

## Checklist of criteria for evaluating a new IC resource or activity

created by Mirela Cherciov for Camerise, [CC BY-NC-SA](#)

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## Checklist of criteria for evaluating a new IC resource or activity

| Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Your comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Allowing continuity</b><br><br>Does the resource/activity allow for <b>continuous</b> assessment ?<br><br>As we will further explore, IC development is a construct that is built over time. Therefore, in order to be able to capture this progression, a series of such activities would ideally unfold over a longer period of time.                                                                                                                                                                       |               |
| <b>Allowing observation</b><br><br>Does this resource/activity allow you to become an <b>observer</b> of the process of IC development in your students?<br><br><i>Additional reflexive questions:</i><br><br>Does an activity that involves new ways to interact ( <i>savoir-faire</i> ) between students allow for <b>the development of this skill to be observed</b> ?<br><br>Since <i>savoir</i> is mostly an <b>observable competency</b> , do the exams and quizzes used assess learners' <i>savoir</i> ? |               |
| <b>Encouraging curiosity, respect and conscious reflection</b><br><br>Does the resource/activity trigger <b>curiosity, interest, respect for the unknown</b> as well as <b>conscious reflection</b> on interculturality, which are all relevant to assess <i>savoir-être</i> ?                                                                                                                                                                                                                                   |               |
| <b>Showing reliability</b><br><br>To what degree the information you are gaining through observing this activity is a <b>reliable</b> measurement in relation to the learner evaluation rubrics established?                                                                                                                                                                                                                                                                                                     |               |