# Del 4.1 PROFIC Learning Programme Structure

PROGRAME FRAMEWORK, LEARNING OUTCOMES AND METHODOLOGY

DRAFTED BY:
GCU – DANE LUKIC, THOMAS PESCHKEN
UNLP – ELENA GOLOVUSHKINA, AGOSTINA CURCIO, SOL SCAMUFFO
USGM – SARA CELLA
MARIA YAROSH

# Document Control Sheet

| | |
|---|---|
| *Project* | **PROFIC** - Professional Development in Intercultural Competence in Higher Education Institutions |
| *Grant Agreement n.* | 2018-2506/001-001 |
| *Document Title* | **Deliverable 4.1 - Developing the PROFIC Learning Programme structure** |
| *Lead Beneficiary* | P1 - GCU |
| *Deputy* | P8 - UNLP |
| *WP number* | WP4 |
| *Type* | Programme Structure |
| *Dissemination level* | International |

| Version | Date | Description |
|---|---|---|
| 2.0 | 7/7/2020 | The Learning Programme structure including PROFIC learning outcomes, content areas and overall methodology. |

| | |
|---|---|
| *Date* | 7/7/2020 |
| *Number of pages* | 22 |
| *Authors* | GCU – DANE LUKIC, THOMAS PESCHKEN<br><br>UNLP – ELENA GOLOVUSHKINA, AGOSTINA CURCIO, SOL SCAMUFFO<br><br>USGM – SARA CELLA<br><br>MARIA YAROSH |
| *Contributors* | Other partners feedback  UTEC, UDB, UNC, UNLa, UV, UdG, UDUAL |

profic
Professional Development in
Intercultural Competence

Co-funded by the
Erasmus+ Programme
of the European Union

## Contents

Co-funded by the
Erasmus+ Programme
of the European Union

## 1. INTRODUCTION

The PROFIC Leaning Programme Structure contains an overview of the Learning Programme Framework with specific areas to be developed and their learning outcomes as well as the overarching methodology for professional development delivery. The PROFIC Learning Programme Framework (Figure 1) deals with several distinct content areas that could be developed to address individual staff needs in intercultural competence (IC). The proposed content areas, related learning outcomes and content summaries were based on the PROFIC Baseline Report as well as previous research and experience of developing IC. The primary areas are INDIVIDUAL IC, on which the second two areas depend based on staff roles in their institution: PEDAGOGIC IC and SUPPORTING IC. The further meta area is transversal and underpins all other areas: DEVELOPING IC - Professional reflective practice on IC development where participants reflect and plan their learning related to all other areas.

Two additional areas have been identified. Firstly, one area is indicated as a subsequent step where staff can support other staff in IC development: COMMUNITY IC. Secondly, in addition to individual IC abilities there are set of institutional level capabilities that would enable development of professional level IC: ORGANISATIONAL IC. These two additional areas will not be detailed in this document as they are not the focus of the WP4 PROFIC Learning Programme delivery will be further explored alongside WP4 and in the following phase WP5 – Action Plan Implementation.



