

Op zoek naar toetsingsmethodes voor interculturele competenties in het mvt-onderwijs

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Universiteit Utrecht

Faculty of Humanities

Belang van interculturele competenties in onze maatschappij?



Dynamische en snel veranderende maatschappij



- Innovatie
- Experimentatie
- Creativiteit

- Geglobaliseerde wereld



- Technologische (r)evolutie



Nieuwe competenties en vaardigheden zijn nodig



21st century skills;
hoge cognitieve vaardigheden

Interculturele Competentie



Onderwijs in een *globaliseringstijdperk*

Since 2000 the pace of social change has quickened. Teachers are confronted with new challenges they have not been prepared for: most "classrooms are multicultural and teachers must be **interculturally skilled mediators** who enable learning to occur for everyone." (Kelly, 2014)



Belang van IC bij het leren van mvt (ERK)

“De leerder verwerft niet simpelweg twee afzonderlijke manieren van handelen en communiceren die geen verband met elkaar hebben. Hij of zij wordt meertalig en ontwikkelt **interculturaliteit**. De linguïstische en culturele competenties met betrekking tot elke taal worden beïnvloed door kennis van de andere en dragen bij aan **intercultureel bewustzijn, vaardigheden en bekwaamheden**. Zij stellen het individu in staat een veelzijdige, meer complexe persoonlijkheid te ontwikkelen, alsmede een groter potentieel om verder te gaan met het leren van talen en zich **open te stellen** voor nieuwe culturele ervaringen”. (ERK, 43)



Belang van IC bij het mvt- didactiek

“The Intercultural turn” in mvt-didactiek (Thorne, 2010)

Globalisering / ontwikkeling van sociale media

➔ Telecollaboratie (*experiential learning* + reflectie)

Projecten



Maar hoe kan je interculturele competenties toetsen?

En willen we deze überhaupt toetsen?



Hoe kan IC getoetst worden?

Stappenplan (Deardorff, 2016):

1. Wat wil je concreet toetsen (onderzoek en literatuur)?
 2. IC duidelijk definiëren
 3. Specifieke doelen en meetbare uitkomsten met betrekking tot IC formuleren in de cursus
 4. Meerdere toetsingsmethoden gebruiken > Complexiteit van IC
- ➔ Belangrijk te kunnen vaststellen of studenten op een intercultureel adequate manier kunnen denken en handelen



Hoe kan IC getoetst worden?

