**Contents**

* 1. Background
* 2. Details of intercultural understanding through constructs
* 3. Process for forming an assessment task
* 4. Example of assessment task and assessment tool
* 5. References

**1. Background**

**A reflection on Intercultural Understanding**

At first glance, it would seem obvious that intercultural understanding involves awareness, knowledge and understanding of many aspects of other cultures, for the purpose of living together peacefully and harmoniously. However, changing attitudes and behaviours towards those who are different from ourselves involves much more than raising cognitive awareness, which we know does not by itself change actions. An understanding of our own culture, a deep exploration of our personal and cultural values, and the experiential development of respect and compassion for the rights of others, translated into positive action, are also required. This means that the processes of teaching and learning intercultural understanding are just as important, if not more so, than its content.

de Leo, J. (2010) Reorienting Teacher Education to Address Sustainable Development: Guidelines and tools. Education for Intercultural Understanding. (UNESCO) p.12

**2. Details of intercultural understanding through constructs**

Competence in intercultural understanding can be partitioned into several ‘constructs’. These constructs group together components of intercultural understanding into a number of approaches or discrete channels. Fantini (2006 p.2) creates an effective group as;

* Knowledge
* Attitudes
* Skills
* Awareness

This assessment guide is adapted from models discussed by Sinicrope et al (2007). However, in the following model, Knowledge has been incorporated into Skills, and Awareness has been identified within the term Metacognative reasoning.

**A Loyola College construct model for Intercultural Understanding**

**Attitudes**

Attitudes refers to one’s personal orientation and approach to intercultural situations, exchanges and people from other cultures. It includes examinations of prejudices and discrimination in society. This has been placed first in the rubric because one’s attitude usually colours subsequent intercultural interaction.

**Skills Perspective taking and Intergroup**

There are two separate aspects of intercultural skills in this model.

**Perspective taking skills**

Perspective taking refers to the ability to see things from different points of view. Competent students function effectively with difference, pluralism and ambiguity.

**Intergroup skills**

Intergroup skills reflects one’s participation abilities in projects and exchanges. Skills in communication using all modes of literacy and adaptability are emphasised. Knowledge refers to elements of understanding that that are culture specific.

**Metacognative reasoning**

Metacognative reasoning is the way one thinks and processes ideas about cultures and the causes and effects of behaviours, values and traditions. Self-reflection is emphasised. Within this construct students also propose possible actions and evaluate events from cultural perspectives. They analyse personal, cultural and national identity.

**Levels/stages**

Literature frequently supports up to five developmental stages in the process of acquisition of intercultural understanding. This assessment guide has three levels in interdisciplinary settings in an Australian secondary school. The three levels used in this assessment guide are;

* Enquiry
* Emergence
* Literate

**Enquiry Stage**

During the Enquiry stage students begin from ‘self’ as cultural and national identity. They are exposed to a range of new and different situations and begin to deal with their emotions and feelings as they process tasks. They work in situations with uncertain outcomes yet in supportive contexts. They identify and begin to think from different perspectives. They begin to identify and develop initial multi modal communication skills and think about and make responses to stimulus. They begin the journey from self-orientation to other orientation and from understanding the world as homogenous to multidimensional.

This level should initially apply to students in Years 7 and 8.

**Emergence stage**

In the Emerging/Developing phase students shift from ‘self’ as cultural and national identity to more diverse and collective notions of identity. They begin to form and test ideas during intercultural exchanges. They develop being able to operate in a more pluralistic way by thinking from a variety of perspectives. They will build their confidence as they experience and problem-solve projects using a variety of modes of communication. Students will reason about culture and begin to make explanations for different attitudes, values or behaviours in a variety of cultural and social settings. They will be less dependent on themselves as a point of reference.

This level should initially apply to students in Years 9 and 10.

**Literate stage**

(Special note: many of the studies on Intercultural competence, literacy or understanding suggest that a fully competent person; sometimes termed ‘trans-cultural’ is to have *both* lived, studied or worked internationally *and* achieved a high level in the language of those nation/s. Whilst this undoubtedly represents maturity in intercultural understanding, it should be remembered that in relation to Australian high schools, bringing all of our students to this point is not currently possible. Therefore, this model aims to provide a scaffold whereby students may either act as responsible, connected global citizens *or furthermore*, have been inspired to seek to extend their intercultural experiences later. It is acknowledged that many Australian schools do provide extended *intercultural and international* experiences for their students and developing these opportunities should be encouraged wherever possible).

