

Kielikeskus tutkii 6

2025

Mike Nelson (toim.)

**Toimituskunta: Emmi Huttunen, Janne Niinivaara,
Ville Jakkula, Pasi Puranen, Lauri Tolkki,
Mia Panisse, Martti Mäkinen**

**Turun yliopiston Kieli- ja
viestintäopintojen keskus**

**University of Turku Centre for Language
and Communication Studies**



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YLIOPISTO**



FINELC

Suomen yliopistojen kielikeskusten verkosto
The Network of Finnish University Language Centres



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ISBN 978-952-02-0186-9 (Painettu/Print)
ISBN 978-952-02-0187-6 (PDF)



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Vol. 6

Turku 2025

KIELIKESKUS TUTKII

Kielikeskus tutkii
Vuosikirja nro 6

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Turku 2025

ISBN 978-952-02-0186-9 (Painettu/Print)
ISBN 978-952-02-0187-6 (PDF)

ISSN 2324-0431 (Print)
ISSN 2324-044X (PDF)

Sisällys

Foreword	5
The Academic English Toolkit: A science communication skills-building curriculum for higher education institution faculty and staff Vanessa Fuller & Leena Evesti	9
ChatGPT in Finnish higher education: practices, strengths, weaknesses, and ethical considerations Bridget Palmer	27
Charting the development of the 2digi2 project Mike Nelson	40
Deutsch im Virtual Exchange: Ein finnisch-französisches Projekt Alexandra Virtanen, Laetitia Devos, Christian Niedling	57
Digipedagogiikka ruotsin valmentavalla verkkokurssilla Laura Grönroos, Meri Pulkkinen, Ida Rajala, Hanna Saloranta, Veijo Vaakanainen & Miina Vaaramo	71
Generic skills as part of language and communication studies – insights from the Finelc 2digi2 project Pia Eriksson, Emmi Huttunen, Tommi Kakko, Kaisa Louramo	90
Hur kan en digital kurs bidra till att stärka ett hotat språk? Annika Aalto & Lena Wenman	106
Hearing student voices: making language education accessible Riikka Halonen, Sirpa Heino, Olesia Kullberg, Laura Lehtinen, Signe-Anita Lindgren, Martti Mäkinen, Laura Senni, Jaana Suviniitty, Lauri Tolkki	122
Hybridi opetusmuotona kielten opetuksessa opettajan ja opiskelijan näkökulmasta Jinhua Cheng, Irina Rautio & Valeria Seraya-Rautaneva	145
Itsesäätöiset oppimisstrategiat suomen kielen itsenäisesti suoritettavalla verkkokurssilla Emilia Hongisto, Niina Kekki, Eveliina Suuniitty	158
Learning by doing: Intercultural lessons from a transnational course Sarah Mattila, Sara Cotelli Kureth, Jana Čepičková, Nathalie Kirchmeyer	175
Minä osaan! -itsearviointityökalu ja opiskelijoiden kokemuksia ruotsin itsearvioinnista Liisa Niemi & Miina Vaaramo	194
Opiskelijoiden kuulumisen tunnetta tukevat pedagogiset ratkaisut monimuotoisella ja opiskelijalähtöisellä opintojaksolla Salme Korkala & Veera Saksala	212
<i>Prompting</i> aplicado a la competencia gramatical en ELE Sara Pérez Arroyo	236

Students' perceptions of telepresence robot mediated simultaneous hybrid participation in the university ESP classroom Tytti Kim	247
Verkkokielikurssit ja hyvinvointi – opiskelijoiden kokemuksia Katja Peltola & Birgitta Tjurin-Muranen	265

Learning by doing: Intercultural lessons from a transnational course

Sarah Mattila (Åbo Akademi University), Sara Cotelli Kureth (Université de Neuchâtel), Jana Čepičková (University of West Bohemia), Nathalie Kirchmeyer (KTH Royal Institute of Technology, Stockholm)

1 Introduction

This article reports on a transnational online course, created by the language centres at Åbo Akademi University (Finland), the University of Neuchâtel (Switzerland), the University of West Bohemia (Czech Republic) and the KTH Royal Institute of Technology (Sweden). This Collaborative Online International Learning (COIL) course was developed with multiple objectives in mind, including challenging students to interact in multicultural settings. After providing background information about COIL and intercultural competence, we will briefly describe our course and its main objectives. We will then analyse and question how intercultural communication was presented to students and how it was enacted by students in team meetings and decision-making processes, using data from students' surveys, learning journals, and one-to-one interviews with teachers. As we had decided to only offer minimal guidance to students, we wish to explore how much input and assistance students need to develop intercultural skills and know-how.

