

What Works?

Intercultural Groupwork in the Common Core

15 May (Mon) 12:45pm – 2:00pm
Room 321, Run Run Shaw Building

Jointly organised by CETL and Common Core

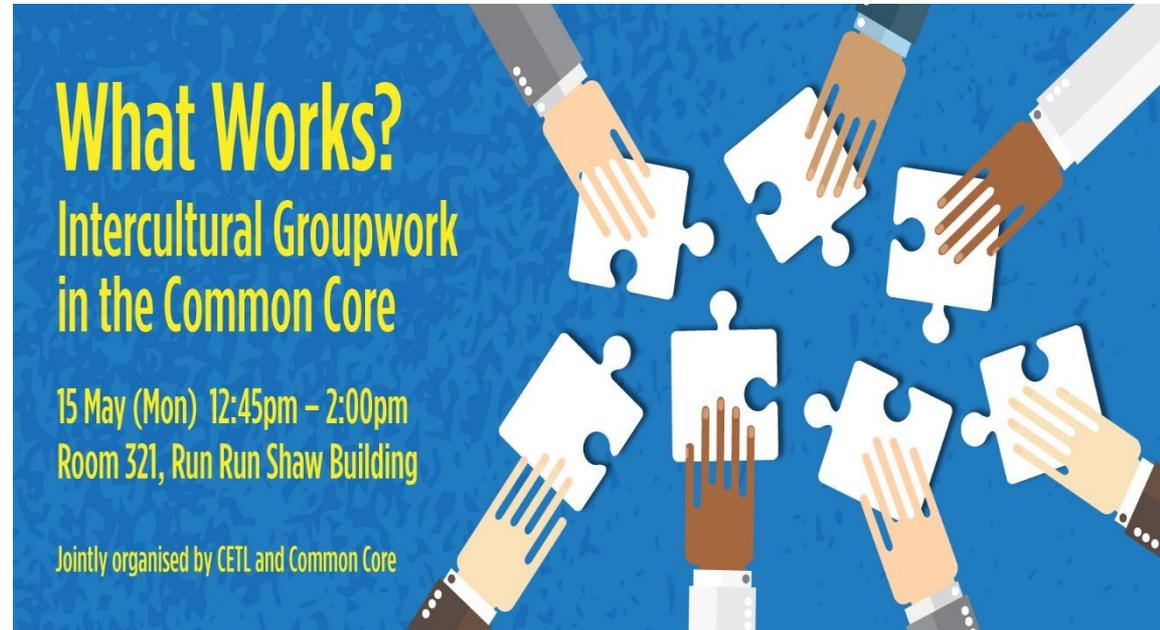


Dr. Tracy Zou (CETL)

Prof. Gray Kochhar-Lindgren (Common Core)

Please enjoy the food and

1. Find your table according to the assigned group number
2. Identify one common feature among you and your groupmates
3. Identify one feature that can distinguish you from your groupmates



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Background of this workshop

Okay



Okay

Synergy?



Troublesome?

Synergy *2



Nightmare?

Study 1

Part 3: Preferred Learning Styles and Activities			Arch.	Arts	Bus.	Dent.	Edu.	Eng.	Law	Med.	Sci.	SSci.
		N=254	N=8	N=41	N=54	N=1	N=23	N=24	N=8	N=17	N=48	N=33
14	I prefer learning English by...*											
	(b) discussing with my classmates.	3.97	4.25	4.02	4.02	4.00	3.65	3.75	3.75	3.65	4.23	4.00
	(l) participating in group work with others.	3.75	3.75	3.51	4.08	4.00	3.61	3.71	2.88	3.53	3.91	3.73

