

*“Working toward intercultural competence
through 21st century literacies:
developing cross-cultural relationships
and building global communities”*

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Presentation Goals:

Highlighting

*the Global SKILLs / NOVA Community College
collaborative Chinese language strategies Project*

- ✓ **Working toward intercultural competence**
- ✓ **Implementing 21st century literacies**
- ✓ **Developing crosscultural relationships**
- ✓ **Building global communities**

Working toward Intercultural Competence

US ED Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness

*** Today, more than ever, our students need to be equipped with the **critical thinking, communications, socio-emotional and language skills to work collaboratively** with their counterparts in the United States and all over the world.*

*** **Understanding and appreciating** other parts of the world, different religions, cultures, and points of view are essential elements of global and cultural competence.*

(<https://sites.ed.gov/international/global-and-cultural-competency>)



Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

Foundation of Discipline-Specific Knowledge and Understanding

Working toward Intercultural Competence

ACTFL

November 2016 statement of purpose :

“...We will continue to support educators and ensure that language learners become *linguistically and culturally competent to succeed in the global economy and develop the ability to interact respectfully with others* both here in the U.S. and around the world.”

<https://www.actfl.org/news/position-statements/statement-the-role-language-learning-valuing-diversity-and-promoting-unity>

Working toward Intercultural Competence

Global SKILLs / NOVA Project:

NOVA's

Global Studies Committee states
their purpose to be:

“...to promote, coordinate and give advice on programs aimed at
increasing the global awareness and competency
of our students, faculty, and staff
and
build global learning and global awareness
across the college.”

(<http://www.nvcc.edu/about/leadership/collegeforum/committees/global.html>)

Working toward Intercultural Competence

Intercultural Communicative Competence

Linguistic and socio-cultural competences exhibiting the following:

- ✓ *attitudes of curiosity and openness*
- ✓ *knowledge of social groups*
- ✓ *skills of interpreting and relating cross-culturally*
- ✓ *interaction under the constraints of real-time communication*

(Byram, 1997)

Global SKILLs / NOVA Project:

Training Components

Global SKILLs: Learner Identity & Process

NOVA: Global Competencies

Criteria for course to be considered global, it must include :

Attitudes (students) describe **changes in self-awareness** with regard to **sensitivity and empathy for cultural differences**

Skills (students) **communicate** with people from other countries in a language other than English

(Course Global Competencies proposed by the Global Studies Committee)

Global SKILLs / NOVA Project:

Training : workshops

- Learner identity, reflection and documentation
- Introduction to multi-dimensional perspectives
- Training in learning strategies
- Orientation for special programs

Timetable and Literacies/Media

2015 – 2017

2015: face-to-face, hybrid & online

2016: face-to-face & online

2017: face-to-face, hybrid & online

Global SKILLs / NOVA Project:

Participants profile:

Approximately 65 NOVA students represent a diverse (multi-generational, multi-lingual) population with varied cultural backgrounds and life experiences (from college freshmen to retired professionals)

Class Profiles

Through last Fall, face-to-face classes

27 students in Beginning Chinese I Courses (proficiency goals, Novice-Mid/Novice High)

7 students in Beginning Chinese II Course (proficiency goals - Novice High/Intermediate-Low)

1 student in a special topic refresher course aimed at maintaining their Intermediate-Mid/Intermediate-High proficiency level. I

Global SKILLs / NOVA Project:

Class profiles

Through last Fall, hybrid /online classes and summer 16 trip program: 25 students in Beginning Chinese I and II classes who participated in a one hour hybrid session through a Blackboard Online meeting room with one of the authors delivering the training from off-site and the other author presenting in the classroom.

3 beginning course and 3 intermediate course students also participated in a one hour training session with both authors presenting online.

2 students traveled in China with peers from other institutions and accompanied by 12 local teachers and three-year vocational college students. (1 had completed the Beginning Chinese I and participated in the hybrid training session; the other completed Intermediate Chinese II and participated in an online two hour pre-departure orientation/training).

The Autonomous Learner & Learning-centered Programs

- ** *familiar* with their own *learner identity & profile/roles*
- ** *taking responsibility* for their learning *process & program*
- ** *implementing* high impact *learning strategies*

Global SKILLs Perspectives and Strategies: Fall 2017 schedule

Date Topic	Class Task (handout/document)	Homework	Comments
10/26 3D Dynamics: all 3 dimensions	(handout: 3D,PROACT.doc) Review 3 dimensions. Give personal examples. Have students pose AND WRITE DOWN a question about using the 3D Dynamics perspective to their regular language & culture learning. <i>Example: How can I add a Harbor dimension experience to my weekly schedule?</i>	Post class survey: complete & submit. Reflect on & note for each question (except in the chart) which dimension(s) the survey questions cover.	It's important we model how to apply the 3D perspective & PROACT strategies by: going deeper with what we did in the workshop This helps: bring these KSA's & tools into student's 'real life' learning experiences (daily in class & outside class)