2 Collaborative Online International Learning (COIL)

Virtual exchange (VE), a dynamic educational model that leverages digital technology to connect students across borders, has emerged as a powerful tool for enhancing global learning experiences. It offers a cost-effective and accessible alternative to traditional study abroad programmes. Under the umbrella of different types of VE, Collaborative Online International Learning (COIL) has gained prominence as a transformative educational approach (Dooly & O'Dowd, 2018). COIL enables students and faculty from different countries to work together on joint projects through online platforms, fostering intercultural collaboration and academic exchange. By integrating diverse perspectives and real-world challenges into the learning process, COIL enhances global awareness and critical thinking while breaking down barriers to international education. It is for this reason that our four language centres have been collaborating on this new course "Transnational Collaboration for Sustainable Solutions" since 2023.

The pedagogy underpinning COIL is inherently student-centred, with an emphasis on collaborative project-based learning, which was the structure chosen for our course. In COIL courses, students work together on joint projects that address real-world challenges. Four essential dimensions characterise the COIL model (Rubin & Guth, 2022):

- Student and teacher collaboration: Courses are co-developed and co-taught by educators situated in different cultural and geographic settings, fostering authentic intercultural engagement. In our setting, we had four European countries but with many international students, thus many more nationalities.
- Use of online technology: Virtual platforms facilitate real-time and asynchronous communication, enabling seamless collaboration despite geographical barriers. For our course, we used Moodle for the first iteration of the course and Digicampus for the second.
- Integration of the international dimension: The curriculum explicitly incorporates global perspectives, with joint projects designed to meet learning outcomes emphasising intercultural and interdisciplinary skills. The groups in our course were from mixed disciplines and they had to research sustainability challenges on a global level before narrowing down their solution idea for a precise situation.
- Reflective practice: Students are encouraged to reflect critically on their experiences, exploring the challenges and opportunities of working in diverse, multicultural, and multidisciplinary teams. In our setting, this was mainly done through the six learning journal entries and the one-to-one interviews with the team mentor.

Through its focus on collaboration, co-creation, and reflective practice, COIL not only enhances students' academic and professional competencies but also prepares them to navigate the complexities of a globally interconnected world. It is thus the perfect place for students to deepen and practice their intercultural competencies.

3 Intercultural competence

According to Knowledge@Wharton, as cited in Lee (2018), global teams are like oceans: when navigated effectively, they link the world together; but with poor navigation, teams risk driving apart. Leading or working in a global team requires an understanding of cultural differences (Lee, 2018). Hofstede (1991, p.5) defines culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another." Culture can manifest differently depending on factors such as religious beliefs, nationality, ethnicity, gender, age, organisational identity, biases, assumptions, worldviews, and communication patterns (Lee, 2018). Hall (1976) further conceptualises culture as an iceberg, where only ten percent is visible above the surface, while a significant portion remains hidden. Understanding another culture involves making generalisations, while acknowledging that these can

be shaped by factors such as region, organisational context, personal experiences, generation, and gender (Tomalin & Nicks, 2010).

Intercultural competence (ICC) is an essential skill in both higher education and professional contexts, enabling individuals to effectively navigate diverse cultural settings through a combination of knowledge, attitudes, skills, values, and actions. It fosters understanding, respect, and adaptability in cross-cultural interactions, addressing global challenges, reducing prejudice, and promoting collaboration (Huber & Reynolds, 2014). ICC includes key components such as intercultural communication (effective expression and understanding), intercultural sensitivity (empathy for cultural differences), and intercultural responsibility (a commitment to respect and cooperation) (Guillén-Yparrea & Ramírez-Montoya, 2023). Frameworks such as Byram's model and Deardorff's process model emphasise ICC as a dynamic and ongoing process of personal and interpersonal growth, requiring openness, curiosity, and active engagement with cultural differences (Deardorff, 2006; Munezane, 2021).

According to Dervin (2010), intercultural communication entails *savoir-faire* (know-how), *savoir-analyser* (knowing to analyse) but also *savoir-(ré)agir* (knowing how to (re)act), in other words identifying actions in co-constructed discourses, being able to analyse discourses in terms of stereotypes, and being able to adapt one's emotions and actions in intercultural settings. Acting and learning thus play an important role in cultivating ICC. Consequently, the effective development of ICC in higher education involves intentional pedagogical strategies, including facilitated learning, cooperative teamwork, experiential activities, and structured assessments focusing on respectful and effective responses. Gregersen-Hermans (2016) highlights three essential dimensions for embedding ICC into curricula: students' characteristics, personal biographies, and the quality of intercultural contact. Through deliberate educational efforts, ICC equips individuals with the skills necessary to become global citizens, capable of navigating complex cultural environments, building meaningful relationships, and contributing to sustainable development.

