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
Background of this workshop

Okay

Synergy?

Synergy *2

Okay

Troublesome?

Nightmare?
### Study 1

#### Part 3: Preferred Learning Styles and Activities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I prefer learning English by...</td>
<td>3.63</td>
<td>3.71</td>
<td>3.91</td>
<td>5.00</td>
<td>3.87</td>
<td>4.25</td>
<td>4.00</td>
<td>3.98</td>
<td>4.00</td>
<td>3.73</td>
</tr>
<tr>
<td>(b) discussing with my classmates</td>
<td>4.38</td>
<td>3.76</td>
<td>4.17</td>
<td>3.00</td>
<td>3.83</td>
<td>4.04</td>
<td>4.00</td>
<td>3.94</td>
<td>4.23</td>
<td>4.10</td>
</tr>
<tr>
<td>(i) participating in group work with others</td>
<td>3.63</td>
<td>3.37</td>
<td>3.83</td>
<td>3.00</td>
<td>3.35</td>
<td>3.42</td>
<td>2.88</td>
<td>3.18</td>
<td>3.90</td>
<td>3.33</td>
</tr>
<tr>
<td>(l) I learn more when studying with a group</td>
<td>3.13</td>
<td>3.76</td>
<td>3.61</td>
<td>4.00</td>
<td>3.65</td>
<td>3.65</td>
<td>3.88</td>
<td>3.88</td>
<td>3.50</td>
<td>3.17</td>
</tr>
<tr>
<td>(d) It is more effective if I study on my own</td>
<td>3.13</td>
<td>3.76</td>
<td>3.61</td>
<td>4.00</td>
<td>3.65</td>
<td>3.65</td>
<td>3.88</td>
<td>3.88</td>
<td>3.50</td>
<td>3.17</td>
</tr>
<tr>
<td>(e) I learn better when the teacher gives a lecture</td>
<td>2.88</td>
<td>3.61</td>
<td>3.61</td>
<td>4.00</td>
<td>3.57</td>
<td>3.75</td>
<td>2.88</td>
<td>3.59</td>
<td>3.74</td>
<td>3.37</td>
</tr>
<tr>
<td>(f) I feel more comfortable working with group mates with a similar level of proficiency</td>
<td>3.63</td>
<td>3.88</td>
<td>4.13</td>
<td>4.00</td>
<td>3.91</td>
<td>4.39</td>
<td>3.63</td>
<td>3.94</td>
<td>4.19</td>
<td>3.97</td>
</tr>
<tr>
<td>(g) I prefer working with group mates with a higher level of proficiency</td>
<td>4.00</td>
<td>3.85</td>
<td>3.76</td>
<td>3.00</td>
<td>3.83</td>
<td>3.61</td>
<td>3.50</td>
<td>3.71</td>
<td>3.77</td>
<td>3.63</td>
</tr>
</tbody>
</table>

* 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)
“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)
“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...”

Acknowledgements: Hoang (2017)
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/tracyjou175](http://PollEv.com/tracyjou175)

3. Discuss with your groupmates

Source: [https://www.tipelse.com/article/911164.html](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:

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 properties. 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 packet 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 god.
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

Diversity Audit

Multi-stage activity: How different are we?

Student generated cases

Case sharing and discussions

Knowing how diverse your class is

Language

Culture

Experiences

Preparing students for intercultural groupwork by developing their self-awareness and awareness of others

Forming cross-cultural cooperation/groupwork/learning partnerships

Connecting more students through sharing and discussions

Ramburuth & Welch, 2005
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

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

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

**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**

Source: Cruickshank et al., 2012; Eisenchalas & Trevaskes, 2007; Erlandson, 2012; Ramburuth & Welch, 2005

Interviews with 13 Common Core teachers about their practices in creating intercultural learning opportunities
Several ways to create intercultural learning opportunities (cont’d)

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

Cultural specific
Investigate and discuss the impact of culture on the phenomenon

Understanding Climate Change (CCST9019) – Dr. Jess King

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

Source: Cruickshank et al., 2012; Eisenchalas & Trevaskes, 2007; Erlandson, 2012; Ramburuth & Welch, 2005
Interviews with 13 Common Core teachers about their practices in creating intercultural learning opportunities
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?
## TEAMWORK VALUE Rubric

**Definition**
Teamwork is behaviors under the control of individual team members (how they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions).

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

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Contributes to Team Meetings**
- Offers alternative solutions or courses of action that build on the ideas of others.
- Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
- Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.
- Supports a constructive team climate by doing any three of the following:
  - Treats team members respectfully by being polite and constructive in communication.
  - Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
  - Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
  - Provides assistance and/or encouragement to team members.
  - Redirecting focus toward common ground, toward task at hand (away from conflict).

**Facilitates the Contributions of Team Members**
- Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.
- Completes all assigned tasks by deadline; work accomplished advances the project.
- Supports a constructive team climate by doing any two of the following:
  - Treats team members respectfully by being polite and constructive in communication.
  - Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
  - Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
  - Provides assistance and/or encouragement to team members.

**Individual Contributions Outside of Team Meetings**
- Shares ideas but does not advance the work of the group.
- Engages team members by taking turns and listening to others without interrupting.
- Completes all assigned tasks by deadline.
- Supports a constructive team climate by doing any one of the following:
  - Treats team members respectfully by being polite and constructive in communication.
  - Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.
  - Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
  - Provides assistance and/or encouragement to team members.

**Fosters Constructive Team Climate**
- Identifies and acknowledges conflict and stays engaged with it.
- Provides assistance and/or encouragement to team members.
- Passively accepts alternate viewpoints/ideas/opinions.

**Responds to Conflict**
- Redirecting focus toward common ground, toward task at hand (away from conflict).
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.

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

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

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

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

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
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge of cultural worldviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal and nonverbal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
References


References (cont’d)

- Hoang, A. (2017). The ‘We, too, are HKU’ Project and the Voices of Marginalized Students: Results, Implications and Recommendations. Presentation made at Taking Gender Studies Seriously in Higher Education Forum, March 08, 2017.


Thank you very much 😊