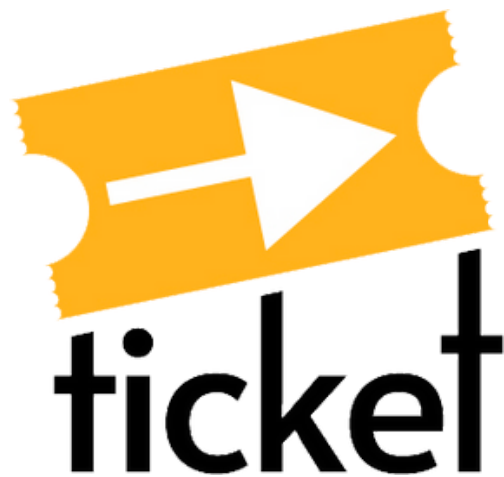# TICKET TRAINING PROGRAMME

Content Overview

# ticket

**T**ransnational **I**ntercultural **C**ompetence through **K**nowledge **E**xchange and **T**raining

# DECLARATION

This publication is a part of the Transnational Intercultural Competence through Knowledge Exchange and Training (TICKET) Project, an Erasmus+ KA203 Strategic Partnership project funded by the European Commission for the period 2019-2022.

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For any questions or comments regarding this publication, or if you require this document in an alternative format, please get in touch with the TICKET project team at the University of Edinburgh by email at goabroadprojects@ed.ac.uk or by post at:

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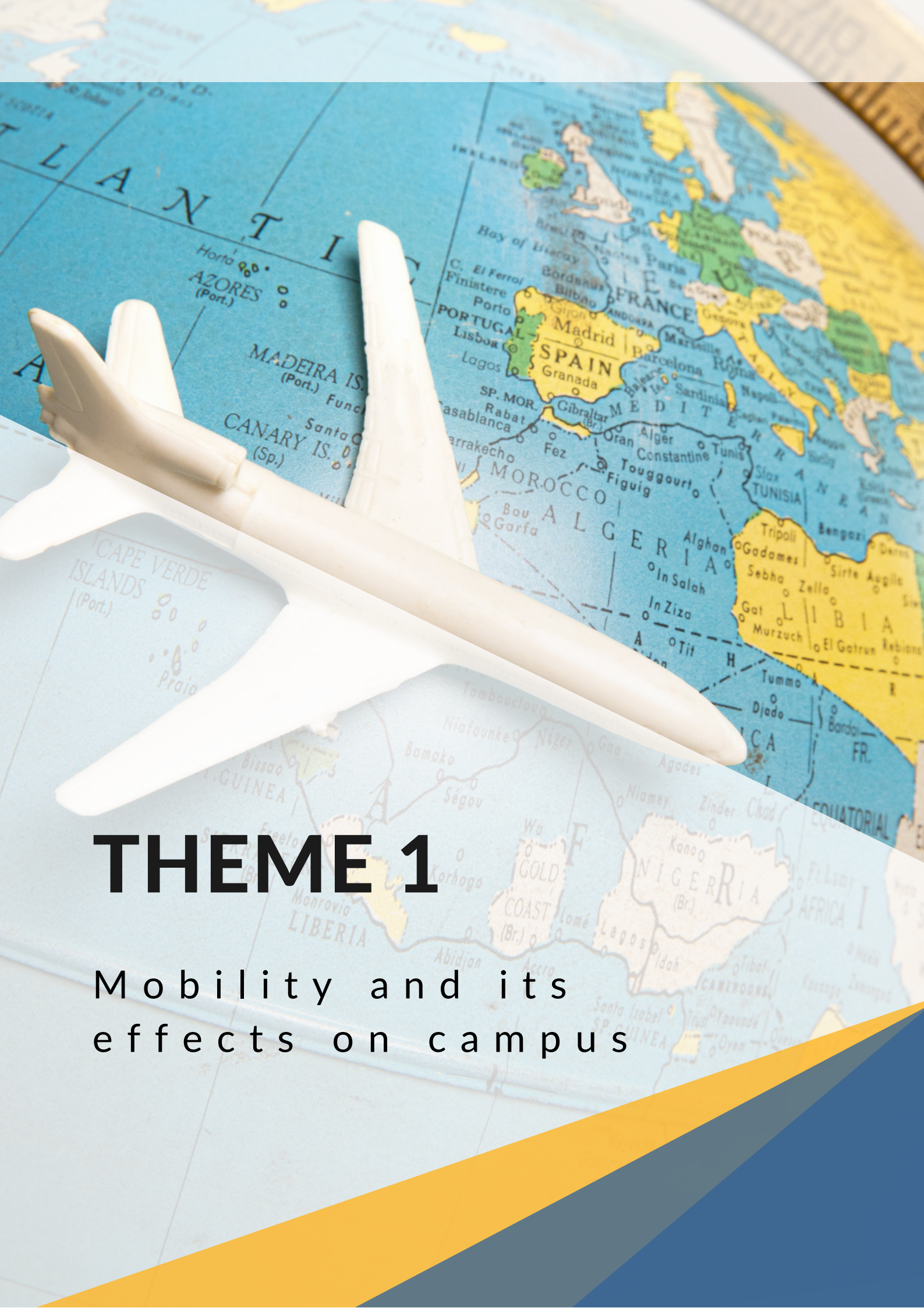
Freie Universität Berlin

