Intercultural Teaching Competence (ITC) Framework

Foundational competencies

The focus is on awareness of one's own and other cultures, and modelling values and skills that can help students develop intercultural awareness and openness to difference.

1. Develop awareness of one's own cultural and disciplinary identities, and positionality in the classroom.

2. Anticipate, value, and accept differences among learners and ways of learning to create a sense of trust and cultural safety.

3. *Model and encourage perspective-taking in the classroom.*

4. Model and encourage non-judgemental approaches to exploring difference.

5. Model tolerance for ambiguity and help learners cope with the uncertainty involved in exploring difference.

Facilitation Competencies

The focus is on interacting with students and encouraging student-student interaction in ways that are respectful of cultural diversity.

6. Facilitate discussion among students with a variety of communication styles.

7. Provide feedback across cultures in a variety of ways.

8. Tailor messages to audiences with different levels of linguistic ability.

9. *Recognize the barriers students may face in participating in class activities.*

10. *Identify risk factors for learners that might surface during class activities.*

11. Create opportunities for peer learning and interaction among diverse learners.

12. Build and navigate relationships with students who have different perceptions of power distance.

13. Articulate and mediate differences in teacher and learner roles across cultures.

14. Mentor students during their transition to new cultures and disciplines.

15. Articulate the meaning of academic integrity in their discipline.

Curriculum design competencies

This set focuses on ways to intentionally engage students in discipline/program relevant learning activities that can promote intercultural and global learning.

16. Include concrete learning outcomes related to intercultural or global learning at course and curricular levels.

17. Incorporate learning resources that represent diverse perspectives, paradigms, and disciplinary approaches.

18. Create learning activities that allow students to explore difference and practice perspective-taking.

19. Design assessments that recognize and validate cultural differences in writing and communication styles.

20. Provide reflection opportunities for students to gain a better understanding of their own multiple cultural, personal, and disciplinary identities.

This research-based framework, authored by Nanda Dimitrov and Aisha Haque, educational developers at the University of Western Ontario, is intended as to be used as an aid for reflection on ways to engage culturally diverse student groups in learning about their own and other cultural perspectives on worldviews, values, and global and social justice issues. It describes three interrelated sets of attitudes, knowledge, and skills in foundational, facilitation, and curriculum design competencies. This framework assumes that users apply student-centred, active learning methods and are open to learning from other peoples' cultural knowledge.

References:

Dimitrov, N. & Haque, A. (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection in *Intercultural Education*, 27:5, 437-456. DOI: 10.1080/14675986.2016.1240502.

Nanda Dimitrov & Aisha Haque, (2016). Intercultural Teaching Competence in the Disciplines: Teaching Strategies for Intercultural Learning. Ch.4 in *Promoting Intercultural Communication Competencies in Higher Education,* G.M. Garcia-Pérez & C. Rojas-Primus (Eds.). IGI Global.