Integrating Cultural Diversity in Higher Education –

A Generic Structure for a Continuing Professional Development course

Integrating cultural diversity in higher Education - HE4u2
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he4u2@eucen.eu | http://he4u2.eucen.eu

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Authors: Timo Halttunen, Kia Lundqvist and Emmanuel Acquah on behalf of the HE4u2 consortium
Editorial Board: George Zarifis, Françoise de Viron, Carme Royo, Francesca Uras
Design, Typeset and Layout: Jordi Sánchez

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The full online course with different models of tested courses can be accessed from http://moodle.eucen.eu/

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Foreword – Embracing diversity in university pedagogy

European societies are becoming increasingly diverse due to migration and globalisation patterns. This increased diversity has multifaceted effects on education. Higher Education (HE) is an area that has increasingly been affected and calls for closer attention in this field.

Higher Education Institutions (HEI) are facing the need to manage diversity both in students and staff. This development is a natural effect of strategic aims to increase internationalisation and mobility in universities. However, diversity is not restricted to visiting international students and teachers. Inclusive learning strategies and teaching methods are needed to cater for the HEI students and academics with migrant backgrounds resident in the community.

This tool describes a generic structure of a Continuing Professional Development Course (CPDC). It aims at giving the reader insights and ideas in organising staff training to promote inclusive learning and teaching in European higher education institutions. This Generic Course Structure can be adapted to any institutional, regional or national environment by following the experiences that the course designers had, when piloting the course in their own universities. These experiences are presented as examples, within the present training course structure.

This Generic Course Structure has been created by the European project *HE4u2 - Integrating cultural diversity in Higher Education, co*-funded by the European Union Erasmus+ programme. The project is coordinated by the European University Continuing Education Network (eucen). The partnership is completed with the following universities:

- Université catholique de Louvain, Belgium
- Maynooth University, Ireland
- University of Turku, Finland
- Aristotle University of Thessaloniki, Greece
- University of Porto, Portugal
- University of Vienna, Austria, and
- Johannes Gutenberg University Mainz, Germany.

The HE4u2 project promotes inclusive teaching and learning within European Higher Education Institutions with an emphasis on the experiences and needs of migrant students.

Introduction

*The Generic Course Structure is a tool designed to be used as training for academic and non-academic members of **staff of HEIs** (i.e. lecturers, mentors, trainers, administrative staff, etc.) who work directly with students with a **migrant or ethnic minority background**. It intends to give the reader **insights and examples** on how to facilitate inclusive teaching and learning in the higher education. This document presents the structure of a generic course, based on the designing and piloting of a Continuing Professional Development Course (CPDC) tested in the seven partner universities of the HE4u2 project. Based on these experiences, the collected feedback and the other reports produced by HE4u2, the document intends to support academics, counsellors and administrative staff in the design of a CPD Course of their own[1].*

This generic structure is illustrated by various items and practical examples from the CPD courses that have been tested by the project partners within their university institutions. The findings from the piloting phase of the course can be considered as useful examples of how to develop inclusive learning strategies and learning environments. The practical assignments and assessment methods presented provide ideas for how to elaborate and produce a continuing education course that embraces the educational principles described in this document.

We assume here that the course addresses the further development needs of HEI staff members who already have the basic knowledge of teaching and pedagogy in universities even at beginner's level, or who have experience helping and communicating with migrant or ethnic minority background students. The framework designed to benchmark staff's prior knowledge, skills and competences in inclusive teaching, can be found in the 'Resources' part of this document.

The theoretical background of this course is based on the *Transversal Analysis and Conclusions* carried out on the literature and examples of good practices collected by the partners (Menezes et al., 2016) in the initial stages of the HE4u2 project. The literature and examples of interesting practises have been used to design the piloting courses and this final course.

The intended learning outcomes of the Generic course were inspired by the results of an online consultation conducted by the HE4u2 project. The consultation sought to gather experiences and feedback from current migrant students as well as other students from ethnic minority backgrounds in the partner universities. Using a mixed-methods research (MMR) approach, the consultation used both quantitative and qualitative questions in order to inform the structure

1 Please note the meaning of the following terms adopted in the present guide:
- "CPD course organiser" or "teacher" here is named **CPD course trainer** or **trainer**
- "CPD course target group" or "attendees" here are named **participants**
- "Students" or "HEI learners" here are named **HEI students** or **students**
- "Academic teacher" or "HEI teacher" here are named **teachers**

and content of the course design. The outcomes of the consultation can be found in the project website[2].

The document *Creating intercultural learning environments - Guidelines for staff within higher education institutions* (Fitzsimons et al., 2017) offers both practical and philosophical supports to staff in higher education planning and producing inclusive teaching in higher education. This document was one of the outputs of HE4u2 and is available on the project website.

The HE4u2 partners have also collected relevant policy papers and analysed the linkages to strategies and policies in the partner countries. The project has produced a report on Policy Dimension which includes recommendations about European educational policies. See in Figure 1 a visual summary of the project outputs sequence.