4 TRANSNATIONAL COLLABORATION FOR SUSTAINABLE SOLUTIONS: ICC in our course

4.1 Overview of the course

As we have seen, students need to be challenged to act in multicultural settings. This is a key reason teachers at our four universities developed the COIL course "Transnational Collaboration for Sustainable Solutions" — a course which allows students to develop their communication skills in English while exploring the topic of sustainable development in interdisciplinary and transnational teams.

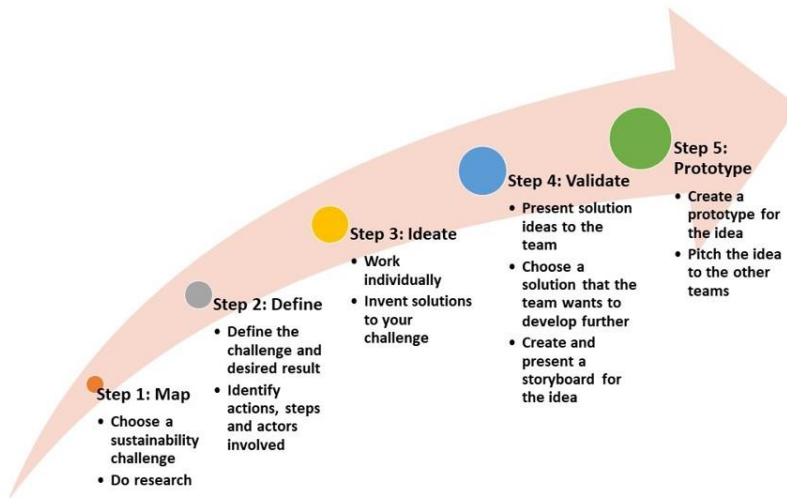
Graduate and undergraduate students from all study programmes at the four universities can enrol in the course; the only prerequisite is that they have a B2 level of English. The course is worth 5 ECTS credits and consists of a ten-week online module. During this module, students work in transnational and interdisciplinary teams of four to five members. Although the course entails some joint meetings, teams complete

most of the course work independently with supervision and guidance from a team mentor (one of the four teachers on the course). The working language is English, but students are encouraged to utilise any language they know which can facilitate collaboration.

In terms of the content and methodology of the course, the Sustainable Development Goals (SDGs) are used as a framework for selecting a sustainability challenge and students follow the Design Sprint model (Knapp & Zeratsky n.d.) to investigate this challenge and create a solution. The Design Sprint is a structured process (especially common in business) that involves the five steps shown in Figure 1.

Figure 1

The five design sprint steps in our course



Students start the course by familiarising themselves with the SDGs using the United Nations website on Sustainable Development Goals.¹ They compare the progress that has been made thus far in various countries by studying and discussing the executive summary² and interactive maps of The Sustainable Development Report (SDR). They also discuss the concept of megatrends using the megatrend cards³ developed by the EU Policy Lab. In step 1 of the Design Sprint, the teams select a sustainability challenge

1 <https://sdgs.un.org/goals>

2 <https://dashboards.sdindex.org/chapters/executive-summary>

3 https://knowledge4policy.ec.europa.eu/foresight/megatrends-engagement-tools_en

to focus on and proceed to step 2, which involves defining and investigating the challenge further. In step 3, students ideate solutions to their chosen challenge and as part of step 4, students' solution ideas are evaluated within the teams. In the fifth and final step of the Design Sprint, teams create a feasible solution that they pitch to other teams with the help of a prototype. A feasible solution means that it could be implemented in a local or national context.

To complete the five steps of the Design Sprint, teams conduct regular meetings. The teams submit meeting minutes and reports, as well as learning journal entries. This helps the students remain organised and reflect on the work they are doing, and it allows team mentors to follow the teams' progress. Alongside the project tasks and team meetings, students are given plenty of material to study and activities to complete individually. These include, for example, exercises and advice on how to negotiate and disagree politely, how to give feedback, and how to write emails in a suitable tone. Students access the material and submit assignments through the learning platform of the course (Moodle and Digicampus).

To facilitate successful collaboration, teams participate in a kick-off session which includes teambuilding elements. In addition, students complete a personal cultural profile and compare their profiles within the team (see below), before completing a team contract and a communication plan. The objective is to raise students' awareness of the fact that people can have very different communication styles, attitudes and expectations which may be culture-related, but can also be a matter of personal preferences. By discussing, for example, communication styles, preferences regarding communication platforms or suitable meeting times and personal reasons for choosing the course, successful team collaboration is more likely.

The pilot version of the course took place during March–May 2024 with 16 students who were divided into four teams. The second course version ran between October–December 2024 with 21 students divided into five teams. Although our students all came from Finnish, Swiss, Czech and Swedish institutions, their background was quite diverse. As more students from Åbo Akademi University, and fewer students from the Swiss, Czech and Swedish institutions had registered, we enrolled international students from Åbo Akademi University and thus had in the course, besides Europeans, students with an Asian and African background.

