students
and staff aware
of this

- Diverse group composition
- Code of conduct

Introduction and orientation – strategies that focus on introduction and orientation of students to prepare them for university life and thereafter

- ❑ Buddy/mentoring system
- ❑ Team building
- ❑ Introductory activities raise awareness of intercultural differences (incl. academic climate)
- ❑ Study association activities

Mix and mingle
– strategies to
make ‘mixing
and mingling’
(between local
and foreign
students) a long-
term integrated,
intra- and
interfaculty
affair for
students and
faculty.

- ❑ Common room
- ❑ Cocurricular intercultural events
- ❑ Cultural nights
- ❑ Student association activities
- ❑ Free Dutch language course

Faculty development – strategies to train and empower teachers and other staff to get the best out of groups.

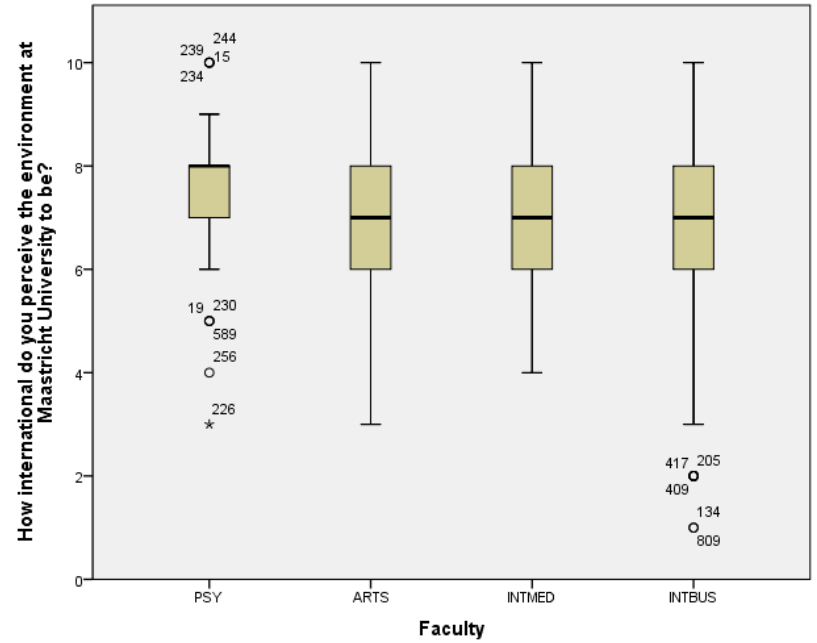
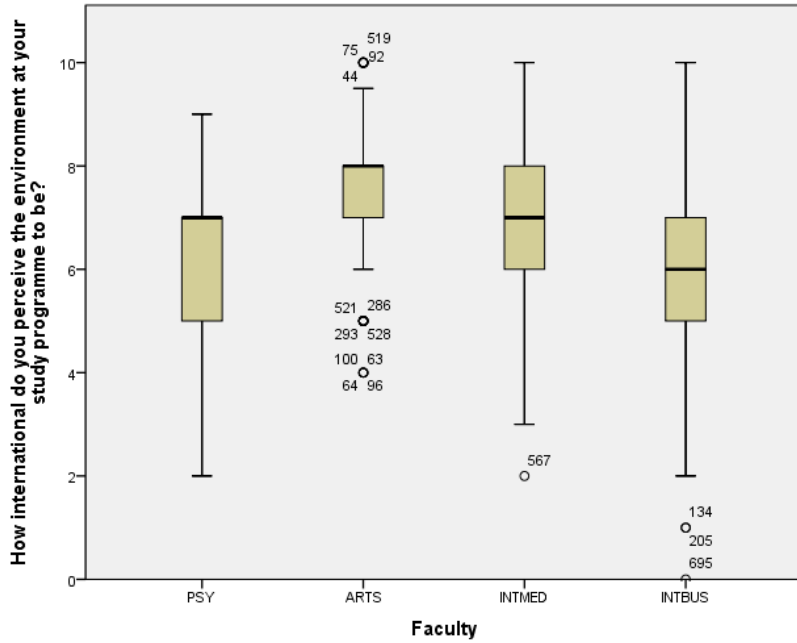
- ❑ Universal teaching qualification
- ❑ Training: managing international classroom
- ❑ Free language courses
- ❑ Staff exchange

