

Intercultural Competence in FSL

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This is where you can write your introduction.

PART II

CRITERIA FOR EVALUATING AN INTERCULTURAL COMPETENCE RESOURCE OR ACTIVITY

Checklist of criteria for evaluating a new IC resource or activity created by Mirela Cherciov for Camerise, CC BY-NC-SA 4.0 is part of the course Intercultural Competence in FSL: A Teacher Practical Collaboration Envisioning a Change of Action in French Teaching and Learning by Taciana de Lira e Silva, Jason Harper, Mirela Cherciov and Pauline Le Bot. CC BY-NC-SA 4.0

Checklist of criteria for evaluating a new IC resource or activity

Indicators	Your comments
<p>Allowing continuity Does the resource/activity allow for continuous assessment ? As we will further explore, IC development is a construct that is built over time. Therefore, in order to be able to capture this progression, a series of such activities would ideally unfold over a longer period of time.</p>	
<p>Allowing observation Does this resource/activity allow you to become an observer of the process of IC development in your students? <i>Additional reflexive questions:</i> Does an activity that involves new ways to interact (<i>savoir-faire</i>) between students allow for the development of this skill to be observed? Since <i>savoir</i> is mostly an observable competency, do the exams and quizzes used assess learners' <i>savoir</i>?</p>	
<p>Encouraging curiosity, respect and conscious reflection Does the resource/activity trigger curiosity, interest, respect for the unknown as well as conscious reflection on interculturality, which are all relevant to assess <i>savoir-être</i>?</p>	
<p>Showing reliability To what degree the information you are gaining through observing this activity is a reliable measurement in relation to the learner evaluation rubrics established?</p>	



PART II

EVALUATING LEARNERS' PROGRESS FROM IA TO IC IN RELATION TO THE THREE SAVOIRS

Evaluating Learners' Progress from IA to IC in Relation to the Three Savoires

An adaptation by Mirela Cherciov Camerise, [CC BY-NC-SA](#)

Using the assessment rubrics:

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level performance. The rubrics are meant for use in evaluating and discussing student learning in terms of IC development, not for grading.

To measure the progression on the IA – IC continuum, the indicators are: benchmark (1) and milestone (2) associated with IA, and milestone (3) and capstone (4) associated with IC.

The context of FSL adds complexity because IC may need to be expressed through limited linguistic skills. These rubrics are especially suited for Grades 9–12 in immersion or extended programs, and can serve as formative guidelines for all learners.

	Capstone 4 IC	Milestones 3 IC	Milestones 2 IA	Benchmark 1 IA
Knowledge / Savoir <i>Developing cultural self-awareness and observation</i>	Articulates insights into own cultural rules and biases, seeking complexity and recognizing how experiences shape these rules.	Recognizes new perspectives about own cultural rules and biases.	Identifies own cultural rules and biases, with preference for those shared with own cultural group.	Shows minimal awareness of own cultural rules and biases.
Note: This category can also be graded through a test, where the grade continuum can move from surface knowledge to partial, adequate, and sophisticated.				
Knowledge / Savoir <i>Developing knowledge of cultural worldview frameworks, ability to shift frames of reference, and behavioral adaptation</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture.	Demonstrates adequate understanding of cultural complexity.	Demonstrates partial understanding of cultural complexity.	Demonstrates surface understanding of cultural complexity.
Skills / Savoir faire <i>Cultivating empathy and promoting understanding and acceptance among people from different cultures</i>	Interprets intercultural experience from own and more than one worldview and acts supportively.	Recognizes intellectual and emotional dimensions of more than one worldview.	Identifies components of other cultural perspectives but responds with own worldview.	Views others' experiences through own cultural worldview.
Skills / Savoir faire <i>Verbal and nonverbal communication Participating in intercultural dialogue by negotiating shared meanings, identity, and belonging</i>	Articulates complex understanding of cultural differences in verbal and nonverbal communication and negotiates shared understanding.	Recognizes and participates in cultural differences and begins to negotiate shared understanding.	Identifies some communication differences and is aware misunderstandings can occur.	Has minimal understanding of communication differences and cannot negotiate shared understanding.

<p>Attitudes / Savoir être <i>Cultivating curiosity through active listening, effective communication, openness, non-judgment, and sensitivity to differences</i></p>	<p>Asks complex questions about other cultures and articulates answers reflecting multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks answers.</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures.</p>
<p>Attitudes / Savoir être <i>Cultivating openness and acknowledging multiple cultural identities and senses of belonging</i></p>	<p>Initiates and develops interactions with culturally different others and suspends judgment.</p>	<p>Begins to initiate interactions and begins to suspend judgment.</p>	<p>Expresses openness but has difficulty suspending judgment, while showing willingness to change.</p>	<p>Is receptive to interaction but has difficulty suspending judgment and is unaware of own judgment.</p>

Learners' Progress from IA to IC in Relation to the Three Savoires is adapted from The Intercultural Knowledge VALUE Rubric by the Association of American Colleges and Universities, CC BY-NC-SA 4.0.

This is where you can add appendices or other back matter.