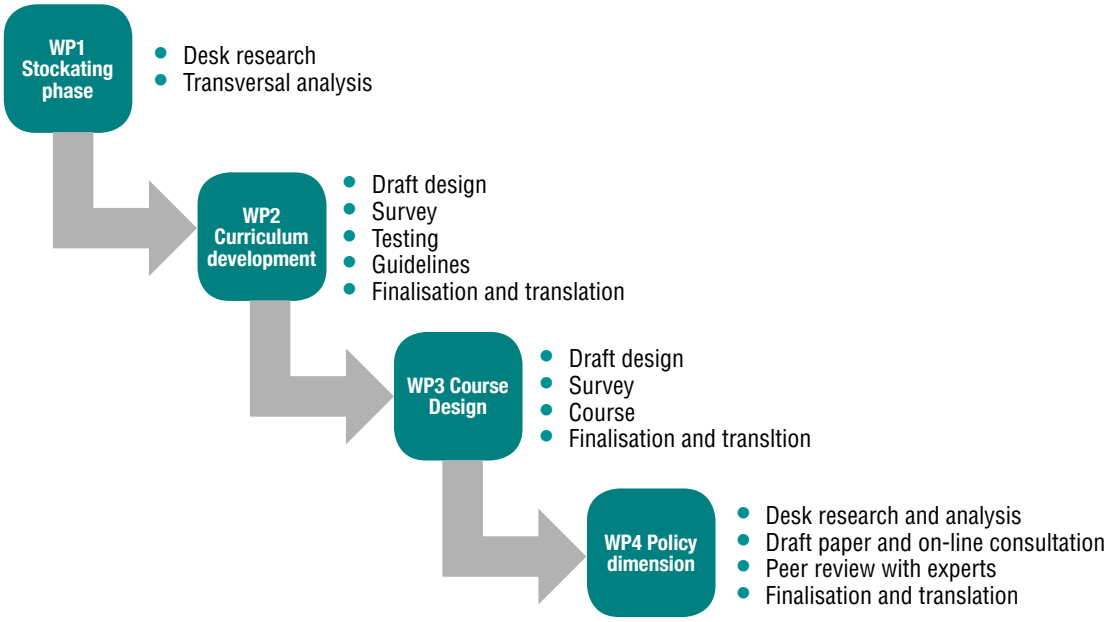

Figure 1: Work package (WP) structure and related deliverables of HE4u2 (Royo, Uras 2016)

2 http://he4u2.eucen.eu

Educational Principles - Underpinning this Course

Culturally inclusive teaching and learning aims at creating a learning space opened for everybody. Internationalisation and diversity in Higher Education classrooms call for the engagement of academics, counsellors and administrative staff to develop pedagogy and existing curricula.

Culturally inclusive teaching aims at building connections between academic learning and students' backgrounds. In culturally inclusive learning and teaching, instructions are adapted to meet the diversity of the students. For HEI's staff, culturally responsive teaching may include:

- Awareness of one's own cultural background and interest for other cultures, as well as cultural diversity
- Shift of cultural frames of reference
- Change in attitude and propositions towards e.g. minorities
- Use of the cultural heritages, frames of reference, and performance styles of ethnically diverse students as resources to facilitate and enrich the learning process of all students

In culturally inclusive teaching, HEIs' staff strive to understand the impact that culture has on teaching and learning. By HEIs' staff we mean professors (assistant, associate, and full), lecturers, counsellor and scientific collaborators. However, culturally inclusive learning is affected by other staff members as well. Study coordinators and other administrative personnel at the university cater for an inclusive learning environment and a study process that is responsive to the needs of the diverse users.

An important finding of the piloting carried out by partners is the absolute necessity to take into account the specificities of the organisational culture of the university or HEI in which the course will take place, but also the socio-political and socio-cultural context of the country. For example, the colonial past in many European countries call for the necessity to discuss the topic of decolonising the curricula. Moreover, we observe that the course must take into account the needs and expectations of the specific public to which it is addressed.

Designing Educational Principles - main points

- Principles in Culturally inclusive teaching and learning
- Specificities of the organisational culture in the university
- Specificities of the socio-political and socio-cultural context of the country or region
- Needs and expectations of the targeted staff members, including the diversity of their role or position

Course design

Defining the target group, content, time and length as well as the study level of the course are the customary first steps in creating a curriculum for any form of education. Founded on a competency-based approach, a set of Intended Learning Outcomes (ILO) gives an outline of the learning process and the measurement of learning goals.

Effective course design begins with understanding who the target group, the participants are, i.e. in our case who the HEI' staff are and what kind of learning we are hoping/aiming to achieve. The questions to be addressed therefore are the following:

- Who are the participants in this CPD course?
- What are the needs of the participants?
- What do we expect the participants to learn?
- In what ways will we assess learning outcomes?

Regarding the target group of the Continuing Professional Development Course, a few questions need to be answered:

- Is the course targeted solely at teaching staff or at different categories of staff at the same time, i.e. counselling staff, librarians, and administrators?
- Are our participants new staff members at the university?
- What are their motivations to take on this course?
- What can we expect the participants to know before enrolling the course?
- In what way has diversity been addressed at the university or what kind of CPD courses have the participants taken before?

Each institution has local needs that need to be taken into consideration when designing the CPD Course. **Table 1** illustrates some of the features that the HE4u2 partner universities found out to be useful when planning and teaching their pilot courses.