Global SKILLS Perspectives and Strategies

PROACTive Learning Strategies

Profile , **Pro**gress , **Pro**grams

Apply

Collaborate

Transfer

Adapted from GRIP's 5 learning strategies – REACT
Relating, Experiencing, Applying, Cooperating, Transferring

(Harwell, 2003)

Global SKILLs Perspectives and Strategies: Fall 17 schedule

Date Topic	Class Task (handout/document)	Homework	Comments
PRO			
11/7 Program	<p>...3. Have students pose AND WRITE DOWN a Program question taking into consideration how what they are currently doing includes all 5 components – or not</p> <p><i>Example: Is my Chinese program balancing all 5 language components – and if not, how can I cover missing ones?</i></p>	<p>Assignment:</p> <p>2. Use the sample question as a reflection exercise</p>	<p>It's important we model autonomous learning practices & the Program strategies by:</p> <p>b) continuing to pose questions, explore, reflect and share</p> <p>This helps</p> <p>a) learners gradually take more responsibility for their program and their learning in general</p>

PROACTive Learning Strategies:

Training Impact

Post training survey:

Describe one thing you learned in the workshop which will help you accomplish a task you want to learn how to do using Chinese:

I learned in the workshop to try to overcome shyness about finding “community” closer to home rather than virtually or in learning situations.

(student reflection about Epal experience, spring 2017)

Global SKILLs / NOVA Project:

PROACTive Learning Strategies: Operationalizing with new skills - Applying & Collaborating

“It was very good to be able to talk to someone in a real life way, but it also helped that they had a teacher on their end, she helped keep the conversation going.

They seemed to understand me when I kept things really simple but I really flounder when trying to talk, I am trying very hard but I forget things. I would have signed up for this from the beginning in 101 if I could have. It is nice even to have another pen pal to try out typing Chinese phrases in Wechat. ”

(student reflection about Epal experience, spring 2017)

21st century Literacies

Existing Frameworks

ICC focused frameworks which highlight 21st century literacies :

- ACTFL's World Readiness Standards (WRS), Proficiency Guidelines & related materials
- Asia Society's Graduation Performance System (GPS)
- Council of Europe's Common European Framework (CEFR) and European Language Portfolio (ELP)

21st century Literacies – Existing Methodology

- **Project-based learning (PBL)** –
training through NFLRC, University of Hawaii
- **Exploratory Practise (EP)** - (ACTFL's LLCC)
- **Micro-learning** : Global SKILLS daily modules

21st century Literacies – Virtual Resources

- ACTFL's 21st Centuries Initiative:
Language & Culture Learning Center
(training modules, materials development & sharing, discussion groups)
- **NOVA / Startalk E-Tower project**
- **2nd Life** – Chinese Garden in NOVA virtual campus;
China Island (Monash University, Australia)
- **Social media apps available in China:**
SKYPE, QQ, WeChat

Developing crosscultural relationships and building global communities

Research Questions:

1. How do we use the communication and language and culture learning perspectives, strategies and skills we are learning to build meaningful and sustainable cross-cultural connections and relationships?

2. How do we effectively collaborate with our home and our host community members to share perspectives, strategies and skills as we work together on projects with mutually beneficial goals?

(Tan & Barbour, 2016)

Developing relationships: Collaborative Network

**** ILR Plenary : Global SKILLs & NOVA Community College**

**** ACTFL's 21st Century Literacies initiative &
Global Literacies Team**

**** Global SKILLs / NOVA Project : NECTFL article :**
*Building Global Communities –
working together toward intercultural competence*
(Tan and Barbour)

**** NOVA / Startalk and Global SKILLs consulting**

**** NOVA / Chinese Programs Partnerships:** Baoji Technical
College; Pathpro program, Chinese Ministry of Education

Developing crosscultural relationships and Building global communities

Operationalizing:

Collaborative Project-based Research & Presentation

Topic: Calligraphy

Goal: more deeply understanding the role calligraphy has played and plays in Chinese culture - and why it's so important

Future projects & collaboration: Emerging frameworks

Strategically innovative initiatives supported by existing resources are being implemented globally and will include multi-domain curriculae for the complex dynamics of multi-national and pluricultural contexts world-wide.

- **US ED's Framework for Developing Global and Cultural Competencies** to Advance Equity, Excellence and Economic Competitiveness (2017)
- **Council of Europe's Competences for Democratic Culture** (2016, Byram et al 2016)

Future projects & collaboration:

Program & Curriculum Development

Applied Research

- Global SKILLs / NOVA project data collection & analysis
- Global SKILLs / NOVA collaboration with 2nd Life program developers based in US & Australia
- Global SKILLs/NOVA collaborating with Michael Byram and colleagues here in the US and in China

Future projects & collaboration

Program & Curriculum Development - Models, Methodologies & Tools

- ✓ micro-learning / daily modules with spaced repetition
- ✓ higher level critical thinking skills & mind-mapping
- ✓ creating project-based interactions with task-based activities in 2nd Life virtual worlds
- ✓ building , sustaining and enriching Communities of Practice
- ✓ Translingual models

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Applications, Collaborations, Q&A

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