The Future of Intercultural Learning:
Advancing Inclusive Global Higher Education after COVID

• Clay Hensley (moderator)
• Dr. Darla K. Deardorff, AIEA & Duke University
• Dr. Jewell Green Winn, Tennessee State Univ.
• Dr. Shingo Ashizawa, Toyo University
Outline

• Overview

• Intercultural Learning & Inclusion
  • Definitions + COVID Context (Dr. Darla Deardorff, Duke University)
  • U.S. University Perspective + Role of Social Justice Movements (Dr. Jewell Green Winn, Tennessee State University)
  • Asia-Pacific Viewpoint + Practical Application (Dr. Shingo Ashizawa, Toyo University/ UMAP)

• Discussion, Q& A, and Close
Definitions + Recent Developments

Dr. Darla K. Deardorff, AIEA & Duke University
Duke Research Fellow (Social Science Research Institute)
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https://sites.duke.edu/darladeardorff/
OECD – PISA Global Competence (2018)
ICC Snapshot, 2000-2018 (Peng et. al., IJIR, 2020)

• Top five countries for ICC research: USA, China, Australia, Spain, UK

• Most highly cited journal for ICC work: *International Journal of Intercultural Relations*

• Top five cited scholars on ICC: Michael Byram, Darla Deardorff, Claire Kramsch, Mitchell Hammer and Milton Bennett
ICC – Latest Developments

• ICC context broadly defined as interactions across difference
• ICC for frontline healthcare workers and beyond
• ICC within anti-racist efforts
• ICC as interdisciplinary efforts
• ICC for ALL – holistic, integrated, inclusive
• ICC assessment – changing paradigm (beyond pre/post measures)
• ICC as (re) learning how to live together
ICC- Latest Developments
UNESCO Intercultural Methodology: Story Circles

Open Access in 5 languages at:
https://unesdoc.unesco.org/ark:/48223/pf000370336

Please use widely!

https://en.unesco.org/themes/intercultural-dialogue/competencies
Some Resources:


• World Council on Intercultural and Global Competence. www.iccglobal.org

www.aieaworld.org | info@aieaworld.org | #AIEA2021
U.S. University Perspective + Role of Social Justice Movements

Jewell Winn, Ed.D., Tennessee State University
Senior International Officer
Executive Director, Office of International Affairs
Chief Diversity Officer, Assistant Professor, Educational Leadership
The Inclusive, Internationally-Diverse Campus Culture

Awareness of one's own cultural worldview

Attitude towards cultural differences

Knowledge of different cultural practices and worldviews

Cross-cultural skills

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Racial injustice

Inequality

Exclusion
High Impact Practices

Integrative research experiences/study abroad

Living/learning communities

Service-learning projects

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Assess to Improve

- The **Global Perspectives Inventory** offers a self-reported way to measure an individual’s global perspective in regards to the cognitive, intrapersonal, and interpersonal dimensions of global learning and development. It also captures a person’s views on the community and level of involvement in selected curricular and co-curricular activities.

- The **Intercultural Development Inventory** is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity. This instrument can generate an in-depth graphic profile of an individual’s or groups’ predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.

- The **Global Competencies Inventory** is designed to assess competencies critical to interacting and working effectively with people who are from different cultures. The inventory measures 17 competencies in three categories of intercultural adaptability, including perception management, relationship management, and self-management.

- The **Global Competence Aptitude Assessment** measures all the components of global competence, as published in refereed journals worldwide. The questions are based on regions around the world, with particular emphasis placed on those countries that make significant contributions to the world’s population and economy.
Asia-Pacific Viewpoint + Practical Application

Dr. Shingo Ashizawa, Toyo University/ UMAP
COVID-19 and Paradigm Shift in Cross-cultural Learning
- Possible Remedies in Asia and the Pacific-

Shingo Ashizawa
Toyo University
1. Uncertainty and Paradigm Shift
How can we encourage students towards study abroad?

Facebook Group: “International Education during the Covid 19 pandemic”

RECSIE Homepage: [http://recsie.or.jp/](http://recsie.or.jp/)
Webinar Series <SIIJE 2020> September 2nd to 4th in Osaka
Series No.5 (May 27th)
"Covid-19 and Paradigm Shift of International Education"

Series No. 6 (June 10th)
"How are international partnerships affected by Covid-19?"

Series No. 7 (June 24th)
"Possible remedies - student mobility in Asia and the Pacific during Covid-19 pandemic"
Summer Institute on International Education, Japan (SIIEJ2020)

September 2-4, 2020
(at Kansai University)

• Conducted 100% Online

• 650 participants

https://siiej.org/

<Keynote Speakers>
Fiona Hunter (Past EAIE President)
Cheryl Matherly (Past AIEA President)
Kuniaki Sato (Office for International Planning, MEXT)
Chikara Funabashi (TOBITATE Scholarship, MEXT)

Conference Theme
"Revisiting the Comprehensive Value of International Education"
「国際教育の普通の価値を考える」

Keynote Speaker Fiona Hunter
Fiona Hunter is Associate Director at the Center for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy, and works as a consultant, trainer and researcher with a focus on strategic change. She is also a member of the International Advisory Board at the University of Granada, Spain, member of the Scientific Council of ANDRO (Italy's Agency for the Evaluation and Promotion of Quality in Educational Universities and Faculties) and Co-Editor of the Journal of Studies for International Education. Fiona is an EAIE Past President.
# Discussion on Alternative International Programs

## Online Cross Registration
1. Each School offers minimum of 5 courses per semester.
2. Mutual Tuition Waiver
3. Create a consortia or using existing consortia (such as UMAP)

## Hybrid International Program
**Online Pre & Post** (Online cross registration or Team teaching online) + **Face to Face**
**Short Programs** (Joint Field Study, On-site Joint Project)

## Online Joint Classroom
1. Team teaching online
2. Virtual Exchange (COIL model)
3. Fee based program (affordable cost for students)

## Online Joint Project
1. Online Model United Nations
2. Student Research Conference on SDGs
3. Virtual Internship
2. UMAP and Alternative Programs
What is UMAP? (http://umap.org/)
“University Mobility in Asia and the Pacific”.