*Figure 1 PROFIC Learning Programme Framework*

Co-funded by the
Erasmus+ Programme
of the European Union
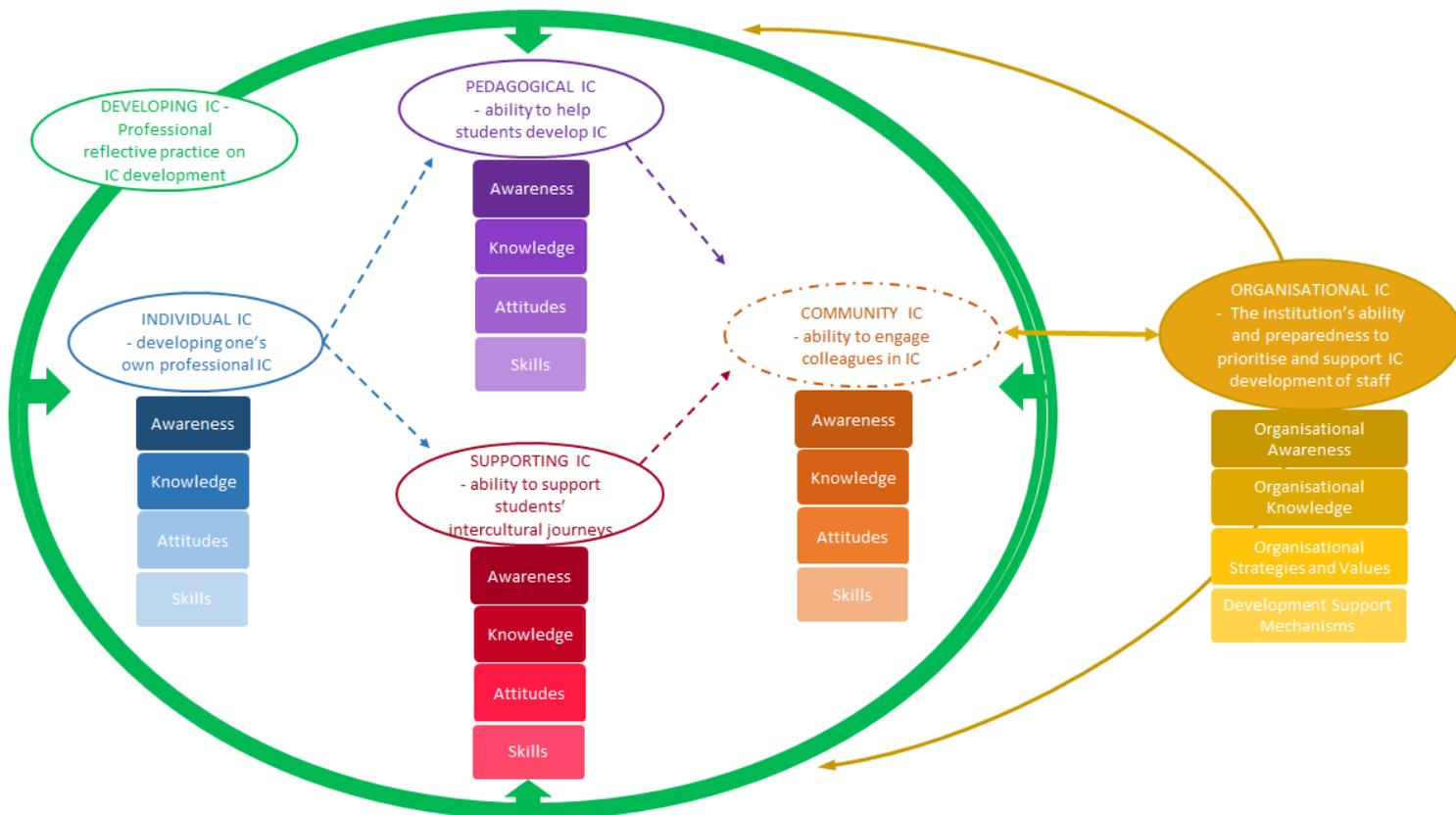
The following sections details the four initial content areas, including the specific learning outcomes (LOs) mapped against our competence model of Awareness, Knowledge, Attitudes and Skills (AKAS). Furthermore, each content area is described together with a table detailing elements that might be included as content of that area. Depending on the development of the learning programme these areas could be potentially developed into distinct Modules or be crosscutting across various staff learning activities.

## 2. INDIVIDUAL IC Area- developing one's own professional IC

| Content area | No | Learning Outcomes | AKAS (Awareness, Knowledge, Attitude, Skill) |
|---|---|---|---|
| INDIVIDUAL IC<br><br>- developing one's own professional IC | I1 | Identify situations in which cultural conditioning – including one's own – affects the way persons behave or react | AW |
| | I2 | Identify cultural differences in groups with whom one interacts professionally | AW, KN |
| | I3 | Distinguish and relate different dimensions of intercultural competence and associated concepts in theory and practice | KN |
| | I4 | Apply critical thinking and non-judgmental attitudes in situations of cultural diversity | ATT |
| | I5 | Adjust one's communication and wider behaviour as appropriate in different cultural settings. | SK |
| | I6 | Contribute proactively to effective work in culturally diverse teams. | SK |

### *2.1 Content overview*

Activities in this area will ensure that each participant has a solid and well-articulated base on which to build in their professional work in a higher education institution.

In terms of awareness, it will focus on awareness of cultural differences, on how such differences can manifest themselves in day-to-day interactions and behaviour, and on what might prevent us from noticing cultural differences. The notions of culture, cultural elements and dimensions, as well as cultural conditioning inform such awareness and give us the language we need to discuss and better reflect on ways in which culture influences us, those around us and all interpersonal interactions. One of the fundamental points here will be the need to focus on different types of cultures - groups of persons that share distinct norms, behaviours and values - and that are far more numerous and nuanced than national cultures.

profic
Professional Development in
Intercultural Competence

Co-funded by the
Erasmus+ Programme
of the European Union

We will also discuss the very notion of Intercultural Competence – what it is and what elements different scholars distinguish as its building blocks. Here our focus will also be, first of all, on acquiring conceptual understanding and appropriate vocabulary, and, next and even more importantly, on applying these to the analysis of concrete intercultural interaction experiences. We will try to look at IC holistically, as well as from your disciplinary/subject-specific perspective. And, again, we will go beyond approaches that limit the relevance of IC to working in international context only.

As for attitudes, we will tackle the question of stereotypes (which all human beings manifest to make sense of the world) versus prejudices, and how critical thinking and conscious efforts to suspend judgement and remain non-judgemental in our behaviour can help us prevent discriminating those who are culturally different. And remember that students are always 'culturally different' from us – if nothing else, they are at least new to our field of specialization and to academia in general! Moreover, as part of IC we will explore how cultural diversity could lead to divergent thinking and innovation and be perceived as an advantage to higher education.

