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

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PRATO CENTRE

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
- 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
Basics on intercultural competence
In field observation and interaction
In-class interactive activities
Cultural intelligence
Enrichment programs – AIEC 2015 – Dr Nadine Normand-Marconnet
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) ???
References


Thank you!