In Canberra(1991), UMAP was established as a voluntary association of government and non-government representatives of the higher education sector.
Eligible countries / territories

All accredited public and private universities/institutions in following countries/territories can participate in the UMAP Exchange Programs. Other countries can also join UMAP with the approval of the governing authority of UMAP, the UMAP Board.

Australia as of 2020/ Bangladesh / Brunei / Cambodia / Canada / Chile / People’s Republic of China / Ecuador / Fiji / Guam / Hong Kong / India / Indonesia / Japan / Kazakhstan / Republic of Korea / Kyrgyz / Laos / Macao / Malaysia / Mexico / Mongolia / Myanmar / New Zealand / Papua New Guinea / Peru / Philippines / Reunion Island / Russia / Samoa / Singapore / Taiwan / Thailand / Timor-Leste / USA / Vietnam

Note: Orange shows FULL member (21 Countries/Territories as of Aug. 22nd, 2019)
Canada has become the UMAP International Secretariat for 5 years.

Quotes:

Ajay Patel, President and CEO, Vancouver Community College

“We sincerely appreciate the foresight of Global Affairs Canada in supporting VCC as the new host of the UMAP International Secretariat. It not only positions Canada and British Columbia well, but it also exemplifies the diversity and strength of the Canadian academic landscape that a community college can lead student mobility in the most dynamic of global regions.”

Mary Ng, Minister of Small Business, Export Promotion and International Trade

“I am thrilled to support the successful appointment of Vancouver Community College as the new International Secretariat for the UMAP Consortium and welcome the efforts of UMAP to strengthen institutional cooperation and educational mobility between countries and territories in the Asia-Pacific region. This initiative will contribute to advancing our government’s International Education Strategy, by enriching our education engagement with a broad range of partners. It will also support Canadian education institutions’ internationalization objectives, strengthen bilateral relationships, and promote Canada’s international trade diversification efforts.”

Randall Martin, Executive Director, BC Council for International Education

“As Canada’s national secretariat for UMAP, we are excited to support VCC as UMAP’s International Secretariat, and we look forward to increasing accessibility and inclusivity of UMAP’s programming to
UMAP Exchange ONLINE (Online Cross Registration)
8 Countries, 18 universities, 76 courses

Australia:
Curtin University

Chile:
Universidad Católica del Maule
Universidad Técnica Federico Santa María

Indonesia:
Institut Teknologi Sepuluh Nopember

Philippines:
De La Salle University
Lyceum of the Philippines University – Batangas
Samar State University
University of Mindanao

Japan:
Niigata University
Shibaura Institute of Technology
Shokei Gakuin University
Toyo University

Malaysia:
Universiti Kebangsaan Malaysia
Universiti Teknologi MARA
Universiti Tenaga Nasional

Mexico:
Universidad Autónoma de Ciudad Juárez
Universidad de Colima

Thailand:
Bangkok University
UMAP-Toyo Virtual Model United Nations

Theme: “Cultivating Global Youth Leaders through Introducing Model United Nations”
Date: March 27-28, 2021
Venue: Online via Zoom Meetings & Discord

More than 90 Total Delegates
Around 30 participating Universities around the world
Alternative International Programs
Collaborative Online International Learning (COIL)

UMAP-COIL 2019 (Hybrid)
UMAP-COIL 2020 (100% Online)
UMAP-COIL AP (Advanced Placement)
3. Tokyo Convention, Digital Transformation and Learning Outcome
UNESCO Regional Conventions on the Recognition of Academic Qualifications (Foreign Credential Evaluation)

- Lisbon Convention (1997, 1999)
- Latin America and the Caribbean (2019)
- African States (2014)
- European States Bordering on the Mediterranean (1978)
- Asia-Pacific Regional Convention (2011)
- Tokyo Convention

November 30 2020
Impact of Tokyo Convention

Principle of Recognition Process

- transparent, coherent, reliable, fair and non-discriminatory
- Compliance / Right to appeal
- Partial recognition/Recognition of partial credential
- Credential from non-traditional learning
- Credential recognition of undocumented refugees

How to Identify Evidence of Learning:
Equivalency vs Substantial Difference

August 4th 2020
RECSIE joined the GDN (Groningen Declaration Network) in 2020 as the first signatory from Japan.

UNESCO’s Initiative

Promising Practices: Providing higher education learners with anytime access to digitized, portable transcripts and credentials online

A new public-private partnership is emerging in Japan to ensure anytime access to higher education transcripts and credentials through a nationwide rollout. Together with Japan’s Research Consortium for Sustainable International Education (RECSIE) and the global EdTech firm, Digitary, the Japanese higher education community will see the creation of the country’s very first “credential wallet” for post-secondary learners.

Once fully operational, the national network will enable learners and alumni of Japanese higher education institutions to access and share their official digitized transcripts and credentials online—anytime, anywhere in the world. “The National Network will have a strong impact on the realization of UNESCO’s Tokyo Convention which promotes the mobility of students and talent in the Asia Pacific region,” said Professor Shingo Ashizawa of Toyo University and Director of RECSIE.
Digital Credential Japan Model: SSI (Self Sovereignty Identity) & Verifiable Credential

Potential use of digital credential system includes recognition of micro-credentials, digital badges and other types of partial studies.
Thank you!!

Shingo Ashizawa
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Discussion, Q& A, and Close