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THE CHALLENGES OF THE MULTILINGUAL AND MULTICULTURAL LEARNING SPACE

INTLUNI PRINCIPLES
KEVIN HAINES

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IntlUni Principles

The quality principles describe the **conditions** under which activities or processes can lead to the successful **fulfillment of learning outcomes** in all disciplines across the curriculum.

Foundation stones

- **Inclusivity** (as a guiding attitude/mindset)

- **Integration** of all students and all staff

- **Reflection** on teaching and learning processes

- Intercultural and linguistic **Awareness**

- Managing and leveraging **Diversity**

- Application of knowledge/learning in different **Cultural ContextS**

Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Aquiring and applying contextual and intercultural knowledge to different cultural contexts

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Division into these dimensions helps us to think about our contexts e.g.

- Is there clear institutional support for MMLS (vision, policy, philosophy, etc.)?

- Is this institutional support matched by budgets?

- Are teaching staff offered training in didactics across cultures?

- Are they given time for this training?

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Dimension 1: The HEI

Providing an inclusive learning space, e.g.

- Cooperation of all stakeholders

- Didactic training (dealing with diversity)

- Linguistic and cultural preparation

- An inclusive and enabling language and culture policy

Illustrative sample

Example 1: The higher education institution

- educational philosophy through the entire university

- creating a framework where educational experiences between students can be exchanged and shared

- assisting students to access existing communities and create new networks

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Dimension 2: The HE teacher

Raising awareness about teaching and learning processes, e.g.

- discussing the teaching and learning processes in the international classroom

- adjusting and individualizing teaching styles

- valuing knowledge and resources of all students

- foregrounding differences between national/local and disciplinary cultures and knowledge systems

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Illustrative sample

Example 2: The teacher in higher education

- explaining her teaching style at the beginning of the seminar

- making her expectations clear i.e. oral participation and written assignments

- conferring with colleagues in the department with international teaching experience

Dimension 3: The HE student

Developing one's own cultural identity and extending one's knowledge base, e.g.

- encouraging peer learning

- taking "otherness" into consideration

- using students from other countries as a resource

- extending course content and materials across borders

- designing interaction purposefully and explicitly

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Illustrative sample

Example 3: The student in higher education

- integrating medical issues with cultural ones

- students realizing that they are part of a multicultural group

- seeing and discussing issues from different angles and perspectives

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"Intercultural competence is a **state of becoming**, rather than a destination. Hence it is particularly important to **explore** pedagogies that will assist students to enter this state of becoming interculturally competent."

Leask 2015

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INTLUNI RECOMMENDATIONS
EMMA DAFOUZ MILNE

IntlUni Recommendations

- Recommendations should be seen as **a set of guidelines** to be **adapted** and **negotiated** by the respective **local** contexts (pp. 11-13).

- Process: iterative bottom-up approach make these recommendations **valuable**, **applicable** and **broadly representative** of the HE European microcosm.

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IntlUni Recommendations

HEIs

National and Regional Authorities

European Actors

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IntlUni Recommendations

HEIs

Recommendations related to the strategies whereby universities

- **raise awareness**

- provide **support** to the agents

- **articulate explicit policies** for effective MMLS.

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IntlUni Recommendations

HEIs

R1. Adopt the *IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space* and provide an inclusive learning space for <u>all</u> students.

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IntlUni Recommendations

HEIs

R5. Ensure that adequate language tests and screening procedures are used to select both students and staff.

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IntlUni Recommendations

National and Regional Authorities

Recommendations pertaining to

- the **legal frameworks**, within which each HEI **operates**

- and requesting from these authorities the **necessary official support** for effective MMLS.

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IntlUni Recommendations

National and Regional Authorities

R1. Reconsider the legal policies that may prevent HEIs from developing appropriate study programmes in the national, regional, or other languages, such as specific requirements regarding the language of instruction.

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IntlUni Recommendations

European Actors

Recommendations addressed to different EU bodies so that

– **trans-national collaboration**

– promotion and **endorsement** of **pan-European initiatives** and **policies**

– **financing**

are fostered for quality MMLS.

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IntlUni Recommendations

European Actors

R3. Endorsing the professional training of educational developers, programme directors and HE teachers as well as the establishment of networks within which educators could disseminate and share good practices.

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IntlUni Recommendations

To conclude, with this set of 14 Recommendations, we have attempted to

– map out **pathways for improving the quality** of existing MMLS

– **consolidate** their **continuity**

– **pave the way** for other HEIs that want to rise to the challenges and seize the opportunities

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