KU LEUVEN

Co-funded by the Erasmus+ Programme of the European Union

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# THEME 1

## Mobility and its effects on campus

# MOBILITY AND ITS EFFECTS ON CAMPUS

## Module 1: Holistic Support for Academic Mobility

This module aims to provide academic and professional services staff with guidance, training, and resources that will help them provide holistic support to students and staff who are on different stages of the international mobility cycle. Each section will focus on one of the stages of the mobility lifecycle in order to help you understand the challenges students and staff may face at each stage and the types of support they might need. The module will also help you recognise and develop relevant intercultural competencies. All content can be adapted to suit the needs of both students and staff, as we recognise that many of the issues students face whilst on mobility will be similar to those faced by staff.

We estimate you will need 4 hours to complete this module.

**Learning Outcomes:**
- Be able to help students and staff develop positive but realistic expectations of an upcoming mobility experience.
- Be able to support students and staff while they are on their mobility experience and understand the importance of intercultural competence in this context.
- Become better able to support students and staff after mobility.
- Reflect on what you have learned about the mobility cycle and explore how realistic mobility testimonials can support mobility initiatives at your institution.

| | Sections | Content |
|---|---|---|
| **1** | **Supporting Students/Staff Before Mobility** | <ul><li>Activity 1: Narratives of Mobility<ul><li>Learning Point: Expectations and Mobility Narratives</li><li>Exercise: Three Videos About Academic Mobility</li></ul></li><li>Activity 2: Analysing a Mobility Experience Testimonial.<ul><li>Exercise: Analysing a Positive Testimonial</li><li>Learning Point: Mobility as a Success Story</li></ul></li><li>Activity 3: Setting Realistic Expectations<ul><li>Exercise: Pre-Departure Training</li></ul></li></ul> |
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| **3** | **Supporting Students/Staff After Mobility** | <ul><li>Learning Point: Reflecting on Pesonal Growth and Identifying New Skills</li><li>Quiz: The Erasmus Impact Study</li><li>Exercise 1: The IEREST Skill Walk & Checklist</li><li>Exercise 2: Mobility in Job Interviews</li></ul> |
| **4** | **Reflecting on and Learning From the International Mobility Experience** | <ul><li>Learning Point 1: Student Testimonials for Universities</li><li>Exercise: Promoting Student Testimonials</li><li>Learning Point 2: Student Testimonials for Outgoing Students</li></ul> |

# Module 2: Welcoming International Students and Staff

Taking care of newly arrived international students and staff is an exciting, and at times challenging, task. The effort it takes to make sure everyone feels welcome and is ready to start a new adventure should not be taken lightly. This module aims to give you basic insights into communication theory, cultural theory, and the social concept of fragmentation in order to help you understand where and how friction can arise and what you can do to overcome the differences and help the group in doing the same.

Furthermore, this module aims to inspire you to develop your own welcoming activities. The exercises you will find in this module are designed both for you to do individually as well as for you to use as inspiration when designing welcoming activities for new students or colleagues. The module will help you support students and staff in developing an awareness of what is driving their behaviours and perspective, and in becoming better able to identify and understand the behaviours and perspectives of others. It will also give you practical examples on how misunderstandings and even friction can arise in communication and provide you with tools you can use to overcome them.

First, you will explore the concept of culture in a broad sense: what are the different levels where differences in culture can manifest themselves? Then you will learn about a social concept: what happens when a newcomer enters a group? What different types of communities will develop? The module concludes with an exercise on high- and low-context communication in education which can help you gain a deeper insight in your own institution's context. This exercise, as well as the other exercises you will find in the module, could very well be used in your own orientation programme.

