Integrating Intercultural Competence development into the curriculum through Telecollaboration. A task sequence proposal for Higher Education

Integrando la Competencia Intercultural en el curriculum mediante la Telecolaboración. Propuesta de una secuencia de tareas para la Educación Superior

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Abstract

Despite its demonstrated potential to enhance students' Intercultural Competence and other 21st century skills, telecollaboration still fails to be fully integrated into university courses. Literature shows that there is a need for developing sustainable instructional design models for this purpose. Hence, the main goal of this work is to propose a theory-informed task sequence to facilitate the integration of telecollaboration into university courses for the development of Intercultural Competence. Based on the typology of tasks from O'Dowd & Ware (2009) and enriched with contributions from other authors, the task sequence: (1) facilitates the development of Intercultural Competence according to EMIC model and adds a new block to its composition in order to approach the specificities of virtual teamwork, (2) contains detailed instructions for each task, (3) provides guidelines on implementation, on the selection of technology and on the integration of tasks to the syllabi and (4) offers an assessment plan, accompanied by a list of learning evidences that are expected to be manifested by students per task. This sequence can serve as a reference for further adaptations to diverse contexts. It is currently being piloted in two telecollaborative projects and the results are expected to contribute to future improvements.

Keywords

Telecollaboration, Intercultural Competence, Higher Education, Blended Learning, Assessment

Resumen

Pese al potencial de la telecolaboración para desarrollar la Competencia Intercultural y otras competencias en la Educación Superior del siglo XXI, todavía no ha logrado consolidarse en la formación universitaria. De

acuerdo con la literatura, es preciso desarrollar modelos instruccionales sostenibles para responder a esta necesidad. El principal objetivo de este trabajo es proponer una secuencia de tareas de telecolaboración para el desarrollo de la Competencia Intercultural en el curriculum universitario. A partir de la tipología de tareas propuesta por O'Dowd & Ware (2009), enriquecida con el trabajo de otros autores, dicha secuencia: (1) facilita el desarrollo de la Competencia Intercultural según el modelo EMIC, adaptado al contexto del trabajo virtual, (2) ofrece instrucciones detalladas para cada tarea, (3) contiene orientaciones para la configuración de la telecolaboración, la tecnología a utilizar y la integración de las tareas en el curso y (4) sugiere un plan de evaluación con un listado de evidencias de aprendizaje que deben ser manifestadas por los alumnos en cada tarea. La propuesta podrá servir como referencia para futuras adaptaciones a diferentes contextos. La secuencia de tareas se está actualmente pilotando en dos proyectos de telecolaboración y se espera que los resultados puedan contribuir a su mejora.

Palabras clave
Telecolaboración, Competencia Intercultural, Educación Superior, Blended Learning, Evaluación

Introduction

In times of continuous advances in communication, technology, and transportation, the idea of culture as a stable, unique and defined notion to be passed on to future generations is becoming increasingly blurred. The use of computer-mediated communication tools like social networking environments, mobile devices and video-conferencing "constitutes a new way of understanding social participation and collaboration" (Guerin, Cigognini, & Pettenati, 2010, p. 199) and, by connecting to virtual spaces, people have now the opportunity not only to learn from the interaction with several cultural backgrounds but also to promote cultural change (Raffaghelli & Richieri, 2012). In the midst of this process, "global competencies are increasingly becoming a workplace requirement, regardless of the industry or geographic location" (Taras et al., 2013).

To address this issue, in the recent decades, Higher Education institutions have been gradually re-conceptualizing their eco-systems (European University Association, 2016) by adopting two main strategies. On the one hand, they are getting "equipped with cutting-edge information technologies and employed by lifelong learning experts, research workers and lecturers" (Teresevičienė, Volungevičienė, & Daukšienė, 2011) while, on the other hand, they have been turning their attention to internationalisation as a means to remain competitive and to prepare students for a globalized world.

As one of the results of such efforts, we see the rise of virtual mobility as a tool that has been adopted by universities to combine both approaches in order to develop important 21st-century skills like Digital Literacy, Collaboration and Intercultural Competence. Among the different virtual mobility modalities available, this work focuses on the use of computer-mediated international collaboration for the development of Intercultural Competence, what has been called by practitioners just as *Telecollaboration* (Guth, Helm, & O'Dowd, 2012; O'Dowd & Ware, 2009), as *Online Intercultural Exchange*

(OIE) (O'Dowd, 2007; O'Dowd & Lewis, 2016) or as *Collaborative Online International Learning (COIL)* (Guth & Rubin, 2015) and which refers to "the engagement of groups of students in online intercultural interaction and collaboration with partner classes from other cultural contexts or geographical locations under the guidance of educators and/or expert facilitators" (O'Dowd & Lewis, 2016, p.3).

The majority of telecollaborative activities for the development of Intercultural Competence in universities are carried out in a blended-learning set-up, meaning that such practices are seen as a part of classroom activities in which interactions based on physical presence are used alternatively with technology-based resources (Guth et al., 2012). Telecollaborative projects have demonstrated to develop learner autonomy (Fuchs, Hauck, & Müller-Hartmann, 2012; Lee, 2011), language skills (Wu, Marek, & Chen, 2013; Yang, 2013) and different dimensions of Intercultural Competence (Lai & Li, 2011; Liaw, 2006; Müller-Hartmann, 2000; O'Dowd, 2007; Schenker, 2012; Vallés, 2017; Vinagre, 2014) and research shows a high level of positive attitude of teachers and students towards this learning approach (Helm, 2015).

Notwithstanding, despite its potential to enhance students' Intercultural Competence and to become a complementary strategy to physical mobility in the internationalisation of Higher Education, telecollaboration for intercultural development still fails to be fully integrated into university courses and "the idea of introducing telecollaboration as a tool in subject areas outside of foreign language education appears to be quite new" (O'Dowd, 2016, p. 288). As Helm (2015) concludes from a survey held with 142 universities covering 23 different European countries about the practices and challenges in telecollaboration:

> there is scope for more "pre-packaged" telecollaboration projects with a more or less fixed curriculum, duration, assessment tools, and even facilitators for specific target groups and contexts…having a well-established syllabus and project is one way of relieving educators of some of the time burden that the organization of telecollaboration projects imposes, and would also facilitate the integration into curricula and recognition with credits. Research needs to be carried out on the development, piloting, and evaluation of sustainable models of telecollaboration which will allow more students and educators to engage in this practice. (p. 213)

Zapata-Ros (2014) also highlights the need for an instructional design for interculturality, one that articulates theories and models with practice and research. The author states that "we have advanced very little in this direction" (p. 12) and suggests that more has to be researched on how to organize teaching in order to meet the needs of what he calls 'new interculturality', referring to a cross-border education, which, differently from the classical interculturality, considers the continuous cultural exchange between individual-groups-spaces present in contemporary societies.

Having this said, this work attempts to provide Higher Education teachers with a task sequence to support the design of telecollaborative programmes for the development of students' Intercultural Competence. The material aims at being an aid for building international online collaborations and can be beneficial for Higher Education teachers and lectures who believe that their students' learning can be enhanced by the contact with students from other cultures; to Higher Education Programme Administrators

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(directors and coordinators) who wish to implement innovative learning approaches in their courses; and to Higher Education institutions who want to foster 'Internationalisation at Home' strategies across their Faculties and Departments.

The task sequence presented herein was developed based on a literature review which sought to find an Intercultural Competence model to be used as a theoretical reference and the best instructional design methods to be adopted for the development of such competence through telecollaborative programmes. As a result, the sequence (a) proposes the use of Erasmus Mundus Intercultural Competence (EMIC) model, followed by a list of specific learning outcomes and adapted to virtual teamwork, (b) offers detailed instructions for each task, (c) gives guidelines on pre-implementation set-up, the adoption of technology to be used and the integration of online tasks into the coursework and also (d) suggests a plan to assess students' Intercultural Competence development during the telecollaboration. The main findings of such review as well as the developed sequence are presented in the next sections.

Defining Intercultural Competence

For decades, different authors have tried to define Intercultural Competence and hence literature offers a multitude of Intercultural Competence models and frameworks (Arasaratnan-Smith, 2017; Spitzberg & Changnon, 2009). From such universe, our study adopts the EMIC Intercultural Competence model (2015b) as the main reference for a conceptual definition of Intercultural Competence. Such model is based on the intercultural challenges faced by international students in Higher Education during mobility and is a result of a combination of theoretical research and the analysis of interviews held with a sample of Erasmus Mundus administrators, students, and alumni (Lukic, Solari, & Yarosh, n.d.).

