

Title: **Opening Frontiers in Intercultural Academic Practice:
Concept mapping as an equitable approach**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Critique approaches within academic development in intercultural/international contexts with regard to equity, mutual respect, and reciprocity;
- Critically evaluate concept-mapping as an equitable approach to academic development;
- Apply a concept-mapping approach within their own academic development work;
- Evaluate and utilise an academic development 'tool', as appropriate, within their own practice.

Session Outline

While critical dialogic approaches (Appleby & Pilkington, 2014) to academic development have rightfully gained increasing recognition within the sector, issues of perceived power differentials and variations in the norms and rituals of interaction engagement can jeopardise their appropriateness and effectiveness when working interculturally (Killick, 2018a). This session will focus upon the importance of establishing equity, mutual respect, and a spirit of reciprocity (Chun & Evans, 2009) within an increasingly diverse global higher education, and in particular within approaches taken to academic development when working with colleagues in diverse countries, cultures, and contexts. Although the kind of reciprocity implicated in notions of 'cultural inclusiveness' (Curro & McTaggart, 2003) may be seen to be particularly relevant to academics working with diverse students – or academic developers working with partner institutions overseas (TNE), the underpinning principles apply to any academic development work. Participants will actively engage in a developmental concept-mapping exercise (Novak & Cañas, 2006). Through the experience, they will become sufficiently familiar with the tool to add it to their own repertoire, should they wish. More significantly, they will experience how equity, respect, and reciprocity might be achieved. The opportunity to reflect upon the principles and the experience will enable participants to consider equity and reciprocity issues in other approaches to academic development, and to explore context-specific ideas for utilising this approach in their own practice. Finally, the session will ground the whole experience through a brief presentation on how the presenter has used this approach with colleagues in Malawi, Swaziland, Nepal, Japan, Spain, and the UK to produce a flexible tool for use with colleagues (Killick, 2018b).

Session Activities and Approximate Timings

- 1) 10 minutes Presentation: Outline of the session and introduction to the principles of Intercultural Academic Practice
- 2) 10 minutes Presentation: Introduction to Concept Mapping as a tool for equitable, respectful, and reciprocal academic development among colleagues from diverse cultures, first languages, and educational contexts – presentation –
- 3) 45 minutes Participant group work: Engaging in a concept mapping exercise
- 4) 15 minutes Plenary discussion: Deconstruction of the experience of concept mapping exercise and participant ideas concerning other applications
- 5) 10 minutes Presentation: Showcasing the outcomes of a project using the process with groups of academics in Europe, Africa, and Asia, reflecting on its effectiveness, and introducing a practical (free, on-line) resource for academic developers which developed from that work.

References

- Appleby, Y, & Pilkington, R. (2014). *Developing Critical Professional Practice in Education*. Leicester: NIACD.
- Chun, E., & Evans, A. (2009). Special Issue: Bridging the Diversity Divide--Globalization and Reciprocal Empowerment in Higher Education. *ASHE Higher Education Report*, 35(1), 1-144.
- Curro, Gina, & McTaggart, Robin. (2003). *Supporting the Pedagogy of Internationalisation*. Paper presented at the 17th IDP Australian International Education Conference, Melbourne, Australia.
- Killick, D. (2018a). *Developing Intercultural Practice: Academic Development in a Multicultural and Globalizing World*. Abingdon: Routledge.
- Killick, D. (2018b). Key Issues in Learning, Teaching and Assessment in an Internationalising Higher Education: A Resource for Academic Dialogue and Development. Retrieved March 2019, from <https://www.heacademy.ac.uk/knowledge-hub/key-issues-learning-teaching-and-assessment-internationalising-higher-education>
- Novak, J.D, & Cañas, A.J. (2006). The Theory Underlying Concept Maps and How to Construct Them, technical, Report IHMC CmapTools 2006-01. Retrieved September 2012, from <http://cmap.ihmc.us/Publications/ResearchPapers/TheoryUnderlyingConceptMaps.pdf>