During an English lesson...*			Arch.	Arts	Bus.	Dent.	Edu.	Eng.	Law	Med.	Sci.	SSci.
16	(a) I prefer the teacher tell me the instructions.	3.89	3.63	3.71	3.91	5.00	3.87	4.25	3.50	4.00	3.98	3.73
	(b) I prefer learning by participating in activities.	4.04	4.38	3.76	4.17	3.00	3.83	4.04	4.00	3.94	4.23	4.10
	(c) I learn more when studying with a group.	3.54	3.63	3.37	3.83	3.00	3.35	3.42	2.88	3.18	3.90	3.33
	(d) It is more effective if I study on my own.	3.58	3.13	3.76	3.61	4.00	3.65	3.65	3.88	3.88	3.50	3.17
	(e) I learn better when the teacher gives a lecture.	3.57	2.88	3.61	3.61	4.00	3.57	3.75	2.88	3.59	3.74	3.37
	(f) I feel more comfortable working with group mates with a similar level of proficiency.	4.04	3.63	3.88	4.13	4.00	3.91	4.39	3.63	3.94	4.19	3.97
	(g) I prefer working with group mates with a higher level of proficiency than myself.	3.75	4.00	3.85	3.76	3.00	3.83	3.61	3.50	3.71	3.77	3.63

* 5-pt Likert Scale; 1 = Strongly disagree, 5 = Strongly agree

(c) I learn more when studying with a group...3.54 (on a scale of 1-5)

(d) It is more effective if I study on my own...3.58 (on a scale of 1-5)

Acknowledgements: Dr. Ken Lau and Dr. David Gardner (CAES) (2014-15)

Study 2

“The groupwork was quite interesting but the locals were very quiet. They don’t really want to talk to me.” – *An exchange student from UK (Faculty of Law)*

“... I was doing a Common Core project with my group mates ...At that time, I was grouped with four local students. In the discussion, two students never showed up. I didn’t even remember their names. Even at the day before the presentation, we didn’t have a formal discussion. I was really really nervous...” – *A (non-exchange) student from Mainland China (Faculty of Business and Economics)*

From a small-scale study involving interviews with 15 international students about their intercultural experience at HKU (2016)

Study 3

“In tutorials, it is especially hard for me to form groups as it is ‘hard to explain ideas’ to me in English. In group discussion, the locals talk among themselves.”

“During group projects, in which the majority of group members are local students, they tend to communicate, both spoken and written, in Cantonese. This is very segregating...”

A hotel room in Spain

1. **Without** talking to your groupmates, write down one word or phrase to describe this hotel room.
2. Enter your result here (using your phone)

[PollEv.com/tracyzou175](https://www.poll-ev.com/tracyzou175)

3. Discuss with your groupmates



Source: <https://www.tipelse.com/article/911164.html>

Task 1 (8 minutes)

Work with your group members to identify

five culturally-related practices that occur on

New Year's Eve

Diversity and outcomes

Multicultural groups are more likely to generate creative solutions and insights to complex problems

IF they are able to overcome their initial differences and potential conflicts, which inevitably will require substantial effort from all group members.

(Decuyper et al., 2010; De Vita, 2002; Michaelsen & Richards, 2005; Rienties et al., 2014)

Conflicts, tensions and consensus

- Difficulties in communication (e.g., language, accents)
- Differences in social norms
- Differences in expectations of roles

Share with us the 'five-culturally related practices on New Year's Eve' discussed in your group

Tacit versus explicit knowledge

Explicit:
Red colour implies
happiness.



Explicit:
Four positive and
'lucky' words in
Chinese, meaning
**Happiness, Blessing,
Longevity, and
Fortune**

Tacit: But this is just not right to me ...

Everyone now can Google:



- Homepage
- Chinese New Year History
- Chinese New Year Calendar
- Chinese New Year Crafts
- Chinese New Year Traditions**
- Chinese New Year Food
- Chinese New Year Greetings
- Chinese New Year Activities
- About Us

Chinese New Year Traditions

Different parts of China have very different traditions. The following are the most typical:

New Year's Eve Dinner

The New Year's Eve dinner is the most important dinner for the Chinese. Normally, this is the family reunion dinner, especially for those with family members away from home. During the dinner, normally fish will be served. Dumplings are the most important dish in Northern China. These two dishes signify prosperity. Other dishes are dependent on personal preference. The majority of Chinese will have New Year's Eve dinner at home instead of a restaurant.

