Cultural Intelligence and Capability

Proposed Revision of CUC107 Northern Perspectives

Introduction

A range of changes have occurred in the teaching and learning landscape and this has necessitated incremental changes in both the content and delivery of CUC107 Northern Perspectives since the unit's inception in semester 2 2004. Responses to SELT surveys and changing student perception of the validity of the material covered in the unit, changes in the options available to use the University's Content Management System, Learnline and changes and developments in pedagogical approach resulting from increased availability of technology, have all led to a need to review and revise both the content and delivery of the unit CUC107 Northern Perspectives. The following is a proposal to formalise the incremental change that has occurred in this unit over the last eight years and seeks to look forward in anticipation of increasing diversity of the student base both in a deregulated tertiary sector market and as a consequence of development and growth of ACIKE in the near future.

Rationale

CUC107 Northern Perspectives was first proposed in 2003 as an amalgamation or rationalisation of three pre-existing Common Units following a review of Common Units completed by the Centre for Studies in Higher Education (CSHE) (Baldwin & McInnes 2000). The resulting proposal captured important content elements of each of the three previous units based on the recommendations made by the review. This unit was first delivered in Semester 2 2004.

Baldwin in her second review of the Common Units program in 2008, commented on the responses of students to SELT surveys questioning the relevance of this unit with its significant focus on local Northern Territory history, politics and environmental issues. Responses to SELT surveys and anecdotal comments from students challenged the relevance of some of the unit content in the light of an increasingly globalised student demographic. Increasingly, the majority of students enrolled in CUC107 are international students or studying externally from interstate. A rationalisation of the narrative of the unit and the content has met this challenge to a degree, and it is partly this rationalisation process that has occurred incrementally over the last eight years that needs to be formalised in a reaccreditation process.

In 2006, staff involved in teaching the internal classes of CUC107 began trialling the use of the 'wireless lab' (now identified as the e-learning studio) as a means of providing a more engaging experience for students studying this unit. Use of the space and the availability of accessible technology in the space has led to radical rethinking of the pedagogical approach used in delivering

the unit with a stronger focus on active student learning, assessment based learning, inclusive classrooms and pedagogies that reinforce issues of cultural inclusivity and safety, and a move away from a transmission model of teaching with lectures and tutorials. Students now get an opportunity to discuss, examine, challenge, model concepts that the unit is addressing using one another, the available online resources, and the lecturing staff (2) in each workshop. The workshop proposed to explicitly teach cultural intelligence and capabilities however throughout the semester, the students are implicitly performing cultural capabilities through participation in workshop activities and assessments. The increasing diversity of the classroom and the online environment necessitates that staff must also be role models for the students in creating and maintaining a culturally safe and inclusive learning environment for all learners through their pedagogical practice and classroom management.

This refocus has also had a strong impact upon the way in which the unit and its content has been conceptualised, leading the staff involved in teaching the unit to formalise the changes that have taken place. Many of the changes have been made in response to both the pedagogical approach now adopted in internal classes and the subsequent need to ensure that the internal and external student experience are equivalent. The workshop teaching approach has provided the teaching staff with ongoing feedback on the variety of pedagogical strategies used and has enabled the assembly of a more rigorous and interactive set of learning tasks than was initially conceptualised 9 years ago.

In effect, a changing student demographic and a rationalisation of the narrative that provides the rational link between the elements of the content (as identified by Baldwin 2008) had led to the point where the accredited unit description, objectives and the unit name itself are beginning to disconnect with the current delivery and the students needs and thus the request to proceed with this proposed reaccreditation.

Proposed Unit Name
CUC10X Cultural Intelligence and Capability

Proposed Unit Description
CUC10X Cultural Intelligence and Capability explores important issues related to living, studying and working as a professional in the diverse social and cultural environments of contemporary society. The unit examines broad interactions between culture, knowledge experience and behaviour and the way in which these relate to our perceptions of culture and how they shape our interactions at a personal, academic and professional level. It explores the notion of cultural intelligence and the need for people to be capable of identifying and analysing the complex cultural dynamics of their interpersonal, academic and professional interactions. It establishes the importance of developing places for people to operate safely and successfully so that workplaces, community organisations etc are able to effectively include all members of their community. The study program for this unit provides a structure for students to reflect upon, analyse and articulate how they respond to the complex cultural circumstances into which they are immersed as a student and as a graduate in

their chosen profession. Through this focus on cultural capability, a range of academic skills are also embedded into the learning tasks to ensure that the learning of academic skills are taught in a relevant context.