The model (Figure 1) is composed of four building blocks (Knowledge, Awareness, Attitudes, and Skills), two supporting competences (Critical Reflection and Emotional Intelligence), one meta-capacity (Developing Intercultural Competence), three broad spheres of application (academic, professional and private) and three sub-competences (Intercultural Teamwork, Intercultural Conflict Management and Intercultural Relationship Building).
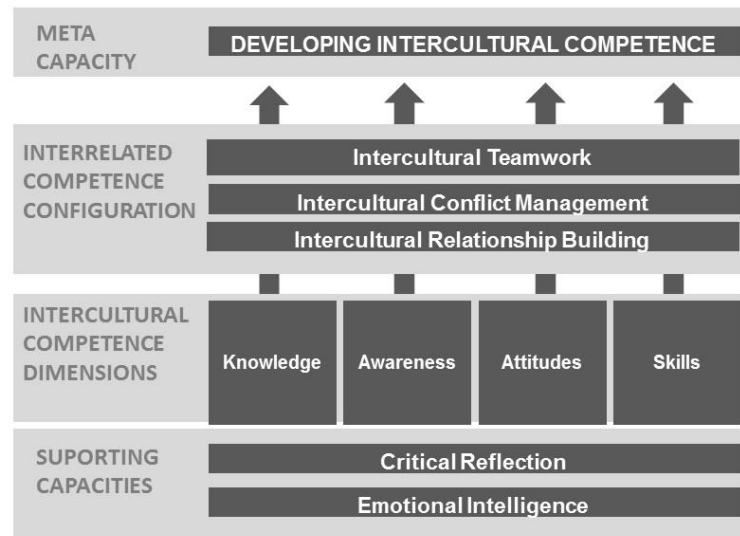
Figure 1. The EMIC Model. Adapted from EMIC (2015b, p. 13). Available at:
www.emic-project.org/emic-toolkit. Adapted with permission

To begin with EMIC's supporting capacities, in the model, critical reflection is seen as the ability to overcome judgmental thinking and to deal with stereotypes. As for Emotional Intelligence, EMIC relates it to empathy, managing one's own emotions and being able to deal with uncertainty. Concerning the building blocks from the model, knowledge comprises culture-specific knowledge and conceptual knowledge of Intercultural Competence. Awareness is divided in three types: intercultural awareness (awareness of differences between cultures), cultural self-awareness and awareness of specific cases when culture is at play. Attitudes approach acceptance of differences, openness, non-judgmental attitude, tolerance, flexibility, cooperative mindset, valuing diversity and respect. Skills involve being able to communicate, intercultural mediation, verbalizing cultural expectations and norms, the ability to notice cultural differences, the ability to speak about cultural practices that might feel disturbing, the ability to detect misunderstandings, the ability to detect how one's behavior is perceived, acting on culture-specific knowledge and on intercultural awareness, the ability to adjust one's behavior to intercultural contexts, developing/adopting new behaviors, dealing with people with lower Intercultural Competence and the ability to shift between different cultural environments.

The three intercultural competence configurations proposed by EMIC (Intercultural Teamwork, Intercultural Conflict Management and Intercultural Relationship Building) comprise the "competences that were distinguished as particularly relevant for Intercultural Competence in practice" (EMIC, 2015b, p. 19) and represent the arena on which students are expected to apply the other elements constituting the model. Related to this, the model acknowledges that the competence can be applied in three broad spheres: in private/social lives, in studies/academia and in the workplace (EMIC, 2015b).

Moving on to the development of Intercultural Competence, EMIC's meta capacity "Developing Intercultural Competence" approaches specifically this aspect and is divided in meta-knowledge (which involves knowing what Intercultural Competence is

and how it can be developed) meta-awareness (which relates to one's awareness of one's own identity and personal learning needs), meta-skills (which require one's abilities to identify and build cultural knowledge, to monitor one's own Intercultural Competence development and to manage one's intercultural identity) and meta-attitudes (which are the attitudes needed to develop one's Intercultural Competence, such as orientation towards a lifelong Intercultural Competence development, proactive attitude towards developing Intercultural Competence, appreciating the full potential of the competence and embracing learning from different sources of cultural diversity) (EMIC, 2015b).

It is important to notice that EMIC's multidimensional approach to Intercultural Competence is consonant with the Intercultural Competence models which served as the theoretical basis for its construction (EMIC, 2015a). Fantini (2005), for instance, defends that Intercultural Competence is a manifold concept composed of a variety of individual traits and characteristics, three areas or domains, four dimensions - knowledge, attitudes, skills and awareness, proficiency in the host language and varying levels of attainment throughout a longitudinal and developmental process. In its turn, the Deardoff study (2006) brought up 22 essential Intercultural Competence elements, which addressed individual's personal attributes (like curiosity, general openness, and respect for other cultures), adaptive traits, cultural knowledge and cognitive skills. In the same direction, the Cultural Intelligence construct (CQ) (Ang et al., 2007) is composed of four different dimensions (CQ-Strategy, CQ-Knowledge, CQ-Motivation and CQ-Behaviour) and Byram (1997) proposes that Intercultural Competence is composed of five 'savoirs': knowledge (savoirs), skills (savoir comprendre and savoir apprendre/faire) and attitudes (savoir être).

Besides its composition, the developmental view of Intercultural Competence adopted by EMIC was also influenced by other research works (EMIC, 2015a). In the DMIS model, Bennett (1993) defends that people can be more or less sensitive to cultural differences in a process that moves from an ethnocentric position, in which one sees his own culture as central to reality, to an ethnorelativist position, in which one acknowledges that his cultural affiliations are only one of the possible ways to interpret reality. From Deardorff's (2006) work, EMIC drew the idea that there are degrees of Intercultural Competence and that its development occurs from the inside (internal outcomes, like flexibility, adaptability and empathy) to the outside (external outcomes, related to the appropriate and effective behavior in an intercultural situation). From King & Baxter Magolda (2005), EMIC adopts the concept that achieving "intercultural maturity" is a lifelong process, having this complemented the by idea that one should develop the ability to carry one's own growth (Williams, 2009). Furthermore, in the Deep Culture Model of intercultural learning (Shaules, 2007), EMIC model found an Intercultural Competence dimension that lacked in the other works reviewed and which is related to the idea that intercultural learners need to "better understand and embrace their own cultural learning process, so they can deal with further adaptive demands" (EMIC, 2015a, p. 3).

Finally, the fact that EMIC Intercultural Competence model integrates other well-known Intercultural Competence frameworks from the literature makes it especially suitable for the guide to be proposed in this paper. In fact, three Intercultural

Competence models included in EMIC's theoretical approach – Byram's five saviors model, the Intercultural Maturity model and Bennett's DMIS model - are among the frameworks which are mostly used in telecollaboration (Lewis & O'Dowd, 2016). It is also important to say that EMIC Intercultural Competence model is part of a comprehensive toolkit proposed by EMIC research group to develop Intercultural Competence in Higher Education and which offers a set of Open Educational Resources (OER). The toolkit has been applied to four Erasmus Mundus courses - GIM (Global Innovation Management), MALLL (Master of Arts in Life Long Learning), EUROMIME (European Master in Media Engineering for Education) and WOP-P (Work, Organizations and Personnel Psychology) - and the "projects tested showed a clear impact on the participating sample" (Lukic, Solari, Martins, & Yarosh, 2017, p. 6; EMIC, 2015c) in terms of Intercultural Competence development and perceptions. Despite having been designed for students participating in Erasmus Mundus master programmes, EMIC toolkit claims to be adaptable and "relevant for all students experiencing mobility internationally or home students studying in diverse settings, as well as in preparation for intercultural workplace experiences in their careers" (EMIC, 2015b, p. 5). Therefore, for our work, from all the toolkit material, we chose to use the Intercultural Competence model and the related list of learning outcomes and to adapt such material to the context at hand, considering the added challenges that telecollaboration imposes to intercultural communication, as it is going to be explained in the presentation of the sequence.

Instructional design in Telecollaboration

In the last decades, together with technology, literature in the field of telecollaboration has significantly evolved. In such process, we see the emergence of diverse studies trying to identify the best methods to develop Intercultural Competence through telecollaboration and to assess its outcomes.

For structuring the task sequence presented in this paper, we opted to gravitate especially around the work of O'Dowd & Ware (2009). By synthesizing the variety of tasks used by telecollaboration practitioners (based on a comprehensive review of over 40 studies found in the literature), the authors offered a good basis for decision-making in the design process of telecollaborative projects. In their review, they organized the tasks used in foreign language telecollaboration under three main categories: the first category is composed of 'information exchange tasks'. These tasks usually require little negotiation and basically consist of partners introducing themselves to each other by providing information about their biographies, interests, and cultures. The second type of tasks is 'comparison and analysis' and asks students to make a critical comparison of cultural products from both cultures (e.g. newspapers, magazines, books, etc.). The last category is 'collaborative tasks', which require students to go further in collaboration by requesting them to produce a joint product or conclusion together. In addition to identifying task types, the authors observed that task sequencing allowed educators to approach different learning objectives in a telecollaborative project and conducted students to gradually building relationship with collaborating peers.