Finally, this area will address the skills of adjusting one's communication and wider behaviour as appropriate in different cultural settings and proactively contributing to effective work in culturally diverse teams. What do you need to take into account to decide on what behaviour can be appropriate? How can you make sure it is or discover you need to adjust it further? And how to build on the richness cultural diversity provides, while successfully addressing possible intercultural tensions, when working in a team?

### *2.2 INDIVIDUAL IC elements*

| Awareness | Knowledge | Attitudes | Skills |
|---|---|---|---|
| Awareness of cultural differences, of cultural conditioning | Wider notion of culture and its multiple layers, cultural elements and dimensions | Non-judgmental attitude | |
| Understanding one's own cultural perspectives | Socialization and cultural conditioning | Openness to the ideas of others | Building on cultural diversity to promote innovation and enhancement in higher education |
| | The notion/concept of Intercultural competence and its elements | Critical thinking attitudes | Critical thinking application to intercultural situations |
| | Knowledge about specific cultural norms, beliefs and behaviours of different cultures one encounters | Curiosity about cultures and valuing diversity | Avoiding stereotypes |

| | | Willingness to adapt one's behaviour in cultural situations | Adjusting one's communication and wider behaviour as appropriate in different cultural settings |
|---|---|---|---|
| | | | Intercultural communication skills including active listening, finding a common language and avoiding misunderstandings |
| Awareness of the impact of culture on conflicts in one's higher education/professional context | Knowledge around intercultural conflict management approaches | Willingness to mediate in intercultural conflicts | Ability to deal with intercultural conflicts (among students – both local and international, students and staff – both academic and administrative and among staff colleagues) |
| | Knowledge of intercultural team management strategies | Willingness to participate in and lead culturally diverse teams | Proactively contributing to effective work in culturally diverse teams |
| | | Confidence in intercultural situations | |

## 3. PEDAGOGICAL IC - ability to help students develop IC

| Content area | No | Learning Outcomes | AKAS (Awareness, Knowledge, Attitude, Skill) |
|---|---|---|---|
| PEDAGOGICAL IC - ability to help students develop IC | P1 | Recognise cultural diversity of facilitator(s) and participants in learning environments and its implications for Intercultural Competence development | AW |
| | P2 | Appraise different approaches and activities suitable for supporting students' intercultural competence development within learning environments in one's area of responsibility | KN |
| | P3 | Critically evaluate one's own role in and attitude towards championing the development of intercultural competence in students. | ATT |
| | P4 | Create/ develop constructively aligned learning opportunities (intended outcomes, learning activities, assessment) to support students' development of intercultural competence. | SK |
| | P5 | Appraise students' intercultural competence development and provide context appropriate feedback for enhancement. | SK |

### 3.1 Content overview

This area of training is focused on developing the awareness, knowledge, attitudes and skills that teaching staff need in order to support the development of intercultural competence in their students through curriculum design as well as culturally mindful learning, teaching and assessment.

Teaching staff need to be aware of the cultural diversity of their students and teaching colleagues. This may include regional, social and economic diversity, different types of communications, educational traditions, ideological differences, cultural framed views around sexual orientation and gender roles, as well as access to technology and education. Such cultural diversity has implications for engagement and access to physical or virtual learning environments as well as classroom behaviour. Therefore, in order to create a learning environment that enables all learners to develop their own IC, teaching staff need to be aware of these diverse realities and be mindful of the implications for learning environments.

As with any subject area, one needs to be familiar and confident about the subject knowledge in order to design meaningful learning activities. In case of Intercultural Competence this includes an understanding of IC building blocks addressed in the INDIVIDUAL IC area. A comprehensive and practical understanding of IC dimensions will also illustrate the interconnectivity of the different elements. An understanding of this concept allows for

incremental development of IC through specific activities in the classroom; only when we know what IC is, we will be able to identify connections between IC and the subject discipline, as well as understand its relevance.

It is fundamental for teaching staff to recognize the role of IC in their subject area for personal and professional development of their students; this will empower their role in championing IC development in students in their classroom. Staff may feel they do not need to develop IC within their discipline, especially in those programmes in which students do not usually participate in mobility activities. But diversity is present in every classroom to some extent, so it is relevant to reflect on the relevance of IC even in those contexts**.** On one hand one needs to reflect upon their own role as a facilitator of intercultural competence in students within their subject area; on the other hand, one needs to be clear about their own stance towards "teaching" intercultural competence and its limitations. This will shape one's approach to embedding IC development in their teaching.

The area will cover the curriculum design process for constructively aligned learning in order to support development of intercultural competence in students: From setting learning outcomes, to designing discipline appropriate learning activities and associated assessments measuring the achievement of IC learning outcomes. This is supported by an exploration of learning activities, their appraisal and understanding of limitations such as group discussions, role-play and reflective tasks. In order to empower students for continued IC development, being able to provide constructive feedback is fundamental. Through this content area, participants will discover different strategies and techniques for providing constructive feedback of continued IC development in students. This area will also enable those who do not explicitly focus on learning outcomes related to IC make sure that their teaching, learning and assessment activities reflect cultural diversity.

