

# Deep and Transformative Intercultural Learning: Implications for Teaching and Assessment

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# What is intercultural learning?

- **Work in small teams to produce a common definition.**
- **Explain your definition.**

## Working definitions

- **Teaching:** The combination of processes used to facilitate learning.
- **Assessment:** The combination of processes used to determine where a student is at in their learning, how much and/or how well they have grown, and where they need to go next in their learning.

*Think broad repertoire*

# What is deep learning?

- How do you define it?
- How do you teach for deep learning?
- How do you assess deep learning?

*Think higher-order and mastery*

# What is transformative learning?

- How do you define it?
- How do you teach for transformative learning?
- How do you assess transformative learning?

*Think reflection, application, and edge of comfort zone  
(which differs from one individual to another)*

Using learning taxonomies and continua and to lead deep intercultural learning

**A suggested post-workshop task for your school.**

- Review all learning and teaching related to cultural/intercultural matters against a taxonomy and/or continuum, for example:
  - SOLO (Structure of Observed Learning Outcomes) (Biggs & Collis, 1982)
  - Banks (1999) – Multicultural education reform
  - Intercultural development continuum (© IDI, LLC).

Using learning taxonomies and continua and to lead deep and transformative intercultural learning

**Using the taxonomies and/or continua:**

- Classify the school's written curriculum and how it is taught
- Classify student work samples
- Identify where deep and transformative learning occurs or has the potential to occur.

<b>Level (SOLO)</b>	<b>Observed learning examples</b>
<b>Unistructural</b>	Students define home as the place where one lives
<b>Multistructural</b>	<p>Students describe concepts related to home separately, for example:</p> <ul style="list-style-type: none"> <li>• Home as a place of shelter, refuge, comfort, identity, and belonging</li> <li>• Home as homeland, place of origin, country of affiliation</li> <li>• Different meanings of 'home' and how these are culturally influenced.</li> </ul>
<b>Relational</b>	Students explain how the different types, meanings and perceptions of 'home' influence attitudes, social interactions, politics, policies etc.
<b>Extended abstract</b>	<p>Students link their relational learning of 'home' to studies of identity, belonging, transnationalism, migration etc.</p> <p>Students synthesise a multi-faceted, multi-perspective response to 'Where are you from?'</p>

<b>Level (SOLO)</b>	<b>Observed learning examples</b>
<b>Unistructural</b>	Students identify migration as people moving from one place to another due to particular needs and/or a wants.
<b>Multistructural</b>	<p>Students describe distinct migration concepts separately, for example:</p> <ul style="list-style-type: none"> <li>• The reasons for migration</li> <li>• The consequences and implications of migration</li> <li>• Responses to migration (by migrants and by receiving communities).</li> </ul>
<b>Relational</b>	Students explain how the reasons, consequences, implications and responses interconnect, influencing attitudes, social interactions, politics and policies, personal experiences etc.
<b>Extended abstract</b>	Students draw links with various types of movement of people (e.g. travel, refuge, asylum, transnationalism), animal migration, and migration as an age-old phenomenon.

# Adapted from Banks (1999) (Asia Education Foundation, 2013)

Contributions	Additive	Transformation	Social Action
<p>Learn about cultures</p> <p>Selected cultural content incorporated into teaching, focused on visible culture</p> <p>Intercultural issues not a general feature of curriculum</p> <p>Dependent on teachers' interest</p>	<p>Use resources by and about people from diverse cultures</p> <p>Intercultural perspectives added to curriculum, without changing its design</p> <p>Knowledge building but does not necessarily transform thinking</p>	<p>View common themes and issues from diverse cultural perspectives</p> <p>Critical thinking around culture and intercultural connections</p> <p>Acknowledge diversity as a premise</p> <p>Appreciate and develop multiple ways of seeing</p> <p>Build empathy</p>	<p>Combines Transformation with action</p> <p>Students transform thinking about intercultural issues and do something with their learning</p>



Catalytic

Transformative

## **Contributions/Additive**

Students learn about the different ways people dress by examining the traditional clothing of a variety of cultures. They identify similarities and differences with the way they dress.

## **Transformation**

Students investigate how people dress as an age-old social phenomenon. They analyse the significance of, and reasons behind, particular dress types (e.g. climate, modesty, social status, conformity, individuality). They use a range of examples and perspectives to better understand why people dress in certain ways and how fashion is interconnected across cultures and across space and time.

## **Contributions/Additive**

Students learn about different cultural celebrations, identifying similarities and differences between these celebrations and the celebrations that they observe.