The task typology and sequencing identified by O'Dowd & Ware have been used as reference for task design in different studies (for examples, see Hauck (2010) and Vinagre (2017)) and are in alignment with other important works about task design in telecollaboration. A review from Müller-Hartmann & Schocker-von Ditfurth (2010) about the use of technology in task-based learning showed that learners prefer to be exposed to a variety of tasks and that structured environments which provide dialogic interaction lead to more critical thinking. Adopting a variety of tasks, having tasks which building up on each other and arranging tasks according to their complexity are also requirements found in the criteria for designing telecollaborative tasks developed by Kurek & Müller-Hartmann (2017). Holding preliminary exchange of personal information has also demonstrated to have an essential role in enhancing students' positive attitude towards the collaboration (Schuetze, 2008) and in creating relationship building (Müller-Hartmann, 2000) and social presence (Liaw & English, 2017). The sequence proposed herein also considers the importance of intensive reflection in the process of developing Intercultural Competence (Guth & Rubin, 2015, Müller-Hartmann, 2006) and, after completing each task, students are asked to reflect about what they have just done through questionnaires sent by the teachers or group discussions and reports.

In terms of integration of telecollaborative activities to the curriculum, the sequence proposed adopts a format labeled by Lewis & O'Dowd (2016) as 'classroom integrated'. In this format, exchange tasks are clearly linked to the course syllabus, instead of just being considered a supplementary activity which is not officially incorporated into study programmes. A study by Nissen (2016) with six blended-learning courses including telecollaboration also showed that virtual exchange was the backbone (lead mode) of all the cases analysed and that the role of the face-to-face sessions in all the six courses was to prepare students for the Online Intercultural Exchange activities.

For pre-implementation setup, we have considered the work of Guth & Rubin (2015), who suggest that collaborating teachers, in a first moment, should share details of the academic culture in their institutions (such as the number of hours per week, grading scheme, expectations in relation to class attendance, participation in class, in-class and out-of-class amount of work) and advise teachers to align objectives and avoid overloading students in order to give them enough time to engage in communication with their peers. In a reflection about the evolution of their telecollaborative project over twelve years, Sadler & Dooly (2016) also highlight that, despite of the physical distance, it is essential that teachers work closely during collaboration and fully share "the planning of the calendar, activities, interaction, output, assessment, and implementation…thereby giving the students two referents in each class (a local and an international teacher)" (p. 412).

In relation to tools, though asynchronous communication prevails in telecollaboration (Helm, 2015), we rely on a review from Çiftçi (2016), which showed that most of the studies about Intercultural Learning through Computer-Based Digital Technologies used more than one digital tool to foster students' intercultural interaction, and on

Vinagre (2014), who suggests combining asynchronous and synchronous tools respectively. We also considered the work of Guth & Thomas (2010), who suggest that, when picking tools to work with, teachers should verify terms related to users' access and permissions and choose tools that have demonstrated to be stable through the years and that has a large user base.

For the evaluation and assessment of Intercultural Competence in Telecollaboration, in consonance with Vogt (2006) - who defends that a combination of instruments can reconstruct intercultural interactions in a more complete manner, allowing for a more precise assessment of attitudes by considering different variables - we suggest the use of different instruments for collecting quantitative and qualitative evaluation material. Based on O'Dowd (2010), who calls educators who implement Telecollaboration to identify clear descriptors of intercultural communicative skills and online literacies that can be developed through online exchanges, we have also developed a table with specific evidences expected to be delivered by students in relation to EMIC's learning outcomes in each task proposed.

Finally, with the decisions above mentioned, we intended to address some of the barriers to the integration of telecollaboration to Higher Education found in literature, namely, differences in institutional timetables, significant differences in teachers' aims and approach to exchange, different expectations on the part of students and/or educators and teacher and students' level of e-literacy and technical issues (Guth et al., 2012; Helm, 2015; O'Dowd, 2013a). For addressing the discourse tensions derived from intercultural online interactions (Kramsch & Thorne, 2002; Ware & Kramsch, 2005), and considering that discussing goals facilitates further group negotiation (Fuchs, 2006), one of the tasks of the developed sequence to be presented ahead proposes the elaboration of a group contract, which calls students to openly talk about communication genres, work style and expectations.

The Proposed Task Sequence

In the following lines, we propose a task sequence to support teachers in the integration of telecollaborative projects into the curriculum of university courses for the development of students' Intercultural Competence.

The sequence was designed to be interdisciplinary and customizable to courses in different Higher Education disciplines and cycles (undergraduate and graduate degrees). It was conceived to develop Intercultural Competence as a generic competence inside universities that adopt a competence-based Learning model and its learning programme can fit into course unities that aim at developing critical reflection/analysis, teamwork, interpersonal communication, intercultural/cross-cultural communication, digital skills, and other related competences. The material intends to guide instructors in the design of telecollaboration in Higher Education from pre-implementation settings to conclusion and, in order to do so, it suggests the adoption of an adapted version of EMIC's Intercultural Competence model, proposes specific instructions for each task, discusses issues related to the integration of telecollaborative tasks to the syllabus and to the

selection of technology tools to be used and, in the end, puts forward a plan to assess the development of students' Intercultural Competence.

Pre-implementation considerations

At first place, considering some of the barriers to the integration of telecollaboration into university curriculum found in the literature (Guth et al., 2012; Helm, 2015; O'Dowd, 2013a) and the planning recommendations from Guth & Rubin (2015) and Sadler & Dooly (2016), we suggest collaborating teachers to hold a warm-up meeting (online or, whenever it is possible, face-to-face) to get to know each other and to prepare the ground for implementation. In this pre-implementation phase, teachers should align their expectations towards the collaboration and take important actions such as: (1) sharing /comparing courses syllabi (objectives and contents); (2) talking about expectations from students and from the online programme as a whole; (3) sharing academic calendars; (4) jointly adapting the task instructions proposed to the context of the specific collaboration; (5) deciding on the dates for each task; (6) deciding which of collaborating teachers will be in charge for sending task instructions to students on the dates defined or posting them on the online learning platform (if any is adopted); (7) deciding how collaborating teachers will monitor students participation in the tasks; (8) deciding the technology tools to be used for each task, (9) deciding how collaborating teachers will evaluate students' delivered material in each task (for example, selecting which of the suggested learning outcomes will be considered for each task and deciding which of the suggested evaluation instruments will be applied), (10) exchanging the list of students' names, and .(11) creating groups composed of students from the different participating universities. For the sequence proposed, we suggest that, before the beginning of the project, teachers create groups with around five members in total and watch for a balance between students from different localities and cultures represented

Regarding scheduling, we advise that the programme proposed in the guide is implemented in courses that last at least one semester. Such length should allow an even distribution of tasks along the months and enough time for completing activities. When planning a schedule for the tasks, exam periods should be protected in order to ensure students' availability for completing the proposed activities. Another consideration to have in mind when preparing for the implementation of the learning programme relates to the choice of the language for the virtual exchange. Given that language development is not among the primary objectives of the sequence (though it is likely to happen as a side result of the collaboration) and that literature showed that the different levels of language fluency among students' in telecollaborative groups might lead to failed communication (O'Dowd & Ritter, 2006), we recommend that the project is carried out in a ´lengua franca' which can be spoken by all members of the working groups.

Intercultural Competence Model

As said before, this task sequence adopts the EMIC Intercultural Competence model (2015) for the definition of Intercultural Competence and its elements. Since literature highlights the importance of defining Intercultural Competence according to the context

to which it will be applied (Fantini, 2009), we propose adaptations to the model chosen so that the virtual dimension added by telecollaboration to intercultural teamwork can be addressed. As a result, we see the inclusion of a new Intercultural Competence Configuration to the original model (Intercultural Virtual Teamwork), as seen in Figure 2.
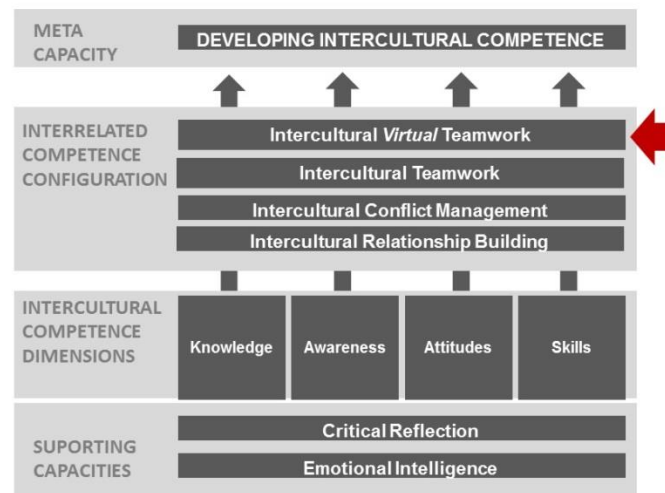

Figure 2. Intercultural Competence Model. Modified from EMIC (2015b, p. 13). Available at: www.emic-project.org/emic-toolkit. Modified with permission

With the addition of a new element to the composition of the model, four corresponding indicators were also included in EMIC's original list of learning outcomes. Such outcomes approach intercultural virtual teamwork from the following different perspectives: knowledge about the main characteristics of virtual work (IVT1), awareness of the impact that technology has on intercultural communication (IVT2), the attitudes needed to carry out virtual teamwork effectively (such as creativity) (IVT3) and finally the ability to carry intercultural virtual teamwork in practice (IVT4).

