Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

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SCENARIO INFORMATION

Institution	University: University of Jyväskylä, FI Faculty: Faculty of Education, Faculty of Social Sciences, Faculty of Sport and Health Sciences, and School of Business (Master's level students)
Title of scenario	**Reporting in an international project meeting** *(PART 1: Preparation; see also Note D in the Appendix)*
Topic in keywords	Project simulation, multilingual competence, intercomprehension, translanguaging, oral and written synthesizing and reporting, master's level
Student	Name: ID:
Deadline	Date:	Received:
Form(s) of assessment	☒ Teacher ☒ Peer ☒Self-assessment
Setting	You are involved in an interdisciplinary international project concerning the quality of higher education programmes and you represent two countries in addition to your own in the project. You are required to report on the existing structures/strategies and developments of the issue in question in the three countries and evaluate them on the basis of your own expertise. The report is to be written in English, but part of the background information is only available in other languages. You will also have to prepare a multilingual oral presentation of the key points to be delivered in an international project meeting.
Tasks overview	**Task 1 (8 hours): Retrieving and evaluating relevant information for a report** You will activate and use your previous experience in the field, your knowledge about information retrieval and evaluation, as well as your multilingual and multicultural repertoire. For this you will need to: 1.1. Design a tentative template or mind map for the report, outlining the points to be reported on (on the basis of your experience in the field). 1.2. Retrieve information from published materials and web pages. Take notes for further use in languages within your repertoire. Organize your notes to comply with your outline/mind map, adjust if needed. 1.3. Evaluate and take notes on the reliability and possible cultural biases of the materials.
	Task 2 (10): Writing a comparative/evaluative synthesis report You will use your knowledge and skills about the discipline-specific conventions of writing a synthesis report in English for multilingual and multicultural readers. For writing this report you will need to: 2.1. Review the conventions of report writing in your field. 2.2. Write a comparative/evaluative synthesis report (5-6 pages) in English on the basis of the information retrieved. 2.3. Read your text critically to identify possible cultural issues that need to be explained and adjust the text accordingly. 2.4 Ask for a peer review on potential cultural biases in your report and adjust the text accordingly.)
	Task 3 (6 hours): Preparing slides for a multilingual oral presentation You will use your knowledge and skills about preparing a digital (e.g. pptx. / prezi) oral presentation in English for a multilingual and multicultural audience. You also need to decide which information might have to be presented in some other language.

	For this you will need to:
	3.1. Review the conventions of presenting information orally in your field and prepare a digital presentation (10-12 slides; max 15 min) in English on the main points of your synthesis report in English.
	3.2 Decide which information needs presenting or explaining in some other language and include it in your slides.
Resources	**Task 1:** Ministry of Education and, for example, Quality Assurance Agency websites and publications in English and in the languages of the countries to be reported **Tasks 2 & 3**: see Appendix
Multilingual student profile required for scenario outputs	N.B. The following profile is for Finnish students, but the same minimum levels apply to other languages and students (e.g. French-English-Spanish-Italian; German-English-French-Dutch, etc.)

	Reading	Listening	Spoken interaction	Spoken production	Writing
L1: Finnish (mother tongue-MT)	(MT)	(MT)	(MT)	(MT)	(MT)
L2: English	C1	-	-	B2	B2
L3: Swedish **L4: Norwegian/Danish/Estonian**	B2 A2	-	-	-	B1 A1
Intercultural skills and competences	X	-	-	(X)	X
Strategies (including multilingual multicultural strategies)	X	-	-	(X)	X

Independent learning skills and competences (including examination skills and competences)	*YES*

In order to illustrate their specific multilingual and multicultural profiles, students can store samples of their work in the Dossier of their **Academic ePortfolio**.

To familiarise yourself with the terminology, assessment criteria and assessment grids from the MAGICC project or the reference levels of the Council of Europe's Common European Framework of Reference for Languages, please consult the MAGICC **Transparency tools**.