Fireworks

Fireworks are used to drive away the evil in China. Right after 12:00PM on New Year's Eve, fireworks will be launched to celebrate the coming of the New Year as well as to drive away the evil. It is believed that the person who launched the first firework of the New Year will obtain good luck.

Shou Sui

Shou Sui means "after the New Year's Eve dinner" as family members will normally stay awake during the night. Some people just stay up until the midnight after the fireworks. According to tales and legends, there was a mythical beast named the "Year". At the night of New Year's Eve, the "Year" will come out to harm people, animals, and propieties. Later, people found that the "Year" is afraid of the color red, fire, and loud sounds. Therefore, at the New Year's Eve night, people will launch fireworks, light fires, and stay awake the whole night to fend off the "Year".

Red Packets

The red packet is a red envelope with money in it, which ranges from one to a few thousand Chinese Yuan. Usually the red racket is given by adults, especially married couples, and elderly to young children in the New Year days. It was believed that the money in the red packet will suppress the evil from the children, keep them healthy, and give them a long life.

New Year Markets

In the course of the New Year's days, a temporary market will be setup to mainly selling New Year goods, such as clothing, fireworks, decorations, food, and small arts. The market is usually decorated with a large amount of lanterns.

Small Year

Small year is the 23th or 24th of the last month of the year. It is said that this is the day the food god will leave the family in order to go to heaven and report the activity of family to the Emperor of the heaven. People will follow religious ceremony to say farewell to the food god, including taking down and burning the paint of the food god. After the New Year's Day, people will buy new paint of the food

Questions to think about:

In what ways can we utilise the student diversity, the accompanying cultural capital, and cross-cultural experiences as a resource to train our students in cross-cultural understanding?

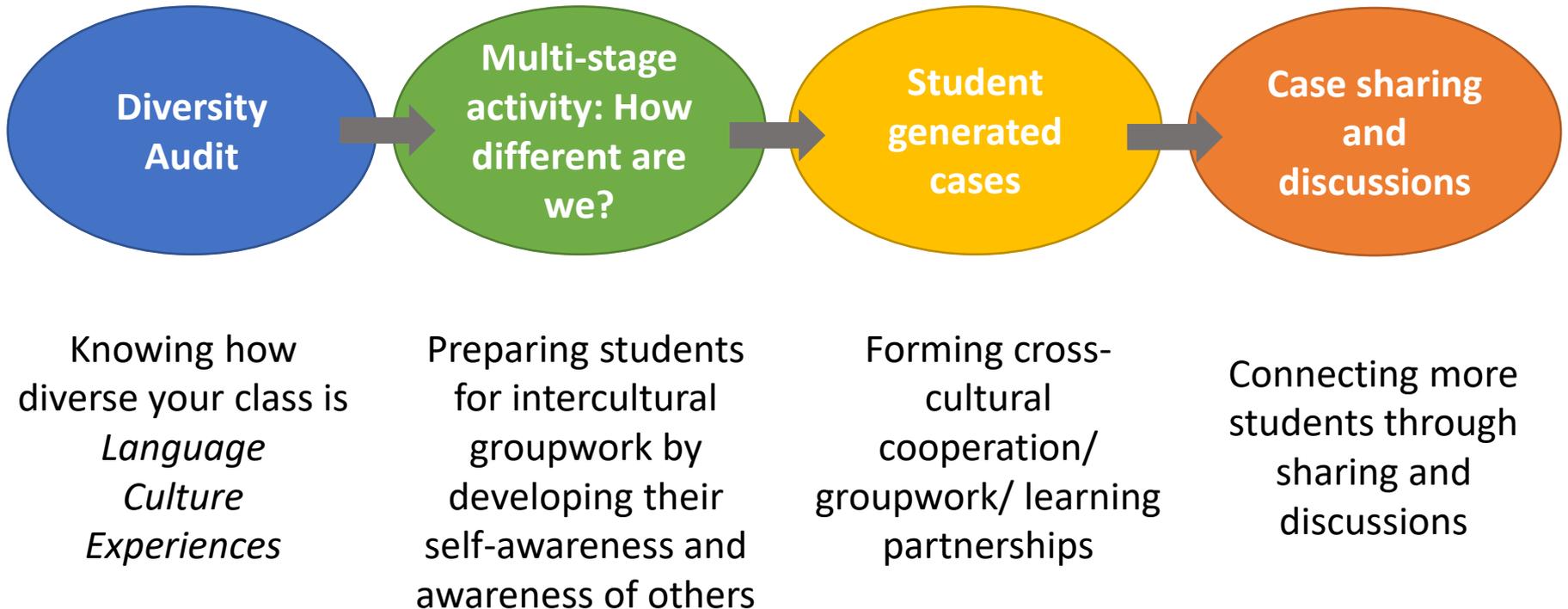
In what ways can we create learning environments and learning contexts that use the cultural diversity to teach cross-cultural competence and develop the relevant skill sets?