Proposed Learning Objectives

Successful completion of this unit should enable students to:

1. use a variety of media to demonstrate their understanding of themselves as multi-dimensional cultural beings in society;
2. analyse the dynamic interactions of themselves and others in a variety of cultural contexts;
3. analyse and evaluate strategies for creating culturally safe spaces in diverse academic and professional environments;
4. identify, access, evaluate, organise and communicate information using contemporary technologies;
5. work constructively in a group to achieve a positive outcome.

Teaching and Learning Approaches

This unit will continue to be offered in both internal and external modes. Part of the process of developing and formalising the changes that have occurred in the unit has been to develop equivalence between the internal and external experiences of the student and thus seek to implement a real 'fleximode' approach to teaching and learning in this unit.

Learning in both modes of delivery in the unit is based upon an approach to teaching that values and builds upon the:

1. knowledge that the student brings to class from their own professional, cultural and social experiences;
2. recognition of the importance of active learning that engages students with current technologies that facilitate their learning experience and provide access to resources not otherwise used within a classroom setting;
3. recognition of the importance of facilitating explicit links for students between abstract theoretical concepts and their real world to show both the relevance, importance and usefulness of theory to our everyday lives;
4. recognition of the culturally based nature of student interactions and the need to provide a safe environment within which students can express themselves and learn from each other. The aim is to develop and maintain both an inclusive pedagogy and physical learning environment;
5. recognition of the need to ensure explicit links are identified between teaching and learning activities and the assessment process. All activities required to be completed by students whether on campus or online, need to part of either the formative or summative assessment processes;
6. recognition of the need to integrate and reinforce elements of academic literacy, information literacy and information technology literacy as explicit elements of learning within the context of the unit's content.

Internal classes are carried out in the new e-learning studio in Orange 1.3.15 to facilitate teaching and learning activities that reinforce the above teaching and learning approaches.

At each stage, elements of academic literacies, information literacies and information technologies are introduced and/or reinforced:

Academic Literacies	Reading for meaning Skimming and scanning techniques Formal academic essay writing skills (analytical essays), expression, grammar and spelling Referencing Presentation Techniques
Information Literacies	Use of Google, Google Scholar and CDU library Databases Search engine techniques – targeted results. Evaluation of sources
Information Technology Literacies	More effective use of software packages such as MS Word, MS Powerpoint, and MS Excel for academic contexts. Training in the use of the university's Online Management tool is provided on an as needed basis. (eg: use of the discussion board; uploading assessments etc).

A focus on both introduction and reinforcement of skills is explicitly addressed given the varied nature of student enrolment and limited guarantee that students will have completed CUC100 Academic Literacies before enrolling in this unit.

Alignment to Graduate Attributes

There is a strong focus in the Common Units program and in the proposed unit on ensuring that students are provided with a valuable introduction to many of the skills employers are expecting of graduates. Common Units provide a focus for students to begin considering the skills and knowledge they gain through their studies and the attributes they develop in relation to their profession and their employability. CUC10X provides an explicit focus upon these Graduate Attributes particularly in relation to cultural intelligence and capabilities.

The following table provides an indication of the way in which the proposed unit would link learning outcomes, assessment and graduate attributes.

Graduate Attributes	Description	Assessment Items	Learning Outcomes
Acquisition	Can identify, retrieve, evaluate and use relevant information and current technologies to advance learning and execute work tasks	1,2	1,2,3
Application	Is an efficient and innovative project planner and problem solver, capable of applying logical and critical thinking to problems across a range of disciplinary settings and has self-management skills that contribute to personal satisfaction and growth	2,3	1,2,3,4,5
Creativity	Can conceive of imaginative and innovative responses to future orientated challenges and research.	1, 2, 3	4, 5
Knowledge base	Has an understanding of the broad theoretical and technical concepts related to their discipline area, with relevant connections to industry, professional, and regional and indigenous knowledge	1, 2, 3	1,2,3,4,5