Students move from self-orientation to empathetic and capable of accommodating pluralism in many contexts. The develop sensitivities to be able to explore and acquire culture specific knowledge and sophisticated, perceptive communication skills. They approach intercultural projects in patient, systematic and inclusive ways as they seek to find solutions to multifaceted problems with just outcomes. They reflect on, reason about and evaluate events, opinions and actions in socioeconomic, historical and cultural settings in both singular and interconnected contexts.

This level should initially apply to students in Years 11 and 12.

**Learning Outcomes/assessment**

Learning outcomes stage the expansion points of the constructs and identify what students should be able to demonstrate at the conclusion of work within a stage. LOs underpin the writing of assessment tasks that are intended to provide a student with the opportunity to demonstrate intercultural understanding. Assessment tasks within a course of intercultural understanding education, including ones via interdisciplinary delivery, may be indexed to one or more of the constructs.

This assessment guide does not recommend how many repetitions of evidence of intercultural understanding within each learning outcome for each construct should be collected to suggest a student’s competence at any stage. Nor does it suggest if evidence created to demonstrate satisfactory completion of a learning outcome should be assessed as ‘satisfactory/unsatisfactory’ or graded.

**Assessment tools**

Assessment tasks should be designed to give students maximum opportunity to demonstrate their capabilities within the constructs. Evidence may be collected via a range of assessment tools including, surveys, self-assessment, peer assessment, performance, written, visual or oral tasks, reports, portfolios etc.

**Intercultural Understanding in detail**

**Attitudes**

(How we **identify/are aware** of and how we **feel** about intercultural situations)

Competence in this construct involves a student,

* Developing a positive approach to **new situations** or **difference**.
* Building **openness**, **respect** and **empathy** for peoples with different attitudes, values, customs, symbols, processes.
* Being able to work with **ambiguity**.
* Building a capacity for **perceptiveness**.
  + Developing an **awareness** of personal prejudices and discriminatory beliefs, being able to identify discrimination in society.

**Perspective taking/Understanding skills**

(How we **demonstrate** an understanding of pluralism)

Competence in this construct involves a student,

* Building a capacity for empathy by seeing things through **different/other’s** eyes.
* Recognising other perspectives by developing the capacity for **simultaneous** explanations to co-exist.
* Being able to demonstrate appropriate and context specific (non stereotypical) **understanding** in intercultural situations.
* Developing the capacity to cope/work with **differences** (these may be context specific; social/cultural/ historical), whilst minimising the need to homogenise.

**Intergroup skills**

(How we **participate** in intercultural situations)

Competence in this construct involves a student,

* Developing skills in **communication** (including verbal and non verbal; physical, symbolic, visual literacies).
* Developing **objectivity**, **patience** and **inclusiveness** in successful problem solving/conflict resolution.
* Developing the capacity for **leadership**, **teamwork** and **negotiation** during collaborative projects.
* Developing the capacity for **adaptability**.
* Developing the capacity to explore **culture specific knowledge**, rules, traditions, customs or habits.

**Metacognative reasoning/identity building skills**

(How we **explain** ours and others’ personal and social identities within cultural frameworks)

Competence in this construct involves a student,

* Being able to **reflect** on how **one’s culture** has formed the way one thinks, acts and values.
* Being able to criticise/affirm actions/values embedded within one’s own culture and suggest how they may impact on(personal, collective, national or cultural) **identity**.
* Being able to **reason** about the ways attitudes, actions, or values are shaped by experiences in **other cultural/socioeconomic/ethnic** settings and suggest reasons to **explain** why others behave as they do.
  + Students may then progressively develop the capacity to **anticipate** actions, opinions or values that may stem from experiences within cultures other than their own.
  + They may also progressively develop the capacity to make **explanations/evaluations** from cultural perspectives.
* Developing the capacity to identify **interrelations** between personal and social, local and global.