PRE-COURSE PREPARATION	A pre-course package may include, for example: • reading • watching videos • self-assessment forms • reflective writing tasks All these can be delivered through an electronic learning platform (e.g. Moodle). Reflective writing tasks may trigger active and collaborative learning through naming of critical incidents, writing cases or vignettes (i.e. short descriptions of a situation from work). These can help to orientate and promote group discussions in the face-to-face meetings of the course.
FACE-TO-FACE MEETINGS	**Content** Contents refer to knowledge, skills and competences in building intercultural awareness, understanding of cultural complexities and diversity in the field of higher education.
	Intended Learning outcomes Intended Learning Outcomes need to be set to meet the institutional and local needs. The course can give an opportunity to experience exercises and processes the participant might use in his or her own teaching practice or other role in supporting students. See a list of ILO's for reference based on the piloting of the Generic Course in Appendix 1.
	Assignments and assessment Participants are introduced to practical methods on how to deal with critical incidents and conflict during teaching that involve notions of cultural difference (see e.g. Critical Incident Methodology, Forum Theatre). Personal Cultural Inventories or self-assessment questionnaires can be used to raise awareness of diversity.
	Good practices Using a co-teaching/team teaching model using blended learning supported an electronic learning platform and a balance between digital resources (videos, online journals, web sites) and face-to-face group dynamics. Peer-to-peer discussions and other adult education participative methodologies facilitate reflective dialogue between colleagues in order to have productive learning results. Ice-breakers allow group members to get to know each other and create a safe learning environment to discuss diversity.
POST-COURSE ASSIGNMENTS AND READINGS	Post-course follow-up can include: • completion of group work with development of recommendations • possible implementation of some strategies / activities • an evaluation questionnaire of the CPD course

Table 1: Features found useful when planning and teaching the HE4u2 pilot courses

In the following chapter we will provide some recommendations on the practical arrangements for the course, based on the experiences from the piloting phase of the CPDC carried out within HE4u2.

Target group

In the piloting phase the partner universities chose different strategies to reach out to the target groups. In the Universities of Mainz, Maynooth, Porto, Turku, Vienna and Louvain, the courses were produced as part of the staff training programme of the university. In the Aristotle University of Thessaloniki a group of professors was invited to hold workshops around the issue of addressing diversity in the university. In a broad sense, piloting was carried out with teachers, researchers, guidance and counselling personnel as well as study coordinators.

The definition of the target group will depend on the reasoning why a specific group of actors should be involved in the topic of inclusive learning and teaching. One strategy could be to target a group of professors that are able to affect the strategic development of the university (this was done at the Aristotle University of Thessaloniki). Another strategy could be to invite a broad audience, spark their interest and thereby have a more direct impact on the learning and teaching. In the case of University of Turku, the target group consisted of teachers and study coordinators working with "internationalisation", because inclusive learning and teaching was linked to that topic in the institutional strategy and action plans. In the case of Université catholique de Louvain, an invitation to attend the course was launched to the whole teachers community by the service in charge of teachers' training (the Louvain Learning Lab).

In conclusion, the recommendations for the definition of the target groups are the following:

- The primary target group of this course is teaching staff members who interact with international students or students with diverse backgrounds.
- The secondary target group consists of other staff members in higher education, such as study coordinators, tutors and counsellors as well as administration staff.

No entrance requirements for the course were adopted. Being employed by the university was basically the only requirement. Some partners encouraged the involvement of staff having work experience with students from diverse ethnic and cultural background (e.g. Aristotle University of Thessaloniki and University of Porto).

In order to cater for the needs of those teachers who work with this specific group of students an entry requirement could be written as a recommendation, e.g. *"this course is specially designed to teachers working with students from diverse ethnic and cultural backgrounds".*

Duration - Time and length

"*Learning intercultural competences is a process and requires time*" (see e.g. Byram 1997, Deardorff 2011). Staff members are not all equally aware of cultural issues and of the need of engaging in the development of their own intercultural competences. There are also considerable differences between disciplines and faculties. When addressing the question of the length and level of the course, one has to take the mentioned differences into consideration.

Intercultural competences are not only about knowledge but also about awareness of cultural references and experiences. Building awareness does not happen overnight or during a very short seminar but needs reflection and dialogue with others as part of a learning process.

In the pilot courses there were variations between the universities, with regards to the practical possibilities of organising the course. The shortest course version was 3 hours long and the longest 20 hours. A three-session model, with 3-4 hours each session, was considered

as feasible in most cases. To incorporate a course like this in the university settings can be demanding, unless its importance is highlighted in the current strategy or action plan of the institution.

Based on the experiences of piloting the CPDC across several countries, developing awareness for diversity and culturally inclusive teaching takes time and requires a process of critical self-reflection and examination. To ensure professional reflection, participants need to engage with the topic for a longer period. But as the constraints in many European countries on HEIs staff are so strong, our project showed that a short session developing awareness can represent an important first step.

Designing your own Course Structure

Introduction:

See below four recommended parts to use in your own course structure. Depending on the real course length you have you can dedicate more or less time to these parts. For example, in a long course of 15 hours, you can allocate a full session to each of these four parts. In the case of a short course of 4 hours, you can explain these parts but time to work each of them will be very limited. This lack of time can be replaced with recommended readings, for example.