4.2 Interculturality in our course

A learning by doing approach was employed for ICC development, aiming to enhance intercultural awareness while improving students' communication skills in international and multidisciplinary teams. This means students were given few explicit tasks or readings on intercultural communication. They were, however, constantly engaged in intercultural communication in their team meetings and they were often asked to reflect on intercultural aspects in the learning journal entries (see section 5.2.).

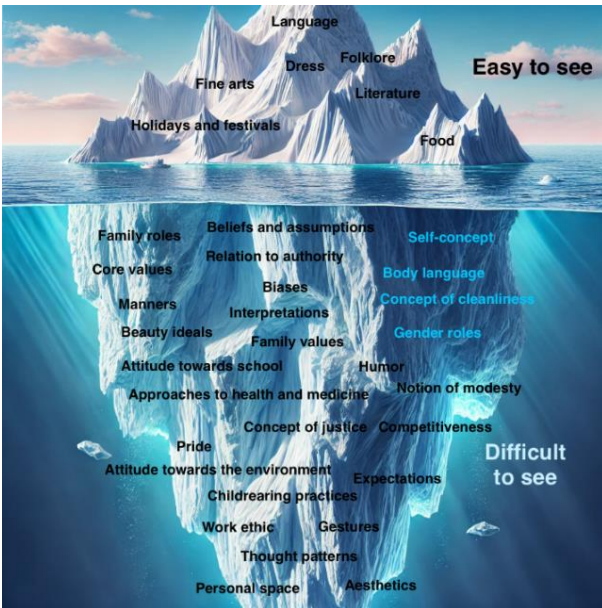
As outlined in the course overview, one of the tasks students were required to complete was a personal cultural profile, with the aim to develop a team's

communication plan. Thanks to globalisation, people today can communicate with individuals across the globe. Successful communication requires ICC and therefore, as Tomalin & Nicks (2010) highlight, it is crucial to distinguish between cultural influences and personal experiences. To facilitate this understanding, students were tasked with completing an adapted version of the personal cultural profile designed by Tomalin & Nicks (2010) (see Appendix). This exercise allowed them to identify, discuss, and compare their individual cultural profiles.

The questions in the profile focus on various dimensions of communication, including communication style, working style, discussion style, business style, leadership style, business relationships, decision-making style, basis for decision-making, attitude to time, and work-life balance. A central objective is to help students identify key features of their communication style, especially in the contexts of social and professional relationships. These aspects often belong to the “difficult to see” category, as represented in Hall’s (1976) Cultural Iceberg model (see Figure 2). Consequently, identifying, comparing, and discussing these characteristics among team members is essential before completing the team’s communication plan.

Figure 2

The cultural iceberg



Note. Image created using OpenAI DALL·E. The image was generated in response to this prompt: 'Generate an iceberg'. Labels were added manually following the example of Hall (1976).

Before engaging with the personal cultural profile, students were provided with explanations and guidance on key questions. For instance, they were encouraged to reflect on their attitude towards time: Are they highly punctual or more flexible in their scheduling? Do they prioritise completing tasks by a deadline or allow for extensions to ensure quality? Similarly, students were asked to consider their discussion style: Do they interrupt or interject during conversations, or do they prefer to wait for their turn? They also had to evaluate whether their communication style is fact-based or more socially oriented. To identify their specific communication approach, they were prompted to assess whether they tend to be direct or indirect, whether they offer criticism openly or prefer to “save face,” and how they handle disagreements.

Another exercise, later in the course, presented students with some information on intercultural communication. In weeks 6–7, students were asked to watch an interactive video, based on a talk by Erin Meyer (2019) on giving negative feedback. This was at a time in the course when students had to negotiate the solution they would choose as the basis for their prototype. Everyone had to think of ideas and present them to the team. Thus, students had to give feedback to other team members and the group had to negotiate a common idea. Erin Meyer provided several examples of culturally based miscommunication when giving feedback. Several questions were inserted in the video to help the students consider the larger implications of these examples for their own setting. We also added a more general quiz about how to give constructive and useful feedback to help students navigate this step.

Apart from these two reflective exercises that were designed to help students gain a deeper understanding of ICC and equip them with practical tools, we assumed students were exercising their ICC in the team meetings and group discussions. We also used the learning journal entries to ask students to think back and report on intercultural communication in their groups and team mentors were ready to assist students if they needed help negotiating through any important cultural issues. In the next section, we will look at data that we collected to assess if such a minimal input is enough for students to deepen their ICC and if our emphasis on active learning was understood and positively evaluated by students.