2. IC duidelijk definiëren

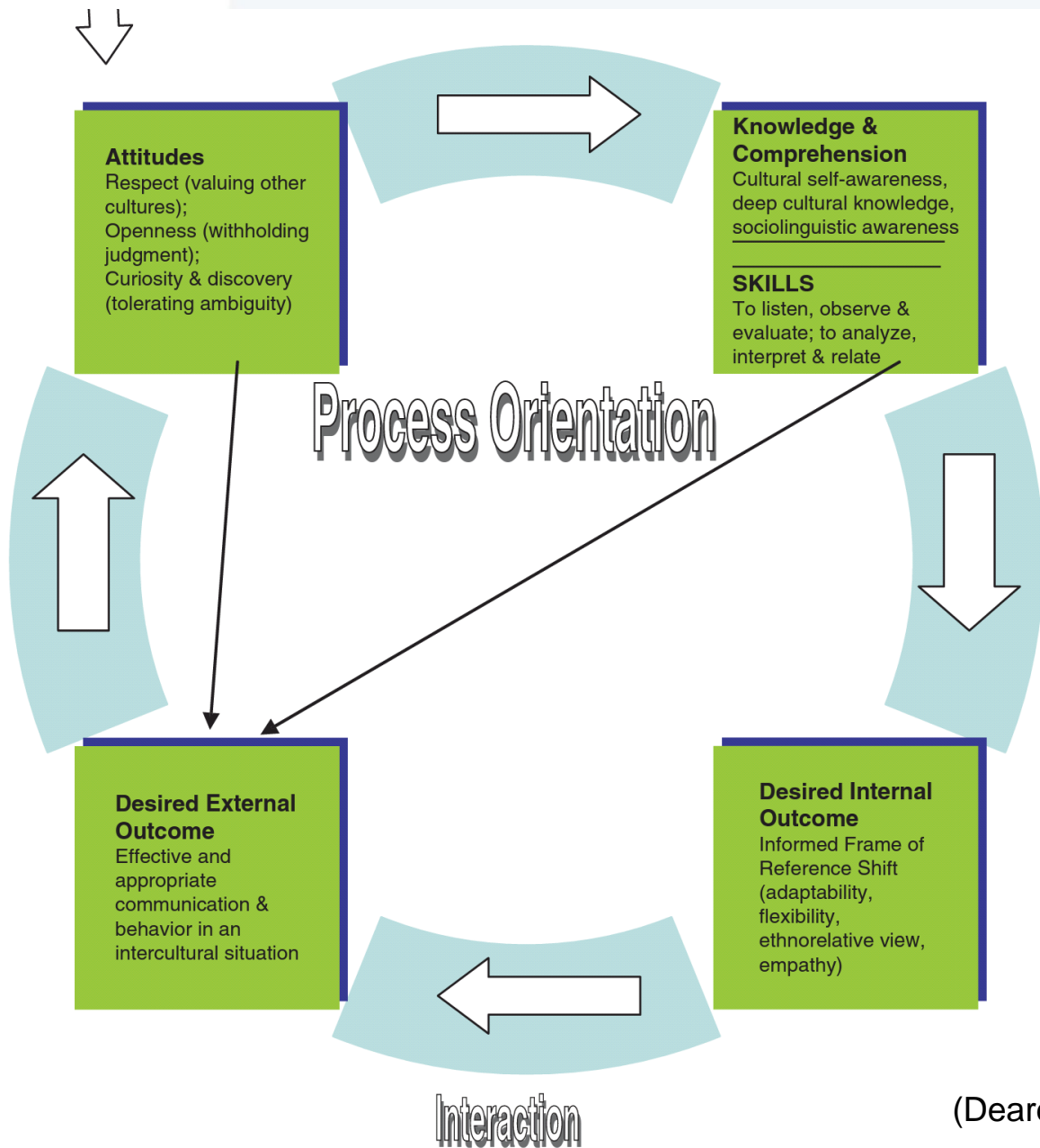
IC is about communication & behaviour that is both **effective & appropriate** in intercultural interactions

(Deardorff, 2016: 121)

Veel IC modellen > Byram relevant voor mvto

➔ Kennis, vaardigheden, houding, kritisch bewustzijn





(Deardorff, 2016: 123)



Hoe kan IC getoetst worden?

3. Duidelijke doelen en meetbare uitkomsten formuleren met betrekking tot specifieke aspecten van IC

Doelen: Wat wordt er geleerd in de cursus? Wat zou de student na de cursus kunnen doen?

Studenten kunnen perspectieven van anderen begrijpen

Uitkomsten: Hoe controleer je dat het doel bereikt is?

Aan het eind van de cursus kan de student twee culturele perspectieven articuleren omtrent de vluchtelingen problematiek



Hoe kan IC getoetst worden?

4. De interculturele doelen en meetbare uitkomsten bepalen welke toetsingsmethodes en instrumenten er worden gebruikt.

- ➔ Meerdere toetsingsmethoden gebruiken > Complexiteit van IC
- Er bestaan veel toetsinstrumenten om eigen/persoonlijke indrukken/kennis/ervaring te meten (*self-reports*: enquêtes, reflectieverslagen, analyse van *critical incidents*)> dit meet de helft van de totaliteit
 - Wat ontbreekt: gegevens van adequaat taalgebruik en gedrag > observaties bij anderen
 - Belangrijk om niet alleen op het resultaat te focussen maar ook het proces mee te nemen



Hoe kan IC getoetst worden?

Kernbegrippen bij toetsing:

- **Formatieve / summatieve toetsing** nodig voor IC
 - **Kwantitatieve & kwalitatieve toetsing** (*mixed methods*)
 - **Directe** (*evidence: papers, projecten, toetsen, observaties door derden*) en **indirecte** (*percepties: enquêtes, interviews, focus groups*) toetsing
 - **Betrouwbaarheid** (consistentie) & **validiteit**
- ➔ meerdere meetmethodes gebruiken (direct & indirect)



Voorbeelden toetsinstrumenten IC

Indirect bewijs:
(percepties) enquêtes,
interviews
Meer dan 100 tools
(Fantini, 2009)

Als er geen afstemming is
tussen cursusdoelen, en
het doel van het
toetsinstrument, dan zullen
de resultaten ongeldig zijn

Indirect bewijs is niet
voldoende
Zorg ook voor direct bewijs
(*performance*)



Voorbeelden toetsinstrumenten IC

Kritische reflectie:
Journals, blogs, reflectie verslagen.