The exercises are designed to enhance community building and help deepen understanding of the self and others. They can therefore perfectly fit any orientation programme you might develop in your institution.

We estimate you will need 2 hours to complete this module.

**Learning Outcomes:**
- Gain a basic insight into communication theory in general, and intercultural communication in particular.
- Gain insight into the cultural iceberg theory and develop skills to apply this theory.
- Reflect on different aspects of diversity and on different ways of welcoming students or staff during the onboarding process.

- Learn how to use the Culture Chest activity as a tool to help welcome international students and staff.
- Gain insight into communication theory in the context of education and be able to reflect on different aspects of diversity while welcoming international students or staff during the onboarding process.

| | Sections | Content |
|---|---|---|
| 1 | **Communicating Across Cultures** | <ul><li>Activity 1: Reading About and Reflecting On Cross-Cultural Communication<ul><li>Learning Point: The Interactional Model of Communication</li><li>Exercise: A Different Perspective</li></ul></li><li>Activity 2: Developing Ideas that Support Cross-Cultural Communication<ul><li>Reading: A Critical Incident</li><li>Exercise: Answer the Questions</li></ul></li></ul> |
| 2 | **Understanding Differences: Making People Aware of Diversity** | <ul><li>Activity 1: The Cultural Iceberg<ul><li>Learning Point 1: Diversity</li><li>Learning Point 2: Diversity Categories</li><li>Exercise: The Cultural Iceberg</li></ul></li><li>Activity 2: Reflection<ul><li>Exercise: Reflective Questions</li></ul></li></ul> |
| 3 | **Building Inclusive Communities** | <ul><li>Learning Point 1: Fragmentation</li><li>Learning Point 2: The Four Acculturation Orientations</li><li>Exercise: The Acculturation Orientations In Practice</li><li>Learning Point 3: Inclusion, the Fifth Acculturation Orientation</li><li>Quiz: Identify the Acculturation Orientation</li></ul> |
| 4 | **The Culture Chest** | <ul><li>Learning Point: The Culture Chest</li></ul> |
| 5 | **Communication in the Context of Your Institution** | <ul><li>Learning Point 1: High- and Low- Context Communication in Education</li><li>Learning Point 2: Communication Styles and Welcoming International Students and Staff</li><li>Quiz: Find Your Communication Style</li></ul> |

# Module 3: Encouraging Intercultural Communication in Diverse Student Groups

This Module will help you understand how to interact and communicate effectively with people who have different cultural backgrounds, and learn how to encourage your students to do the same. The content of this Module is primarily aimed at academic staff who teach in diverse classrooms. Parts of the Module could also be useful for professional services staff who manage diverse student groups.

Mismatches in expectations, and a lack of appreciation of, and tolerance for, difference can lead to less effective and efficient working and personal relationships. Therefore, this Module will help you acquire and promote Intercultural Awareness. Intercultural Awareness involves understanding the values and beliefs you have grown up with, your national, regional, and local customs and, in particular, the attitudes and practices that affect the way you interact with others.

By the end of this Module, you will know how to be yourself while making intercultural connections (face-to-face or online), and how to build a more inclusive and vibrant environment where students can be who they are and do what they love within a safe and brave space that allows them to open up, explore, connect, communicate, and reflect.

We estimate you will need 2 hours to complete this module.

**Learning Outcomes:**
- Self-assess your intercultural competence and reflect on the diverse, multicultural classroom.
- Become better aware of the complexities behind social identity and learn how to use the Social Identity Wheel activity with your students.
- Help students develop their empathy, especially in diverse and multicultural contexts. Improve your ability to moderate group discussions so as to help provide a brave and inclusive space.
- Become better able to help students engage in inclusive decision-making.