Recommended parts:

- 1st part: Teachers are introduced to existing materials and resources guiding diversity-oriented teaching. They acquire solid knowledge about concepts of “student diversity” and “diversity-oriented teaching” and reflect upon how dimensions of diversity are related to teaching and learning. The specific concerns and needs of the participant group in relation to diversity-oriented teaching are assessed in order to be able to adapt the remaining sessions to the learning needs.
- 2nd part: Participants are introduced to a practical method on how to deal with critical situations and conflict during teaching that involve notions of cultural difference (Critical Incident Methodology). They learn how to explicate their own values, interrogate the reference frame of the other persons (students) involved in conflicts and devise strategies of negotiating in these difficult situations.
- 3rd part: Participants are equipped with didactical methods and tools that enable them to target their teaching methods to diverse student needs: How to ensure oral participation of heterogeneous students? How to attend to multilingualism

when devising tasks and course requirements? etc. Furthermore, participants are stimulated to reflect on the multiple roles and expectations they are faced with in their professional practice (from students, colleagues, superiors). Awareness of their own role and the difficulties associated with it is raised and collegial support and exchange amongst teachers is facilitated.

- 4th part: Participants work on their own didactic material and its inclusiveness/user-friendliness for minority students. They learn how to critically assess the resources and materials they use and to devise action plans for future teaching sessions, to design courses in a way that reflects an orientation toward student diversity and to adapt their didactic approach accordingly.

Contents - Intercultural Competences in Learning and Teaching

Creating contents for HEI staff following the CPD course on diversity that we are discussing is normally an extremely laborious process. Among the issues that you need to consider for selecting and suggesting learning and instructional material for a module are:

1. what is the relevance of the module's aims, objectives and expected learning outcomes to the target group (i.e. HEI staff both academic and non-academic)?
2. how well the materials will support the participants but also the CPD course trainers?
3. evidence of how the suggested materials have been tested and have been proven to work

Additional considerations include:

- Will the materials support the scope and sequence of the curriculum framework we develop?
- Do the materials respect the principles of adult education?
- Are supplementary readings provided at multiple reading levels so that novice and advanced participants can find appropriate readings?
- Are meaningful projects, examples and investigations embedded in the text?

Because instructional materials influence curricula in general, they also affect the content of professional development activities covering the adopted curriculum framework and modules; in particular, less experienced educators, who are preoccupied with the practicalities of teaching, are interested in activities directly related to their lesson plans. Thus, the quality of the instructional materials will directly affect the quality of their teaching. You may also suggest textbooks with systematically organised materials which are comprehensive enough to cover the module aims and objectives outlined. Formats for textbooks may be print, non-print or digital media, including hardbound books, soft-bound books, activity-oriented programs, educational kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Last but not least, please make sure that the instructional and learning materials you suggest for a module have bias-free content. There are five (5) areas in which bias is evidenced in instructional and learning materials:

i. *Contextual invisibility (the omission or underrepresentation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes)*

ii. *Stereotyping and characterisation (assignment of traditional and rigid roles or attributes to a group)*

iii. *Historical distortions and omissions (materials which present only one interpretation of an issue, situation, or group of people)*

iv. *Language bias (materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class)*

v. *Inaccurate and stereotypical visual images (pictures which present and reinforce sexism, racial and ethnic stereotypes, etc)*

The contents for Intercultural Competence in Learning and Teaching presented here illustrate the factors presented above and are based on a core content analysis made by the partner universities in the project. The framework presented in the “Resources” section of this document highlight the Intended Learning Outcomes as a result of balancing the analysis with practice-based knowledge collected in higher education institutions.

The intercultural competences issue is a debated field of knowledge. At the same time the core question is how to address the question and make an impact on teaching to promote inclusion in higher education.

The dimensions covered in the Course could therefore include e.g. the following: Intercultural setting in higher education; Migration and human rights; Culture and identity; Ethnic relations, exclusion and inclusion; Diversity in Higher Education; Power, privilege, oppression; Decolonisation of the curricula; and Cultural and linguistically inclusive teaching.

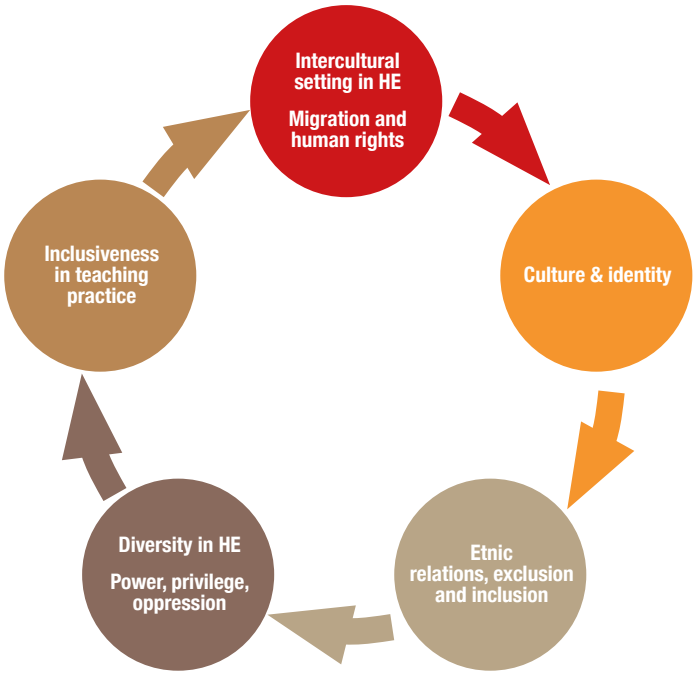

Figure 2: Dimensions of Culturally Inclusive Teaching (Acquah, Halttunen, Lundqvist 2017)