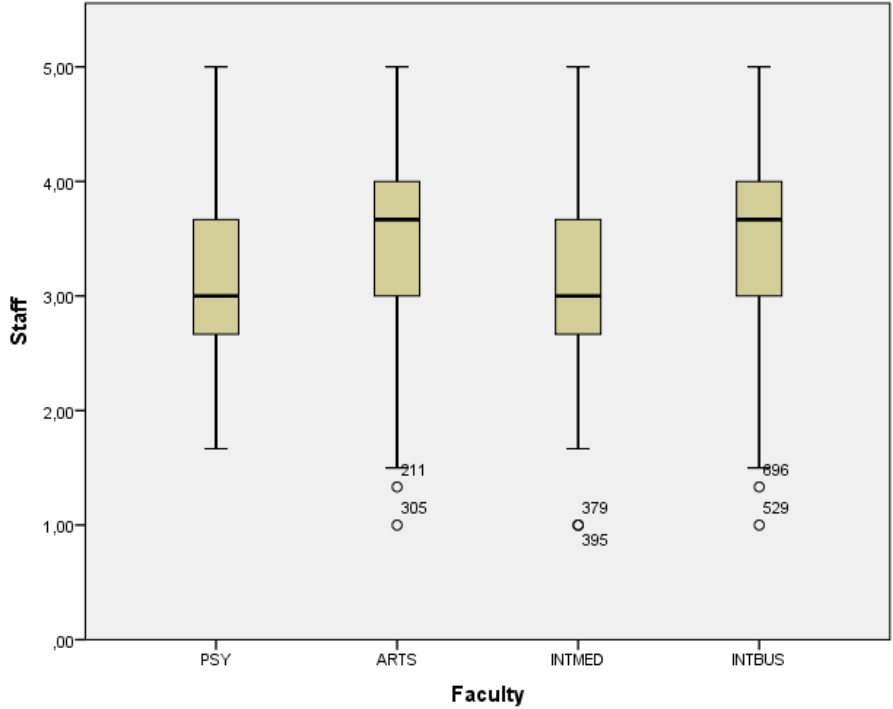
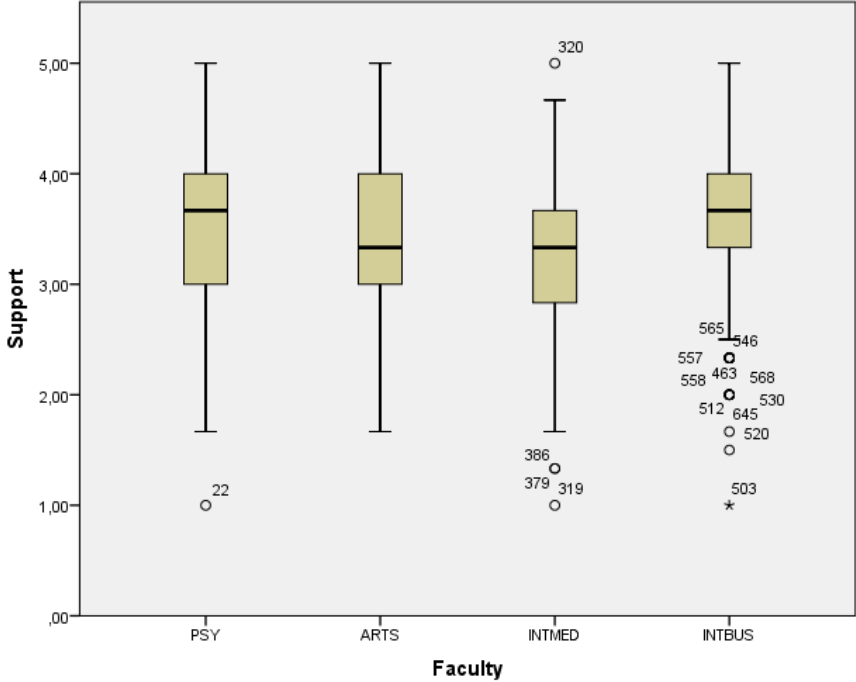
Education and scholarship – Strategies focusing on the teaching functions of the university in the context of the educational philosophy (PBL).