| | Sections | Content |
|---|---|---|
| 1 | **Intercultural Diversity in the Classroom** | <ul><li>Activity 1: Intercultural Competence Self-Assessment and Reflection<ul><li>Exercise 1: Intercultural Competence Self-Assessment</li><li>Exercise 2: Reflect on Your Experiences in Diverse Classrooms</li></ul></li><li>Activity 2: How to Manage Intercultural Diversity in Class<ul><li>Learning Point: How to Manage Intercultural Diversity in Class</li><li>Exercise: Brainstorm Tips to Encourage Communication in Multicultural Classrooms</li></ul></li></ul> |
| 2 | **The Social Identity Wheel** | <ul><li>Learning Point: The Social Identity Wheel</li><li>Exercise 1: Draw Your Social Identity Wheel</li><li>Exercise 2: Social Identity Wheel Reflective Questions</li><li>Exercise 3: Ask for Feedback</li></ul> |
| 3 | **Being Brave: Vulnerability and Empathy** | <ul><li>Activity 1: Vulnerability<ul><li>Exercise 1: Embracing Vulnerability</li><li>Learning Point 1: Vulnerability and Diversity</li><li>Learning Point 2: The Impact of Shame</li><li>Exercise 2: Recognising Student Behaviours</li><li>Learning Point 3: How to be Courageous</li></ul></li><li>Activity 2: Empathy<ul><li>Learning Point 1: The Power of Empathy</li><li>Learning Point 2: Empathy VS Sympathy</li><li>Quiz: Adolescent Measure of Empathy and Sympathy (AMES)</li><li>Resources to Help Students Understand and Develop Their Empathy</li></ul></li></ul> |
| 4 | **Deep Democracy** | <ul><li>Activity 1: Social Ranking<ul><li>Exercise 1: Your Social Ranking</li><li>Exercise 2: Reflect on Your Results</li></ul></li><li>Activity 2: Deep Democracy<ul><li>Learning Point 1: Deep Democracy</li><li>Learning Point 2: How to Make an Inclusive Group Decision</li><li>Exercise 1: Group Decision Scenario</li><li>Exercise 2: Reflect on What You Have Learned</li></ul></li></ul> |
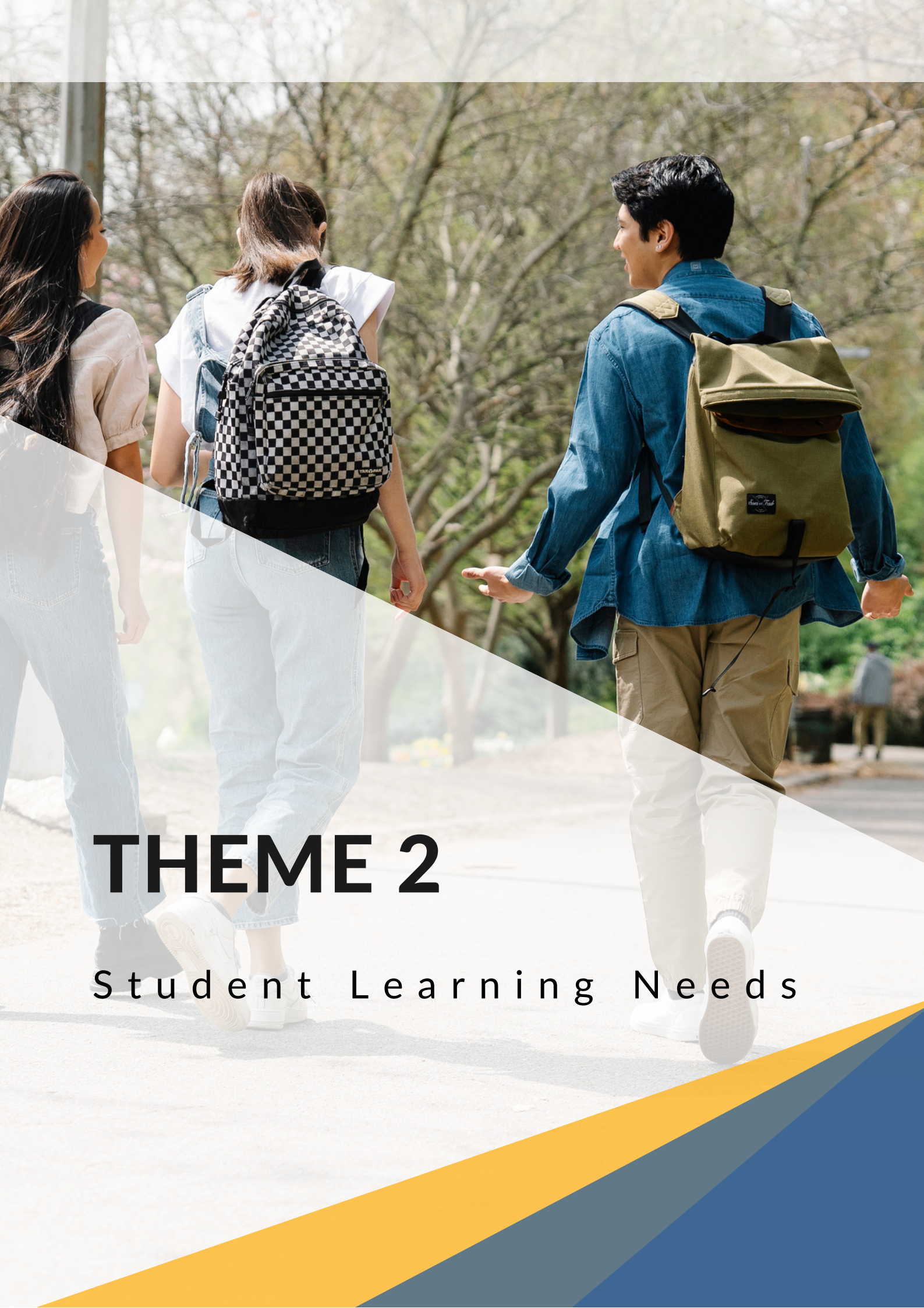
# THEME 2

