

ENHANCING INTERCULTURAL DEVELOPMENT



U of T Partners

**International
Education Centre**

**Centre for International
Experience**

**International
Student Centre**

Introduction

The University of Toronto (U of T) is committed to fostering intercultural fluency among its students and staff as part of its broader strategic plans. To achieve this, the Centre for International Experience at U of T St. George Campus, the International Student Centre at U of T Scarborough Campus, and the International Education Centre at U of T Mississauga collaborated on the **Enhancing Intercultural Development** project. This initiative is funded by U of T's International Student Experience Fund (ISEF) and aims to provide **direction, intentionality, and unity** to intercultural learning across U of T with the development of an **Enhancing Intercultural Learning Framework**. The project aims to guide intercultural programming across U of T campuses, to provide staff and faculty with a reference guide for intercultural competence, and to foster a shared foundational understanding of intercultural competence.

The Enhancing Intercultural Development project aligns with U of T's commitment to international and intercultural fluency. It provides a comprehensive framework to support intercultural learning and enhance the university's global influence.

The project consists of four key outcomes:

- 1 Enhancing Intercultural Learning Framework**
A comprehensive framework based on best practices, theories, and principles
- 2 Assessment Tool Outline**
Development of an outline of an in-house assessment tool to measure intercultural competence
- 3 Intercultural Learning Online Modules**
Creation of asynchronous online modules based on the Framework
- 4 Professional Development Opportunities & Resources**
Offering workshops and a resource repository



Intercultural Learning Framework




Theories used in building the framework:

- Intercultural Competence Model¹
- Social Change Leadership Model²
- Social Action, Leadership, and Transformation Model³

An environmental scan with both stakeholders at the University of Toronto and external to the university was conducted as part of the framework creation process. This process generated several strengths, weaknesses, opportunities, and threats to be mindful of, which provided the categorization of the emerging themes that coincide with both “Knowledge, Skills, and Attitudes” from the Intercultural Competence Model and “Self, Other, and Global Community” from the Social Change Leadership Model.

Based on the data collected from the environmental scan, the term “learning” was much more frequent compared to “development”, thus suggesting the idea of “intercultural learning” as opposed to “intercultural development”. Therefore, the Framework centers on intercultural learning in the graphic instead of intercultural development.

The Framework identifies three core capacity areas:

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| <p> Attitudes</p> <ul style="list-style-type: none"> • Behaviours • Approaches • Motivation • Feelings • Perception | <p> Knowledge</p> <ul style="list-style-type: none"> • Definition • Theories • History | <p> Skills</p> <ul style="list-style-type: none"> • Hard/Soft Skills • CCR Competencies • Proficiencies |
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¹ Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.
² Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III*. Los Angeles: Higher Education Research Institute, UCLA.
³ Museus, S., Lee, N., Calhoun, K., Sanchez-Parkinson, L., & Ting, M. (2017). *The Social Action, Leadership, and Transformation (SALT) Model*. Retrieved from <https://lsa.umich.edu/ncid/news-events/all-news/salt-model.html>

Each core capacity can be further categorized into three levels:

1. Self – Individual
2. Other – Peer-to-peer, academic professional contexts, neighbours, institutional level
3. Global (Community) – International relations between nations

Enhancing Intercultural Learning Framework





Considerations When Applying the Framework

1

This Framework can be applied in your work with both domestic and international students and can be utilized whether you are a student, staff, faculty member, or an external partner with U of T. It serves as a reference for the various types of knowledge, skills, and/or attitudes that you can choose to embed in different environments on campus. Instead of expecting individuals to cover all aspects, it's recommended to select a few areas of focus to start with.

2

There is flexibility in how one can interpret and implement the framework, selecting knowledge, skills and attitudes to develop that most align with your context. Additionally, there is no radial trajectory in this framework; individuals can choose their paths based on their lived experiences.

If you are seeking a recommendation as to where to start your learning journey, it is important to begin with self-reflection to deepen your cultural self-awareness. Therefore, starting within the Self domain, and building knowledge, attitudes and skills in this realm would make good sense.

3

The Framework does not prioritize any specific knowledge, skills, or attitudes (KSA) over others; all components are considered equally important.

4

The Framework is not meant to act as the sole way of dictating programming across the three U of T campuses, nor is the Framework the most robust academic model for intercultural learning or interculturalism. It should be viewed as a step towards intercultural learning, as opposed to the meaning of interculturalism itself. Instead of expecting individuals to cover all aspects, it's recommended to select a few areas of focus to start with.

5

The circular shape of the Framework showcases that there is no start or end to the intercultural learning process, thereby reminding all that intercultural learning is a lifelong process.

Theme Review

To supplement the Framework, a theme review was developed. The theme review provides more explanations and examples of the concepts shown in the Framework.

The Theme Review can be obtained by contacting your campus' International Office.

Resource Repository

A resource repository has been developed. Note that the repository is not an exhaustive list of resources. Please adapt it to your context accordingly.

The Resource Repository can be obtained by contacting your campus' International Office.

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