### *3.2 PEDAGOGICAL IC elements*

| Awareness | Knowledge | Attitudes | Skills |
|---|---|---|---|
| Awareness of the cultural diversity of their students and teaching colleagues | Knowledge of tools/techniques/activities that permit to 'discover' cultural diversity in the classroom and help students discover it | Viewing diversity as a source of mutual enrichment and innovation, not conflict | Ensuring cultural-inclusiveness of teaching, learning and assessment activities, as well as learning materials and course design on the whole |
| Awareness of own "teaching" intercultural competence stance and its limitations | Understanding IC dimensions and their impact on teaching and learning support | Proactive role in championing of IC development in students in the classroom | Create communities of learners keen on valuing cultural diversity, building on it and using every-day opportunities to further develop IC |
| Awareness of the need for | | Valuing intercultural | Helping students see |

**profic**
Professional Development in
Intercultural Competence

Co-funded by the
Erasmus+ Programme
of the European Union

| | | | |
|---|---|---|---|
| IC within own discipline and for future professionals in a specific sector | | competence development within own teaching practice | the advantages of developing IC and acknowledge that IC can be developed without going abroad |
| Awareness of existing IC development approaches, tools and learning activities | Knowledge of pedagogy and theory of IC development | Willingness to adapt existing or develop new intercultural competence related learning outcomes in own teaching | Setting intercultural learning outcomes |
| | | | Designing discipline appropriate intercultural learning activities |
| | | | Giving feedback and assessing student's IC |

## 4. SUPPORTING IC - ability to support students' intercultural journeys

| Content Area | No | Learning Outcomes | AKAS (Awareness, Knowledge, Attitude, Skill) |
|---|---|---|---|
| SUPPORTING IC<br><br>- ability to support students' intercultural journeys | S1 | Identify the main IC-related transitions and challenges that students experience before, during and after the university | KN, AW, |
| | S2 | Appraise tools and resources that are appropriate to students facing particular cultural diversity challenges. | KN, SK |
| | S3 | Proactively engage in recognising challenges of the students' intercultural journey and co-constructing effective solutions together with their students | ATT, SK |
| | S4 | Employ emotional intelligence in supporting students in intercultural situations. | SK, KN |

### 4.1 Content overview

In order to develop an ability to support students' intercultural journeys, staff should first develop an understanding of the transitions and challenges that students experience at the university. The literature on cultural transitions suggests that there are typically several phases experienced by students:

1. The Honeymoon stage. In the university context it could be their first weeks at the university when they are discovering everything new

2. The Culture shock stage when students discover differences between their previous cultural environment and the current one. This can relate to many aspects such as differences in the educational system, requirements, people, challenges related to moving to a different city etc. These can all be accompanied with the feelings of anxiety, fear, confusion, no sense of belonging etc.

3. The Recovery stage when students start resolving some of the conflicts they experienced in the previous stage

4. The Adaptation stage - students start paying attention to the similarities both cultural environments have and appreciating them more

It is worth mentioning that students experience these transitions when entering the university and similarly when making the transition from university to the world of work. Moreover, due to the complex nature of cultural diversity in higher education, students can experience these transitions and related challenges at various stages of their studies and life. It is important to support students who face these challenges and help them realise the advantages cultural diversity could bring to their life. This type of support is not limited to

**profic**
Professional Development in Intercultural Competence

Co-funded by the
Erasmus+ Programme
of the European Union

during the intercultural experience but is also relevant prior and after the exposure (for example as part of student mobility or community project participation).

Once the staff is aware of these possible transitions and challenges that they can face, they should be equipped with the tools and resources they can offer to students that face different cultural diversity issues. Such tools can include but not limited to:

● Coaching and mentoring techniques when staff can guide students to explore different options or explicitly suggest such options

● Emotional Intelligence exercises and tools

● Guidance in access to specific information and people

● Good practices and practical exercises that could be useful for students

## *4.2 SUPPORTING IC elements*

| Awareness | Knowledge | Attitudes | Skills |
|---|---|---|---|
| Being conscious of the cultural challenges faced by students | Knowledge of cultural transition periods and challenges | Willingness to support students in their journeys | Ability to identify if a student is facing challenges that have to do with cultural diversity |
| Being aware of the importance of supporting students in their cultural journeys | Knowledge and understanding of specific models and tools available to support students faced with cultural challenges | Proactivity in supporting students facing cultural challenges | Coaching and mentoring skills |
| Awareness of university and external resources and services to support students facing cultural challenges | | Perceiving students experience holistically, inside and outside of the classroom | |
| Awareness of own emotions in supporting | Knowledge of emotional intelligence model and its impact on supporting culturally diverse students | Empathy | |
| | | | Emotional self-management skills |

