Blogsite for Beyond Stereotypes English

Tutorial support for the Common Framework for Intercultural Learning

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BEYOND STEREOTYPES: Using the Common Framework for Intercultural Learning

Role of the Common Framework for Intercultural Learning in the Intercultural Investigation Project and Modules in the Course

Preparation of your research project and paper:

The Intercultural Investigation Project and Modules cover 25% of the course, Más allá de los estereotipos. The tasks completed as part of the modules are related to the final paper, the intercultural investigation project. The learning system that underpins the modules provides training and guidance shared between you and your mentor for developing the necessary knowledge, research skills and abilities to generate intercultural interpretive writing for your final research project paper. But the modules are more than just a learning guide and practice for the research paper.

Relation to the rest of the course and to your stay in Seville:

The topics and skills you develop as you work through the modules will intersect directly with the contents of the language, history, anthropology, and art/art history themes of the course. They also provide you with valuable skills and perspectives to apply to your experience at the University of Seville, in your homestays, on cultural visits, in your "off duty" daily life in Seville, and in regional excursions and travels.

The role of mentoring and an active learning teaching/learning strategy:

Built on the same learning process as the Common Frame of Reference for Language, this course guide supports your learning processes of observation, analysis, and written reflection. These include ethnographic techniques for learning about the relations between language and culture, about social organization and social structure, about worldview and ritual behaviors, and about ways to read and understand art, architecture, and music in Seville. We are calling this approach the Common Framework for Intercultural Learning. The techniques involve various dimensions of observation and interviewing, documentation, and analytical reflection in conversation with your mentor and in writing.

This Common Framework for Intercultural Learning places you at the center of the learning process and supports your learning with exercises in a variety of linguistic, social, and cultural spheres. The framework permits you to self-assess on each of these dimensions, set goals, and, in consultation with your mentor, lay out specific plans of action to achieve the goals and assess the results.

The goal is to assist you in deepening your ability to engage in the cultural immersion process. Intercultural learning doesn't happen as a matter of course. It requires disciplined attention. Over the years, we have learned how to promote this kind of learning by starting students on the sequential path to learning how to do intercultural observation and analysis. This approach uses language as a point of entry into social and cultural awareness and cognitive understandings and helps you learn to map social, cultural, and cognitive differences comparatively.

The role of intercultural research:

Intercultural researchers observe behavior of people in particular settings and then try to infer what these behaviors mean to those people and to understand why they behave as they do. They use a range of sources—observation, participant observation, observation of communication behavior, body language, the structuring and use of physical spaces, interaction styles, organizational structures, collective and individual behaviors, personal testimonies, interviews, historical information, etc. Intercultural researchers speak with the people they observe to get their views and understandings of the behaviors and speech patterns the researchers have observed.

Through the combined experiences of the course themes in the first weeks of the semester (see the Blackboard site for the whole course), the intercultural learning modules, and through the semester-long personal intercultural research project, we hope to give you the tools needed to increase your intercultural knowledge and competence. You will be in the lead and the instructors will be by your side as mentors.

How this site works:

This page consists of 4 menus that contain:

1. **Home:** This page gives you the background information about the site and how it intersects with the other elements of the course and your semester in Seville.
2. **Intercultural Research Project Guidelines:** Instructions for the development of the research project, including the criteria you, and the CASA-Seville faculty, tutors, and staff will use in evaluating your final research project paper;
3. **Module Instructions:** this is a single page introducing the three critical pieces of each module: the Intercultural Investigation topic, Learning Assessment, and Learning Plan; and
4. The 6 **Intercultural Learning Modules.** Each module contains some information and actions to take/**assignments** related to its specific content. Additionally, under each module there is a personal **Learning Assessment** that you will need to review, edit, and discuss with your mentor to see where you are in relation to the skills and perspectives for this module and where you want to be by the end of the course. This is followed by a personal **Learning Plan** for this module that you and your mentor agree on with actions to be taken and dates by which they are to be done. Both the Learning Assessment and Learning Plan remain open for editing between you and your mentor as you achieve goals or decide on different ones. Access to your Learning Assessments and Learning Plans is limited to you, your mentor, and the Resident Director of CASA-Seville.

Grading and feedback:

Together, the assignments in each module and the intercultural research project will be worth 25% of your grade.