## Student Learning Needs

# STUDENT LEARNING NEEDS

## Module 4: Fostering Participation and Learning for All

In recent years, Universities have increasingly become diverse spaces. However, there is still much work to be done. This module will focus on people with disabilities as an example to help you reflect on practices of exclusion and learn how to develop strategies that foster participation and learning for all.

You will learn best practices for supporting persons with disabilities in an academic context. This module will help you become more familiar with the notion of disability and with difficulties some disabled people may face at University. You will also learn when and how to offer support, how to recognise and avoid negative language, and how to be unbiased and respectful in your interactions with disabled people. By the end of the module, you should have an improved disability awareness and feel more confident to support people with disabilities in developing their potential at university. You should also be better able to share your knowledge with others and help co-create a community that is open to diverse needs.

As you work your way through the module, please keep in mind that no two people with disabilities are the same, and also that people with disabilities are an internally diverse group. Therefore, the factors influencing the discrimination they face can be complex and interrelated.

Hopefully, this module will help answer many of your questions. However, keep in mind that if you are not sure about something, it is always better to ask a person in that situation or to consult knowledge centers/services that support equity, diversity and inclusion and marginalized communities

We estimate you will need 2 hours to complete this module.

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**Learning Outcomes:**
- Understand how non-adapted environments may limit people, specifically those who face health difficulties. Be able to adapt some of your learning materials to the needs of persons with disabilities.

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- Learn how to recognise and use inclusive language in relation to disability and persons with disabilities.
- Learn more about what adaptations you can make to your learning materials to improve accessibility for persons with disabilities.
- Become more familiar with basic information about Deaf culture, and learn how to work with interpreters.

| | Sections | Content |
|---|---|---|
| 1 | **How to Overcome Barriers in Our Thinking About (Dis)abilities** | - Learning Point: The Interactive Understanding of Disability<br>- Exercise: Academic Difficulties and Different Types of Disability |
| 2 | **How to Recognise and Use Inclusive Language in the Context of Disability** | - Learning Point 1: Talking About Disability<br>- Learning Point 2: Words Matter<br>- Exercise: Find the Right Words |
| 3 | **How to Make Feasible Adaptations to Your Learning Environment** | - Learning Point 1: Making Adaptations<br>- Exercise: Identify Potential Adaptations<br>- (Optional) Additional Material |
| 4 | **(Sign) Language and (Deaf) Culture** | - Learning Point 1: Deaf Culture<br>- Exercise: "Dear Hearing People"<br>- Learning Point 2: Respectful and Inclusive Communication When an Interpreter Is Present |

# Module 5: Using Intercultural Competence to Enhance Equality, Diversity, and Inclusion

Cultures become salient when there are cultural differences. These differences are not limited to nationality; they can also be socio-economic or be derived from other cultural fault lines (e.g., age, gender).

In a certain way, universities have a social responsibility to create a more just and equal world through the learning opportunities they provide. For example, helping students and staff broaden their viewpoints and develop intercultural competences are a way to develop knowledge of and diminish social inequalities (between, for instance, the global North and South). This is also why many institutions have recently initiated projects or campaigns related to decolonising the curriculum. Therefore, this module will encourage you to consider: Why are the concepts of equality, diversity, and inclusion so important and what could you do within your institution to take this one step further?