The topics listed in **Figure 2** are not exhaustive when looking at the subject of intercultural competences. However, they do provide a comprehensive framework for thinking about diversity in higher education. Your objective is to include at least 3 of these topics in your own course, or to provoke discussion around these topics. Here are a few recommendations as to how to approach these topics:

- The topics are broad. This is intentional to cater for the needs of the faculty in the different disciplines, research fields, and cultural context. It is strongly recommended that the topics are modified or fine-tuned to fit the local context and the different academic disciplines. For example, the topic of power, privilege and oppression, while relevant in Philosophy, Education, Medicine, Political Science, Sociology etc, may assume a different nature and perspective in different disciplines. This need should be taken into account when implementing the CPDC course.

- Discussion of these contents should reflect both regional and international perspectives. Selection of literature should reflect these dimensions. Especially focusing on having also references other than European or Anglo-American.

- Content must be delivered using engaging, active learning strategies that translate theory to practice, provide first-hand cultural interactions, and allow faculty and frontline staff units to have time for critical self-analysis (see learning strategies below for more details).

- In order to achieve the expected outcomes, it is recommended that at least three of these contents **(Figure 2)** are presented and discussed in the CPD course. Teachers should decide which these will be, on the base of their local context and discipline.

Partners used different learning outcomes in the piloting phase, based on their institutional analysis. See the compilation of the learning outcomes presented in levels and dimensions of knowledge, skills and attitudes in the Appendix 2.

Teaching and Learning Strategies

As the target population for this generic course are potentially professionals with extensive experience in their jobs, whether it is teaching in HEI, administration or research, it is crucial to capitalise on their funds of knowledge. Therefore, the targeted staff may be already familiar with the teaching and learning strategies proposed here. Depending on the local needs, it is recommended that the course builds on what the targeted audience already knows. The teaching and learning strategies proposed thus comprise tools (e.g. learning journal), methods (teacher reflective practice) and theoretical models (experiential learning) that have been identified as effective both through the research and the pilot phase of the course. Because teaching and learning are context bound, these pedagogical strategies should be modified to fit the local context.

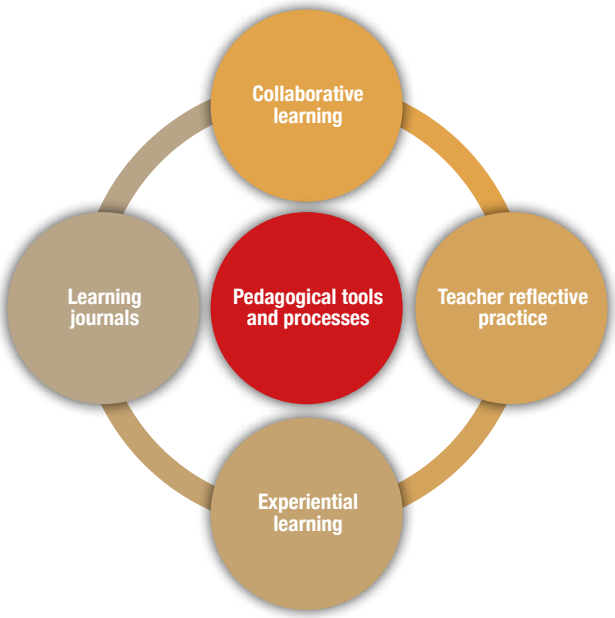

Figure 3: Pedagogical tools and processes of the Generic Course (Lundqvist, Halttunen, Acquah, 2017)

The pedagogical tools and processes of the generic course illustrated in Figure 3 are backed up by some pedagogical ideas presented in the following section. Essentially, the main principle behind the teaching and learning flow introduced is that it is in line with what participants may already know or have used in their own work. The task for the designer of a CPD Course is to model how these tools, approaches, and theoretical stance can be used to benefit students' learning. Below are some basic explanations of these processes:

- *Active and collaborative learning* is used to engage participants actively in the learning process through inquiry and discussion with their peers. This is often referred to as group work or other learning activities in small groups.

- *Reflective practice* refers to a learning process where the participant engages in a cycle of self-observation and self-evaluation. The reflection reveals the hidden assumptions underpinning the actions. In reflective practice the participant improves his or her professional practices by critically analysing his/her actions in a social context. Critical reflection in intercultural competences is a form of reflection that goes beyond one's own cultural beliefs.

- *Dialogic learning and teaching* leads not only to content knowledge but improved thinking skills. Participants are likely to become more engaged in learning in an environment where cultural differences are respected and valued. Participants are given opportunities to contribute to the dialogue as learning is not based only on the teacher presenting facts and knowledge.

- *Inclusiveness* refers to the aim of creating an inclusive atmosphere that welcomes all participants and their statements, honouring diversity and different points of views.