Please write down
one point for each
question on a piece
of paper.

(3 minutes)

Sharing of good practices in intercultural groupwork design

An integrated framework for developing cross-cultural competence



Several ways to create intercultural learning opportunities

Drawing on resources

Draw on students' specific culturally related experiences and using it as teaching and learning resources

Making History: Engaging with the Powerful Past (CCHU9003) – Prof. David Pomfret

Comparative

Compare the phenomenon in two or more cultures and conduct a cross-case study

Feeding the World (CCGL 9016); Food: Technology, Trade and Culture (CCGL 9017) - Prof. Harold Corke;
The Political Economy of Growth and Poverty in the World (CCGL 9025) – Prof. Richard Wong

Several ways to create intercultural learning opportunities (cont'd)

Simulation/ role play

Assign individual culturally-related roles and conduct simulations/ role play

Understanding Climate Change (CCST9019) – Dr. Jess King

Cultural specific

Investigate and discuss the impact of culture on the phenomenon

The Last Dance: Understanding Death and Dying (CCHU 9024) - Prof. Cecilia Chan
Chinese Business Practice and Society: Past and Present (CCCH 9021) – Dr. Gilbert Wong

Task 2 Assessing your groupwork (12 minutes)

- Use Task 1 (five culturally-related practices on New Year's Eve) as the background, how would you assess your groupwork?
- Construct the backbone of a rubric to assess the intercultural groupwork

Questions to think about:

- Whether you focus on groupwork outputs or processes?
- Have you distinguished between individuals' performance during the groupwork?
- What is, after all, the “intercultural”? What other characteristics might be tacitly bundled into this category?

What do we assess?

Product

Five culturally-related practices that occur on New Year's Eve

Presentation

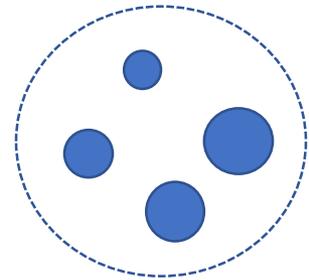
Poster
Report
Video
Art object

Process

Communication process
Decision making process
etc.

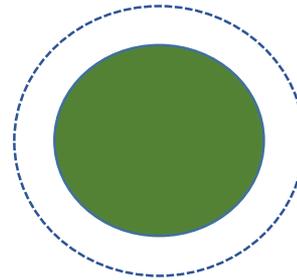
How does the group work together?