profic
Professional Development in
Intercultural Competence


Co-funded by the
Erasmus+ Programme
of the European Union

| students | | | Relationship management skills |
|---|---|---|---|
| | | | |

5. **DEVELOPING IC - Professional reflective practice on IC development**

| Content Area | No | Learning Outcomes | AKAS (Awareness, Knowledge, Attitude, Skill) |
|---|---|---|---|
| DEVELOPING IC - Professional reflective practice on IC development | D1 | Assess and set priorities for one's own IC development on the basis of multiple sources of feedback and one's own context and professional role(s) | KN, AW, SK |
| | D2 | Apply critical thinking on own effectiveness when supporting students' learning on intercultural competence | SK |
| | D3 | Monitor own use of intercultural competence when supporting students in intercultural journeys | SK |
| | D4 | Evaluate own role and contribution in supporting colleagues and their institution in dealing with intercultural competence | SK |
| | D5 | Design, engage with and review continuous professional development measures for IC development | SK, ATT |

*5.1 Content overview*

This area of the PROFIC learning programme focuses on the meta self-reflective approaches to the participant towards their own IC development. This area is cross-cutting and supports other areas of Professional IC so that an individual can track their development needs, plan actions and receive feedback for a lifelong learning approach to their IC development and their support of development of others (both students and colleagues). Similar to other areas, the Area contains specific developmental awareness, knowledge, skills and attitudes that can enable high level professional reflective practice.

Within this area, participants will be able to reflect on strengths and weaknesses concerning their own IC (at individual, pedagogic and supporting level) and become more aware of good practices in supporting student development of IC which they may already be applying. This self-awareness will be based on multiple sources of evidence and feedback; and will support participants in forming a more rounded view of one's own existing strengths and areas for further development. Since each competence element requires specific learning approaches, it is important for individuals to realize which aspect of their IC areas they might wish to prioritize.

In order to build their self-awareness staff will rely on full knowledge on intercultural competence described in the individual area. Furthermore, staff will be aware of relevant models and approaches to professional development, and challenges they might encounter in order to base their development on in-depth knowledge of the process.

Within this content area, staff will explore the appropriate motivation so that developing these soft skills is not perceived as mandatory but as a way of growing professionally. It is also important to feel institutional support and that such professional development is acknowledged and appreciated by their organisation. As part of professional development practice, staff will perceive diversity as a source of enrichment and not of conflict and reflect on how it can be used to widen teaching scope and adapt methodologies to new realities.

Staff will exercise strategies of setting their own priorities for development and track their progress. Staff will exercise skills of implementing their developing IC in their everyday work, teaching and student support, as appropriate, and modify approaches if needed. Building IC their own professional contexts can lead into supporting other colleagues in their effort to develop their IC as one of the key competences for the modern diverse world with impacts not only on social cohesion, but also innovation, divergent thinking and other multifaceted benefits of working well across cultural boundaries.

## 5.2 DEVELOPING IC elements

| Awareness | Knowledge | Attitudes | Skills |
|---|---|---|---|
| Awareness of own strengths and weaknesses in IC | Knowledge of relevant professional development models | Willingness to continually develop own IC | Ability to critically self-evaluate own IC |
| Awareness of own existing good intercultural practices | Knowledge of challenges of developing IC in an organisational setting | Perceiving IC as part of one's own key professional development | Ability to set development goals for IC |
| Being aware of the effectiveness of IC implementation in student learning | | Willingness to adapt own IC development approaches if needed | Ability to monitor progress of own development actions |
| Being aware of the effectiveness of IC implementation in supporting students | | Openness to feedback on own IC from colleagues and students | Seeking feedback and acting on it |
| Being aware of the effectiveness of own knowledge sharing on IC with other colleagues | | | Ability to gage effectiveness of own approaches when working with students |

profic
Professional Development in
Intercultural Competence

Co-funded by the
Erasmus+ Programme
of the European Union

## 6. PROFIC Professional Development Methodology

PROFIC Professional Development Programme is designed to help participants develop/articulate dispositions and acquire/widen their repertoire of tools. These permit those working at higher education institutions to act purposefully and proactively in fostering their own and others' systematic Intercultural Competence development within the scope of their professional roles and responsibilities. The proposed methodology is blended approach combining face to face activities. However, due to developing COVID-19 situation the project team keeps following the country guidelines and risk assessment for international travel and the programme may very likely have to be delivered solely online. The proposed methodology will be followed in either case scenarios: blended (which is recommended by the results of the Baseline Report) or only online and activities planned are adaptable for both deliveries.  The PROFIC Professional Development Programme is based on the empirically developed PROFIC framework that includes 4 key competence areas for initial development:

- **INDIVIDUAL IC - Developing one's own Professional IC (I)**
- **PEDAGOGICAL IC - Ability to help students develop IC (P)**
- **SUPPORTING IC- Ability to support students' intercultural journeys (S)**
- **DEVELOPING IC - Professional reflective practice on IC development**