The module builds upon the concept of the social identity wheel covered in Module 3 and aims to help you gain insight in implicit bias and to help you understand how different people take different positions in your class or institution. The module will help you understand the importance of equality, diversity, and inclusion for both students and staff, and will give you tools to develop your own line of action to embrace differences. Because we all want to be active bystanders, don't we?

🕐 We estimate you will need 3 hours to complete this module.

**Learning Outcomes:**
- Gain awareness of implicit biases in general and of your own in particular.
- Be able to identify ways to take up responsibility as an active bystander or ally to others in vulnerable positions.
- Discover tools that can support you in developing a mindful approach and confidence when dealing with critical situations.
- Acquire more tools to help you build bridges and resolve critical or heated situations.
- (Re)consider the development of intercultural competences from a wider EDI (Equality Diversity and Inclusion) perspective. Reflect on the impact of language and experiment with ways to adopt a more inclusive language.

| | Sections | Content |
|---|---|---|
| 1 | **Discover Your Unconscious Biases** | • Learning Point 1: What is Unconscious Bias<br>• Learning Point 2: Examine Your Own Biases |
| 2 | **Be an Active Bystander** | • Learning Point 1: The Bystander Effect<br>• Learning Point 2: The ABC Approach<br>• Learning Point 3: Strategies of Intervention<br>• Exercise: Reflect on a Critical Incident |
| 3 | **Take A Mindful Approach: Maintain Your Balance** | • Learning Point 1: Managing Yourself in a Challenging Situation<br>• Learning Point 2: Automatic Responses<br>• Learning Point 3: The Role of Mindfulness<br>• Task: Explore Mindfulness |
| 4 | **Plan Your Interventions (The TOPOI model)** | • Learning Point: The TOPOI Model<br>• Exercise 1: Plan Your Intervention<br>• Exercise 2: Strategies and Behaviours<br>• Exercise 3: Reflect |
| 5 | **Speak Up: Use Inclusive Language** | • Learning Point 1: Words Matter<br>• Learning Point 2: Inclusive Language Values & Guidelines<br>• Learning Point 3: Inclusive Language Examples<br>• Exercise: Practice Using Inclusive Language |

# THEME 3

## Internationalisation of the curriculum

# INTERNATIONALISATION OF THE CURRICULUM

## Module 6: Bringing Interculturality Into the Curriculum

This Module begins by highlighting how interculturality can be embedded within Higher Education practices at several levels and in terms of formal, informal, and hidden curriculum. The Module then focuses on the first curricular dimension and shows how disciplinary teaching (history, chemistry, etc.) can be a fundamental way to value diversity in higher education. The module guides trainees to implement a non-essentialist approach to culture while bringing internationalisation into the curriculum. By engaging the participants in various reflections on their own teaching objectives, contents, and methods, the module aims to:

1. Raise their awareness of how teaching can be made more intercultural by means of precise (methodological and/or organisational) choices.
2. Demonstrate how to identify creative solutions to fostering interculturality in class by observing what teachers of other disciplines do with their classes.

The following abbreviations are used throughout Module 6:

HE = Higher education

EMI = English as a Medium of Instruction

We estimate you will need 3 hours to complete this module.

**Learning Outcomes:**
- Understand the different curricular dimensions and how these relate to considerations of diversity.
- Become better aware of your own teaching practices and the role of diversity and interculturality in teaching.
- Reflect on different aspects of diversity while constructing a course curriculum. Gain ideas of how to foster an environment which is open to the learning needs, expectations, and preferences of diverse student cohorts.

- Gain an improved appreciation for the particular challenges of EMI when it comes to teaching from an interculturally-informed perspective.
- Reflect on what you have learned throughout the Module and your next steps going forward.

| | Sections | Content |
|---|---|---|
| 1 | **Diversity and the Formal, Informal and Hidden Curriculum** | <ul><li>Learning Point 1: The Curriculum and Diversity</li><li>Learning Point 2: The Three Curricular Dimensions</li><li>Exercise 1: Identify the Curricular Dimension</li><li>Exercise 2: The Curriculum at your Institution</li><li>Exercise 3: Brainstorm Improvements to Your Course</li></ul> |
| 2 | **How to Internationalise Your Teaching** | <ul><li>Exercise 1: The Intercultural Class Checklist</li><li>Exercise 2: Reflect on Your Teaching Practices</li><li>Learning Point: Interculturality and Teaching</li></ul> |
| 3 | **Teaching Disciplines With an Intercultural Mindset** | <ul><li>Exercise: Examples of Making Disciplines Intercultural</li><li>Handout: Examples for Making Disciplines Intercultural</li><li>Reflective Questions</li><li>Compare Your Ideas</li></ul> |
| 4 | **Exploring Interculturality When English Is the Medium of Instruction** | <ul><li>Learning Point: Different Perspectives on English as a Medium of Instruction (EMI)</li><li>Exercise 1: Pros and Cons of English as a Medium of Instruction (EMI)</li><li>Exercise 2: Your Thoughts on English as a Medium of Instruction (EMI)</li></ul> |
| 5 | **Module Reflection** | <ul><li>Module Reflection</li></ul> |