Ik heb geleerd... Dit is belangrijk omdat... Als gevolg zal ik...

Uitvoering (*Performance*)
Perspectieven van derden over de adequaatheid van gedrag en communicatie van studenten

E-portfolios
Bewijsmateriaal (reflectie, papers, foto's, interacties)
Rubrics om e-portfolios te evalueren



Europees Taalportfolio

Het ETP is ontwikkeld door de Raad van Europa om:

- autonomie, meertaligheid en interculturele competentie bij de taalleerder te stimuleren;
- de taalleerder een instrument te bieden om de eigen vorderingen bij het leren van een vreemde taal en de opgedane ervaringen in het gebruik ervan bij te houden.

Het Taalportfolio bestaat uit drie delen:

- een talenpaspoort
- een taalbiografie
- een dossier

peppels.net (VO), owik.net (18+)



TILA PORTFOLIO

Four types of documents can be included in this portfolio:

1. evidence of skills that you have been assessed on;
2. a journal in which you write down instances of your progress;
3. a collection of texts, of all sorts, that show your intercultural communicative skills in the foreign language;
4. a series of personal comments on the telecollaboration activities.



TILA portfolio > journal

This is the reflection part of your portfolio, which consists of three parts; descriptions of:

- your "intercultural profile"

experience with other cultures is, travels, languages you master

- your "intercultural attitude"

what role languages play in your life, how you feel when meeting people from other cultures.

- your instances of "intercultural growth"

every experience that helped develop your IC



TILA portfolio: "intercultural attitude"

Name:	Class:	Date:				
<p>Please mark a cross in the column that represents best your feelings:</p> <p>1 This makes me feel very uncomfortable</p> <p>2 This feels strange but I make allowances</p> <p>3 This feels fairly normal – I have neutral feelings</p> <p>4 This feels quite good – I tend to be at ease</p> <p>5 This feels very good – I often seek out such a situation</p>						
HOW I FEEL ABOUT...	1	2	3	4	5	
...different customs of people from other cultures (dress, special occasions...) <u>Comment:</u>						
...rules and beliefs of people from other cultures <u>Comment:</u>						
...different behaviour of people from other cultures (greeting each other, expression of feelings...) <u>Comment:</u>						
...communicating with people from other cultures (body language, facial expressions...) <u>Comment:</u>						
...talking to people who are fluent in a language I am only starting to learn <u>Comment:</u>						



TILA portfolio: "intercultural growth"

Date	Description of experience or encounter
Place	
How this influenced me (what I felt, thought or did, as a consequence)	



Self-reports: surveys

Encounters with other people in your home country

1. I often seek contact with other people in order to learn as much as possible about their culture.	1	2	3	4	5
1. When other people don't feel comfortable in my presence, I notice it.	1	2	3	4	5
1. I find it difficult to adapt to people from diverse origins.	1	2	3	4	5
1. When I am a newcomer in a group with people from a different country, I try to find out the rules in this group by observing their behaviour.	1	2	3	4	5
1. When a conversation with people from different countries fails, I ask all persons involved to explain their positions.	1	2	3	4	5
1. When conversation partners use gestures and expressions that are unknown to me, I ignore them.	1	2	3	4	5
1. When talking to other people I always watch their body language.	1	2	3	4	5
1. In conversations with speakers of other languages I avoid unclear or ambiguous words.	1	2	3	4	5
1. I feel comfortable when encountering the different customs of people from other cultures.	1	2	3	4	5
1. It feels fairly normal to me to communicate with people of different cultures, for example, coping with misunderstandings, a different sense of humour, etc.	1	2	3	4	5



Focus op resultaten *Rubrics Association Of American Colleges & Universities*

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



Bennett, 2008)

Definition

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

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

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



Rubric AAC&U

Knowledge: Cultural self-awareness

Capstone: Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her / his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

