Preparing Interculturally Competent Students in High School:
What SIOs Need to Know

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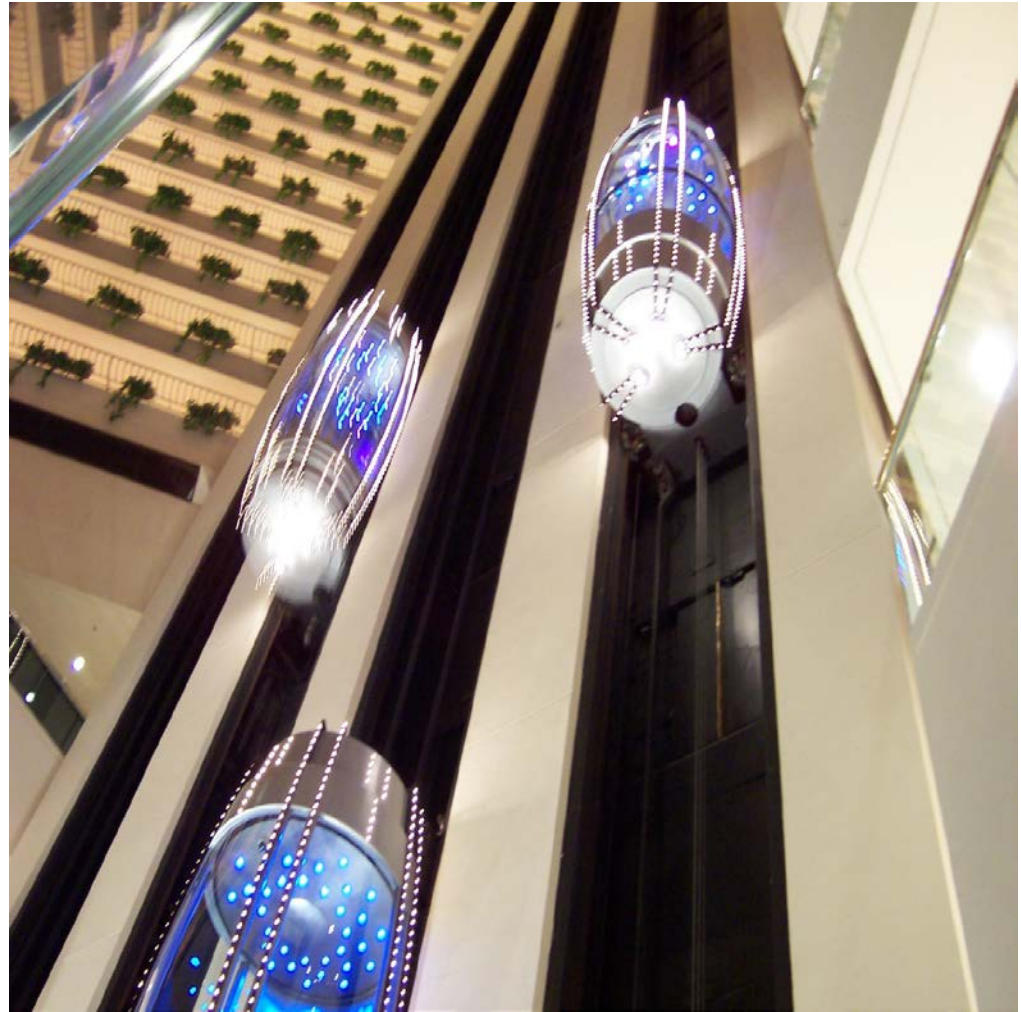
Objectives of the session

- Gain a deeper understanding of how intercultural competency can be defined and measured.

- Identify the role of intercultural competency in the context of higher ed admissions and larger internationalization strategies.

- Learn how secondary schools are fostering more globally competent students and how universities are continuing those efforts.