PROFIC project professional development approach includes two phases: **Phase 1** - PROFIC Learning Programme Delivery (WP4) and **Phase 2** - Action plans implementation with students and staff (WP5).
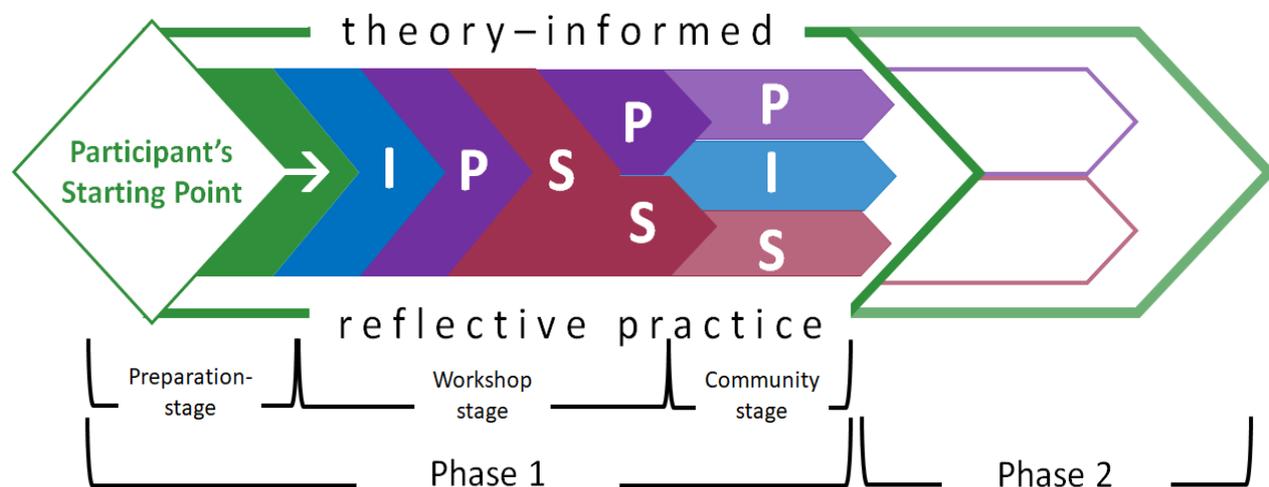


During **Phase 1** staff will go through a series of reflective, experiential and hands-on activities to recognise and further develop their professional intercultural competence in the period between September and December 2020. Phase 1 consists of three stages:

*1. Preparation stage:* Preparatory activities focused on reflecting on and initial structuring of own experience in the light of the programme intended learning outcomes

Co-funded by the
Erasmus+ Programme
of the European Union

*2. Workshop stage:* Intensive period that brings together activities that focus on the PROFIC Framework Areas over three days workshop (face to face or online depending on the pandemic situation).

*3. Community stage:* Post-intensive period of further working on Individual, Pedagogical and/or Supporting IC through the online community platform together with participants from other institutions and countries, through synchronous and asynchronous activities over a period of 2 months.

**Phase 2** invites participants to design and implement a small project or activity related to helping others develop IC followed by a reflection on this experience. This phase will take place between January and March 2021. In this phase participants who completed the PROFIC Development programme in Phase one will be asked to try to implement the action plans they developed during the programme with their students (or other staff if appropriate) and receive online support throughout the process by PROFIC mentors.

## 6.1 Methodological principles

The programme design is underpinned by five interrelated methodological principles:

- built around participants' own experience of dealing with cultural diversity
- based on principles of peer learning
- informed by theory
- underpinned by and framed within reflective practice
- focused on producing change in practice

These interrelated principles are brought together to offer a professional development programme that will give agency and responsibility to every participant in order to encourage maximum application to own current and future professional practice, a programme that is strongly and explicitly context-related.

*Built around participants' own experience of dealing with cultural diversity:* At all the stages of the programme and regardless of the area of IC addressed, participants will be focusing on 'stories' of intercultural interactions they can share or anonymised intercultural incidents reported by their colleagues during the Baseline Study data collection phase.

- For the INDIVIDUAL IC activities the emphasis would be on a developing ability to analyse these situations through the knowledge on IC and related concepts in order to plan further development and solutions. Starting with reflecting on intercultural interactions in all spheres of their lives, participants gaining an increasingly broad understanding of types of cultures will be guided to focusing on intercultural interactions related to their work. With INDIVIDUAL IC-related activities acting as a common foundation for further development, these experience sharing and analysis activities are designed to link to other PROFIC Areas depending on the content of the shared experience;
- For the PEDAGOGICAL IC activities a major advantage of sharing lies in the opportunity to learn from the experience of colleagues - both those in their group and those interviewed during the baseline study - and their examples of good practice and less successful practice; cases created on the basis of Baseline Study will also permit participants to

Co-funded by the
Erasmus+ Programme
of the European Union

practice critically analysing pedagogical practices from the point of view of inclusivity and missed opportunities for developing students' IC;

- for the SUPPORTING IC activities, the experiences shared will permit participants to practice getting to the roots of reported difficulties and see what tools could facilitate better ways forward; and
- for DEVELOPING IC activities, experiences shared constitute evidence of current achievements and permit to make learning more evident both to others and oneself, when revisited on future occasions.