Communication	Demonstrates oral, written, and effective listening skills as well as numerical, technical and graphic communication skills in a cross generational environment	1, 2, 3	2, 3, 4, 5
Team work	Has a capacity for and understanding of collaboration and co-operation within agreed frameworks, including the demands of inter-generational tolerance, mutual respect for others, conflict resolution and the negotiation of productive outcomes	2, 3	5
Social responsibility	Is able to apply equity values, and has a sense of social responsibility, sustainability, and sensitivity to other peoples, cultures and the environment	2, 3	2, 3, 5
Flexibility	Can function effectively and constructively in an inter-cultural or global environment and in a variety of complex situations	1, 2, 3	3, 4, 5
Leadership	Can exercise initiative and responsibility, taking action and engaging others to make a positive difference for the common good	2, 3	3, 5

Delivery Modes and Availability

The proposed unit would be delivered in both Internal and External modes across three semesters in the CDU Calendar year. The following table identifies the current availability of CUC107 Northern Perspectives and the proposed availability of the new unit.

	Semester One	Semester Two	Summer Semester
Northern Perspectives	I and E	I and E	E
Cultural Intelligence and Capabilities	I and E	I and E	E

Staffing

As per Common Unit practice, the coordinator for CUC10X would be drawn from staff at CDU. Currently, the unit is coordinated by a full time member of staff from ACIKE, supported by five other staff with significant experience in coordinating and delivering the unit both on campus and externally: three from within ACIKE; one from the School of Engineering and Information Technology; and one from the School of Academic Language and Learning. Usual practice involves seeking expressions of interest for committed, qualified staff from other schools and this will continue with the delivery of the proposed unit. At this stage the majority of internal teaching is covered by CDU staff as is both internal and external coordination, and a component of external teaching. Any increase in staffing in ACIKE will have involvement in the delivery and development of Common Units as a core teaching responsibility.

Assessment

A strong focus upon the need to ensure that any assessment is linked both explicitly to the learning outcomes and scaffolded to facilitate the students' opportunity to both understand the purpose of the activities completed and attempt the assessment tasks with requisite skills and knowledge to be able to achieve success.

There are three pieces of summative assessment in this unit that relate to the three conceptual spaces into which the unit is divided:

Assessment Item	Description	Weighting	Due Date
1	Cultural Analysis	30%	CAT 1 Component: Week 3 Analysis: Week 5
2	Cultural Intelligence Essay	40%	CAT2 Component: Week 8 Essay: Week 10
3	Creating a Safe Space	30%	Presentation: Week 12

Compulsory Assessment Tasks (CAT) are a component of the summative assessment task that is designed to assist students complete summative assessment tasks but are marked on a pass/fail basis only.

Because of the pedagogical approach that values the explicit link between student activity and assessment tasks, elements of formative assessment are provided during each week of the semester. Elements of the unit and will have an Academic Literacy focus, and Information Literacy focus or an Information Technology focus. Each week, the formative assessment of student performance across this range of foci provides a strong basis for successful completion of the final, summative assessment tasks and a clear understanding of the unit's learning objectives.

Recognition of Prior Learning

Students will have the opportunity to apply for RPL, Exemption or Credit transfer under the normal guidelines.

Development Timeline

As much of the developmental work required for this change has occurred incrementally over the last seven years, there is a limited need for a lengthy development timeline. At this stage a detailed revisioning and planning of the first four weeks has been completed – a process of collating and recording and reviewing the changes that have occurred. Detailed planning of the remaining eight weeks will occur during June July 2011, with a view to making adjustments to the CUC107 website occurring during Semester Two 2011 and Summer Semester 2012 so that delivery of the proposed new units will commence in Semester One 2012.

Staff in the teaching and learning Quality Group have been consulted regarding the website review and plans for a first draft template for a new site structure have tentatively been made.