IVT1	Understand the main characteristic of virtual communication and the role it plays in a globalized workplace
IVT2	Develop awareness of the impact that virtual communication has on intercultural virtual teamwork
IVT3	Have a positive attitude in relation to creating strategies to overcome barriers posed by virtual communication
IVT4	Put strategies to overcome barriers posed by virtual communication into practice when working in intercultural virtual teams.
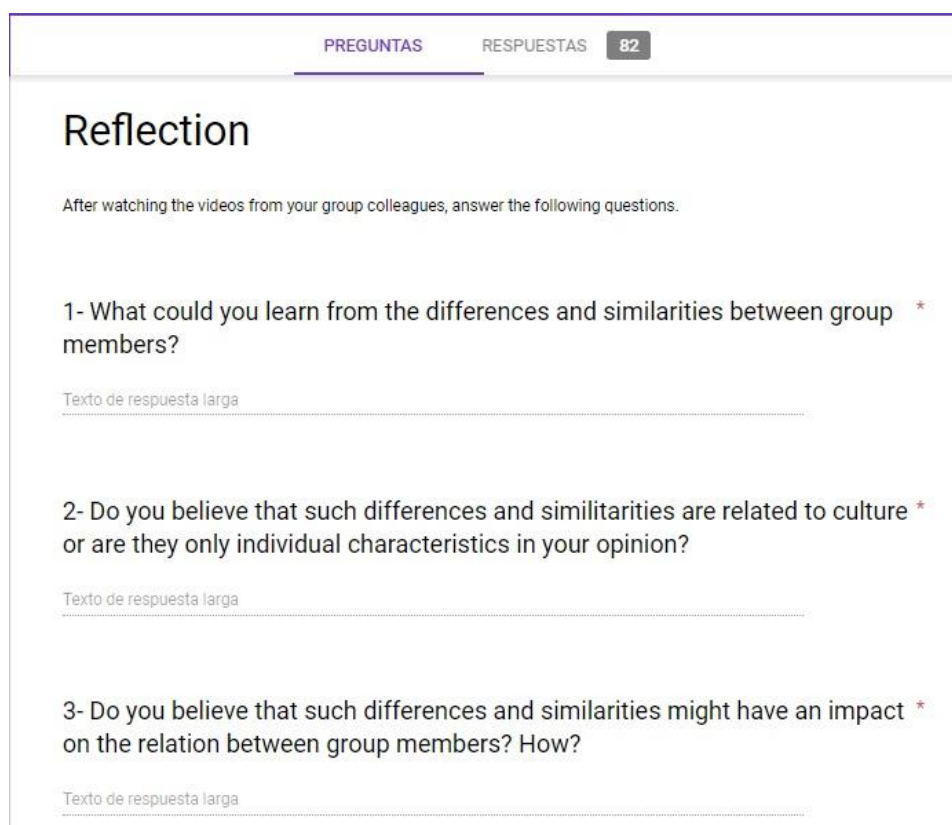
Table 1. Intercultural Virtual Teamwork (IVT) – Learning Outcomes

Tasks Sequence Structure

As mentioned previsously, the structure of the task sequence proposed herein is based on the typology of tasks found in the work of O'Dowd and Ware (2009). As so, it is composed of an icebreaker, a comparison and analysis of cultural products and two collaborative assignments. We opted to use this sequence because it combines different approaches to achieving varied Intercultural Competence learning outcomes and is

consonant with what is suggested by other works from the literature (Guth & Rubin, 2015; Kurek & Müller-Hartmann, 2017; Müller-Hartmann & Schocker-von Ditfurth, 2010; Müller-Hartmann, 2006). It also takes into account the importance of fostering relationship building and social presence in telecollaborative teams (Liaw & English, 2017; Müller-Hartmann, 2000) by going from simpler activities, which present and exchange personal and cultural information, to tasks that are more complex and which require more collaboration. Table 2 offers a detailed description of each task.

As can be observed in Table 2, the task sequence considers the importance of reflection in the process of developing Intercultural Competence (Guth & Rubin, 2015; Müller-Hartmann, 2006) and, after completing each activity, students are asked to reflect about what they have just done. For the icebreaker, the group contract and the final assignment tasks, students receive a link to complete the related reflection tasks in Google forms. The reflection tasks consist of open questions which ask students to reflect on different aspects of the collaboration process (Figure 3). For the Comparison & Analysis task, the group report handed by students should carry their reflections on the differences and similarities found between group members according to Hofstede's dimensions and therefore can be considered as a reflection task.

Figure 3. Example of Reflection Task in Google forms

Task	Description	Pedagogical strategy	Learning outcomes	Tools		Estimated workload
Course introduction	Presentation of the task sequence (with its objectives and format) and delivery of other practical information such as: timeline for the completion of the different tasks, composition of working groups and instructions on the technology tools to be used (including on how to access the online learning platform - e.g. Moodle, Google Classroom - if any is adopted). Besides sending the information by e-mail/platform, teachers should brief students in a face-to-face induction session to make sure that they learn how to use the technology tools selected for the exchange. The teachers can also provide students with video tutorials about the tools to be used and inform them about any local technical support services that the universities involved might offer.	Delivery of information Pre-exchange briefing	Preparation of students for the programme	Instructions:	E-mail and/or platform adopted + face-to-face induction session held by teachers in each locality	40-50 min
Pre-tests (self-evaluation)	Students are asked to self-evaluate their level of Intercultural Competence in relation to the 48 indicators defined in the Intercultural Competence model. They are also asked about their previous international experience and asked to analyse two intercultural incidents so that their initial level of Intercultural Competence can be grasped.	Self-evaluation	All the outcomes listed	Instructions:	E-mail and/or platform adopted	40 min – 1 hour
				Questionnaire:	Google forms	
Icebreaker	Group members are asked to introduce themselves to each other by posting a video on the shared platform. Alternatively, if a platform is not adopted, videos can be, for example, uploaded to Google Drive folders. In the videos, students should mention points like name, age, family size, curiosities about their cultures and expectations towards the virtual collaboration.	Exchange of personal information for relationship building	Intercultural Knowledge (K1), Intercultural awareness (AW1, AW2, AW3), Intercultural Relationship Building (IRB2)	Instructions:	E-mail and/or platform adopted	50 min-1 hour
				Video recording:	Students can record their videos on their own mobile	

					devices or computer camera	
				Video sharing:	Google drive or platform adopted	
Icebreaker - reflection task	Students are asked to answer the following reflection questions related to the icebreaker task in a Google forms: 1. What could you learn from the differences and similarities between group members? 2. Do you believe that such differences and similarities are related to culture or are they only individual characteristics? 3- Do you believe that such differences and similarities might have an impact on the relationship between group members? How? 4 - How do you relate yourself with your own culture? In which aspects do you believe that your culture shapes what you are? 5. How much did you like this activity? Why?	Critical reflection	Critical Reflection (CR4, CR5)	Instructions:	E-mail and/or platform adopted	50 min-1 hour
				Questionnaire:	Google forms	
Comparison & analysis of cultural products	In this activity, students are asked to meet online in order to jointly explore the similarities and differences of the cultures represented by group members according to the six National Cultural Dimensions proposed by Geert Hofstede (individualism x collectivism, power distance, uncertainty avoidance, femininity x masculinity, restraint x indulgence, long term x short-term orientation). For doing so, they should use Geert Hofstede's Country Comparison Tool (online open source available at https://www.hofstede-insights.com/country-comparison/) as basis for discussion. Afterwards, students must elaborate a report containing:(1) a brief summary of the	Comparison and analysis of cultural products, exchange of cultural information, online discussion and collaborative group work.	Intercultural Knowledge (K1, K3, K4), Intercultural Awareness (AW1, AW2, AW3), Skills (S4), Intercutlural Teamwork (ITM2, ICM2), Intercultural Relationship Building (IRB1, IRB2, IRB4), Developing Intercultural	Instructions:	E-mail and/or platform adopted	4 hours
				Comparison tool:	Geert Hofstede's webpage	
				Video conferencing:	Students can choose the tool with which they feel more comfortable with (Skype,	