Behind all these uses of own and peers' experiences is also the goal of helping participants see how culturally diverse their own contexts and everyday lives are and how relevant IC is in their own professional activities.

*Based on principles of peer learning:* apart from learning from what peers share in terms of their 'intercultural stories' and good practices, participants' prior knowledge about relevant concepts will be elicited in INDIVIDUAL and PEDAGOGICAL IC parts and that of transition periods and supporting tools in SUPPORTING IC parts. Participants will jointly work on finding promising pedagogical solutions for fostering IC development to common proto-situations, before focusing on their own individual students; while DEVELOPING IC part will capitalize on the insights produced when 'dialoguing' with peers and soliciting their feedback.

*Informed by theory*: in order to achieve the learning outcomes of the PEDAGOGICAL, SUPPORTING and DEVELOPMENT IC Areas, participants will need to build on conceptual understanding developed in the INDIVIDUAL IC part. Participants will develop/practice the application of theoretical framing to their thinking about interculturality around them and their efforts to support others and themselves in further IC development. If such language and way of organising the world is new to them, participants will certainly come to use the basic notions of an interculturally aware practitioner, without which they cannot continue their IC development (individual, pedagogic or supporting) beyond this organised professional development programme. To ease adoption of this new way of seeing one's own and other's behaviours, in all the Areas, participants will be invited to apply such theoretical frames more than once across the different stages of the programme.

*Underpinned by and framed within reflective practice*: developing any competence is a lifelong endeavour and whether participants choose to 'deeper explore' PEDAGOGICAL or SUPPORTING IC during PROFIC Professional Development activities, structured reflection activities will underpin the whole process. Participants will start with a guided self-assessment exercise linked to the programme learning outcomes at the preparatory stage, and continue through a series of reflective activities during subsequent stages, so as to complete the process with an Intercultural Higher Education Practitioner Portfolio to evidence their intercultural achievements and future development goals or challenges they choose to hold themselves accountable in front of the other members of the IC learning community/peer group at least partially consolidated throughout the three stages of Phase 1.

*Focused on producing change in practice*: while the Intercultural Higher Education Practitioner Portfolio will record the changes achieved and targeted in the INDIVIDUAL IC and other Areas, and the later Phase 2 will be fully focused on implementing and reflecting on a small change in practice

project, both PEDAGOGICAL and SUPPORTING IC parts are designed to produce even more immediate (if micro) changes

- PEDAGOGICAL IC activities will enable participants to individually design ways to better support their own students in their own learning situations; while
- SUPPORTING IC activities comprise practicing certain techniques that participants can later apply when working with students or colleagues in difficult IC-related situations.

Every attempt was made for the PROFIC Programme to be as relevant as possible for every participant. As suggested in the Basic Structure diagram, the programme's starting point is the individual participant and their specific context; this individual starting point is captured through the preparatory stage which are, thus, regarded as crucial to shape the exact content of the Workshop and Community stage and keeping it relevant to individual participants. Throughout the programme participants work on examples from their own context and other Latin American university case studies and examples to ensure relevance of the PROFIC programme to the individual participant and their professional context.

Further, the relevance of the PROFIC programme is enhanced through pathway flexibility i.e. participants choosing a Pedagogical or Supporting IC focus in the Community stage. Moreover, the principle of always relating the group learning to one's own current and future practice is the key principle behind the majority of the Community stage of Phase 1 activities and the very *raison-d'être* of Phase 2 interventions.

### *6.2 Learning activities examples*

In this section we include some learning activities examples that follow the methodological principles. In our work we have developed a list of existing more detailed activities and will co-create activities with participants following our methodological principles.

**INDIVIDUAL IC - Developing one's own Professional IC (I)**

This area delivery will commence with introductory reading and videos related to the notion of culture, the danger of yielding to the power of stereotypes and drawing attention to what intercultural incompetence might look like (preparatory activities). During the intensive part, we will (1) focus on the difference between generalisations, stereotypes and discriminatory behaviour; (2) explore the concept of culture; (3) discuss the IC and its building blocks. We will invite participants to analyse their own intercultural stories/incidents through the lens of points 1-3 above (either during the intensive period or the post-intensive period). A simulation related to discovering cultural norms and the conflict-management-forum theatre are two interactive activities planned in order to recreate the most life like situations, even if delivered online.