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Agenda

- Welcome, Introductions, & Context

- Defining Our Terms

- Key Examples of Intercultural Competence Trends within K-12

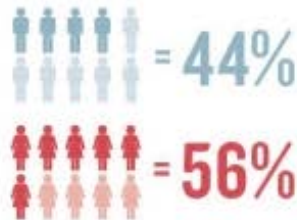- An SIO Perspective

- Open Discussion & Close

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Elevator Speeches

4

NEW YORK UNIVERSITY

230+ Areas of Study

2,700+ Courses

THREE Degree-Granting Campuses

NEW YORK

ABU DHABI

SHANGHAI

5,873
Total Freshman Enrollment

= **44%**
= **56%**
Gender Diversity of the Freshman Class

50
States Represented in the NYU Student Body
(49 Represented in the Freshman Class)

90
Countries Represented in the Freshman Class

INTERNATIONAL STUDENTS
NYU Has the Highest Number of International Students in America

NYU Sends More Students Abroad than Any Other American University

New York University
★ **19%** ★
September 2014
Non-US Citizens in the Freshman Class

841 FROM 77
International Faculty Members and Research Scholars from Countries Around the World

A-
3.5+
90 TO 95
Typical Unweighted GPA of Most Freshmen

TOP 10%
Rank in High School Graduating Class of Most Freshmen

AIEA
Association of International Education Administrators

AIEA: Leaders in International Higher Education

The Association of International Education Administrators (AIEA) is the only association dedicated exclusively to senior leaders in the field of international education. AIEA members are senior international officers who serve as leaders of higher education institutions and of organizations that support international higher education.

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Benefits of the IB   Programmes   Become an IB school   University admission   Professional development

THE INTERNATIONAL BACCALAUREATE®

Education for a better world

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STUDENTS & PARENTS

About the IB's programmes

For students aged 3-19. IB programmes challenge students to excel in their studies, and encourage both personal and academic achievement.

Primary Years Programme   Middle Years Programme

Diploma Programme   Career-related Programme

SCHOOLS & TEACHERS

World-class educators and students

The IB supports schools and teachers to provide a rigorous, high-quality education, offering professional development that improves pedagogy and leadership.

Professional   Become an IB school ›

Future Admissions Tools and Models
UPDATE ON NEW RESEARCH AND PRACTICES OF INTEREST

CollegeBoard

ACADEMIC ACCOMPLISHMENT & RIGOR | PROCESS EFFECTIVENESS & EFFICIENCY
ENVIRONMENTAL CONTEXT | NONACADEMIC FACTORS

Introduction

The College Board is pleased to share early research and updates from the Future Admissions Tools and Models Initiative. The documents we are sharing are works in progress, and we hope they, as well as the more complete reports that follow, will engage your interest, spur your own thinking, and lead to ideas for future areas of focus and work. If you would like to get involved in this work, please email us at **futureadmissions@collegeboard.org**.

About the Initiative

Building on a history of partnering with higher education thought leaders, the College Board has launched a new initiative to study and improve the practice of admission, with a special focus on holistic and individualized review, in order to expand student access and success.

Developed and structured as a partnership with member institutions, the **Future Admissions Tools and Models Initiative** brings together practitioners from a wide range of colleges and universities, along with expert researchers, to identify, extend, and scale innovative and promising practices through the development of research-based frameworks and tools. The Initiative's objectives are to:

- Explore, document, and share recent trends and emerging needs in how colleges admit students

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Intercultural and Global Competence Frameworks

- PISA Global Competence 2018

- Asia Society's Global Competence Framework

- US Department of Education Framework

- International Baccalaureate

- College Board

Questions for SIOs

- How do these frameworks help inform internationalization efforts on your campus?

- How can higher education institutions build on the intercultural/global work being done at the secondary level?

- What are some implications of these frameworks for those leading internationalization?

- How can higher education institutions collaborate more closely with local secondary schools and what would that look like?

PISA Definition of Global Competence (2018)

Global Competence is the capacity

to examine global and intercultural issues,

to take multiple perspectives,

to engage in open, appropriate and effective interactions with people from different cultures

and to act for collective well-being and sustainable development.

Skills

Evaluate evidence and explain issues

Analyse perspectives

Adapt communication and behaviour

Evaluate actions and consequences

Attitudes

Openness

Respect

Global-mindedness

Knowledge

Knowledge of global issues

Intercultural knowledge

Values

Valuing human dignity

Valuing cultural diversity

Examine issues

Take perspectives

Global Competence

Interact across cultures

Act for well-being and sustainability

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Some key questions for social cohesion and sustainable development:

- How well are students prepared for life, citizenship and employment in multicultural societies and in a globalised world?

- To what degree are students able to examine contemporary issues?