# Module 7: The Multilingual and Multicultural Classroom

This module focuses on the role of language and language diversity in multilingual and multicultural classrooms and on the importance of facilitating the intercultural dialogue. It addresses the impact (benefits and constraints) of the use of English as a Medium of Instruction and aims to help teaching staff develop their knowledge on intercultural competence. The content of the module aims at encouraging instructors and academic teachers to reflect on and discuss language issues in their own contexts by collaborating and sharing ideas.

We estimate you will need 3 hours to complete this module.

**Learning Outcomes:**
- Gain an understanding of multilingualism and multiculturalism in the classroom, and their relevant benefits and challenges.
- Encourage others to learn more languages and promote their own languages in multilingual classrooms. Use mediation strategies to facilitate the learning process.
- Become aware of the advantages and disadvantages of using EMI to foster multiculturalism in the classroom. Become aware of the benefits of EMI for internationalisation.
- Be able to promote intercultural engagement and effective intercultural communication in the classroom.
- Compile a list of challenges that teaching staff need to take into account when working in multilingual and multicultural classrooms.

| | Sections | Content |
|---|---|---|
| 1 | **What Do Multilingual and Multicultural Mean and How Do They Play Out in the Classroom?** | • Learning Point: Multilingual and Multicultural Classrooms<br>• Exercise 1: Benefits and Challenges<br>• Exercise 2: Match the Terms With Their Definitions |
| 2 | **Plurilingual Education and the Role of Mediation** | • Learning Point 1: Plurilingual Education and the Role of Language<br>• Learning Point 2: The Common European Framework of Reference for Languages (CEFR)<br>• Learning Point 3: Mediation<br>• Exercise 1: Identify the Mediation Category<br>• Exercise 2: Mediation Strategies in Your Teaching |
| 3 | **Using EMI to Foster a Multilingual and Multicultural Classroom** | • Learning Point: The Discussion and Debates Around English as a Medium of Instruction<br>• Reflection Point 1: Overall Benefits and Disadvantages of English as a Medium of Instruction<br>• Reflection Point 2: English as a Medium of Instruction And the Debate of Internationalisation<br>• Reflection Point 3: Conditions of English as a Medium of Instruction |
| 4 | **Fostering Intercultural Dialogue in the Multicultural Classroom** | • Learning Point: Intercultural Dialogue and the Multicultural Classroom<br>• Exercise: Develop your Intercultural Competence |
| 5 | **Reflective Thinking: List of Challenges** | • Exercise: Challenges of the Multilingual and Multicultural Classroom |

# Module 8: Challenging Assumptions About Good Learning and Teaching

There are many ways of teaching and learning. It all depends on our personality, temperament, and mood, but mostly on the culture and our experiences in dealing with people who have different standards of thinking, being, and acting, as well as different ways of expressing themselves. All these cultural differences strongly influence educational issues. Students and teachers bring with them the beliefs and expectations about schooling they have formed from their own life experiences. They also bring their language and their beliefs about education based on their culture.   This might, of course, lead to problems when the teacher and students are generally unfamiliar with each other's culture and unaware of the cultural adjustments they must make. While we should therefore be aware of this diversity, in some cases this can be hard because we all suffer from cultural blindness. The focus of this module is to provide academic staff with training and resources that will help them feel more confident when providing support to students in their teaching and learning environment. Each section of the module will focus on specific aspects of the academic environment, especially the relationships between teaching staff and students of diverse cohorts. These aspects include assumptions and reflections by academic staff and students about what is "a good student", "a good teacher", "good learning", and a "good university environment".

We estimate you will need 2 hours to complete this module.