Milestone: Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)

Milestone: Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)

Benchmark: Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)



INCA project (2009)

- Competentie niveaus: Basic, Intermediate, Full
- Domeinen (Bennett, 2008):

- General

the ability to accept lack of clarity and ambiguity and to be able to deal with it constructively

- Tolerance of ambiguity

- Behavioural flexibility

the ability to **adapt** one's own **behaviour** to different requirements and situations

- Communicative awareness

the ability to establish relationships between linguistic expressions and cultural contents, to identify, and consciously work with, **various communicative conventions** of foreign partners, and to **modify** correspondingly one's own linguistic forms of expression



INCA project

- Domeinen:
 - Knowledge discovery
 - Respect for otherness
 - Empathy

The ability to **acquire new knowledge** of a culture and cultural practices and the ability to **act** using that knowledge, those **attitudes** and those **skills** under the constraints of **real-time communication** and interaction.

Curiosity and **openness**, readiness to suspend disbelief about other cultures and belief about one's own.

The ability to **intuitively understand** what other people **think** and how they **feel** in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons.



INCA project *Rubric*

Basic

Intermediate

Full

iv) Knowledge discovery	<p>1K Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic.</p>	<p>2K Has recourse to some information sources in anticipation of everyday encounters with the other cultures, and modifies and builds on information so acquired, in the light of actual experience. Is motivated by curiosity to develop his knowledge of his own culture as perceived by others.</p>	<p>3K Has a deep knowledge of other cultures. Develops his knowledge through systematic research-like activities and direct questioning and can, where this is sought, offer advice and support to others in work situations.</p>
v) Respect for otherness	<p>1R Is not always aware of difference and, when it is recognised, may not be able to defer evaluative judgement as good or bad. Where it is fully appreciated, adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture.</p>	<p>2R Accepts the other's values, norms and behaviours in everyday situations as neither good nor bad, provided that basic assumptions of his own culture have not been violated. Is motivated to put others at ease and avoid giving offence.</p>	<p>3R Out of respect for diversity in value systems, applies critical knowledge of such systems to ensure equal treatment of people in the workplace. Is able to cope tactfully with the ethical problems raised by personally unacceptable features of otherness.</p>
vi) Empathy	<p>1E Tends to see the cultural foreigner's differences as curious, and remains confused about the seemingly strange behaviours and their antecedents. Nonetheless tries to 'make allowances'.</p>	<p>2E Has the beginnings of a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. Tends increasingly to see things intuitively from the other's point of view.</p>	<p>3E Accepts the other as a coherent individual. Enlists role-taking and de-centring skills and awareness of different perspectives in optimising job-related communication/interaction with the cultural foreigner.</p>



CEF-CULT (2011; <http://cefcult.eu>)

- Online assessment tool gebaseerd op ERK + INCA
- Je krijgt opdrachten aan de hand van scenario's
- Je neemt jezelf op bij taakuitvoering
- Je opname wordt beoordeeld

Home CEFcult platform Training materials About the project Contact Administrative

CEFcult

Raising awareness and enhancing intercultural communicative competences for students and lifelong learners

Welcome to CEFcult!

An enjoyable learning environment for assessing your intercultural communicative competence!

As employees increasingly work in international, multi-cultural settings, success in intercultural professional communication requires not only language skills, but also the ability to understand and deal with cultural and linguistic diversity. CEFcult aims to increase the language and intercultural skills of the (future) labour force in Europe.

The CEFcult platform should be viewed as a vehicle in which assesses and assessors can apply their interests, critical thinking, and creative ideas to self-selected areas of interest. It is a safe environment for learning helping language learners refine and improve their speech performance and communicative skills.

Learners are able to record themselves and make annotations, to peer review their assessments in social networks. The learner is in charge, but experts can be called in to feed the assessment from a professional perspective. As such, a résumé of a student online might be validated by means of a peer and an expert review, with a recording, imported from CEFcult.

"By means of this project, the transition from intercultural awareness to intercultural competence is very likely to be achieved."

External evaluator of the European Commission



CARAP / FREPA (2013)

- Plurilingual & intercultural competences
 - Kennis
 - Attitudes
 - Vaardigheden

- Descriptoren en lesmaterialen

<http://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx>



Community sharing



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