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Assessment scheme

Level of mastery	Inadequate	Basic	Satisfactory	Full
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %

to be used with the corresponding MAGICC assessment grid (http://sepia.unil.ch/magicc)

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Task 1

🖎(8 hours): Retrieving and evaluating relevant information for a report

Expected output: An organized, relevant, and annotated set of notes and information for further use complying with the outline or mind map designed

1.1.	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources in three-four languages** **Skills / strategies**: Academic and professional reading strategies and information management **Learning outcomes:** - Activate prior knowledge and use own repertoire as advance organiser for reading activity and to manage co-existence of several languages in reading situation - Use a variety of strategies to manage the coexistence of several languages in reading situation and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information - Organise information for further use (information management: use of key words in different languages, classify and organise information)	**Level of mastery / Percentage**	**Comment**

Assessment criteria and task specification	Planning:
	- Prior knowledge
	- Prediction
	- Hypothesis formation
		Sub-task 1.1.1
		● What do you already know about report writing in your field?
		    ○ List 3 main sections that are typical of a report
		    ○ Draw a tentative outline or mind map for the information to be gathered and give a tentative title for your report		

			Level of mastery / Percentage	Comment

		• What is relevant about the education issue on the basis of your own research/disciplinary expertise?
		  o Note down 1-3 most relevant points
		
		• What do you already know/think you know about the issue in these countries?
		  o Name the three countries that you will be reporting on?
		  o Note down 2 points for each country that you know/think will be addressed in the materials.		

	Effectiveness in execution I:
	- Overview strategies
	- Inferencing
		Sub-task 1.1.2
		• What strategies did you use to access information in your strongest languages?
		  o List at least three that worked well for you.
		  .
		• What strategies did you use to make sense of the information presented in the other languages?
		  o List at least three that worked well for you.		

	Effectiveness in execution II: - Information management - Monitoring	**Sub-task 1.1.3** • Does your tentative outline or mind map work? If needed, adjust it to organise information appropriately for further use.		

1.2.	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources in three-four languages** **Skills / strategies**: Academic and professional reading skills **Learning outcome:** - Compare texts in the same field and on a similar topic in different languages in order to identify and contrast specific concepts and terminology and check their meaning in different languages - Use discipline specific written sources in printed and electronic format in different languages in order to extract information - Take appropriate notes to process and/or share information for further use and according to purpose (summarising, synthesizing, rephrasing, citing, etc., using multilingual repertoire, in the language of the text or some other language within own repertoire		**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Macro-comprehension: - Relevance of material	**Sub-task 1.2.1** • What criteria did you use to assess the usefulness and the relevance of information in different languages in relation to the issue at hand? o List at least 3 that worked well for you.		

	Micro-comprehension: Understanding concepts and terminology in three languages	**Sub-task 1.2.2** • Make a list of 5 main concepts and terms in your mother tongue (s) that are essential for your report. • Note down what concepts and terms are used for these in the other languages that you are operating in.		
	Reading quality: - Reuse of information - Speed - Appropriateness	**Sub-task 1.2.3** • What language/s have you used for note-taking? o List 2-3 reasons for why you chose to take your notes in that way.		

1.3	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources in three-four languages** **Skills / strategies**: Intercultural skills and competences for academic and professional reading **Learning outcome:** - Identify and interpret information in its cultural context - Distinguish and compare academic and professional texts for their cultural elements and conventions	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Openness : Tolerance of ambiguity	**Sub-task 1.3.1** • What concepts and terms do not seem to have the same meaning in the languages that you are operating in? a) Describe 2-3 main differences that you have noticed and 2-3 main similarities in the way the concepts and terms appear in those languages.		
	Adaptability I: Behavioral flexibility	**Sub-task 1.3.2** • What aspects in general seem to be typical of addressing the issue at hand in the different languages that you are operating in? o Name at least 3 similarities or differences between the ways in which information is presented.		
	Adaptability II : Communicative awareness	**Sub-task 1.3.3** • Describe briefly (in bullet point format) how your own culture-embedded values, beliefs, norms, conventions might affect your evaluation of the information retrieved, if at all.		
	Knowledge : Knowledge discovery	**Sub-task 1.3.4** • Using your own cultural understanding and background knowledge, estimate to what extent you will need to relate your report to the cultural, historical, social, and scientific context and traditions of the countries that you are describing - which countries and why?		

