DARLA K. DEARDORFF KEYNOTE – MAY 18, 2019 – HIGHLIGHTS:

Welcome and Overview

Emerging Themes from teaching at Harvard University this week (Global Education Think Tank):
- Power of stories
- Importance of facilitating human connections
- Need to move beyond silos
- The connection of social-emotional learning with intercultural competence
- What does it mean to be human?

Some Requisite Criteria for Intentionally Addressing Intercultural Learning/Competence in Virtual Exchange:
1) Defining the terms
   *Broadened definition of intercultural competence as interactions across difference (including generational, gender, religious, socio-economic, urban/rural and so on) http://www.nafsa.org/_/file/_/theory_connections_intercultural_competence.pdf
   *PISA Global Competence definition – see https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf
   *Intercultural competence according to whom? (See Wang Yi'an and Steve Kulich's work)- UNESCO publication on global citizenship concepts around the world: https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

2) Intentionally include intercultural learning outcomes
3) Align learning interventions with learning outcomes – ensure the intercultural learning outcomes are supported through learning activities and materials
4) Adequately prepare students for the intercultural interactions
5) Include authentic collaborations (per Contact Hypothesis)- to go beyond exchange of knowledge
6) Integrate meaning making/reflection throughout the virtual exchange (as well as after, when possible)
7) Include real world engagement when possible (such as through service learning or work in the local community and bringing that learning back into the virtual exchange)
8) Shift the focus from results to process (possibly event through learning outcomes focused more on process)– particularly through the use of global thinking routines: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
   Examples:
   What? So What? Now What?
   Step In. Step Out. Step Back.
   See. Look. Wonder.
   I used to think… now I think….

Some key aspects of assessing intercultural learning/competence:

1) Know Why (you are assessing)
2) Develop Measurable and Realistic Learning Outcomes
3) Collect Evidence including direct evidence and indirect evidence (seeing an increased use of peer assessment using rubrics, electronic portfolios)
4) Use the Evidence – for student feedback so they can continue to grow and develop interculturally

Crucial to all of this is the support and development of professors and those facilitating the virtual exchanges.

Watch for *The UNESCO Manual for Developing Intercultural Competences: Story Circles* by Darla K. Deardorff, published by UNESCO/Routledge – will be downloadable for free in July 2019 For more, see interview at: https://youtu.be/n7_5s9OMUzA
And most recent UNESCO Story Circles project in Cairo:
http://www.unesco.org/new/en/cairo/about-this-office/single-view/news/strengthening_intercultural_competences_in_egypt/

NOTE TO CONFERENCE PARTICIPANTS: Thanks so very much for sharing in this talk -I'm so sorry I couldn't be there with you in person. If you have any questions or comments or wish to follow up, I would welcome hearing from you. Please do contact me at:
d.deardorff@duke.edu *– Thanks again, Darla Deardorff*
PS I look forward to seeing some of you -in person- at the IAIR Conference at SISU in July!