



# Interculturality in VE

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Building virtual exchange capacities  
in the Baltic Sea Region  
Envision Training – University of Tartu, Estonia  
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## What is culture?

'[Culture] is the collective programming of the mind which distinguishes the members of one group or category of people from another.'

*Hofstede 1994: 5*

'Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour.'

*Spencer-Oatey 2008: 3*

'Culture can be characterised as shared dynamic 'systems' of discourses, practices and ideologies among groups of people.'

Baker, 2022:11



# What is intercultural learning, and how do we assess it?

What are the components of interculturality?

- Knowledge
- Attitudes
- Skills/Behaviours
- Values

What elements can/should we assess?

Teacher / peer / self-assessment?

What tools can we use?



# INCA

Level ⇔ Dimension ↗	Level 1 Basic	Level 2 Intermediate	Level 3 Full
<b>Overview of competence</b>	I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along, but I haven't yet the experience to work out any system of dealing with intercultural situations in general. I respond to events, rather than planning for them. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd or surprising and approve or disapprove.	As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off' way. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.	Many of the competences I developed consciously at level 2 have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.

Components: Openness / Knowledge / Adaptability



## *Erasmus+ Virtual Exchange Student e-Portfolio*

Based on:

- Council of Europe's COMPETENCES FOR DEMOCRATIC CULTURE
- Jean Michael Morris: CRITICAL DIGITAL LITERACY AND DESIGN.

Components: Intercultural Values and Attitudes. / Linguistic, communicative and plurilingual skills. / Cooperation and conflict-resolution skills. / Critical digital communication skills



Thank you!



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