S2 2010	Conceptual Revision		
S1 2011		Detailed Planning	
S2 2011			Website Review and Restructure
SS 2011			User Testing

Course Overview

Reconceptualization and review of the rational narrative that flows through this unit led to the development of the following conceptual plan. This reconceptualization included a review of the most recent literature available in the areas of cultural competence and cultural safety to ensure that the unit was embedded in the most up to date ideas around these concepts from a range of disciplines; psychology, sociology, education; sciences. An update of the academic readings used within the unit had been seen as urgent as some of the references being used were very old.
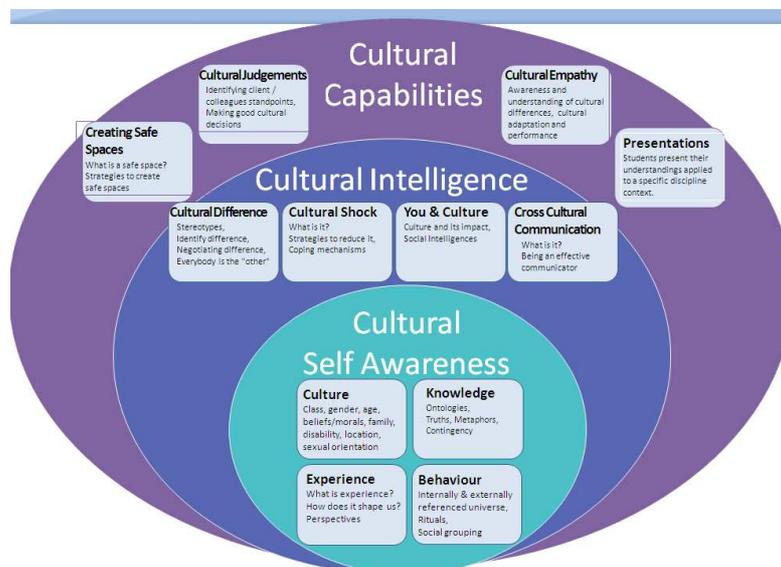

Figure 1: Conceptual Plan of CUC10X Cultural Intelligence and Capabilities

Detailed development of the unit has proceeded to a degree and the following study plan gives an indication of the proposed unit topics and the first four weeks provides an indication of the integration of content, process, IT skills, Academic Literacy development and Information literacy development within each session. Activities, formative assessment exercises will be similar in both the internal and external delivery modes.

Study Plan

Week	Knowledge/Content Focus	IT /Academic Information Literacies	Reading	Activities/Assessments
Cultural Self-Awareness				
1	**Culture** • Developing an understanding of culture • Multi-dimensional • Survival mechanism	**IT Literacies** • Using technology in class **Academic Literacies** • Exposure to journal article| **Info Literacies** • Using Google/Google Scholar	**Mackay (2010)**	• Ice breaker • Legislation scenario – family definition and debrief • Initiate cultural blueprint
2	**Knowledge** • Contingency of knowledge • Knowledge as metaphor • Knowledge as internalised information	**IT Literacies** • Mind mapping software **Academic Literacies** • Referencing review • Reading for meaning • Paraphrasing	**Marsella (2005)**	• Metaphor activity • Deconstructing text and reading for meaning • Cultural blueprint development
3	**Experience** • Experience as interactions between people and environment • Interconnection of experience, culture and knowledge	**IT Literacies** • Image search **Academic Literacies** • Exposure to journal article **Info Literacies** • Referencing images • Using *Summon* and choice of search phrases		**CAT1 Due- Reading for Meaning Exercise** • Cultural blueprint activity • Class blueprint construction • Place activity • Formative presentation • Debrief
4	**Behaviour** • Behaviour as an expression of culture, knowledge and experience • Behaviour as communication • Reflection of cultural practice	**IT Literacies** • Using PowerPoint **Academic Literacies** • Presentation skills and critique • Referencing review **Info Literacies** • Reinforcing use of search engines	TBA	• Scenario – relating back to Week One icebreaker • Scenario activity and debrief • Behaviour presentation 4- slides
Cultural Intelligence				
5	You and Culture • Operating as a cultural being within society • Culture in the academy			**Cultural Analysis Due**

	• Understanding implications			
6	Cultural Difference • Identifying difference • Working with cultural difference • Stereotyping			
7	Cultural Shock • Origins of cultural shock • Working through cultural shock • Strategies for the workplace			
8	Inter-cultural Communication • Understanding context • Strategies for communication			
Cultural Capabilities				
9	Creating Safe Spaces • Strategies for making safe spaces • Developing and practising skills			
10	Cultural Judgements • Reading cultural interactions • Making cultural judgements • Evaluating outcomes			**Cultural Intelligence Essay**
11	Cultural Empathy • Defining empathy • Strategies for developing cultural empathy in workplaces			
12	Presentations • Presentation for creating a safe space			**Presentation/Activity: Creating a Safe Space**