5 Students’ intercultural communication skills

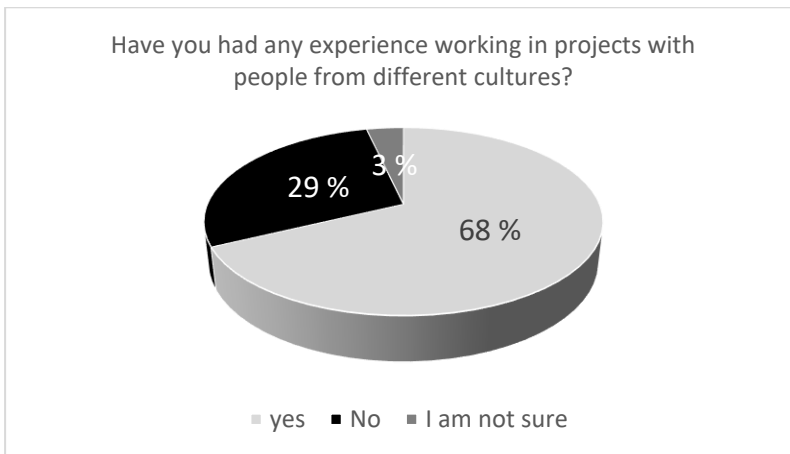
We evaluated our course protocol by collecting three types of data: students’ answers to pre-course and end-of-course questionnaires, students’ journal entries and one-to-one interviews with mentors. We also used this data to ask students about ICC and we can thus report on how they viewed their development in this key competence for our course.

5.1. Questionnaires

The start-of-course questionnaire⁴ allowed us to map how much students knew about working in multicultural settings and how they felt about transnational collaboration. As shown in Figures 3 and 4, we learned that two thirds of the students had already experienced working in intercultural groups and that three quarters of them were expecting potential problems in group work because of this intercultural setting.

Figure 3

Students' prior experience of intercultural collaboration



Note. Answers to the question 'Have you had any experience working in projects with people from different cultures?' (n = 28)⁵

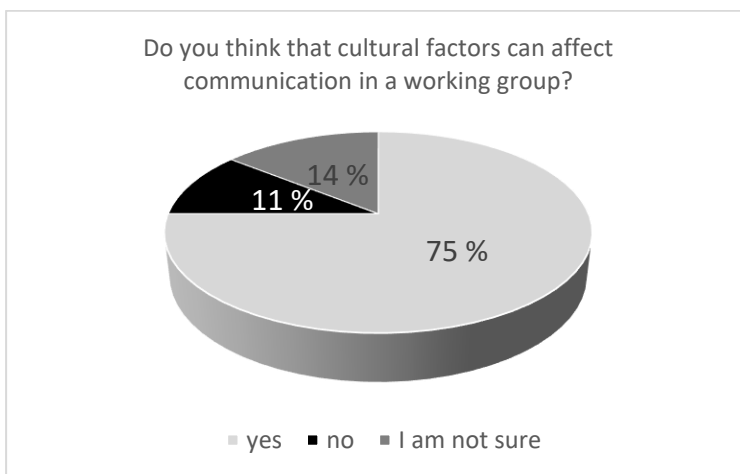
Expected issues raised by students ranged from the practical (e.g., time differences and lack of a common first language) to the relational. For example, several students feared being rude to others due to not knowing the other culture's codes and many feared misunderstandings. Many students mentioned that people "think differently" across cultures and that this could affect teamwork in different ways. One student considered that the countries involved in the course were quite similar, all European, and that they were not expecting any problems because of this.

⁴ Data was gathered via a Qualtrics questionnaire: <https://www.qualtrics.com>

⁵ 28 students out of the 37 answered the start-of-course questionnaire.

Figure 4

Students' views of the impact of culture on communication



Note. Answers to the question ‘Do you think that cultural factors can affect communication in a working group?’ (n = 21).

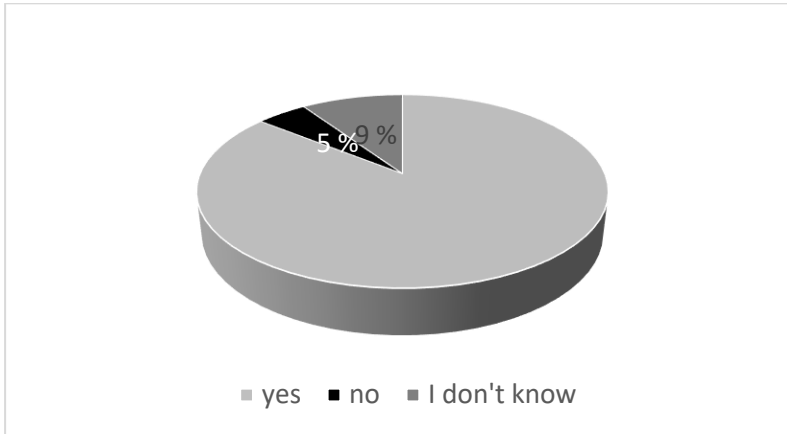
All in all, students seemed more than ready and eager to tackle these challenges. In the start-of-course questionnaire, we asked them to choose between different adjectives to describe how they felt about group work in the multicultural setting of the course. The following adjectives were chosen by the 28 students: interested (1x), confident (4x), curious and excited (7x) and enthusiastic (9x).