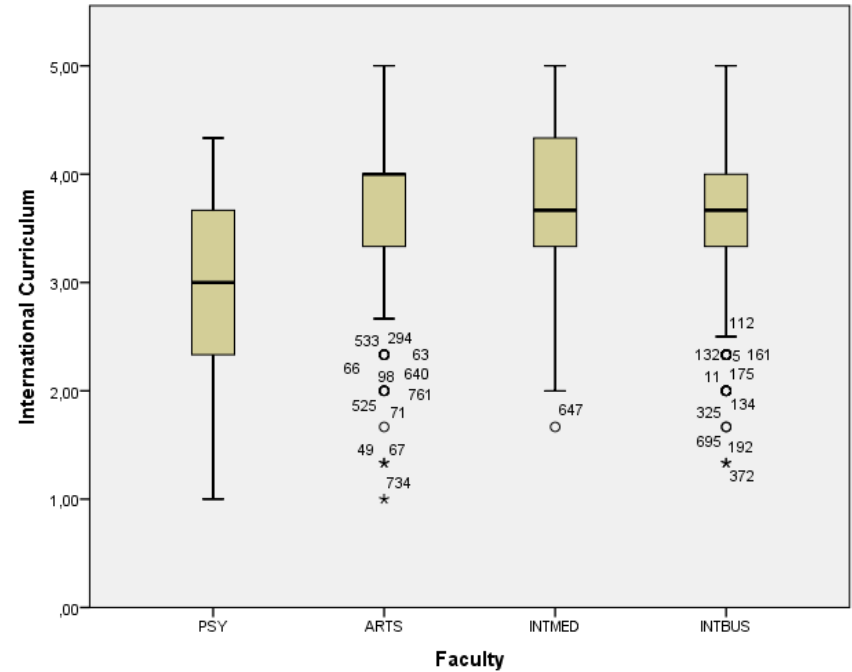
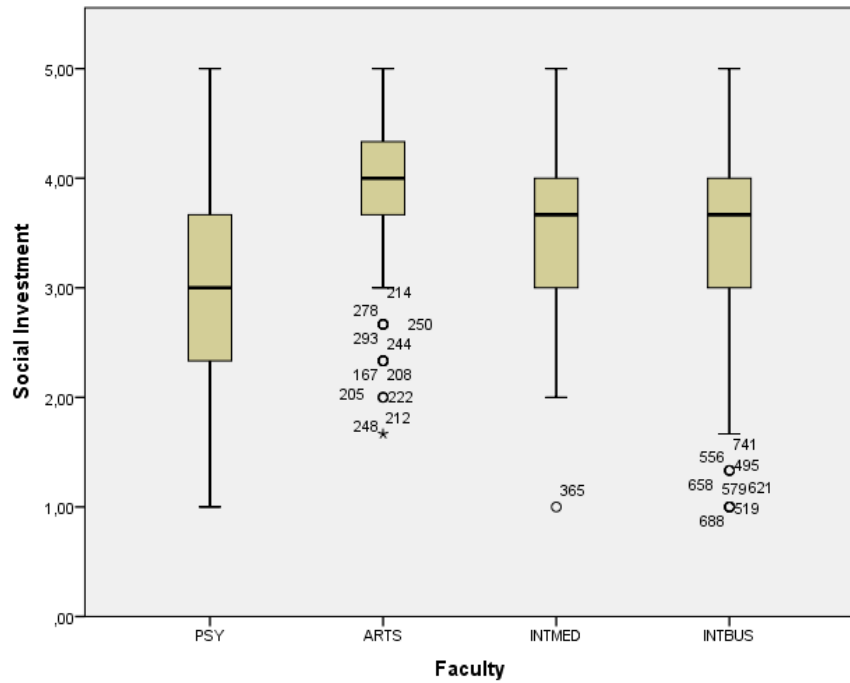
- ❑ ICR, GCEd Conferences/symposia
- ❑ IoC (intercultural content, VM, ..)
- ❑ Second language
- ❑ Bring international learning home