The partners highlighted the use of interactive learning and teaching methods and referred to face-to-face group-based pedagogy, participative methodologies and collaborative learning methods. A consultative approach was also mentioned based on workshops (e.g. Maynooth University and Aristotle Thessaloniki University), in order to give room to reflective professional discussion between peers (among teachers). Regarding the acquisition of knowledge, introduction to existing materials and literature was incorporated in the learning environment either by Moodle resources or as classroom teaching.

Self-assessment and assignments before a group meeting can trigger reflection of one's own cultural identity. Collaborative learning and group work is needed to assist in re-thinking the cultural reference of the teacher and the student. Practical exercises are relevant to build awareness of intercultural competences in a learning situation. Development of didactic materials are seen important in order to enable the teacher to work in culturally diverse situations.

Activities and Assignments used in the piloting

A large setting of activities and tasks were used in the pilots by the partner institutions. The joint experience was that it is fundamental to create a safe dialogic space when delivering the course. Much effort needs to be put to establish a space were everybody has a voice and feel they belong to the group. Ice-breakers and line-ups are proved to be well functioning methods to promote a safe space for participants in a group. In longer CPD courses (more than one session), if participants join the course later (not from the beginning), due attention must be paid: to promote inclusive learning in groups it is essential to establish trust amongst the members in the group, therefore changes in the group often requires measures that renew trust in the group.

Designing Active and Collaborative Learning

Introduction:

Below you can see four possible activities that can be used in your own course. If you design a short CPD course, these four activities might be too long to be included in your programme. However, you can still read this section and be inspired by what can be done in long CPD courses.

Possible activities:

- Use *Line-ups as ice-breakers*: participants stand in alphabetical order according to a particular criterion such as first name, language, etc.
- Use *Self-assessment tests for awareness raising*: each participant will create a Personal Cultural Inventory at the beginning of the course, using tools such as ethnic background, first language, second or more language, gender identity, sexual orientation. Participants then work with others to compare themselves and talk about the implications of what they discover about their similarities and differences for themselves as teachers. They will consider in which aspects they experience privilege, or in which one they might consider themselves to be marginalized or even oppressed.
- Use *Critical Incident Methodology to introduce participants to a method of self-reflection*: participants are invited to analyse conflict situations they have experienced during teaching. They are asked to write down a first-hand experience of a situation in which they experienced cultural differences to be problematic. One or two of these instances are chosen and analysed together in the group

according to a seven-step method. The process aims at uncovering underlying values, reconstructing the narrator's frame of reference, but also trying to establish the reference frame of the other people involved in the conflict. Lastly, possibilities of negotiating the conflict are explored. With this methodology, participants learn how to question their own cultural reference frame, which is often times perceived as neutral, and they get to know a conflict management method which they can employ in their teaching.

- Use *Forum Theatre to mobilise* participants *through a theatrical play*: participants are split into a group of actors and a group of audience. The «play» may be stopped at a certain point and the audience is encouraged to comment and suggest different forms of action. The actors can also stop the action and ask the audience for help.

The experiences from the pilot courses shows a shared intention to facilitate dialogue between peers and to raise awareness for intercultural competences. Using methods such as reflective assignments and group discussion are in line with the aim of learning intercultural competences and raising awareness of cultural frameworks. Methods such as "forum theatre" and "critical incidents" worked out very well and could be used when designing and delivering a course.

Assessment of Learning

In order to promote HEI staff's own learning and to get feedback to improve the course for coming years, it is recommended that participants keep some sort of learning diary/portfolio task. This should be carefully thought out in order not to make it appear as a kind of school-work.

Designing Assessment of Learning

Do not forget to:

- Keep always in mind how the core activity, as opposed to subject content, will progress the abilities of the participants.
- Think of what kind of assessment will provide reliable evidence of learning *during the course and at the end of the course*
- Bear in mind that assessment is an important aspect of learning. What kind of learning activities and assessment methods HEI staff as target group find relevant to their own learning?
- Remember that follow-up is important for further development of the course
- See who are your students before you design the assessment parameters

Importantly, assessment of learning should be formative. That is, all activities, pair and group discussions must count as assessments. As recommended, the course should be designed to incorporate activities that are most likely to lead participants towards the goals we have defined. This will help them acquire and retain skills longer (see teaching strategies above). Some goals can be achieved through listening to lectures or reading assigned texts, others may require more active experimentation or discussion or small group collaboration.

Resources needed at the university

Institutional, regional and national strategies are important baseline factors when designing a CPD course in inclusive learning and teaching. Some HE institutions refer to diversity in their strategies and action plans. Legitimisation for a course may also be found e.g. in the internationalisation agenda of the university.

We suggest you to consider engaging participants and/or trainers with migrant backgrounds in the course to build inclusiveness and hear authentic voices from international members of the university. Hearing testimonies or presentations also from students with migrant or other diverse background may enrich the learning by giving a "voice of the users".

It is recommended to collaborate in the design process with the staff training office of the university. This way the CPD course can be also advertised efficiently through the already existing networks and mailing lists. Another example of practice illustrated here is the experience shared by the University of Vienna of creating a Welcome Package to new teachers on intercultural competence and inclusive teaching.

Designing a Welcome Package to New HEI Teachers

As a result of piloting the HE4u2 CPD course for university teachers at the University of Vienna, the Austrian project team decided to develop a "welcome package on diversity-oriented teaching". This package is sent out to teachers working at the University's Postgraduate Center as part of the on-boarding process for new teachers, facilitating professional development and enhancing quality of teaching from the moment they join the institution. The materials are accessible via Moodle.