	results; (2) reflections on how the different group members relate or not to the results given for their respective cultures; (3) an analysis of how differences and similarities in the countries' results can represent possible challenges or potentials for the upcoming groupwork and (4) suggestions of strategies to be used by the group in order to overcome possible identified barriers. At least two weeks should be left for the completion of this activity.		Competence (DIC3		Google Hangouts, etc)	
Comparison & analysis – reflection task	Students are asked to elaborate a group report with the reflections derived from the group discussion about the comparison of National Dimensions.	Group reflection	Critical Reflection (CR3, CR4) and Developing Intercultural Competence (DIC3)	Shared document:	Google docs	1 hour
Elaboration of group contract	Before starting to work on the final assignment,(which is next in this sequence), as a 'pre-production' task, students are asked to meet their group colleagues online in order to discuss their different communication styles and cultural expectations towards group work. They are also asked to elaborate a group contract to rule the collaboration during the development of the last assignment. Teachers provide the following topics for discussion (which should appear in the contract): the frequency of group meetings, tools to be used by the group in order to compile all the work, expectations related to the quality of the work to be delivered, expectations related to the relationship between group members (dedication, effort, ethics…), the different communication styles present in the group (e.g. formal/informal, high context/low context), time management, strategies to maintain the communication	Group discussion for verbalization of cultural expectations, group reflection and collaborative assignment	AW2, AW3), Intercultural Attitude (AT1, AT3), Intercultural Skills (S1, S2, S3, S4, S6), Intercultural Teamwork (ITM1, ITM2, ITM3), Intercultural Conflict Management (ICM1, ICM2, ICM 3), Intercultural Relationship Building (IRB1, IRB2, IRB4), Emotional Intelligence (EI2, EI3, EI5), Developing Intercultural	Instructions: Video conferencing: Shared document:	E-mail and/or platform adopted Any tool students feel more comfortable with (Skype, Google Hangouts, etc) Google docs	1,5 hour

	flow in the group and get the work done, strategies to deal with conflicts that might arise. A template for the contract can be provided by the teachers (for an interesting Learning Contract template, see Palomera, Briones, & Gómez-Linares (2017))		Competence (DIC3), Intercultural Virtual Teamwork (IVT1, IVT2, IVT3)			
Elaboration of group contract – reflection task	. Students are asked to answer the following reflection questions related to the task in a Google forms: 1. How would you define your communication style? 2- How was it for you to verbalize your (cultural?) expectations? How did you feel? 3- Did you need to adjust your expectations or behavior at any time during the elaboration of the group work contract so that a common agreement could be met? 4- Do you believe that technology might impact the communication in the group? 5- Do you believe that the cultural differences between group members might affect the functioning of the group work? 6- Did you like this activity? Why?	Group reflection and collaborative assignment	Critical Reflection (CR1, CR2, CR4, CR5), Developing Intercultural Competence (DIC3),	Shared document	Google docs	40 min
Final collaborative assignment	For this final task, teachers should elaborate an assignment related to the participating courses' core studies. Such assignment can be designed by teachers in different formats, depending on the subjects involved. Teachers from Business, for example, might ask students to deliver a 5-page joint business case analysis or a marketing plan. Law teachers might ask students to deliver a comparison of how the law in the different countries involved approach a certain issue. Given its higher complexity, students should be given more time/weeks to engage in collaboration and communication with their peers. Besides the learning	Group work and collaborative assignment	All outcomes listed (except for K2, EI1, CR3,DIC1, DIC2, DIC4, DIC5, DIC6 and IVT1)	Instructions:	E-mail and/or platform adopted	5 hours
				Communication between students:	Video conferencing (Skype, Google Hangouts, etc), e-mail exchange, social media and/or platform adopted	

				Shared document:	Google docs	
	outcomes related to Intercultural Competence, teachers might decide to use this assignment material for assessing other objectives related to the content of the subjects involved. During this phase (last part of the semester), students will have more autonomy and teacher should be available to help them to manage conflicts in case they arise. An example of instruction for this assignment in a telecollaboration between two undergraduate business courses would be: "In this task, you are asked to pick a company which has business in different countries and analyse how this company adapts to local cultures. You can analyse elements like the marketing strategy adopted by the company in different countries, the kind of communication that they use in their websites when translating it to different languages, their hiring policy in different countries, facilities in different geographic locations, etc. You can choose classical case studies like Coca-cola and Ikea or, inversely, you can also propose an intercultural business strategy to a company that still does not have one. The report must be 4.000-5.000 words long and be structured around an introduction, a theoretical background, the case study presentation, a critical analysis of the case and a conclusion."					
Collaborative assignment – reflection task	Students are asked to answer the following reflection questions sent by the teachers and related to the task in a Google forms: 1 - During the development of the assignment, did you notice if, at any moment, participant's cultural backgrounds were influencing the group work? How did that happen? 2- Did you feel judgmental about the behavior that any	Individual reflection	Critical Reflection (CR1, CR2, CR4, CR5)	Instructions: Questionnaire:	E-mail and/or platform adopted Google forms	60 min – 90 min

of your group colleagues manifested during the development of the assignment?

3 - Did you need to adjust your expectations or behavior at any time during the elaboration of the project so that a common agreement could
be met? If so, how did you feel about it?

4- Did you put in practice any communication strategies that your group had defined in the work contract or any other that you might have seen as useful while working in the intercultural virtual team?

5 - Were there any misunderstandings or conflicts during the production of the assignment? If so, could you describe it and comment on your position in relation to it?

6 - How do you think your group mates perceived your behavior during group work?

7 - How was it for you to shift between working with your colleagues in the virtual team and with your colleagues in the face-to-face sessions?

8 - Were you able to notice if any member of your group had a lower level of Intercultural Competence? If so, do you believe it had an influence on group work? How did you deal with it?

9 - Did you have a leader in your group? If so, how do you think it influenced the work?

10 - Did you build any kind of relationship with your virtual groupmates? If so, how was it?

11 - How did you feel during the development of the assignment? Was there any moment in which your emotions played any role in the
work/collaboration?

12 - Do you believe that your own cultural assumptions played any part during the group work?

13 - How do you believe that the technology influenced the communication between group members (if it did at all)?

	14 - Did you need to use any strategy to overcome barriers posed by technology during the virtual group work? How was it?					
Posttests	Students are asked to self-evaluate their level of Intercultural Competence in relation to the 48 indicators defined in the Intercultural Competence model (to be contrasted with results from pre-test). They are also asked to analyse two intercultural incidents which are similar to the ones provided in the pre-test. The idea is to try to identify in students' incident analysis if their discourse changed/improved somehow after the collaboration (from pre to posttest).	Self-evaluation	All outcomes listed	Instructions:	E-mail and/or platform adopted	40 min – 1 hour
				Questionnaire:	Google forms	
Course conclusion	Wrap-up of the telecollaborative programme. A satisfaction survey can be applied by teachers to all students in order to grasp their perceptions towards the telecollaborative programme.	Delivery of information Exchange wrap-up	Conclusion of the course, grasp students' perceptions towards the programme	Instructions:	E-mail and/or platform adopted	30-40 min

Table 2. Task sequence with instructions.

Integration of online tasks to the coursework

Since the task sequence aims at being adaptable to the subject into which it will be implemented, it proposes a gradual integration of the tellecolaborative programme into the core subject of the courses. In order to do so, it defines non-specific activities to be held first (Ice-breaker, Comparison and Analysis and Group Contract) to then request a subject-related assignment to be developed in the last task. Ideally, the proposed sequence should be maintained once, as said before, the tasks are ordered in a way to build trust among group members. For better integration to the coursework, it is also suggested that tasks are evenly distributed along the whole course span, following principles of learning process.

