



MONASH University

Arts

A model for integrating intercultural enrichment programs in formal curriculum



Dr Nadine Normand-Marconnet
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Outline of our panel



**Narelle McAuliffe
Samuele Grassi**



PRATO CENTRE

**optional
enrichment learning abroad
internationalization
communication fun development
intercultural personal study
programs credit informal
curriculum formal**



**Caroline To Nga Nguyen
Adrian Yao**



SUNWAY CAMPUS

Samuele's presentation: Inter-cultural Enrichment Program in Prato (IEPP): the "Parliamo!" experience, 2013-present

Monash University Prato Centre

Prato: A multicultural context

The "Parliamo!" experience, 2013-present

Reflections on students' feedback, 2014-2015

Teaching as part of an intercultural enrichment program: Reflections and proposals



Integration of inter-cultural enrichment program: A sharing by Monash University Malaysia

By:
Caroline Nguyen (Monash Abroad Office)
and
Adrian Yao (General Studies Office)



- Profile of the exchange students at Monash Malaysia
- Approach of the programs offered to the inbound exchange students
- Feedback from students
- Recommendations

Narelle's presentation: Practical challenges of intercultural competencies development

Offering mode considerations:

- credit
- elective vs. required
- length and timing
- location

Key issues:

- costs
- degree requirements
- time
- uptake





Rationale and background: An escalated process

current paradox

Intercultural enrichment programs

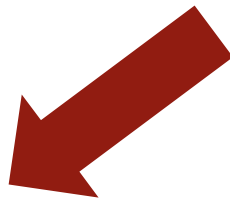
=> 'add on' to study abroad / optional not-for-credit extracurricular activities

Issues of 21st century education

=> inclusive framework = ethical principles + cross-cultural learning (Patel, 2011)

Internationalisation of the curriculum

=> going beyond traditional boundaries between 'for-credit' and 'not-for-credit' programs (Bailey & Ingimundardottir, 2015)



future global citizens
and leaders



Informal // formal
curriculum



holistic
approach

Monash Prato Study Abroad research (2011-2012)

Findings from reports by Baldassar & Mulcock (2012) and Polezzi (2012)

- **'bubble effect'**
- intercultural competency outcomes = **'being there'** factor
- inadequate framework + lack of theoretical knowledge = risk of **reinforcement of stereotypes**
- necessity of scaffolding process.



Inter-Campus Exchange survey (2011-2013)

Findings from Normand-Marconnet papers (2015)

Benefits of ICE

- personal enrichment, cross-cultural competences and future professional outcomes, and global citizenship skills

Challenges in ICE

- academic difficulties, culture shock, social integration, financial difficulties



**A timely project
+ and innovative approach
= a flexible template on
CULTURAL INTELLIGENCE**



Issues identified:

- cultural awareness from experiential perspective?
- in field activities into the formal curriculum?



**2014: = an experimental transdisciplinary program /three different campuses
=> intercultural sensitivity**



Monash University's Strategic Plan 2015-2020 *"We will ensure that both the curriculum and pedagogy inculcate the intercultural competence that will be a hallmark of a Monash Education."*

Glocalisation

Experiential learning



Cultural intelligence



Cultural intelligence





Next steps



Key words throughout the process:

action-research,


inclusion,

sustainability.

- 2016: adaptation and delivery in intensive mode in Malaysia (Monash Sunway campus)
- 2017: adaptation and delivery in extensive mode in Australia (Monash Clayton and Caulfield campuses, capstone unit in Bachelor of Global Studies)
- 2018: adaptation and delivery on intensive mode in South Africa (Monash Johannesburg campus) ???



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Thank you!