- Are students able to understand and appreciate multiple cultural perspectives (including their own) and manage differences and conflicts?

- To what degree are students prepared to interact with others with respect for the inviolable rights and dignity of every individual?

- To what degree do students care about the world and take action to make a difference?

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Features of the student questionnaire

The student questionnaire on Global Competence will provide:

1. Self-reported data on the following skills and attitudes:
   - Proficiency in foreign languages and study of foreign languages at school
   - Interest in learning about other cultures
   - Adaptability to different cultural environments
   - Perspective taking skills
   - Awareness of intercultural communication
   - Awareness of global issues (e.g. climate change, inequality…)
   - Attitudes towards immigrants
   - Global Mindedness

2. Information on opportunities students have at school to learn about other cultures.

3. Information on students' participation in activities to solve global issues out of school (volunteering, eco-friendly habits…)
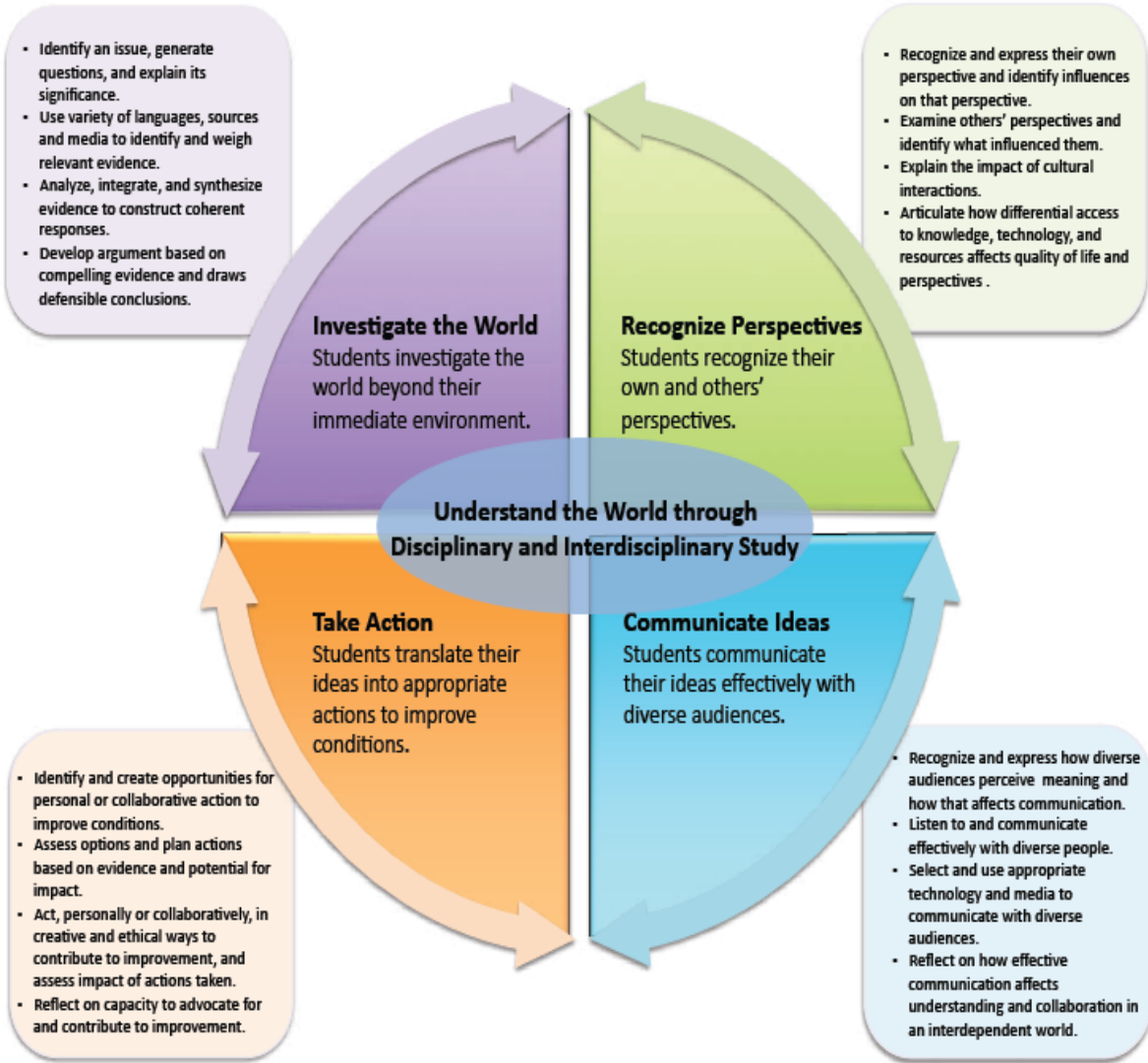
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Features of the school and teacher questionnaires