Overall achievement for task 1

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 1
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Task 2

✎ **(8 hours): Writing a comparative/evaluative synthesis report of the information in English**

Expected output: A comparative/evaluative synthesis report (5-6 pages) in English, displaying use of multilingual and multicultural source materials and acknowledgement of possible cultural differences in concepts and terminology

2.1.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Strategies for academic and professional writing **Learning outcomes:** - Use a variety of strategies to manage the coexistence of several languages in writing situation and use one's own multilingual repertoire and prior knowledge to strengthen, enrich and diversify written communication of information, knowledge and expertise to different audiences - Use reference tools such as online and offline dictionaries of all kinds (monolingual, bi-/multilingual, specialised, etc.), translation tools, correction tools, corpora, complementary information sources, social media, etc.) - Prepare adequately the written product		**Level of mastery / Percentage**	**Comment**

Assessment criteria and task specification	Planning:
	- Prior knowledge
	- Resources
	- Preparation
		Sub-task 2.1.1
		• Review the conventions of report writing in your field using on-line resources.
		    o Give 2 examples of the resources that you used.
		
		• Review the information you have gathered for its adequacy and appropriateness for the report.
		    o Estimate how adequate and appropriate (in %) your information is for the report and note down points that might need clarification		

	Effectiveness in execution I: Use reference tools	**Sub-task 2.1.2** • Use appropriate reference tools to clarify the meanings of concepts and terminology in the languages involved. o List 3 main ways or tools that you used to clarify the meanings of concepts and terminology.		

2.2.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Academic and professional writing skills **Learning outcomes:** - Organise, synthesize and evaluate relevant research information for various formats of academic writing, including non-specialist audiences, in different languages - Use one's own multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences - Utilize developed media and information literacy and good ICT skills for execution of tasks		**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Macro-readability Format and presentation	**Sub-task 2.2.1** • Follow accepted norms and format conventions in the field and write a 5-6 -page comparative/evaluative academic report: o List what changes were necessary in your original outline/mind map, if any?		
	Topic content Content: - Information points covered - Relevance	**Sub-task 2.2.2** • Review the amount and quality of your text for its relevance and appropriateness for the audience involved. (See assessment grid) o Self-assessment: On what level would you place yourself in this sub-skill?		
	Thematic development Text structure: - Organization - Coherence - Cohesion	**Sub-task 2.2.3** • Review the flow of your text (e.g. use of linking between sentences and paragraphs) (See assessment grid) o Self-assessment: On what level would you place yourself in this sub-skill?		
	Micro-readability Appropriate range of grammatical structures and general and specialized vocabulary	**Sub-task 2.2.4** • Check your text for the appropriate level of formality, vocabulary, and conceptualization. (See assessment grid) o Self-assessment: On what level would you place yourself in this sub-skill?		

2.3.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context	Level of mastery / Percentage	Comment
	Skills / strategies: Intercultural skills and competences for academic and professional writing - **Learning outcomes:** Understand intercultural differences in written communication in different academic and professional contexts, analyse one's own writing from a cultural perspective and accommodate it accordingly		

Assessment criteria and task specification				
	Adaptability I: Behavioural flexibility	**Sub-task 2.3.1** • Understand and acknowledge the role of culture and its influence on academic and professional writing: o Give 3-4 examples of where you observed that local/regional culture seemed to have affected the format and content of the written information you retrieved.		
	Adaptability II: Communicative awareness	**Sub-task 2.3.2** • Recognize that different cultural conceptions can be present when writing texts even when using a lingua franca. o Read your text critically for possible cultural misrepresentations and prepare the glossary described in the next column.		
	Knowledge: Knowledge discovery	**Sub-task 2.3.3** • Ensure that concepts / terminology refer to the same notions and representations in different languages/cultural contexts: o Prepare a glossary of the key terms and concepts that have different meanings or nuances in the languages involved		

2.4.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context	Level of mastery / Percentage	Comment
	Skills / strategies: Strategies for academic and professional writing **Learning outcomes:** - Edit and evaluate one's own academic / professional text in relation to specific criteria and discipline-specific requirements - Self-correct during the writing process and text revision - Receive feed-back and exploit it to improve one's own writing skills		

Assessment criteria and task specification				

	Effectiveness in execution II
	- Self-correction
	- Editing
	- Feedback
		Sub-task 2.4
		• Analyse, evaluate and edit own text in relation to specific criteria and objectives and/or discipline specific requirements.
		    o List 4-5 main criteria that you used to evaluate and edit your own text.
		    o Ask for a peer review on potential cultural biases and language issues in your report and adjust the text accordingly. (peer review form provided)
		    o List 2-3 main areas on which you received feedback from your peer.		

