

**'Developing intercultural competences' Project Action Plan – Project Leaders: Anna Osiecka, Anna Galej, Caroline Pedersen**

**Anna's, Anna's and Caroline's project aims:** 'We wanted to develop our own intercultural competences so we can work well in intercultural groups and to co-develop a workshop to benefit other students.'

Project Leaders	Dept. Faculty Campus	Project Title	Target Group Prog. or Course	Project Activity	Project Outcomes
<a href="#">Anna Galej</a> and <a href="#">Anna Osiecka</a> (Masters students), <a href="#">Caroline Pedersen</a> (Bachelors student)	NAT and SAMF Odense	<i>Developing intercultural competences</i>	Cross faculty SDU students; student services; course teachers	Workshop Developing Intercultural Competences (27.03.17)	1.Positive evaluation 2.Recognition of need for more student workshops on intercultural groupwork
<b>Step 1:</b> Meeting educational consultants, Anne and Donna	Anna, Anna and Caroline responded to the project advert independently; after meeting, we established a collaborative project. All three students were initially interested in the opportunity to develop their own intercultural competences but it was soon apparent that they were motivated to collaborate on a cross-faculty workshop open to all students. The focus of the workshop evolved during the first two meetings and an idea for staging an intercultural role play emerged. <b>Actions:</b> Anna, Anna and Caroline collaborated on designing a role play about a group-work situation which included intercultural misunderstandings. Student Services were invited to be involved.				
<b>Step 2:</b> Publicising and preparing the workshop	<b>Actions:</b> Having learnt about ways to publicise student events from the Kolding student workshops we involved Student Services and followed our newly compiled advertising checklist. The three students persuaded other students to attend and helped display posters; Donna and Anne videoed the three students acting out the role play and Christian the IT student helper edited the film.				
<b>Step 3:</b> The workshop	10 students participated in the workshop, including a representative from the Erasmus Student Network and a Student Services Advisor. <b>Actions:</b> The workshop was led by Donna and Anne; it included practical activities focusing on intercultural group-work, managing unconscious bias, viewing and discussing issues raised by the role play, reviewing an intercultural competences framework and background information on factors influencing effective group-work. (Workshop resources are available from <a href="http://itc.sdu.dk">itc.sdu.dk</a> <b>Resources 1 and 2</b> )				
<b>Step 4:</b> Evaluation and ways forward	Student feedback was positive and indicated a need for similar workshops. One recommendation for increased student attendance was to hold the workshop at the start of the academic year when students are particularly motivated to get involved with new initiatives and when they have more free time. Embedding similar workshops in programmes would optimise student attendance. The student partnership brought an authenticity to the workshop and the role play. Without the three students' involvement, this workshop would not have been initiated, which would have been a great loss for our shared learning about the value of students' partnerships especially when responding to students' needs.				