We provide in Figure 4 an instance of how the task sequence proposed is currently being implemented in two telecollaborative projects at University of Deusto (UD) in collaboration with two foreign universities. Example 1 consists of a telecollaboration between UD and a French university as part of a joint master course in International Business. Example 2 is a partnership between UD and a Dutch university in an undergraduate Business course.
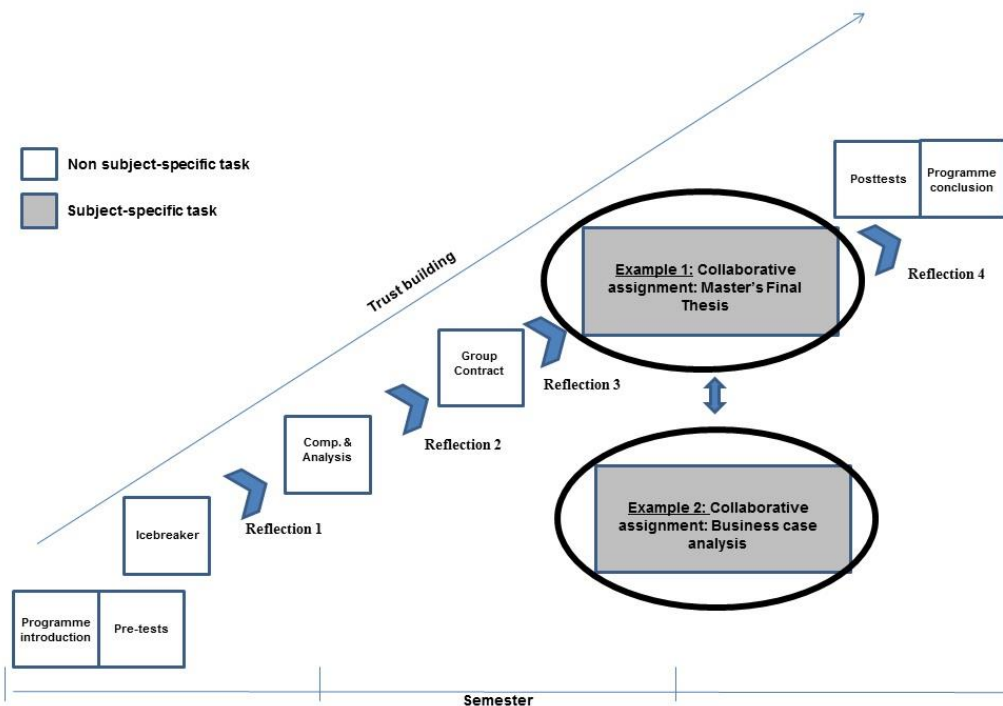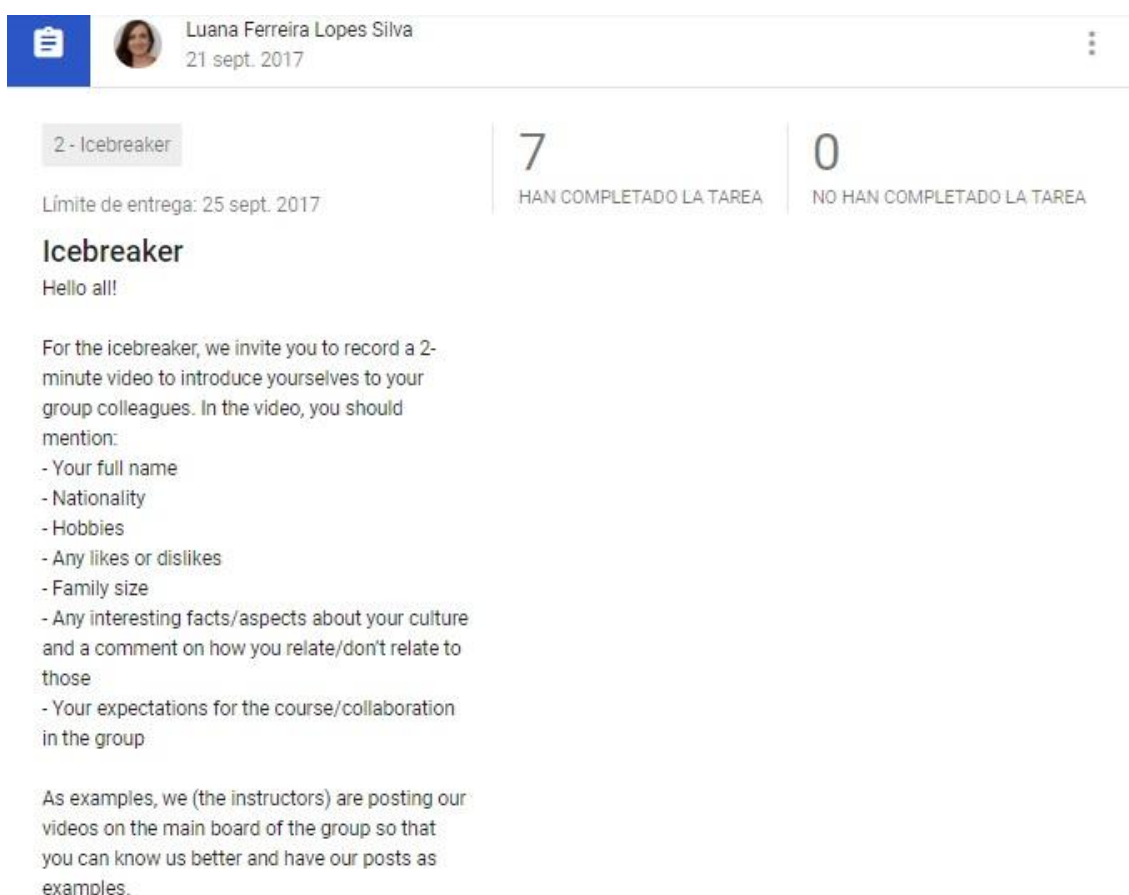
Figure 4. Examples of the integration of the proposed task sequence into course unities (main references: Guth & Rubin, 2015; Kurek & Müller-Hartmann, 2017; Lewis & O'Dowd, 2016b; Müller-Hartmann, 2006; O'Dowd & Ware, 2009)

As one can see in the examples given, when following the task sequence, teachers from both projects implemented the icebreaker, the comparison and analysis and the elaboration of the group contract without making any changes to the original format proposed, whereas, for the final assignment, students in Example 1 are collaborating in the development of their Final Master's Thesis while students from Example 2 are working in a small business case analysis.

Technology tools

Given that literature showed that the low level of teachers' e-literacy was one of the greatest barriers to the adoption of telecollaboration as a practice in Higher Education (O'Dowd, 2013a), we suggest what we consider to be basic and well known tools to be used in each task. The choice for Google apps for education (Google Docs, Google Forms, Google Drive) for most of the activities is justified by the increasing adoption of Google by Higher Education institutions (Owayid & Uden, 2014), by their collaborative and intuitive features (which are useful for the kind of tasks proposed) and by their 'open access', which provide a common ground in which students and teachers from collaborating universities can work together without the need to deal with registration and privacy issues related to specific universities' platforms. Still, teachers can opt to use other tools that they are more comfortable with. In whatever way, we suggest that they adopt the tools that will be of easy use for all parts involved and which will mostly attend the cultural diversity present in groups (Cagiltay et al., 2015).

Figure 5. Example of the usage of an online learning platform (Google Classroom) for posting task sequence instructions.

The adoption of a online learning platform (e.g. Google Classroom or Moodle), to which students and teachers from both universities can have access, is strongly recommended, since it can hold all the material related to the course together as well as serve as a platform for intra-group interaction and between students and teachers (see example in Figure 5). In

this case, usability features should be carefully considered and, the more intuitive the use to of the platform is, the less technical problems are likely to arise during collaboration.

Assessment Plan

In alignment with what literature suggests, the sequence sets forth an ongoing, integrated and multi-method assessment plan to evaluate the development of students' Intercultural Competence during telecollaboration. In order to do so, it suggests that the collection of evaluation material should be placed at different points of the course. Assessment in this material also makes use of different instruments (self-evaluation, videos, reflection tasks, group reports) so to collect different kinds of evaluation material (quantitative and qualitative).

Type of evaluation material	Instrument of collection	Description	Collection point	Suggested tools
Quantitative + qualitative	Pre and posttest self-evaluation questionnaires	Pre and posttest questionnaires through which students evaluate their own level of mastery in relation to each learning outcome of the programme (scale from 1-5) (quantitative evaluation) and also respond to open questions related to two intercultural incidents (qualitative evaluation).	Beginning and end of the programme	Google forms
Qualitative	Students' videos	The videos posted by students in the icebreaker task can be analyzed in order to assess certain initial attitudes towards the collaboration and cultural self-awareness. The specific evidences expected to be manifested through this instrument can be consulted in the appendix	Icebreaker	Videos uploaded to the online platform (if any is adopted) or shared through a sharing tool like Google Drive
Qualitative	Reflection questions	After icebreaker and collaborative assignments, students receive questions to answer about the collaboration with the foreign peers during the development of the tasks	After icebreaker, group contract and final collaborative assignment	Google forms
Qualitative	Group reports	The reflections present in the reports developed by students as a result of the Comparison and Analysis task and also the Group Contract are considered for evaluation	Comparison and Analysis and Group Contract	Shared documents (Google docs)

Table 3. Intercultural Competence Assessment Plan

Since literature shows that telecollaborative activities should be seen as assessable and credit-bearing tasks (O'Dowd, 2013), it is suggested that the work derived from the online

exchange corresponds to at least 15% of students' grading in the courses in which it is being implemented.

In order to operationalize EMIC's learning outcomes for the assessment of students' contributions, we have also specified in a table (appendix) the evidences which are expected to be manifested/delivered by students per instrument in each if of the tasks proposed. The idea is to provide teachers with a concrete instrument to assess how each task of the sequence contributed to develop students' Intercultural Competence.

Finally, the results from pre-post tests can be contrasted with the evidences manifested by students through the application of the qualitative instruments. This way, a more holistic diagnostic of students' Intercultural Competence development during their participation in the proposed sequence can be obtained.

Conclusion

This paper aims to make a contribution to the development of Intercultural Competence through telecollaboration. As shown by the previous works analysed, there is a need for instructional design models for the development of interculturality (Zapata, 2014) and for implementing and evaluating sustainable formats of telecollaboration to allow more students and educators to engage in this practice with important implications for the internationalisation of Higher Education (Helm, 2015).