**Learning Outcomes:**
- Become more aware of the impact of culture and cultural blindness on education and educational practices.
- Be able to act based on more differentiated ideas of how you can specifically and differently respond to the different expectations and needs of various students in different teaching situations.
- Become better able to notice your thoughts, the ways you prefer to teach, and your ways of behaving in the classroom, and be able to adjust and use strategies to respond accordingly to different students' needs.
- Be able to reflect on your own concepts of learning and teaching diverse student cohorts on a sounder and more differentiated basis.
- Become better able to notice your thoughts, the ways you prefer to teach, and your ways of behaving in the classroom.

- Be able to adjust and use different teaching strategies to respond accordingly to students' needs. Be aware of the cultural dimensions of learning and teaching.

| | Sections | Content |
|---|---|---|
| 1 | **Cultural Blindness** | • Learning Point: Cultural Blindness |
| 2 | **Teaching and Learning Outside the Classroom** | • Activity: A Multi-Day Excursion<br>  ○ Exercise 1: Planning<br>  ○ Exercise 2: A Critical Incident |
| 3 | **Migrant Background** | • Activity: "Where Are You From?"<br>  ○ Short Film: "Where are you from?"<br>  ○ Exercise 1: Reflective Questions<br>  ○ Sample Answers |
| 4 | **Analysing a Misunderstanding** | • Activity: Analysing a Misunderstanding<br>  ○ Exercise 1: The Critical Incident<br>  ○ Sample Answers |
| 5 | **Cultural Dimensions of Education** | • Quiz: Your Learning and Teaching Style |
| 6 | **Adapting Your Teaching Style** | • Exercise: Kate's Email |

# THEME 4

The university as an intercultural workplace

# THE UNIVERSITY AS AN INTERCULTURAL WORKPLACE

## Module 9: Interculturality in the Academic Workplace

Due to increased diversity, staff mobility and interdisciplinary projects in research and education, both academic and professional staff services are challenged by 'new' cultural faultlines that affect work relationships in academia. This module departs from a broad definition of culture and raises awareness on the biases you may have or encounter in daily interactions at work. The examples and activities in this module are designed to reflect on your choices as an employee, supervisor, or team leader in the intercultural workplace.

We estimate you will need 2 hours to complete this module.

**Learning Outcomes:**
- Become more aware of your customs and values. Become better able to identify cultural faultlines (e.g., based on gender, social class, nationality) in your own working context.
-  Learn to make more deliberate language and communication choices at your workplace in order to tackle language barriers and discomfort.
- Be able to make more deliberate language and communication choices in the context of your global (virtual) team.
- Learn how to consider one's own position and relationship towards 'others' in an academic work culture(s) and become better able to avoid misunderstandings and improve collaboration with colleagues with diverse backgrounds. Reflect on language choices and inclusivity.
- Become more aware of structural inequalities. Reflect on equal opportunities and become aware of the factors which make work environments inclusive or non-inclusive.

| | Sections | Content |
|---|---|---|
| 1 | **The Cultural Faultlines in Your Workplace** | <ul><li>Learning Point 1: Cultural Distance and Relative Status</li><li>Exercise 1: Birds of a Feather</li><li>Exercise 2: Different Types of Workplace Teams</li><li>Learning Point 2: Diverse Teams</li></ul> |
| 2 | **Welcoming Language Strategies** | <ul><li>Activity: Tackling Language Barriers<ul><li>Read: Marta's Experience</li><li>Exercise 1: Solutions in Your Working Context</li><li>Exercise 2: Your Reply to Marta</li></ul></li></ul> |
| 3 | **Leading Global (Virtual) Teams** | <ul><li>Learning Point 1: Global Virtual Teams</li><li>Quiz: The Structure of Your Team</li><li>Learning Point 2: The SPLIT Framework</li><li>Exercise: Strategies for Global Virtual Teams</li><li>Learning Point 3: Tip for Leading Meetings</li></ul> |
| 4 | **The University as Small Culture** | <ul><li>Learning Point: "Small Cultures"</li><li>Activity 1: Critical Incidents in Academia</li><li>Exercise 1: Roles and Small Cultures (A Critical Incident in a Department)</li><li>Exercise 2: A Critical Incident Between a Professor and a Student</li><li>Activity 2: Gender-Inclusive Language</li></ul> |
| 5 | **Uncover implicit biases in hiring and selection** | <ul><li>Exercise 1: Gender Stereotypes in Job Advertisements</li><li>Learning Point: Recruitment Bias in Research Institutes</li><li>Exercise 2: (Un)Biased Recruitment</li><li>Exercise 3: Gender Bias Calculator</li></ul> |