A report on the mentoring process for the semester will be provided by you and your mentor to the rest of the CASA-Seville staff, faculty, and tutors near the end of the semester for inclusion in the overall course grading discussion that includes all of the elements in the course.

You will also be asked to give feedback on the course and the Intercultural Investigation Modules and overall approach for us to improve the learning experience for future students, tutors, and staff.

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BRIDGING LANGUAGE AND CULTURE LEARNING ASSESSMENT

Instructions: Read through the following statements. The "I can" statements are listed in the order that these skills are typically acquired, from basic foundational skills, to more complex skills.

Identify those that are true for you. The collected "I can" statements provide a snapshot of what you are able to do at this time. The purpose is not to be able to say "I can" to as many as possible, but rather, to figure out what you can do, for the purpose of figuring out a reasonable goal to work towards *next* in your language and culture learning. As with the Common Framework of Reference for Language, these statements serve to mark where you started and give you and your mentor a solid basis on which to decide on the relevant steps to improve your skills.

After marking those items that you currently can do effectively, use the remaining statements (what you cannot yet do) to help guide your decisions about the personal learning goals you want to set for the semester.

You and your mentor must edit this page in accordance with the plans emerging from your discussions.

STUDENT

1. I can conduct participant observation and document the results.
2. I can interview participants and document the results
3. I can draw conclusions about the meaning of the differences for
   1. my understanding of Seville life
   2. my self-understanding
4. I can communicate these conclusions orally and in essays to an audience that did not observe the situations I observed.

STUDENT GOALS

1. I want to be able to.....
2. I want to be able to.....
3. I want to be able to.....
4. I want to be able to.....
5. I want to be able to.....
6. I want to be able to....

MENTOR'S ASSESSMENT

1. The student can conduct participant observation and document the results.
2. The student can interview participants and document the results.
3. The student can draw conclusions about the meaning of the differences for
   1. his/her understanding of Seville life.
   2. his/her self-understanding.
4. The student can communicate these conclusions orally and in writing to an audience that did not observe the situations she/he observed.

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Home

INTERCULTURAL RESEARCH PROJECT GUIDELINES

INTERCULTURAL LEARNING, ASSESSMENTS, AND PLANS

1. GATHERING LEXICON MODULE

2. BRIDGING LANGUAGE AND CULTURE MODULE

3. SOCIAL STRUCTURE/SOCIAL ORGANIZATION MODULE

4. CULTURES, SYMBOLS, AND WORLDVIEW MODULE

5. CULTURES AND RITUALS MODULE

6. READING ART, ARCHITECTURE, AND MONUMENTS MODULE

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BRIDGING LANGUAGE AND CULTURE LEARNING PLAN

Here you and your mentor must lay out the specific goals that you have agreed to work towards for the course, briefly describe how each will be accomplished and place dates of completion on each item. This blog space permits easy and private communication between you and your mentor. Revise the learning plan as the work develops, taking into account new opportunities or obstacles or new ideas and strategies that have emerged while taking the required actions.

Student-selected goals and calendar for completion with student and mentor comments:

1. I will ...
    1. **How?**
    2. **By what date?**
2. I will ...
    1. **How?**
    2. **By what date?**
3. I will ...
    1. **How?**
    2. **By what date?**
4. I will ...
    1. **How?**
    2. **By what date?**

Edit

Howdy, Davydd Greenwood 👤 🔍

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2. BRIDGING LANGUAGE AND CULTURE MODULE

A different language is not simply the different use of words, grammar and syntax to say the same things. Language differences points to differences in perception, feelings, ethos, and worldview. Having multiple past tenses, a formal and informal form of address, the use of reflexive verbs, etc. give rise to different experiences of the world, to different "realities." A key part of intercutlural learning is becoming better at noticing, seeking out, and exploring these differences and their implications for social and cultural behavior and arrangements.

Assignments

1. Identify key lexical, syntatic, and/or grammatical items that show ways Seville society and culture are different from your experience in the U.S. (Examples: family, neighborhood, university student, university professor, friends, church, festivals.)
2. Research 2-3 of these items using
   1. participant observation
   2. interviewing
   3. documentation through newspapers, books, and other media
3. Write up your results briefly and discuss them with your mentor.

Prior to beginning this work, go to the Learning Assessment below and work through it yourself and with your mentor, and then together, you will develop your Learning Plan for this skill area.

LEARNING ASSESSMENT

LEARNING PLAN

Edit