

What works? Intercultural Groupwork in the Common Core

Input from workshop participants

1. How to create intercultural learning opportunities in students' group work? (e.g., task design, grouping)

Preparing students for intercultural groupwork

- Spend time at beginning of course getting students know the other students in their group
- Get them in the frame of mind (playful, ludic beginnings) for communal working/ intercultural learning
- Setting a desired outcome that all members can work towards
- Get the group to agree a code of conduct
- Current issues (Icebreaker)
- Research on the "otherness" "sameness"
- Discuss the dichotomy, whether they are valid or not?

Grouping

- Select students randomly to small groups
- Mix local + international students
- Multicultural groups to encourage discussion
- Monoculture groups to encourage comparison/ contrast
- Group with students of mixed cultural backgrounds and naturally begin (?)
- Assign groups outside of tutorial sessions – break homogeneity of tutorials

Intercultural groupwork task design

- Task needs to require sharing of perspectives
- Experience sharing (ask students to share their ancestors' experiences in war/ during war (very course specific)
- Task: students generate analysis and findings
- Form cross-cultural group and ask for group presentation
- Subdivide tasks
- Quizzes
- Comparative assignment e.g., perceptions on a topic
- Get students to compare the situations in different places/ countries (2)
- Discussion, Presentation, Q & A
- Write in "inclusion" as a component of the assignment. Ask students to reflect on how they included all group members in the project at each stage of development
- Identify individual differences and providing opportunities to share preparation materials
- Rotating tasks/ roles within a group
- The task needs to be open and enable 'diversity' of input into the 'topic', e.g, understanding and beliefs on sexual violence.
- Culture role play (asking students to choose a culture other than their own to do something)

Aspects of curriculum and course design

- Cross cultural matrix

| | A | B | C |
|------|---|---|---|
| Pros | | | |
| Cons | | | |

- Set a learning outcome for this in the course

2. How to assess intercultural group work?

Assessment items and criteria

- Short group essays
- Short Powerpoint presentations
- Not multiple choice questions
- Assess how well students do with inclusivity. Did the group try to include all members in the process?
- Assessment rubric which emphasises the quality of the intercultural learning
- Group determined criteria
- Overt discussion of criteria, which may (?) reflect cultural prejudices

Assessing Individuals' performance within the group

- Everyone must have an open and sharing attitude
- Mutual respect
- Peer assessment for the group collaborative process but students must have training
- Measure the balance (?) of contribution
- Peer-evaluation
- Cross-evaluation
- Peer assessment (teammates?)
- Everybody must contribute – speaking and listening
- Peer assessment – inter & intracultural
- Assess one another (anonymously)

Formative assessment

- Formatively, teacher on the move across the class to see if what is happening

Notes:

1. All the bulletin points were the original wordings provided by the workshop participants. The grouping and labelling were done by the facilitator based on the similarity of the input.
2. (?) means the handwriting was not easily recognised and the words used here may not reflect the meaning intended by the contributor(s)
3. (number) indicates how many times the theme has been mentioned