To this end, a task sequence is proposed to support Higher Education teachers in the design and implementation of telecollaborative programmes for the development of Intercultural Competence. Based on the typology of tasks from O'Dowd & Ware (2009) and on other important works from the field of intstructional design in telecollaboration, the task sequence is composed of an icebreaker, a comparison and analysis of cultural products and two collaborative assignments. The material contained in this work not only suggests the adoption of the EMIC model as a theoretical reference for the definition and development of Intercultural Competence in the context given, but also adds a new block and four related learning outcomes to its original composition in order to approach the specificities of virtual teamwork. The sequence also offers concrete and detailed instructions for the tasks proposed including the time estimated for completing each of them. Furthermore, guidelines on the implementation of tasks and on the selection of technologies are given as well a a multi-perspective and multi-method assessment plan. Another contribution from this work is the elaboration of a table which lists the specific evidences that are expected to be manifested by students in each of the tasks proposed and that can serve as a practical instrument for the assessment of students' Intercultural Competence with reference to EMIC model.

The proposed sequence aims at being interdisciplinary and customizable. Although only the theoretical background is presented in this article, it is being currently implemented in two telecollaboration projects at University of Deusto in collaboration with other foreign universities. By doing so, we expect to be able to evaluate the effectiveness of the learning programme proposed by the guide in developing students' Intercultural Competence through telecollaboration and intend to grasp students perceptions towards the different aspects of the programme. The lessons learned from such implementations will offer suggestions of improvements for future applications of the guide in different Higher Education contexts.

We expect that this proposal will be of interest for the integration of Intercultural Competence development into Higher Education by means of tellecolaboration.

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Appendix

EMIC Learning Outcomes + Intercultural Virtual Teamwork with Respective Expected Evidences per Task

EMIC Intercultural Competence Dimensions + Intercultural Virtual Teamwork		EMIC Learning Outcomes + learning outcomes for Intercultural Virtual Teamwork	Expected evidences per task			
			Icebreaker	Comparison & Analysis	Group contract	Final assignment
Knowledge	K1	Develop an increased understanding of the concept of culture, how cultures differ and the notion of 'otherness'	RT – After watching the videos from his/her peers, the student points out specific cultural aspects learned from other colleagues' cultures	Report – The report explains how the different cultures present in the group differ according to the six dimensions of Hofstede's model	RT - Student mentions specific aspects of the individual cultures represented in the group that he/she learned during the elaboration of the contract	RT - Student mentions specific aspects of the individual cultures represented in the group that he/she learned during the development of the assignment
	K2	Gain knowledge of the main concepts related to Intercultural Competence	N.A.	N.A.	N.A.	N.A.
	K3	Identify vocabulary and concepts that are required in intercultural situations	N.A.	Report – The comparison of cultures presented uses specific and appropriate vocabulary according to Hofstede's theory (e.g. collectivism x individualism, uncertainty avoidance, etc.)	Contract – The contract approaches key concepts according to which cultures may differ (like time management, expectations, work style, Hofstede's National Dimensions and communication style)	RT – When reporting about the process of collaboration, the student uses appropriate vocabulary and approaches key concepts according to which cultures may differ (like time management, expectations, work style, Hofstede's National Dimensions and communication style)
	K4	Develop an understanding of the relationship between culture-specific knowledge and stereotypes	N.A.	Report – The contract expresses understanding that Hofstede's dimensions are general cultural descriptions and that individual's behaviors are influenced by many forces other than those	RT - Student explicitly reflects on the relationship between stereotypes that he/she had before the collaboration and the behavior from colleagues in practice during the group work	RT - Student explicitly reflects on the relationship between stereotypes that he/she had before the collaboration and the behavior from colleagues in practice during the group work

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Awareness	AW1	Develop intercultural awareness - awareness of differences between cultures	RT - Student points out cultural differences and similarities between group members	Report - The differences and similarities of the cultures represented in the group according to all the six of Hofstede's National Cultural Dimensions are highlighted	Contract – The contract clearly indicates cultural differences and/or similarities between group members in terms of time management, expectations, work style, Hofstede's National Dimensions and communication style RT – Student mentions differences and similarities between group members which he/she noticed during the elaboration of the contract	RT – Student mentions differences and similarities between group members which he/she noticed during the development of the assignment
	AW2	Increase cultural self-awareness - awareness of oneself as a cultural being and of the fact that our own behavior, views and reactions are conditioned by our own cultures	Video - Student provides information about his/her own culture	Report – The report contains reflections on how different groups members relate or not to their own cultures' scores and characteristics in relation to the six of Hofstede's National Cultural Dimensions	RT – Student indicates how his/her own culture influences his/her work style	RT - Student explains if and/or how his/her own cultural assumptions influenced the group work during the development of the assignment
	AW3	Increase awareness of specific cases when cultural conditioning is at play - not only knowing that culture is supposed to influence human behaviors but being capable of identifying this influence in practice	RT - Student reflects on how the behavior/information that group colleagues deliver in the videos might be influenced by their respective cultures. An example of this type would be: "I could see that all students from the other group demonstrated to be very open towards the collaboration whereas students from our group were more serious and this might be connected to their cultural background"	Report – The report contains real examples of how the different dimensions from Hofstede's theory are expressed in practice in the different cultures represented in the group. Statements from this type might be	RT - Student reports to have noticed cultural forces playing a role during the elaboration of the contract and describes how it happened	RT - Student reports to have noticed cultural forces playing a role during the elaboration of the contract and describes how it happened
Attitudes	AT1	Become aware of attitudes needed for higher levels of Intercultural Competence (such as acceptance of differences, openness, non-judgmental attitude, tolerance, a cooperative mindset, flexibility, valuing diversity and respect for culturally-different others)	N.A.	N.A.	Contract – Attitudes needed to ensure a good intercultural interaction between group members, such as openness, empathy and respect, are mentioned in the contract RT – Student explicitly reflects on the attitudes needed to ensure a good intercultural interaction between group members, such as openness, empathy and respect in his/her answers	RT – Student mentions how him/herself or other members of the group having or lacking certain attitudes needed to ensure a good level of Intercultural Competence affected the group work

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	AT2	Practice applying non-judgmental attitudes - not judging culturally-different behavior and non-judgmental attitudes in general	N.A.	N.A.	RT - Student reports examples of him/herself or group members applying non-judgmental attitudes during the collaboration RT - Student reports cases when judgmental attitudes affected the group work	RT - Student reports examples of him/herself or group members applying non-judgmental attitudes during the collaboration RT - Student reports cases when judgmental attitudes affected the group work
	AT3	Develop openness to adjust behavior in intercultural interactions	N.A.	N.A.	Contract - Openness to adjust behavior as is explicitly mentioned in the contract as one of the keys/strategies to a successful intercultural interaction in the group	RT - Student reports if he/she had to adjust behavior at any time during the elaboration of the project so that a common agreement could be met
Skills	S1	Develop practical intercultural communication approaches	N.A.	N.A.	Contract – The contract proposes practical communication approaches to be taken by the group in order to ensure a good communication flow RT – Student reports practical intercultural communication approaches adopted by the group during the elaboration of the contract	RT - Student mentions practical communication that were adopted by the group in order to ensure a good communication flow during the development of the assignment
	S2	Develop an ability to mediate in an intercultural situation	N.A.	N.A.	RT - Student reports if he/she had to mediate the collaboration at any point and how he/she did it	RT - Student reports if he/she had to mediate the collaboration at any point and how he/she did it
	S3	Practice verbalizing cultural expectations and norms, discussing expectations and speaking about culturally different practices that are disturbing; ability to speak about cultural differences	N.A.	N.A.	RT – Student reports how it was for him/her to verbalize his/her cultural expectations during the elaboration of the contract	RT – Student reports how it was for him/her to verbalize his/her cultural expectations during the development of the assignment
	S4	Identify the impact of cultural differences in misunderstandings	N.A.	Report – the report contains reflections of how differences and similarities between the countries' results might cause misunderstandings between group members	Contract – The contract identifies specific aspects in which cultural differences present in the group might cause misunderstandings (for example, in time management or expectations in terms of quality of work) RT - Student reports if cultural differences created misunderstandings at any point during the elaboration	RT - Student reports if cultural differences created misunderstandings at any point during the elaboration of the contract

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	S5	Develop an ability to check how one's behavior is perceived in an intercultural context	N.A.	N.A.	N.A.	RT – Student describes how he/she believes that his/her behavior was perceived during the collaboration
	S6	Develop an ability to adjust one's behavior in a culturally diverse context	N.A.	N.A.	RT - Student reports to have adjusted behavior at any time during the elaboration of the contract so that a common agreement could be met	RT - Student reports to have adjusted behavior at any time during the elaboration of the project
	S7	Improve the ability to shift between cultural environments	N.A.	N.A.	N.A.	RT – Student reports how it was for him/her to shift between working with your colleagues in the virtual team and with your colleagues in the face-to-face sessions
	S8	Develop strategies for dealing with people with (perceived) lower IC	N.A.	N.A.	N.A.	RT - Students report to have had to deal with peers who had perceived lower IC
Intercultural Teamwork	ITM1	Develop skills for working with diverse teams	N.A.	N.A.	RT – Student gives information/evidences about group work dynamics so that his/her participation in such work can be grasped (for instance, student explains how they shared the work, how the communication was, how he/she felt about it, etc.)	RT – Student gives information/evidences about group work dynamics so that his/her participation in such work can be grasped (for instance, student explains how they shared the work, how the communication was, how he/she felt about it, etc.)
	ITM2	Increase understanding of leadership roles and strategies for intercultural teams	N.A.	N.A.	Contract – The contract defines different roles needed to get the group work done and assigns group members to each role according to their expertise or communication styles	RT – Student informs if his/her group had a leader and explains how the work of this leader impacted the group dynamics
	ITM3	Develop skills of mediation in intercultural teams	N.A.	N.A.	RT - Student reports if he/she had to mediate the collaboration at any point and how he/she did it	RT - Student reports if he/she had to mediate the collaboration at any point and how he/she did it