**Rubric Enquiry stage**

(For classes working in a ‘home’ cultural setting)

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|  | **Enquiry** | **Example task** |
| **Attitudes**  (Mark 1 – 5) | Students;   * Encounter new situations and difference. They reflecting, sharing and recording elements of a project that they found new or challenging, * Demonstrate awareness by identifying prejudice or stereotyping in intercultural interactions/stories where applicable, * Work patiently with respect for people, recognizing that there is often no one correct answer they; * Demonstrate their capacity to work with ambiguity by reflecting, discussing (with intercultural partners) and recording alternative interpretations, processes or outcomes for their project at a range of time points. | Students self-reflect on their emotions and feelings during a project. They identify the use of stereotypes and comment about them in discussions about culture. (For example; ‘Are all Australians like this?’) They consider a range of interpretations and/or possibilities for the planning and goals of their work. |
| Suggested assessment tools | Self-assessment. Written documentation. Group discussion. | |
| **Perspective taking/ understanding skills**  (Mark 1 – 5) | Students;   * Demonstrate the ability to see things from alternative points of view, then; * Develop alternative depictions, accounts, expressions as responses to stimulus then, * Show empathy by identifying reasons for each alternative and identifying factors that contribute to variations, * Identify cultural factors that influence theirs or others’ perspectives. | Students may develop new cultures, or new ways to communicate in groups. They may be given a range of restricting factors that could be used to shape their responses. Individually they suggest alternatives and justify their responses and discuss how each response was formed.  They note and/or discuss how they responded to the limitations and provide evidence for how their views were formed. They may then reflect about factors that influence their own (and/or others’) cultures. |
| Suggested assessment tools | Any form of written, visual, aural or physical expression task, report or portfolio.  Self- assessment. | |

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| **Intergroup skills**  (Mark 1 – 5) | Students;   * Identify and discuss various modes of communication that are used in cultures, * Communication in various modes, * Demonstrate objectivity, patience and inclusiveness by taking leading or following roles in collaborative projects, * Reflect on change during a project – reflecting on their capacity for adaptability. * Identify and explore culture specific knowledge that they discovered was relevant to their task, * Demonstrate skills in negotiation by being able to complete a project. | Students invent strange and new ways to communicate ideas or concepts. They role-play them to the group.  They demonstrate appropriate behavior and range of roles as they work in groups. They discuss and/or write about the challenges they faced during the project.  They explore any culture specific knowledge that may have developed in their task. They look for and identify culture specific knowledge in other settings then,  Work to complete the project in ways that reflect their collaboratively formed intentions. |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |
| **Meta-cognitive reasoning skills**  (Mark 1 – 5) | Students;   * Reflect and identify factors which have contributed to (their own or others’) cultural identity or perspectives. * Demonstrate how national identity is formed. They identify cultural traits and discuss how these may reflect values within their culture. * Imagine ways they think people might think or act in different cultural settings. * They begin to identify interrelations between personal and social, local and global. | Students view videos about alternative histories of Australia. They discuss ‘what would have happened if…’ They discuss and record how events formed their culture and their national identity.  They discuss and record how peoples from different cultures might interpret things in their own culture differently.  They reflect and discuss intercultural events and effects a lack of understanding may have on the less powerful. |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |

**Rubric Emergence stage**

(For classes having the opportunity of direct intercultural participation)

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|  | **Emergence** | **Example task** |
| **Attitudes**  (Mark 1 – 5) | Students;   * Demonstrate their attitude to new situations and difference by reflecting, sharing and recording elements of a project that they found new or challenging, * Demonstrate awareness by identifying prejudice or stereotyping in intercultural interactions/stories where applicable, * Work patiently with respect for people, recognizing that there is often no one correct answer they; * Demonstrate their capacity to work with ambiguity by reflecting, discussing (with intercultural partners) and recording alternative interpretations, processes or outcomes for their project at a range of time points. | Students keep a journal of their project by self-reflecting on how they found the work unfolding during the process. They note the use of stereotypes or individuals in discussions about culture. They document a range of interpretations and/or possibilities for the planning and goals of their work.  They self-reflect in discussion with peers about how they dealt with their own emotions including impatience and frustration respectfully. |
| Suggested assessment tools | Self-assessment. Written documentation. | |
| **Perspective taking/ understanding skills**  (Mark 1 – 5) | Students;   * Demonstrate the ability to see something from alternative points of view, then; * Recount or depict an event, story or issue from multiple positions, * Demonstrate understanding and empathy by identifying (specific) factors that impact on perspectives in (these) accounts, * Identify cultural factors that influence theirs or others’ broader perspectives. | Students research and compare the ways people in different cultures and/or different socio-economic groups, reacted to an issue or event.  They then make written or visual depictions of several interpretations of the story. They note or express how people from a variety of points of view felt or dealt with it, and provide evidence for how those points of views were formed. This evidence could be in the form of visual symbols incorporated into a design. |
| Suggested assessment tools | Any form of written, visual, aural or physical expression task, report or portfolio.  Self- assessment. | |