The questionnaires provide information about:

- Teachers' beliefs about diversity and inclusion policies at school
- Curriculum coverage of global issues (climate change, conflicts…)
- Curriculum coverage of the histories and culture (e.g. beliefs, norms, values, customs, or arts) of diverse groups
- Schools' activities for multicultural learning (e.g. cultural events, exchange programmes)
- Teachers' practices to facilitate interactions and peer-to-peer learning between diverse students
- School policies to facilitate the integration of foreign-born students and non-native speakers
- Teachers' professional experience and training in intercultural communication and in teaching multicultural classes
- Teachers' self-efficacy in multicultural environments

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Asia Society Global Competence Framework

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others' perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

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Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness

| From | Early Learning | To | Careers |

	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross-cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency—ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

January 2017

Foundation of Discipline-Specific Knowledge and Understanding

Other Global/Intercultural Frameworks

- International Baccalaureate's International Mindedness

- College Board's Global Education Framework:
  - Tier 1: Empirical Knowledge and Skills
  - Tier 2: Higher Order Cognitive, Metacognitive and Interpersonal Skills
  - Tier 3: Global Dispositions, Perspectives and Attitudes

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The IB Diploma Programme

A comprehensive and balanced two-year curriculum and assessment system requiring students to study six subjects and core components across disciplines.

Structured framework with a great deal of flexibility, accommodating student interests and abilities

Regardless of subject selection, students:
- explore the connections between the six major subject areas
- study each subject through an international perspective
- reflect critically on aspects of knowledge
- pursue one subject in great detail through independent research

Global Politics

- After a successful pilot phase with 30 DP schools, Global politics is now a **mainstream subject** with a new guide, available at SL and HL in both examination sessions (May and November)

- The course offers students an opportunity to explore fundamental **political concepts** such as power, liberty, sustainability, equality and conflict, in a range of contexts

- Internal assessment is an **engagement activity**, e.g., Model United Nations

- Global politics is a good example of **innovation** in the IB; it is the fusion of the best elements of three former school-based syllabuses (Human rights, Peace and conflict studies, World politics and international relations)

IB World Student Conferences

- Week-long university and service learning immersion conferences for DP, CP and MYP students
- University of Rochester, 2017: Defining and defying boundaries
- King's College London, 2017: Well-being in a healthy world: personal responsibility and global health
- 2018 – George Washington, Hong Kong, Erasmus
- www.ibo.org/wsc

IB Graduates

- IB students have a depth knowledge and understanding of a range of subjects. It includes languages, writing, research & organizational skills as well as the use of technologies.
- They have a teaching & learning approach and the interest to collaborate with others.
- IB students are also prepared to critical thinking as well as decision making. Moreover, they are able to understand both, the local and international environment.
- IB students are prepared for effective participation in the global society and higher education as they develop physically, intellectually, emotionally and ethically.

Research and Articles

The international-mindedness journey: School practices for developing & assessing international-mindedness across the IB continuum
http://www.ibo.org/globalassets/publications/ib-research/continuum/international-mindedness-summary-2017-en.pdf

A comparative study of international-mindedness in the Diploma Programme in Australia, China and India
http://www.ibo.org/globalassets/publications/ib-research/dp/international-mindedness-summary-en.pdf

Ten perspectives on international-mindedness
https://blogs.ibo.org/blog/2014/12/01/ten-perspectives-on-international-mindedness/

University World News, *An Internationally Minded Student Body*
http://www.universityworldnews.com/article.php?story=20150818105335709&query=international+baccalaureate

Thoughts…

- What are the skills and traits universities would like to see developed in incoming students to foster global learning at the tertiary level?
- How can universities provide opportunities for students to build upon the intercultural and global competencies they bring with them?
- What can universities do globally and locally to promote the development of intercultural and global competencies in students at lower levels of education? (e.g. University of Montana)
- What can and should employers identify by way of global learning competencies?

