

'Flipped Learning Approach to Intercultural Competences' Project Action Plan – Project Leader: Zheng (Grace) Ma

Project Aim: 'The Cross-Cultural Matters Course is developed in response to software industries saying they need employees (software engineers) to understand and be able to manage the cross-cultural environment. I wanted to find ways to make this meaningful for the students so they see the relevance for now and when they get jobs.'

Project Leader	Dept. Faculty Campus	Project Title	Target Group Prog. or Course	Project Activity	Project Outcomes
Zheng (Grace) Ma Associate Professor - Project coordinator Asia, Center for Energy Informatics	MMMI, TEK, Odense	<i>Flipped Learning Approach to Intercultural Competences</i>	Students - BSc Software Engineering, Course: Cross-Cultural Matters (CMM)	Integrate flipped learning activity with videos from industry, to add authenticity to the CMM course	Flipped learning activity developed for, Autumn 2018
Step 1: Meeting educational consultants, Anne and Donna	Grace shared the rationale from software engineering companies for including a Cross-Cultural Matters (CMM) Course in BSc Software Engineering. She identified challenge she faces persuading students to take the CMM course as seriously as the 'technical' engineering courses. Grace wanted to add authenticity by including videos from software engineering companies on the importance of intercultural competences and awareness however this presented an additional challenge finding employees/employers from software engineering companies who would be willing to or have time to be videoed. Grace wanted inspiration and support from Anne and Donna to put her ideas into practice. Action: Grace to identify international software engineering students who would be willing to be videoed sharing their perspectives on software engineering and intercultural awareness. Use networks to seek employees/employers from software engineering companies who would be willing to be videoed.				
Step 2: Videoing international software engineering students and Grace	Action: Grace interviewed two software engineering students who provided their personal Iranian and Indian perspectives on software engineering and how cultural differences could affect successful software engineering. Anne interviewed Grace who provided her personal Chinese perspective. Christian, IT student helper, videoed the three interviews.				
Step 3: Meeting educational consultants and Christian, IT student helper	All met to discuss how to ensure CMM students would engage with videos. Anne, Donna and Christian recommended including video clips and reflective activities in a flipped learning resource. Action: Anne designed draft 1 for the flipped learning resource. Grace and Donna co-developed flipped learning resource v1. Grace continued seeking representatives from software engineering companies.				
Step 4: Evaluation and ways forward	Action: The flipped learning resource will be integrated into the CMM course in the Autumn 2017 semester. An evaluation of its impact on student awareness will be included in this Action Plan at the end of the course. The flipped learning resource will be available from itc.sdu.dk Resources 3				