In the end-of-course questionnaire⁶, we asked about the students’ self-awareness of ICC and a large majority responded that they had gained confidence in working with multicultural partners (see Figure 5). To the question “Which elements of the course contributed most and best to your overall learning?”, one student reported that “cooperating with people from all over the world helped [them] see how different cultures approach not only English but just working together, it was a very enriching experience.”

⁶ Data for the end-of-course questionnaire was gathered via the Feedback tool on Moodle. 21 out of the 37 students answered this questionnaire.

Figure 5

Students' self-assessment of developing confidence in working with multicultural partners



Note. Answers to the question ‘Do you feel that you have gained confidence in working with multicultural partners in the future thanks to this course?’ (n= 21).

Similarly, when sharing key takeaways from the course, several students provided information about how they had developed their ICC. One student commented that they had learned how “working through a screen can complicate simple tasks like communicating and reading the room, but that with enough patience and cultural awareness we can all collaborate efficiently.” Another listed “working in an international team in a foreign language” and a third “increased cultural awareness”, along with “effective communication”, “communication skills” and “being able to solve conflicts amicably.”

Answers to the end-of-course questionnaire thus showed how the majority of students, even if many of them had already worked in multicultural groups before, had deepened their confidence thanks to the very practical and reflective settings of the course. It seems that learning by doing and asking students to reflect on intercultural communication by themselves may be a useful strategy to enhance ICC.

5.2. Learning journal entries and one-to-one interviews

Data description

We asked students to submit six journal entries in the ten weeks of the course, and a few specifically asked feedback from students on their awareness of ICC, with regards to the SDGs and group work in the course. For the first journal entry in the first week of the course, we asked students to reflect on their personal cultural profile and the discussion in their group when they compared their results and also, how ICC was linked to the SDGs, another key concept in our course. In the third journal entry, in

week 4, we asked students to consider how their understanding of teamwork and collaboration had evolved and reflect on any personal growth or challenges they had experienced in working with teammates from diverse cultural backgrounds. In weeks 6–7, students had to explain in the fifth journal entry, what they had learned about negotiation skills and providing feedback, considering especially their own strengths and weaknesses and potential cultural differences they had noticed. Finally, in the last entry journal, students were asked to produce audio or video responses to a few general questions on the course. This included a question about their collaboration with students from different disciplines and cultures and how this had “enhanced” their ability to address sustainable issues. We also asked which cultural factors had affected communication in their team.

In the one-to-one interviews with team mentors, we asked similar questions as in the general course evaluation (see section 5.1.), as we wanted students to have an opportunity to elaborate on their answers. The last question was designed to help students report on how they had developed or not developed their ICC: “Do you feel that the course has helped you understand how to work with people from different cultures? What will be different for you the next time you work in international and multicultural teams?” We will now present the main themes found in the learning journal entries and interviews. Generally, the views elicited in the end-of-course interviews with the mentors mirrored and very often repeated what students had shared in the journal entries. That is why we decided to aggregate these data.

Analysis

Firstly, it is interesting to explore how students viewed ICC. When analysing which precise skills and qualities the students think they have needed and developed when interacting in their multicultural groups, the first quality we noticed was “open-mindedness” (interview, INT)⁷: the ability to recognise one’s own cultural stance and “see beyond our cultural bubble” (journal entry, JE), get “some new perspectives” (JE), “see different points of view” (JE). In the interview, a student mentioned they had no communication problems in their team because everyone was “open and understanding”. Other qualities found in students’ feedback include patience,⁸ “active listening” (JE and INT), “empathy” (INT),⁹ “adaptability” (INT), “responsibility” and

⁷ “Cultural competency is about the attitude of **openness** and **respect** for diversity, which is a vital concept in order to reach the sustainable goal and bring us impactful collaboration” (JE)

⁸ “when everyone don’t have the similar sort of perspectives like a similar sort of background as well so that became a difficult thing so what I learned, like, how to be **patient** in making them understand and also understanding myself because you know like they have their own perspectives or backgrounds to talk about that” (INT).