The Welcome Package consists of three parts:

1. General information on diversity-oriented teaching,
2. Resources and handouts, and
3. A checklist for gender- and diversity-oriented teaching

The general information lays out why teachers engage with diversity-oriented didactics, what attention to diversity may mean in a higher education context and how this impacts high-quality teaching. The resources comprise scientific literature, guidelines and links to online method-kits for diversity-oriented teaching. Further, the project members have written concise handouts on four core dimensions: principles of diversity-oriented teaching, teaching and multilingualism, professional role of teachers and testing and grading.

Level and Scope of Learning

Intercultural competences are a multidisciplinary field of study. Compared to a single subject like mathematics the participants have different starting levels in their learning process. A participant might be a beginner in e.g. social justice issues but advanced in pedagogy. The target group of the course might be experts in teaching their own discipline but might be novice in addressing diverse students. Therefore, the level of the course has to be negotiated to have a balance between knowledge, skills and competences.

The European Qualifications Framework (EQF) enables courses to be located in a framework of levels based on learning outcomes; ECTS (European credit transfer system) enables the award of credits based on workload and achievement. Continuing Professional Development courses might be short, ad hoc, and might not involve formal assessment; these factors are a strength: rapid response to need is possible, timing can be arranged to fit in with busy teaching and research commitments and these courses are good at provoking reflection. This means they can be sandwiched between on-line preparation and follow-up sessions and can also be built into longer and more in-depth courses where appropriate.

Designing Level and Scope of Learning

Please, note:

- *For senior academic staff members, formal assessment leading to credits is neither desired nor required. In addition, since this is a new topic for many academics, the EQF level may be low relative to their existing qualifications and experience and thus seen as inappropriate by them and for them. Rather than being an attraction, it may therefore be the opposite. For these reasons, although learning outcomes are generally accepted as part of CPD courses, the EQF and the award of credits may not be relevant for senior staff members.*

- *For new academic staff, it is becoming increasingly common to provide teacher training either as part of an induction, or as an on-going support programme or as part of a professional master's programme. In such cases, a location in the EQF and the award of credits may be desired and appropriate and as learning outcomes are a feature of this generic course structure, the necessary elements (reference to levels and some kind of formal assessment) can easily be added.*

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Appendix 1

Compilation of the course design

Target group

Academics. Tutors. Counsellors. Administrative staff.

The course is targeted at beginner and intermediate level of intercultural competencies in 'learning and teaching'. Participating academics should have:

- a little or some previous knowledge about diversity
- specific questions regarding the diversity oriented planning and designing of their courses
- courses with a high rate of enrolled migrants and minority students
- interest in improving their orientation towards diversity and inclusive teaching

Non-academic participants should have working experience helping or communicating with migrants and minority students.

Guide for a long course

Number of **participants**: up to 20 or 30, but a minimum of 12

Minimum **duration**: 15 hours (5 hours per day, 3 days)

Total **workload** for participants: 52 hours including participation to workshop teaching activities, small assignment and relevant reading (*2 ECTS*)

Undertaking all the activities described in this course guide will fill up the 15 recommended face-to-face hours. Efficiently planning is necessary. If you can offer a longer course, you can add more real cases to the discussions and more work in small groups

Guide for a shorter course

Number of **participants**: up to 20 or 30, but a minimum of 12

Minimum **duration**: 4 hours in one face-to-face session

Total **workload** for participants: 8 hours including participation to workshop teaching activities, pre-course work and post-course work.

In case of limited time availability of participants, a short course with limited, focused and selected intended learning outcomes (see the ILO table in Appendix 2), could be organised including some extra pre- and post- course work, for example:

- Pre-course work, consisting in using one key reading or video with general information on the topic, preparing a short memorandum explaining a personal intercultural episode experienced in or out of class, etc.
- Post-course work or follow up, consisting in further reading, development of self-objective strategies for implementation in the future, an evaluation questionnaire, etc.

Appendix 2

Competences expected in members of staff

The following Table 2 is a compilation made to illustrate the level and nature of the competences higher education staff members need when they develop their competences in inclusive learning and teaching. The Intended learning outcomes (ILO) presented here were collected by the project partners. Learning outcomes are classified in three levels of expertise: **novice**, **intermediate** and **advanced**. The nature of expertise is defined accordingly in **knowledge**, **skills** and **competences**. The compilation can be used when planning a course in order to scale the teaching to the target groups in mind. The table may also help in understanding how to address the course to the current situation of the higher education institution regarding diversity in learning and teaching.