Overall achievement for task 2

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 2
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Task 3

✎(4 hours): **Preparing a multilingual oral presentation**

Expected output: Digital (e.g. pptx. or Prezi) presentation slides adjusted to a multilingual and multicultural audience

3.1.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Strategies for academic and professional production (Before speaking to an audience) **Learning outcomes:** - Activate prior knowledge and use resources present in own multilingual and multicultural repertoire as advance organizer to adjust the task to one's own resources and linguistic and communicative means - Locate resources for possible help - Consciously prepare one's presentation (conceptualization, visual support, rehearsal) - Self-correct during the preparation process, assess the effect of different styles, discourse structures or formulations in a specific language in relation to target audience		**Level of mastery / Percentage**	**Comment**

Assessment criteria and task specification	Planning:
	- Prior knowledge
	- Resources
	- Preparation
		Sub-task 3.1
		• What do you already know about oral presentations in your field?
		   o List 3 main sections that are typical of an oral presentation
		   o List in bullet points 5 main qualities of good presentation slides.
		• Use appropriate resources to identify conventions in your field
		   o Review the oral presentation conventions in your field (see Appendix)
		   o Locate appropriate online reference tools for information and assistance. Give examples of 3 tools that are good for your purpose
		• Identify the focus of your presentation and prepare and assess your slides
		   o Review the information in your synthesis report and identify what your main message(s) is/are going to be in your oral presentation?
		   o Prepare 10-12 slides on the main points in your written synthesis report.
		   o Assess your slides in relation to their clarity, focus, and language quality. Ask for a peer review. Polish up your slides. Give 3-4 examples of what needed improvement if anything.		

3.2.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Intercultural skills and competences for academic and professional spoken production *(Before speaking to an audience)* **Learning outcomes:** - Accept the co-existence of several languages in a communicative situation and use own multilingual, multicultural and intercultural repertoire for communicative effectiveness - Adapt one's presentations and communication style to fit intercultural encounters *in situ.*	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Adaptability I: Behavioural flexibility **Sub-task 3.2.1** • Identify different requirements in spoken production in different cultural contexts. o List at least 3 requirements that apply to giving a presentation to a multilingual and multicultural audience.		
	Adaptability II: Communicative awareness **Sub-task 3.2.2** • Acknowledge that different cultural conceptions and intercultural differences can be present in a spoken presentation even if a common language/or different common languages is/are used. o Give 2 examples of intercultural issues that in your opinion became clear on the basis of the information you retrieved for the synthesis report.		
	Knowledge: Knowledge discovery **Sub-task 3.2.3** • Ensure that concepts refer to the same notions and representations in different languages. o Include the glossary of the key terms and concepts that have different meanings or nuances in the languages involved in your slides. Decide and list what languages you will be using in your oral presentation.		

Overall achievement for task 3

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	**Overall achievement for task 3**
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

			Level of mastery / Percentage	Comment
Across all tasks in the scenario	**Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences** **Skills / strategies**: Independent learning skills and strategies to manage and direct own learning **Learning outcomes:** - Recognize own multilingual and multicultural profile as a resource - Activate prior knowledge and previous experiences to reach a realistic view of self as communicator and learner and of one's own levels - Evaluate the cognitive and affective demands of the expected learning outcomes - Explore and make use of how one's individual multilingual and multicultural profile and prior knowledge can serve as a resource for learning (identify and use regularities and differences, shared patterns between languages for known and unknown languages, compare, contrast) - Evaluate own achievement level against set criteria - Make use of peer learning and feedback strategies if involved in a collaborative learning environment - Manage emotional/affective aspects during learning (anxiety, uncertainty and ambiguity of learning) - Manage time and re-motivate oneself if needed			
Assessment criteria and task	Assessment and reflection: -Process -Achievement (appropriateness)	**Sub-task** • Analyse and assess own experience and achievement o Write a brief (some 250 words) reflective log on your experience and self-assessed achievement in completing the tasks in this scenario. (see assessment grid)		