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| **Intergroup skills**  (Mark 1 – 5) | Students;   * Demonstrate communication by exchanging and recording ideas and views from partners in intercultural settings, * Demonstrate objectivity, patience and inclusiveness by taking leading or following roles in collaborative projects, * Record and reflect on change during a project – reflecting on their capacity for adaptability. * Identify, explore or explain the purpose or origins of culture specific knowledge that they discovered was relevant to their task, * Demonstrate skills in negotiation by being able to complete a project. | Students converse with their partners as they plan and implement their work. They demonstrate appropriate behavior and range of roles as they work in groups. They discuss and/or write about the challenges they faced during the project and how they were able to deal with them. They also document, depict or demonstrate any culture specific knowledge they have learned and applied in the task and work to complete the project in ways that reflect their collaboratively formed intentions. |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |
| **Meta-cognitive reasoning skills**  (Mark 1 – 5) | Students;   * Reflect and identify factors which have contributed to (their own or others’) cultural identity or perspectives. * Demonstrate how national identity is formed. They identify cultural traits and explain how these reflect values within the culture. * Imagine and record the ways they think people might act in different cultural settings and give explanations for their ideas. * Where possible students identify interrelations between personal and social, local and global. | Students make reference to factors that have contributed to cultural identities and provide reasons to explain cultural standpoints. (For example; location and climate influence clothing choices which in-turn influences how people from different cultures view appropriate dress/ modesty).  They describe and analyse how peoples from different cultures might interpret things differently and explain the reasons for and effects of different interpretations. Where possible they identify and analyse interrelationships in intercultural interactions. (For example; how cultural insensitivity can effect others). |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |

**Rubric Literate stage**

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|  | **Literate** | **Example task** |
| **Attitudes**  (Mark 1 – 5) | Students;   * Demonstrate | Students |
| Suggested assessment tools | Self-assessment. Written documentation. | |
| **Perspective taking/ understanding skills**  (Mark 1 – 5) | Students;   * Demonstrate | Students |
| Suggested assessment tools | Any form of written, visual, aural or physical expression task, report or portfolio.  Self- assessment. | |

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| **Intergroup skills**  (Mark 1 – 5) | Students;   * Demonstrate | Students |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |
| **Meta-cognitive reasoning skills**  (Mark 1 – 5) | Students; |  |
| Suggested assessment tools | Self-assessment. Peer-assessment. Written (or other) documentation. Written report. | |

**3 Process for forming an assessment task**

This area is under construction

**4 Example of assessment task, assessment tools and criteria for grading**

(Note: this assessment task is written for students to provide evidence within all ICU assessment criteria. In reality a course would more likely be broken up into several assessment tasks with a selection of assessment criteria that allows students to demonstrate ICU progressively).

**Family**

‘By exploring the evolving dynamics of family and relationships in Indonesia and Australia, students will become more aware concept of family and how it is shaped within different cultures. This will help them move toward a more heightened perception of ‘family’ in the global context.’

**Assessment task**

Construct a visual and written portfolio and presentation to explain ‘family’ in an intercultural context.

Research family; its structures, roles and relationships, in and outside Australia and document your knowledge through words and pictures. Demonstrate a broad understanding of family (considering stereotypes and individual cases) in a final written and visual presentation.

* Work collaboratively, with intercultural partners to develop your knowledge and final presentation. Compare and contrast differing family structures, roles and relationships and discuss life as a family member responsibly and empathetically from several points of view.
* In your account, give reasons why family structures, roles and relationships have developed as they have in a variety of contexts.
* Your documentation should include critical evaluation of your process of research and production of your final presentation including challenges that emerged along the way and the ways you feel about them and the ways you dealt with them.
* Reflect and document ways you feel your world view has grown through your enquiry based work.

**Assessment tools**

* Documented writing folio/visual diary.
* Written and visual, final presentation.
* Self-assessment survey/reflection statement.

**Criteria for grading**

The evidence gathered should show the extent to which the student;

* Engages in **new** or broadened **knowledge** willingly and/or independently
* Demonstrates **empathy** for others including recognition of prejudice, stereotypes and/or those denied
* Documents ideas created or **perspectives** held by people other than themselves
* Works **collaboratively** on a task in a **respectful** and **responsible** way, **adapting** to new situations as required
* Uses appropriate **conventions** in one or more mode of **communication**
* Documents **identification**, **reflection** and **reasoning** about **factors** that **shape** their **identity** (including values, attitudes and behaviours)
* Documents critical reflection of their **responses** and **attitudes** to ICU projects and experiences
* Offers critical reflection on the **impact** of ICU on the world

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