**PEDAGOGICAL IC - Ability to help students develop IC (P)**

The intention is to start with some initial stock taking i.e. identifying expectations but also current awareness of cultural challenges in the classroom or training setting. Initially this will be based on personal background and pre-activity input but will be further stimulated through simulating/ role playing through different scenarios identified from the project's baseline report. A central notion within the pedagogical area is the purposeful planning and structuring of learning (structural alignment); participants will be mapping out relevant intended learning outcomes, associated

Co-funded by the
Erasmus+ Programme
of the European Union

learning activities and assessment that develop IC in learners. Participants will then be challenged to articulate suitable criteria to assess and provide feedback for learner IC development but also how to provide IC focused feedback/ interventions in unforeseen scenarios such as group work difficulties. Emerging from exposure to practices in different settings/ disciplines/ cultures/ etc. will be an understanding that one size does not fit all and participants will be invited to benchmark their own practice against different profiles of intercultural competence classroom/ training approaches. Generally, built into the sequence of activities would be periods of reflection to identify applications within their own context and opportunities to share and discuss thoughts about implementation.

## SUPPORTING IC - Ability to support students' intercultural journeys (S)

The main focus will be on improving participant's awareness and understanding of the challenges and transitions experienced by students (e.g. through group discussion and mapping of such transitions with concrete examples and through trying to uncover root issues in stories shared), on emotional intelligence as a key skill in the support process and on knowledge (what it is, how participants use it and how they can learn to use it more appropriately and effectively - e.g. practicing perspective taking and 'cultivating empathy' activity) and at least initial know-how of specific tools that can be useful for students (coaching techniques, powerful questions, mentoring procedure, etc.).

## DEVELOPING IC - Professional reflective practice on IC development

As already mentioned, we have agreed that the Reflective practice will be supported by a Portfolio, which participants will start working on in the Preparatory phase (through a self-assessment related to programme learning outcomes) and will revisit both during & at the end of the Workshop stage and during and at the end of the Community stage. These repeated occasions are built in to give participants time and space to make sense of the theoretical and practical inputs gained during the different stages of the programme and to 'appropriate' the learning. Through DEVELOPING IC activities, participants will be introduced to several techniques that can support reflective practice of IC development including self-reflection, peer support and wider/ broader stakeholder feedback.

## 7. ASSUMPTIONS

Participant Profile: The PROFIC programme is **designed for staff working with students in higher education** (academics and professional services), who wish to develop themselves and their abilities to support students and peers in becoming more globally minded. The programme is not aimed at students directly.

Participation in the programme **does not** require:

- Prior knowledge of Intercultural Competence

- Foreign language knowledge

- Experience of living or travelling abroad

Co-funded by the
Erasmus+ Programme
of the European Union

The expectation is that participants are committed, willing and ready to take charge and make use of the learning opportunity. Participants are expected to create or cease opportunities to put learning into practice (as part of the post-intensive element for the full portfolio and to achieve the goals of the training).

Preparation stage: Because no prior knowledge or experience is required, it is vital that participants have engaged in the first phase of activities i.e. the preparation activities. The pre-work is essential to maximise the gain from the intensive period and the programme overall for the following reasons:

- Self-assessment initiates the reflective process that underpins the learner journey

- Familiarisation with some terminology creates a common frame of reference

- Gathering of examples and cases allows participants to apply learning to their own context

Workshop stage: The intensive phase relies on full engagement with the pre-activities to maximise the learning in this period. The different areas of the programme i.e. Individual IC, Pedagogical IC, Supporting IC and Developing IC are fully integrated.

The **Individual IC** is the foundation for other areas of IC development as indicated in the basic structure (see above). Both the Pedagogical and Supporting IC rely on an understanding of IC from an individual perspective as a starting point.

For the **Pedagogical IC** engagement in some form of formal or informal teaching or training setting is required. Participants need to see themselves as providing some facilitation of learning (identifying and reflecting on this forms part of the pre-work), which could include:

- Teaching experience

- Preparing for teaching students

- Informal peer support of colleagues

- Facilitating training for staff

The **Supporting IC** part assumes that participants might be people who regularly support students through their challenges and transition (especially outside of a classroom). This includes particularly staff for whom this is not part of the formal remit. However, anyone working in a higher education environment can find themselves in student-facing situations where their support may be needed - often unexpectedly.

**Developing IC** in turn is built on and contributes to the activities of each of the other three Areas - Individual IC, Pedagogical IC and Supporting IC - and also draws on preparatory period of initial reflection.

Community Stage and Phase 2: To get the most of the programme participants need to be ready to apply their learning into practice. Practice can be with individuals you are working with be it students or colleagues or groups of students e.g. in a classroom setting. It is a base assumption

Co-funded by the
Erasmus+ Programme
of the European Union

that you will have this access. This phase is based on work within the participant's usual work setting.

Guided by the PROFIC Learning Framework with its specific content areas and following the methodological principles set out, the professional development delivery at each of the partner institutions will enable staff to both develop their own IC and be ready to support student developing their own IC. The results of the professional development delivery in WP4 will be followed by WP5 Action plans delivery where participants of the initial professional development will be able to implement activities with their students supported by PROFIC Mentors and their peer community.

Co-funded by the
Erasmus+ Programme
of the European Union