**Intercultural Competence**

**Course guide**

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed.

**Teacher:**

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**Course summary:**

Developing Intercultural Competence is becoming increasingly important in today’s globalized world. With this online course, you will have the chance to know some key concepts related to culture (definitions, understanding of how cultures differ, the relation between culture and identity and stereotypes), reflect on what Intercultural Competence is and how it can be developed and also learn some strategies to overcome barriers to cross-cultural communication in face-to-face and online modes.

**Learning outcomes of the course:**

* To learn some key concepts related to culture (definitions, understanding of how cultures differ, the relation between culture and identity and stereotypes)
* To understand what Intercultural Competence is and how it can be developed
* To learn some strategies to overcome barriers to cross-cultural communication in face-to-face and online modes

**Learning material** consists of:

* literature;
* presentations;
* practical tasks;
* discussion forums;
* videos;
* individual and collective reflections.

**The main course topics and assignments are:**

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| **Module** | **Units** | **Study week** | **Assignments** |
| Introduction | Introductory information and instructions | 1 | 1. Information and instructions  2. Icebreaker activity |
| Module 1 – Culture | Unit 1 – Definitions of culture | 1 | 1. Contextualization 1: brainstorming about culture with visual board  2. Contextualization 2: warm-up forum discussion  3. Conceptualization with ppts  4. Experimentation 1: drag & drop exercise with Iceberg of Culture  5. Experimentation 2: quizz about characteristics of culture  6. Collective wrap-up forum reflection |
| Unit 2 – How cultures differ | 2 | 1. Contextualization: forum discussion based on a newspaper article  2. Conceptualization with ppts  3. Experimentation: country comparison in Hofstede‘s tool and delivery of group report  4. Collective wrap-up forum reflection |
| Unit 3 – Culture and Identity | 3 | 1. Contextualization: forum discussion  2. Conceptualization with ppts  3. Experimentation 1 and 2: quizzes about cultural layers  4. Collective wrap-up forum reflection: draw an onion exercise |
| Unit 4 – Stereotypes | 4 | 1. Contextualization: forum discussion based on a video about stereotypes  2. Conceptualization with ppts  3. Experimentation: heeling wheel cycle (group work)  4. Collective wrap-up forum reflection |
| Module 2 – Intercultural Competence | Unit 1 – Intercultural Competence models | 5 | 1. Contextualization: forum discussion  2. Conceptualization with ppts  3. Experimentation: quizz about IC models  4. Collective wrap-up forum reflection |
| Unit 2 – Becoming Interculturally Competent | 6 | 1. Contextualization: forum discussion based on a newspaper article  2. Conceptualization with ppts  3. Experimentation: quizz about IC models Intercultural Sensitivity Model  4. Collective wrap-up forum reflection |
| Module 3 – Intercultural Challenges | Unit 1 – Barriers to Cross-cultural Communication | 7 | 1. Contextualization: forum discussion based on a video  2. Conceptualization with ppts  3. Experimentation: analysis of incidents  4. Collective wrap-up forum reflection |
| Unit 2 – Intercultural Virtual Teams | 8 | 1. Contextualization: forum discussion based on a video  2. Conceptualization with ppts  3. Experimentation: assginment: students have to list strategies for intercultural virtual teams  4. Collective wrap-up forum reflection |
| Conclusion | Course wrap-up | 9 | 1. Summary of concepts from the course  2. Collective wrap-up forum reflection  3. Experimentation: students have to write an individual reflection with a diagnostic about their own level of IC and also establishing at least 3 strategies to develop it in the future |

**Assessment strategy and evaluation criteria:**

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| --- | --- | --- | --- |
| **Assignment** |  | **Criteria** | **Total of the final mark** |
| **Introduction** |  | Icebreaker activity – 5 points | **5** |
| **Module 1** | **U1** | Contextualization 1 – 3 points  Contextualization 2 – 2 points  Experimentation – 3 points  Wrap-up reflection – 2 points | **10** |
| **U2** | Contextualization: 3 points  Experimentation: 10 points  Wrap-up reflection: 2 points | **15** |
| **U3** | Contextualization: 2 points  Experimentation 1: 2,5 points  Experimentation 2: 2,5 points  Wrap-up reflection: 3 points | **10** |
| **U4** | Contextualization: 2 points  Experimentation: 6 points  Wrap-up reflection: 2 points | **1o** |
| **Module 2** | **U1** | Contextualization: 3 points  Experimentation: 4 points  Wrap-up reflection: 3 points | **10** |
| **U2** | Contextualization: 3 points  Experimentation: 4 points  Wrap-up reflection: 3 points | **10** |
| **Module 3** | **U1** | Contextualization: 2 points  Experimentation: 6 points  Wrap-up reflection: 2 points | **10** |
| **U2** | Contextualization: 3 points  Experimentation: 5 points  Wrap-up reflection: 2 points | **10** |
| **Conclusion** |  | Collective forum reflection: 5 points  Experimentation: 5 points | **10** |
| **Total** | | | **100** |