## **Transformation**

Students investigate celebrations as an age-old social phenomenon. They analyse the significance of, and reasons behind, why people celebrate what they choose to celebrate. They use a range examples to better understand why people observe particular celebrations and how celebrations are interconnected across cultures and across space and time.

Let's work on an  
example  
together

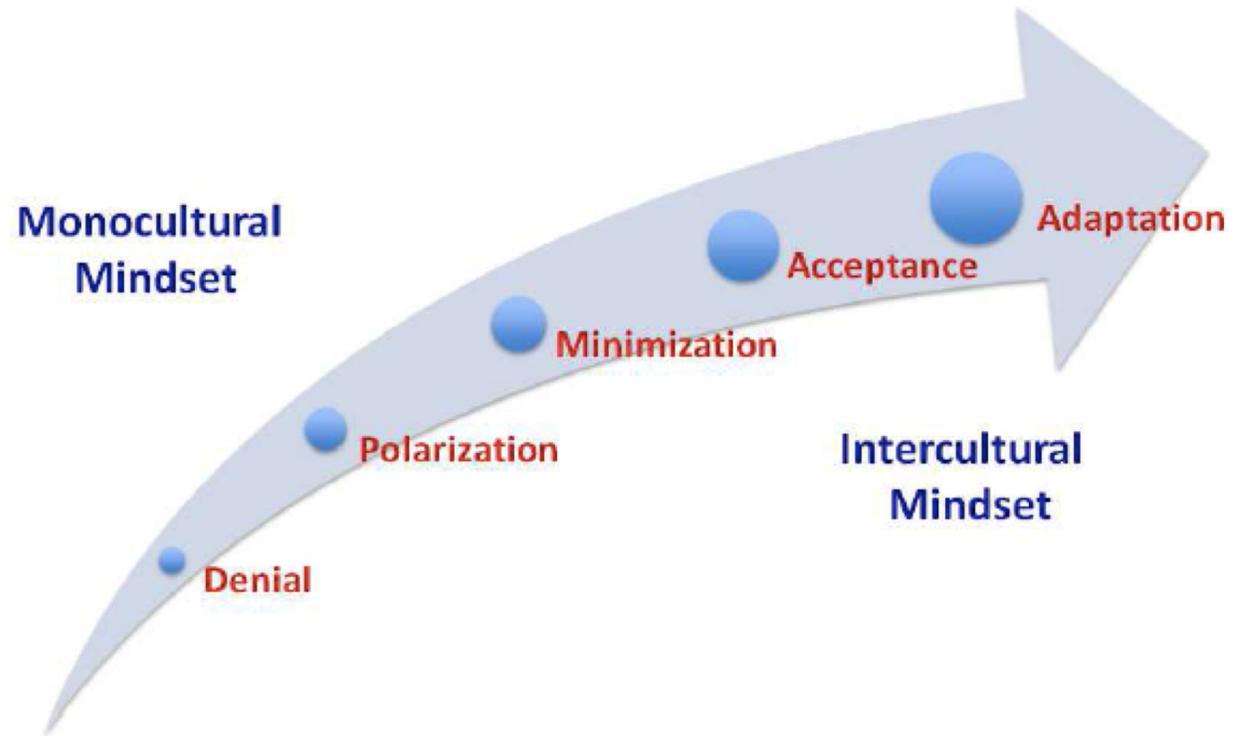
**Topic: Our school's cultural diversity**

1. Use SOLO
2. Use the two-column version of the model adapted from Banks (1999)

# A continuum

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## Intercultural Development Continuum



**Think about your school. Can you give examples for each level of the continuum?**

# What's effective?

Broad strategies identified from relevant intercultural education literature, verified against effective teaching strategies in the [Australian Teaching and Learning Toolkit](#):

- Feedback – on the processes and outcomes of learning, what's changed, and the rate and quality of change; also teacher feedback, i.e. feedback on the impact of teaching on learning
- Meta-cognition – students regularly reflect on how they think, talk about and behave in intercultural situations; needs to be facilitated and guided; relates strongly to deep and transformative learning
- Comprehension strategies (when combined with meta-cognition); relates strongly to deep learning
- Mastery learning (related to meta-cognition and feedback); relates strongly to deep and transformative learning
- Peer learning and collaborative learning
- Social and emotional learning.

## Assessment considerations

- Write learning progressions and rubrics for identified core skills/competencies relevant to intercultural learning
- Use a consistent set for assessment, monitoring, and reporting
- Use a consistent set for teachers, students, and parents

*Everyone is on the same page about the learning that has happened and the learning that needs to happen*

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