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Intercultural Conflict Management	ICM1	Understand the impact of Intercultural Competence on conflicts	N.A.	N.A.	Contract – The contract identifies specific aspects in which cultural differences present in the group might cause conflicts RT - Student reports if cultural differences created conflicts at any point during the elaboration of the contract	RT - Student reports if cultural differences created conflicts at any point during the elaboration of the contract
	ICM2	Be aware of strategies for identifying, analyzing and solving intercultural conflicts	N.A.	N.A.	Contract – The contract identifies specific strategies for addressing conflicts that might arise from cultural differences present in the group	RT - Student reports strategies used by the group to overcome conflicts that might have derived from the cultural differences existing in the group
	ICM3	Develop skills for effectively dealing with conflicts related to cultural differences	N.A.	N.A.	RT – Students report if any conflict arose during the elaboration of the contract and explains how he/she or the group dealt with it	RT – Student reports if any conflict arose during the development of the assignment and explains how he/she or the group dealt with it
Intercultural Relationship Building	IRB1	Increase awareness of issues and challenges in intercultural relationship building	N.A.	Report – The report presents potential challenges that the intercultural differences in the group might impose to the upcoming teamwork	Contract – The contract lists potential challenges that the cultural differences present in the group might impose to the creation of relationship between group members RT – Student explicitly reflects on the potential challenges that the cultural differences present in the group might impose to the creation of relationship between group members	RT - Student reports on relationship challenges and issues derived from cultural differences that might have arouse during the collaboration
	IRB2	Develop a positive attitude to intercultural relationships	RT - Student shows a positive attitude towards building relationship with group members from other culture	Report – A positive attitude towards the intercultural relationship building between group members is expressed in the report with statements like "despite of our cultural differences, we believe that we can develop good relationship"	RT – Student expresses a positive attitude towards the intercultural relationship building between group members with statements like "I am very excited to work in this group" or "we are working really well together", etc.	RT – Student expresses a positive attitude towards the intercultural relationship building between group members in the aftermath of the telecollaboration with statements like "working with the international peers was a very nice experience and I am looking forward to having this kind of experience again"

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	IRB3	Develop ability to form, develop and maintain intercultural relationships (private or work)	N.A.	N.A.	RT - Student provides evidence that group members are building relationship with statements like "we started the conversation talking about the assignment, but in the end we were talking about our personal lives. I think we will be more than groupmates and might become friends"	RT - Student provides evidence that group members built relationship with statements like "the work was really nice, we talked about many things and created a good work atmosphere"
	IRB4	Develop strategies for encouraging intercultural relationships in one's environment (private or work)	N.A.	Report - Strategies for encouraging intercultural relationships between group members are highlighted	Report - Strategies for encouraging intercultural relationships between group members are cited in the contract	RT - Student reports to have used strategies to encourage intercultural relationships between group members
Emotional Intelligence	E1	Gain knowledge about the concept of emotional intelligence and its use	N.A.	N.A.	N.A.	N.A.
	E2	Develop awareness of one's own emotions	N.A.	N.A.	RT - Student reports how he/she felt when verbalizing his/her cultural expectations during the elaboration of the contract	RT - Student reports how he/she felt during the development of the assignment
	E3	Increase one's ability to manage own emotions	N.A.	N.A.	RT - Student reports to have needed to manage his/her own emotions when verbalizing his/her cultural expectations and coming to agreements for the contract	RT - Student reports that to have needed to manage his/her own emotions when interacting with students from different cultural backgrounds during the collaboration
	E4	Improve one's ability to notice and understand emotional perspectives of culturally different others through empathy	N.A.	N.A.	RT - Student explicitly reflects on how colleagues from other cultural backgrounds expressed (or not) emotions during the elaboration of the contract	RT - Student explicitly reflects on how colleagues from other cultural backgrounds expressed (or not) emotions during the elaboration of the contract
	E5	Develop an ability to deal with emotions in teamwork and conflict situation	N.A.	N.A.	RT - Student reports to have needed to manage with their own or others' emotions during the elaboration of the contract	RT - Student reports to have needed to manage with their own or others' emotions during the elaboration of the contract

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Critical Reflection	CR1	Develop the capacity to deal with stereotypes (they have themselves or others might have about their culture)	N.A.	N.A.	RT - Student explicitly reflects on the relationship between stereotypes that he/she had before the collaboration and the behavior from colleagues in practice during the group work	RT - Student explicitly reflects on the relationship between stereotypes that he/she had before the collaboration and the behavior from colleagues in practice during the group work
	CR2	Develop cognitive flexibility and/or ability to analyze intercultural encounters through a culturally-aware perspective and seeing things from different cultural perspectives	N.A.	N.A.	RT – Student gives concrete examples of situations when different cultural backgrounds influenced the group work during the elaboration of the contract, "telling the story" from different perspectives	RT – Student gives concrete examples of situations when different cultural backgrounds influenced the group work during the development of the assignment, "telling the story" from different perspectives
	CR3	Develop a critical approach to culture-specific knowledge	N.A.	Report – The report "holds a discussion" with Hofstede's theory, highlighting how members relate or not to results and not only reporting the scores in an automatic way	N.A.	N.A.
	CR4	Increase critical awareness of one's own assumptions and behavior in an intercultural context	RT – Student explicitly reflects on how his/her behavior is influenced by his/her own culture	Report – Reflections on how each member relates or not to the score results for their respective cultures are presented	RT – Student reflects on how culture influences his/her own communication style	RT - Student explicitly reflects on how he/she believes that his/her own culture influenced his behavior during the group work
	CR5	Increase critical awareness of others' behaviors in an intercultural context	RT - Student identifies characteristics of group colleagues which are linked to their respective cultural backgrounds and not only take them as simple individual manifestations	N.A.	RT - Student reports to have noticed patterns in the behavior or characteristics from collaborating peers that are influenced by culture (e.g. "I could notice that students from the other university are in general more direct and organized...")	RT - Student reports to have noticed patterns in the behavior or characteristics from collaborating peers that are influenced by culture (e.g. "I could notice that students from the other university are in general more direct and organized...")
Developing Intercultural Competence	DIC1	Demonstrate understanding of learning strategies for developing Intercultural Competence	N.A.	N.A.	N.A.	N.A.
	DIC2	Increase understanding of one's own learning and development approach to IC development	N.A.	N.A.	N.A.	N.A.

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	DIC3	Know how to identify logistic, specific and in-depth knowledge of individual cultures	N.A.	Report - Report presents logistic, specific and in-depth knowledge of individual cultures represent in the group in relation to Hofstede's six dimensions	RT - Student mentions specific and in-depth aspects of the individual cultures represented in the group that he/she learned during the elaboration of the contract	RT - Student mentions specific and in-depth aspects of the individual cultures represented in the group that he/she learned during the development of the final assignment
	DIC4	Develop an attitude of lifelong-learning in relation to Intercultural Competence development	N.A.	N.A.	N.A.	N.A.
	DIC5	Develop awareness of one's own level of Intercultural Competence in order to identify developmental needs	N.A.	N.A.	N.A.	N.A.
	DIC6	Develop an ability to set objectives, plan actions and reflect on owns progress in Intercultural Competence development	N.A.	N.A.	N.A.	N.A.
Intercultural Virtual Teamwork	IVT1	Understand the main characteristics of virtual communication and the role it plays in a globalized workplace nowadays	N.A.	N.A.	N.A.	N.A.
	IVT2	Develop awareness of the impact that virtual communication has on intercultural virtual teamwork	N.A.	N.A.	RT - Student explicitly reflects on the impact that technology might have on the intercultural group work	RT - Student describes how technology impacted the group work during the development of the assignment
	IVT3	Have a positive attitude in relation to creating strategies to overcome barriers posed by virtual communication	N.A.	N.A.	RT - Student expresses a positive attitude towards working with peers from the other cultures through technology. Statements of this type would be: "although working from a distance might not be easy, if we follow the strategies defined in the contract, I believe we will be able to work well together"	RT - Student expresses satisfaction with the strategies adopted by the group to overcome the barriers posed by technology
	IVT4	Put strategies to overcome barriers posed by virtual communication into practice when working in intercultural virtual teams	N.A.	N.A.	RT - Student reports the strategies used by the group in order to deal with technology during collaboration	RT - Student reports the strategies used by the group in order to deal with technology during collaboration

Legend: N.A. = Not Applicable; RT = Reflection Task
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