

ITE-VET
2016–2018



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



Intercultural Competence as a modern didactical challenge –

**Results from a research project on stays abroad in vocational
education and training**

The following report is a result of the
ITE-VET project which is part of the
Erasmus+ Programme of the European
Union.

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Intercultural Competence as a modern didactical challenge

Results from a research project on stays abroad in vocational education and training

Lviv, 16.05.2017

Agenda



1. Introduction and definition of terms
2. Empirical research project on stays abroad in vocational education and training
3. Selected Results
4. Implications
5. Discussion

Introduction

- **Context related to the society as a whole**
 - The legislative authority has established the possibility of stays abroad in the vocational education and training in law (BBiG 2005) in the year 2005
 - The goals of stays abroad in the vocational training are, besides further development of personality and language skills, the development of intercultural competence (Wordelmann 2010)
 - Vocational learning abroad can be seen as one of the central topics in terms of vocational education policy at our times

Definition of terms

- **No consistent definition of Intercultural Competence**

- Discussion about Intercultural Competence in connection with for example openness, empathy, respect, flexibility (Müller/Gelbrich 2000)

- **Intercultural Sensitivity**

- „The term ‚Intercultural Sensitivity‘ is used in intercultural development to mean **the ability to discriminate cultural differences and to experience those differences in communication across cultures**” (Bennett, 2013, S. 12)

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Sample

Persons questioned

- N = 208 trainees who completed **a stay abroad** („mobile trainees“)
- N = 468 trainees who **did not complete a stay abroad** („immobile trainees“)

Research questions

(1) Regarding the construct Intercultural Sensitivity, which development show mobile and immobile trainees?


(2) How are the different personality traits („Big Five“), which are often discussed in connection with Intercultural Competence (or rather Intercultural Sensitivity), pronounced for mobile and immobile trainees?

(3) What is the connection between socio-demographical data (age, school-leaving qualification) as well as school performance (grades in the subjects German, Maths and English) and the completion of a stay abroad (yes / no)?

(4) What are the connections between particular facets of Intercultural Sensitivity and different personality traits („Big Five“)?

(5) Which differences show mobile and immobile trainees regarding Intercultural Sensitivity?

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Selected Results

- **Differences in Intercultural Sensitivity between mobile and immobile trainees**

Scales	Differences significant	
	mobile	immobile
Intercultural Sensitivity		
Perception of one's own culture (WeP)	x	
Awareness of culture specific differences (BkU)		x

Selected Results

- **Connections between socio-demographical data and completion of stay abroad**


Socio-demographical data	Connection significant	
	yes	no
Age	x	
School-leaving qualification	x	

Selected Results

➤ **Connections between school performance (grades) and completion of stay abroad**

School performance (grades)	Connection significant	
	yes	no
German	x	
Mathematics	x	
English	x	


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Implications

- Theoretical implications
 - Further need for research concerning development and mutability of Intercultural Competence / Intercultural Sensitivity
 - Longitudinal research designs
- Practical implications
 - Development of strategies for the reduction of selection effects

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Many thanks for your attention!

Literature

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