⁹ “One of the most profound aspects of this journey has been working with teammates from diverse cultural backgrounds. It’s been both enriching and challenging. On the one hand, diverse teams bring an excess of ideas, experiences, and approaches to the table, which can lead to innovative solutions and holistic viewpoints.

respect” (INT)¹⁰. These are not only mentioned by students; they also seem to be enacted by some, as with this student who reports on some communication issues faced by their team:

One challenge we are facing in our team is that one of the members is not participating as much as the others. I think this is an issue because the dynamic is not balanced. I don’t know whether this is due to cultural differences but, because it might be, I am trying to take a step back and appreciate that we just need to have an honest and open conversation with the teammate. Therefore, for now, I want to take the best decision in order to enhance the team effort.

Because of the multicultural setting of the course, this student showed understanding, open-mindedness, respect and empathy for a team member who was not fulfilling their responsibilities. This is an interesting glimpse into the *‘savoir-(ré)agir’* of ICC.

Furthermore, students’ journal entries and one-to-one interviews give us some details on points that were raised in the questionnaires. For example, several students share details on how they have gained their previous experience of working in multicultural groups. These can be personal, like having “many friends from other countries” (JE) or “hobbies [that] involve people from different cultural backgrounds, which leads to [them having] experienced a lot of different things” (INT) and, being foreigners “living in another country” (INT), thus experiencing intercultural communication on a daily basis.

These data also prove right and wrong some of the assumptions that students had at the beginning of the course regarding the issues related to intercultural communication. Time differences and personal schedules are mentioned as being a problem for some groups.¹¹ Real misunderstandings, however, are never mentioned, only different communication styles:

Cultural factors influenced our teams’ communication, especially in decision-making. For instance, some members preferred direct communication, while others used a more indirect style. Dealing with these differences needed patience and understanding of cultural differences. The varying levels of English proficiency in the team occasionally affected productivity, as discussions sometimes needed clarification or repetition to ensure everyone

However, on the other hand, it requires a high level of empathy, open-mindedness, and adaptability to navigate through cultural differences effectively.” (JE).

¹⁰ “there’s so much to learn like into consideration that we we are different people and we have our goal, but I have to think also about their cultural aspects maybe they are totally different from mine so it’s always not only being **responsible** but **respective** [*sic*] to others” (INT).

¹¹ “sometimes we struggled to communicate because we were very busy with other responsibilities” (INT).

understood. However, these challenges also highlighted the importance of clear communication and inclusivity. By actively listening and supporting one another, we were able to overcome these barriers and maintain progress.

As can be seen from this quote from a journal entry, students rose to the challenge and found ways to overcome communication barriers. As mentors could see from students' feedback, the communication within the groups was generally good, except in the case mentioned earlier about the student who did less work than their teammates. The fact that team mentors did not have to intervene can also be seen as an indication of students' ICC.

One of the main themes in the data is how much cultural differences are a strength and not a problem, especially when looking at SDGs. We mentioned earlier that in the last journal entry prompt, we had used a leading and positive question, asking how cultural differences "enhanced" the ability to address sustainable issues. It is important to point out that it was not this last journal entry that elicited very positive responses about intercultural group work but rather previous journal entries and interview answers. We found 11 instances in the data where students mentioned that "in the context of this course [...] our intercultural differences will not be an obstacle as some could believe but actually a major source of strength" (JE). Many students link this with the global challenge presented by the SDGs:

Thanks to the opportunity of working with students from different nationalities, and studying and discussing SDG's together, which is not only interesting, but really enjoyable, I even didn't expect that before! We gather and share our thoughts and experiences, which allows us to better grasp the complexities of the world's challenges. This exchange of ideas not only deepens our understanding but also helps us develop strategies that are inclusive and effective in different cultural contexts. (JE)

Many students recognised that "each member brought unique insight shaped by their academic and cultural backgrounds, which enriched our discussions and solutions." This was evident to the teachers when listening to the teams' final presentations, as we could see how they had combined their interests and knowledge to form a unique project.

Equally important in the data, however, with 13 instances, was the mentioning of absence of cultural differences between team members. Some emphasised the fact that they were all Europeans,¹² others the fact that they were all students: "we are

¹² "we are all still from Europe and the cultures don't differ too much when it comes to things like this" (INT); "because we were all from a European backgrounds in my team so in the end we still have some sort of similarities and myself I come from a Mediterranean culture and a Mediterranean household but I live in a central European country which is Switzerland so I'm I'm sort of halfway between different cultures so I feel like I can adapt pretty good but if I had to collaborate with people coming from

from different nationalities as three but we are so like similar in some aspects maybe of studying analysing researching and that's why I didn't feel so much difference between each other" (INT). A few students mentioned that differences were due to "personal attitude" (INT) and "personalities" (JE) and not cultures.

Seven students did mention that they recognised some differences but wrote that these differences were not "huge" or "big" and that by working through them, they managed to gain a deeper ICC. One reported that they had "experienced tremendous growth in this regard" (JE). Another student shared: "Thanks to this experience, I feel more comfortable about working with people from different culture in future jobs" (INT).