Appendix

Resources for tasks 2 & 3

a) Self-assessment and peer review form to be provided for TASK 2 (attached; pp. 15-16)

b) Assessment grids in Annex 1, Annex 4, Annex 5 and Annex 6 included in the MAGICC conceptual framework

c) Suggestions for further resources
N.B. All Finnish higher education students have compulsory language courses (in Finnish, Swedish, and English) at the candidate level on critical reading and information retrieval and management, as well as interaction and presentation skills. Research reporting in English is taught at master's level. If such skills have not been taught, the implementation of the scenario requires that these skills be taught either in contact lessons or at least that relevant links be given to the students, e.g. the following are among those provided in our situation on the learning platform used for courses:

http://owl.english.purdue.edu/owl/ - a comprehensive online writing centre for different disciplines and assignments

http://www.cgu.edu/pages/861.asp - conference writing and presentation guide

http://www.phrasebank.manchester.ac.uk/ - academic phrasebank

http://rpi.edu/web/writingcenter/wc_web/school/index.htm - Rensselaer writing centre/preparing effective presentations

http://public.research.att.com/~ttsweb/tts/demo.php#top – from text to speech

d) Note: The total extent of the scenario is calculated to be 40 h and 4 ECTS credits. PART 2 includes giving the presentation in the project meeting + e.g. interacting and negotiating in the meeting for recommendations and an action plan. The tasks and subtasks in this part depend upon the module in which the scenario is being implemented and should be integrated in the subject studies as far as possible.

PEER EVALUATION AND EDITING FORM FOR WRITING

Reader's name .... Date...

Author's name..

Title of piece ....

....

Overall evaluation

This report was about: ....

....

....

The part I liked best was : ....

.... because it was : ....

....

....

The part that was slightly confusing for me was: ....

....

Suggestions

1. **From the point of view of the intercultural content, this report can be improved by working on the following areas:**

   a) The following concepts & terms need to be clarified

      o   in English, please list...

         ....

      o   in other language(s), please list and specify language

         ....

         ....

   b) In my opinion, there is a cultural bias in the section that deals with ....

      ....

      ....

   c) Other comments on the intercultural content of the report: ....

      ....

      ....

2. **From the language and organisation point of view this piece of writing can be improved by working on the following areas:**
   Please, indicate (by ticking the appropriate box) which parts need more work from the writer.

   Overall Paper…
   ❑ has a clear main idea and focus
   ❑ is logical and well organised
   ❑ communicates and flows well
   ❑ is clear and understandable
   ❑ is an "academic" paper
   ❑ has a proper introduction and conclusion

   Sentences & paragraphs…
   ❑ are complete and have a verb
   ❑ have relevant arguments with good support
   ❑ have variety
   ❑ are logical and linked together
   ❑ are formal in style

   Spelling and Punctuation
   ❑ Follows the established guidelines
   ❑ Periods, commas, semi-colons etc. are used correctly
   ❑ Capital letters are in place

   Grammar and vocabulary
   ❑ Uses a wide range of vocabulary
   ❑ Subject-verb agreement in place
   ❑ Articles and prepositions are used correctly
   ❑ Tenses and the active and passive voice are used appropriately
   ❑ There are no contracted forms like "don't", "won't", etc.
   ❑ There are no colloquialisms

   Citation and references
   ❑ All sources are appropriated acknowledged and consistently presented
   ❑ Source information is well integrated
   ❑ There is no evident plagiarism
   ❑ Referencing and the bibliography follow the APA or other required standards

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INSTITUTIONAL INFORMATION

Institution	University: University of Jyväskylä Faculty: Faculty of Education, Faculty of Social Sciences, Faculty of Sport and Health Sciences and School of Business
Programme	Programme: Master of Science in Education/Social Sciences/Psychology/Sport Sciences/Business Economic/IT Module/Course: Multilingual Intercultural Competence Module (MIC) offered by the Language Centre and available for both Finnish and international students (interdisciplinary)
Cycle	☐ BA ☒ MA ☐ Other please specify _____
Expected learning outcomes of programme/ module/course/	**National for Cycle 2 graduates** - Can solve complex research/innovation-related problems which require synthesizing info from various sources and fields - Can act independently in demanding expert positions - Can communicate well in oral and written form to expert and novice audiences. - Have readiness for life-long learning **Language Centre for multilingual intercultural competence module: Students are expected to** - Be able to understand and analyse how culture, communication, and language are connected - Be able to adapt to different communication styles in different languages, e.g. to take account of the linguistic repertoire of their various communication partners in bi- and multilingual groups and use translanguaging for communicative effectiveness
Number of ECTS	25 ECTS (for the whole module)
Type of assessment	☒ Continuous ☐ Final exam ☐ Validation of module ☒ Other please specify: separate certificate & diploma supplement