AP

Advances in AP

What's Changing in AP

1 2 3

To continually enhance alignment with current best practices in college-level learning and help students develop the knowledge and skills essential for college majors and subsequent careers, AP is undergoing a number of key changes, including the redesign of several courses in each discipline and the introduction of new courses over the next few years.

This site is designed to support AP teachers and other K–12 educators as they learn about and **implement these changes**.

What's Changing

2015–16

- **AP Art History**
- **AP European History**
- **AP Research**

2016–17

- **AP Calculus AB and BC**
- **AP Computer Science Principles**
- **AP World History**

News

Free Online Professional Development

AP European History and AP U.S. History teachers can access free online professional development that provides samples of the new question types to use with their students, video modeling of key instructional strategies, and resources to help implement these strategies in their classrooms. **Learn more**.

AP U.S. History Updates

The 2015 edition of the AP U.S. History CED and updated rubrics for the AP history document-based questions and long essays are now available. **Learn more**.

Resources for 2015-16 Courses

Resources for **AP Art History** and **AP European History** — including course and exam descriptions and sample exam questions — are now available on AP Central. Resources to help teachers develop, revise, and submit their syllabi for these courses are available on the **AP Course Audit website**.

II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabus in historical content and historical thinking skills. The 19 learning objectives are grouped into seven themes typically included in college-level U.S. history courses:

▸ **American and National Identity**

▸ **Politics and Power**

▸ **Work, Exchange, and Technology**

▸ **Culture and Society**

▸ **Migration and Settlement**

▸ **Geography and the Environment**

▸ **America in the World**

These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. The pages that follow describe each theme.

The tables for each theme contain the thematic learning objectives under the heading *"Students are able to ..."* Student understanding of these objectives should be developed by engaging in course-long historical inquiries.

The tables of thematic learning objectives in this section serve as an index to the concept outline by indicating where content related to each learning objective can be found in the concept outline. These tables help to highlight the relationship between specific historical content and broader historical developments.

Politics

Changes in AP history trigger a culture clash in Colorado

A   🖨   💬 1230

Clashes at Colorado school board meeting

▶ Play Video 2:08

APCapstone™

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AP Capstone™

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone: A Paradigm Shift from Content to Skills

AP Capstone ensures that the diversity of each classroom matches the diversity of its school.

Are You a Student?

Visit the **AP Student website** to learn more about AP Capstone courses.

Participate in AP Capstone

Interested in offering the AP Capstone program at your school starting in Fall 2017?

Complete this form to express your school's interest in participating in AP Capstone.

Current AP Capstone Schools

View key **program dates** and the **list of high schools** currently offering AP Capstone.

More Information

AP Capstone Program Brochure

Hallmarks of the AP Capstone Program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

Complements the in-depth subject-matter study in AP courses and exams.

- Critical and Creative Thinking
- Research
- Problem Solving
- Communication
- Collaboration
- Interdisciplinary Perspectives
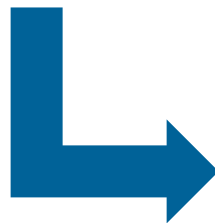
Emphasizes Core Skills

AP Capstone Program Structure

A flexible two-course sequence that engages students in rigorous college-level curricula while promoting the critical skills needed for success in college and beyond.

AP Capstone Diploma™

AP SEMINAR (Year 1)
- Team Project & Presentation
- Individual Research-Based Essay & Presentation
- End-of-Course Exam

AP Seminar and Research Certificate™

AP RESEARCH (Year 2)
- Academic Paper
- Presentation & Oral Defense

4 AP COURSES & EXAMS
(Taken at any point throughout high school)

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma™**.

Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the **AP Seminar and Research Certificate™**

Advances in AP

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Computer Science: The New Literacy

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow.

The AP Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

Rigorously Developed

AP Computer Science Principles was created with significant support from the National Science Foundation. The rigorous process of development and testing has yielded a course that not only reflects the latest scholarship in the field, but provides students with a relevant and engaging learning experience.

About 200 colleges and universities offer credit and/or placement for the course.

" If you learn about computer science, you have the ability to change the world.

— Art Lopez, AP Computer Science Principles Teacher "

♡ **CollegeBoard**

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Thank You.

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