Even if the cultures were sometimes close, some students still said the course had made them aware of more subtle differences between European countries: "Teamwork collaboration in a multicultural approach made me realise that I was falsely applying the whole of Europe realities that I know to be true for Western and Southern Europe (Spain, Italy, France, Switzerland, Germany and Great Britain). I realised that I was not aware about some specificities of European Northern countries."

It thus seems that our course protocol was successful, at least for some students who really managed to develop a self-awareness of their own cultural background and their stance towards intercultural communication. The journal entries and the one-to-one interviews show that many students gained confidence in intercultural communication, even if they had already experienced it and even if the cultures present in our course were quite similar (for the groups who had only Swedish, Finnish, Swiss and Czech students).

6 Conclusion

The COIL course that our four language centres developed in 2023 that is at the heart of this article has thus been successful in deepening our students' knowledge of and confidence in intercultural communication, even with such minimal input from the teachers. It seems that students may not need extensive theoretical information about ICC to enact it in multicultural groups. We think that the personal cultural profile activity at the very start of the course, along with the two reflective exercises provided during the course, and the self-reflection that students had to perform for the learning journal entries allowed them to consider their own cultural stance and that of others, reminding them to be open-minded towards their team members. The general friendly atmosphere of the course and the common goal within the teams also helped them practise empathy, patience, active listening and critical thinking, emphasising how ICC is also a *savoir-(ré)agir*.

Based on this analysis, we do not see a need to add explicit tasks or readings on intercultural communication for future implementations of the course. We will,

Asian cultures or maybe from South America or something maybe I I would have to learn a bit about their culture to really adapt myself" (INT).

however, provide students with more opportunities to reflect on intercultural communication seeing as reflection is a vital part of the learning by doing approach (Huber & Reynolds, 2014).

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SARAH MATTILA, SARA COTELLI KURETH, JANA ČEPIČKOVÁ, NATHALIE KIRCHMEYER

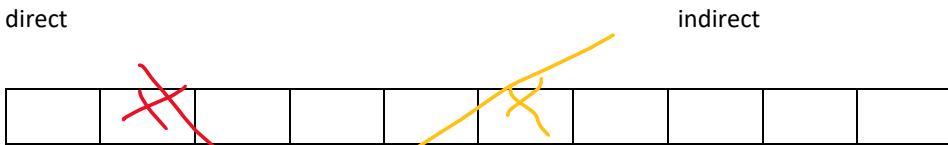
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Appendix

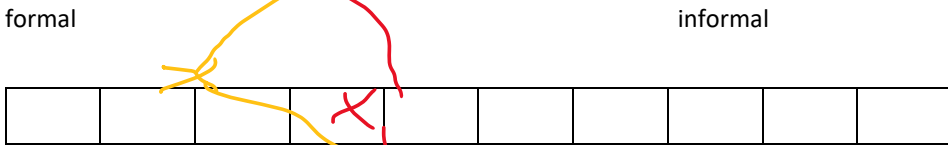
Personal Cultural Profile

Students were asked to complete this profile before the kick-off session of the course. During the kick-off, students gathered in their teams in breakout rooms. They were instructed to use the "Annotate" function, pick a different colour, and then mark the boxes and draw the line as how it appeared on their own profile. Having all the lines on the screen made it easier to see potential similarities and differences among the team members.

1 Communication style



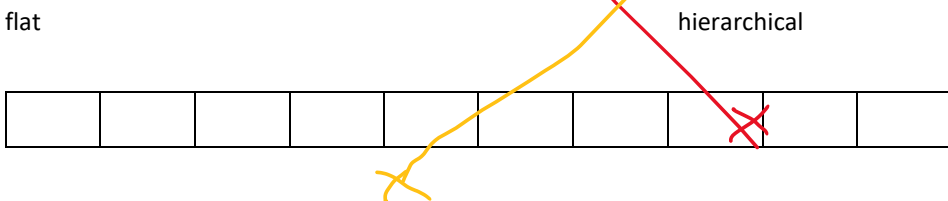
2. Working style



3. Discussion style



4. Leadership style (Do you prefer a flat organisational structure where authority is redistributed to employees/team members, who are less supervised and more empowered to get involved in problem-solving and making decisions? Or a hierarchical organisational structure resembling a pyramid with a clear power structure in place, and where the chain of command goes from the top to the bottom?)



5. Work and relationship (What is more important for you when working on a project? Completing the task or maintaining a good relationship with your friends?)

relationship

task

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6. Decision-making style (Do you prioritise the needs and goals of the group as a whole over the needs and desires of each individual?)

individualistic

collective

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7. Basis for decision-making

facts

instincts

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8. Attitude to time

scheduled

flexible

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9. Work/life balance

live to work

work to live

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