The work with learning outcomes was inspired by a project on developing academic curricula by using core contents analysis at University of Oulu (Asko Karjalainen red. Akateeminen opetusssuunnitelmatyö 2003. Only available in Finnish www.oulu.fi/w5w/tyokalut/akatops305.pdf)

	Beginner	Intermediate	Advanced
Knowledge	• Extend frames of reference to understand intercultural situations based on theoretical frameworks • Identify/diagnose inter-cultural dimensions in a situation or context • Being open to learn about people of other cultures and backgrounds and enrich one's own culture by transferring diverse elements to one's own context. • Behave in a conscious way in regard to the diversity of the other team members. • Know how human rights are a relevant issue in the context of HE • Know theoretical approaches to culture and identity • Know the implication of inclusion and exclusion in the context of HE	• Reflect on the notion of multiple identities including cultural identity. • Appreciate how each person's worldview influences their interactions with others. • Understand the impacts of racism and discrimination on the racialized person • Be able to discuss human rights problems in relation to HE • Be able to define culture and identity and their implications on HEI • Be able to generate possible activities and strategies to promote inclusion	• Being able to put oneself in the shoes of others and consider a variety of approaches and develop new ways to solve problems that were previously given up on. • Interpret national, international and institutional policies to support the integration of migrant students. • Celebrate cultural and ethnic diversity as enriching for all learning environments.

	Beginner	Intermediate	Advanced
Know-how and skill	• Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs • Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs • Be able to assess student diversity in the classroom (students' needs) and its consequences for teaching and learning • Be aware of one's own role as a teacher and be able to reflect on it • Be able to discuss diversity issues with other trainers • Accept different ways of communication without drawing conclusions • Being willing to listen to other people's ideas • Being curious towards cultural diversity and different communication styles • Incorporate reasonable accommodations into the assessment of learning	• Being able to put oneself in the shoes of others and consider a variety of approaches and develop new ways to solve problems that were previously given up on. • Demonstrate the capacity to create conditions for meaningful intercultural collaboration. • Respect and value members from other cultural groups and their ways of behaving and communicating. • Be familiar with the Critical-Incident-Methodology (explicating one's own values; decentring: interrogating the values of the other persons; negotiation between actors) • Conduct effective pedagogical strategies with people of different cultural backgrounds (design an activity with students) • Experiment/practice a theatre-forum activity from critical authentic situations (to put in action students' ideas, alternatives and will to change the situation)	• Create curricula that incorporate a global worldview and that challenge racialized stereotypes. • Develop a range of materials that reflect cultural diversity as the norm. • Be able to critically assess the resources and materials used • Be able to devise action plans for future teaching session, to design courses in a way that reflects an orientation toward student diversity and to adapt one's didactic approach accordingly • Create ways to detect problems related to didactics and diversity of student body and reflect on them • Train other staff members to develop pedagogical strategies for diversity in HE

	Beginner	Intermediate	Advanced
Competence	• To be able to reflect on one´s own culture • To be able to change the own self-perception and perception of the Other • Be able to analyse controversial/conflictual situations • Be able to shift the centre away from oneself, to figure out how to face the conflicts encountered • Be able to adapt his/her own practice • Formalize one's own teaching activity analysis in the light of this training in a written report (portfolio) • Be aware that we have cultural values or assumptions that are different from others'. • Demonstrate an understanding of the benefits of cross-cultural communication • Be open to learn about people of other cultures and backgrounds and be willing to enrich one's own culture with elements of other cultures.	• Have acquired solid knowledge about concepts of "student diversity" and "diversity-oriented teaching": denominate dimensions of diversity and relate them to teaching and learning • Develop the capacity to invite minority perspectives into learning spaces. • Be familiar with existing resources at the university facilitating diversity oriented teaching • Know and distinguish didactical methods equipped to deal with student diversity (i.e. in regard to heterogeneous language competences) • Demonstrate sensitiveness for cultural diversity, situational acting, individual counselling in own professional position • Ability to conduct conversations on the same level, without devaluating due to language deficiencies • To be able to react flexibly, appreciatively and appropriately to the students' needs • To develop capacity to identify problems of inclusion and exclusion in HEI	• Listen deeply and intently to a range of perspectives • Being able to inspire others to respect and appreciate diversity in the team • Capacity to analyse intercultural issues • Assume a high level of responsibility in the implementation of activities/strategies to promote inclusion • Critically analyse situations where issues of inclusion and exclusion are relevant • Be able to integrate the knowledge produced in a personal meaningful reading of the daily functioning of HEI

Table 2: Possible Intended Learning Outcomes (ILO)

The format of displaying 'Knowledge, Skills and Attitudes' is inspired by the example from Dublin Institute of Technology. References:

- Bowe, B and Fitzmaurice, M. *Guide to Writing Learning Outcomes*. Version 2. Learning and Teaching Centre, Lifelong Learning, Dublin Institute of Technology
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HE4u2
INTEGRATING CULTURAL DIVERSITY IN HIGHER EDUCATION

Culturally diverse educational spaces are a valuable resource. Ensuring meaningful integration also brings challenges as, often, university staff are unsure how to create collaborative, intercultural spaces. This document describes a generic structure of a Continuing Professional Development Course (CPDC). It aims at giving the reader insights and ideas in organizing staff training to promote inclusive learning and teaching in European higher education institutions. The course structure can be adapted to any institutional, regional or national environment.

Full Partners of HE4u2:

eucen - European university continuing education network (BE)
Université catholique de Louvain (BE)
Maynooth University (IE)
Turun Yliopisto (FI)
Aristotelio Panepistimio Thessalonikis (GR)
Universidade do Porto (PT)
Universität Wien (AT)
Johannes Gutenberg-Universität Mainz (DE)

Project co-ordinated by

eucen Projects

www.eucen.eu
Balmes 132-134
08008 Barcelona - Spain
T. +34 935 421 825
F. +34 935 422 975
office@eucen.eu