Different forms of distinguishing individual performance



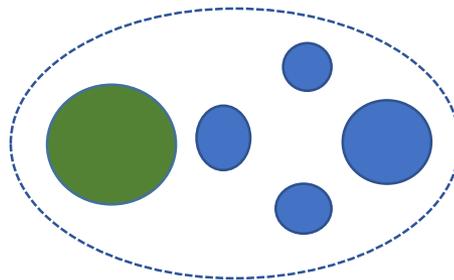
The group assessment is made up entirely of individual tasks and a student's mark for the assessment is for their own individual piece(s) of work

*Science and Technology:
Facts and Fallacies (CCST
9028) - Debating tasks*



There is one group mark for the assessment and all the members of the group receive the same mark

*Street Sense: The City and Its
Environments (CCHU 9037)*



There is a mixture of individual work and group work in the assessment which results in a combination of individual marks and group marks

*Biomedical Breakthroughs in
a Pluralistic World (CCST
9006) – poster presentation*

Using peer-assessment scores in grading?

Yes

- Reduce free-riding
- Encourage contributions to the group work
- Encourage students to take responsibility of their learning

(Examples: Berry, 2007; Brooks & Ammons, 2003; Johnston & Miles, 2004; Lejk & Wyvill, 2001; Mahenthiran & Rouse, 2000; Sharp, 2006; Zou & Mickleborough, 2015)

No

- Students might play strategies to earn high scores
- Peer ratings not fair and reliable

(Examples: Gammie and Matson, 2007)

What is the 'intercultural'?

- The group has incorporated cultural elements?
- The group has discussed scenarios in different cultural contexts?
- The group has an open and friendly atmosphere for discussion?
- Every group member has contributed and their contribution has been valued?
- Individual group member has learned new cultural perspectives from the group discussions?

‘Inter-cultural engagement is at the heart of inter-cultural education...This is complex and challenging in the classroom and involves students and staff moving into a “third place” (Crozet et al., 1999, p. 13), a meeting place between different cultures where there is recognition of the manifestation of cultural difference, and where equal and meaningful reconstructive cross-cultural dialogue can occur.’

Leask, 2008

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Cultural self-awareness</i>	culates insights into own cultural rules and es (e.g. seeking complexity; aware of how his experiences have shaped these rules, and y to recognize and respond to cultural biases, lting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	nonstrates sophisticated understanding of the plexity of elements important to members of her culture in relation to its history, values, tics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	rpresents intercultural experience from the pectives of own and more than one worldview demonstrates ability to act in a supportive nner that recognizes the feelings of another ral group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	culates a complex understanding of cultural erences in verbal and nonverbal communication , demonstrates understanding of the degree to ch people use physical contact while municating in different cultures or use ct/indirect and explicit/implicit meanings) and ble to skillfully negotiate a shared understanding d on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	s complex questions about other cultures, seeks and articulates answers to these questions that ct multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	ates and develops interactions with culturally erent others. Suspend judgment in valuing his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

Your input: Identifying best practices for Common Core teachers

- Work in your group and write down your suggestions about best practices for group work.
 - You will be given one aspect of group work to write about. Write one belief on one piece of paper. Keep on going until you run out of ideas. If you finish early, feel free to write down your thoughts about the other aspect.
1. How to create intercultural learning opportunities in students' group work? (e.g., task design, grouping) 
 2. How to assess intercultural group work? 

Handouts

(1) Ramburuth & Welch (2005)

- An integrated framework for developing intercultural competence (p.13)
- Student diversity questionnaire (p.16)
- Exercises for developing self-awareness and awareness of others (p. 18)
- Using students-generated cases (pp.19-20)

(2) Davies (2009)

- Two recommended assessment procedures for groupwork (pp.577-578)
- An example of the groupwork contract (ground rules), A groupwork checklist, and an assessment for evaluating group members (pp. 579-582)

(3) Caple & Bogle (2013)

- Technology-enhanced groupwork task design and assessment (p. 210)

(4) Teamwork Assessment Rubrics (Association of American Colleges and Universities (AACU))

(5) Intercultural Knowledge and Competence Assessment Rubrics (AACU)

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Thank you very much 😊