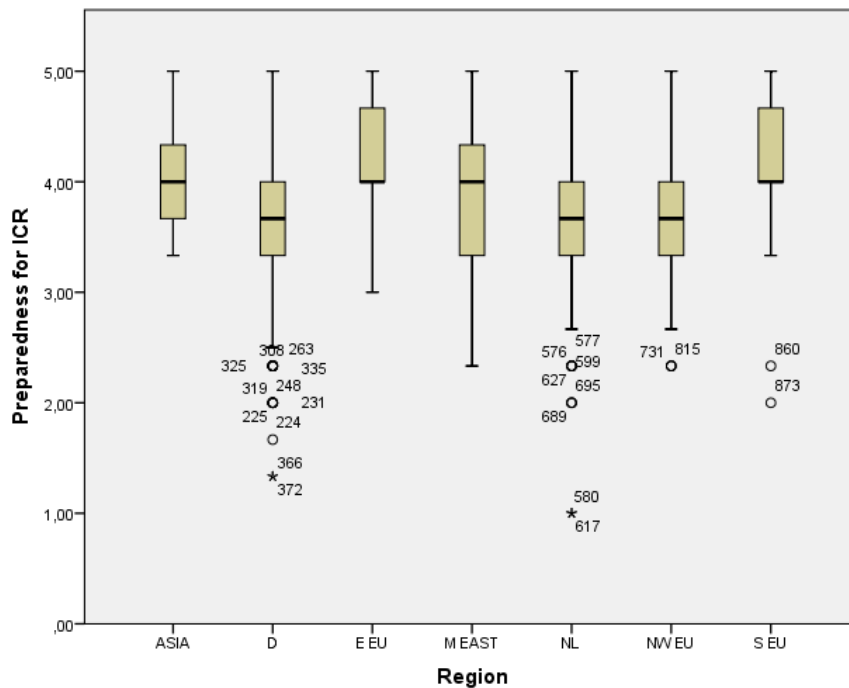
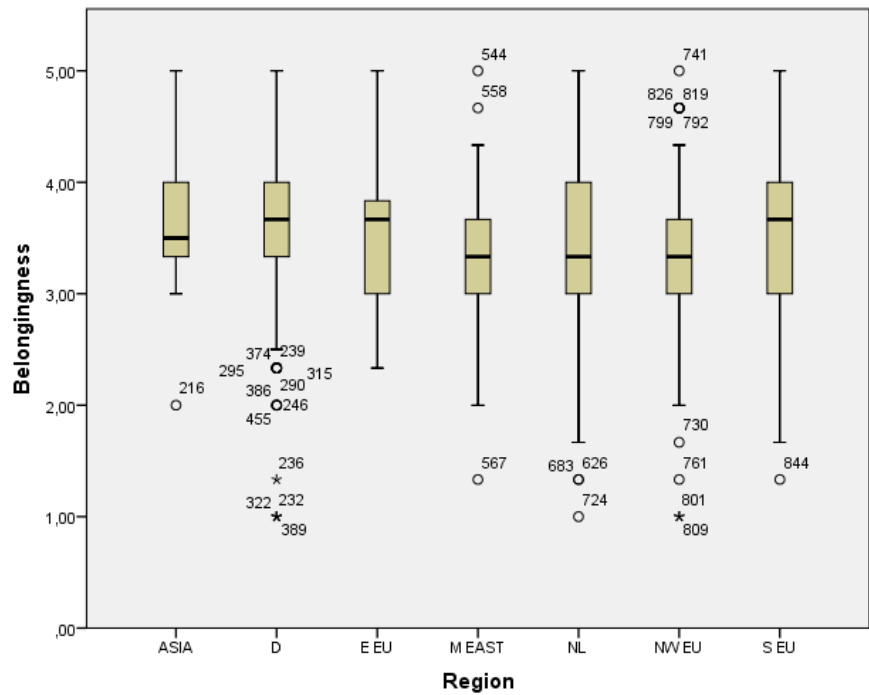
Monitoring and research – strategies to set up research collaborations, monitoring and feedback of students, staff and alumni on their concept and perceptions of the UM International Classroom.

- Focus Groups
- Evaluations
- ICR monitor











Thanks for your attention

h.fonteijn@maastrichtuniversity.nl

