GLOSSARY

Assessment

Written records on the use of this term in English come from the 16th century as 'the outcome of the act of determining or adjusting of tax rate, charges, damages, etc., to be paid'. The root 'assess' comes from Anglo-French assesser, from Medieval Latin assessare, 'fix a tax upon', originally frequentative of Latin assessus 'a sitting by', past participle of assidere/ adsidere 'to sit beside' (and thus to assist in the office of a judge), 'sit with in counsel or office', from ad 'to' + sedere 'to sit', from proto-indo-european root *sed- 'to sit'. One job of the judge's assistant was to fix the amount of a fine or tax. A transferred sense of 'to judge the value of' (a person, idea, etc.) is recorded only since the mid-20th century. Assessment presupposes external normative standard to which measurements can be done objectively.

In the context of the project, 'assessment' of intercultural competences means a result of an analytical process. In this process, some external normative (and thus objective) standards are compared with the actual developmental stage of existing abilities. These abilities are those with which academic teachers can cause in their students a measurable increase in fitness to medical profession regardless of the differences between linguistic or cultural traditions encountered during the teaching process (see intercultural competences).

Attitudes

The use of the word 'attitude' is first recorded in 17th century France to describe 'posture or position of a figure in a statue or painting' from Italian attitudine 'disposition, posture'. Later it was generalised to mean 'a posture of the body supposed to imply some mental state' (18th century), or a sense of 'a settled behaviour reflecting feeling or opinion' (19th century). Thus the term 'attitude' reflects some observable state of mind, for which some meaning is assigned. The observation period is short, and not necessarily repetitive. One encounter with the person can inform the attitude of the person perceived by the observer. Normative interpretation of the observation is already included in the description of the perceived attitude. Therefore, this is a very subjective evaluation with a high risk of error. To reduce error, the observation period must be increased. Further improvements in reliable observations can be obtained if normative assessment is based on an external, objective reference which is agreed by both parties (observer vs. observed). Such references are provided by global quality assurance organisations, by professional societies, or in forms of ethical or legal codes acquired by a significant number of countries. Deardorff et al. use 'attitudes' as a subset of intercultural competences collected and published in 2006 (currently the most cited work available in the field of intercultural competences). The project aims to interpret these attitudes in the context of medical education.

Competency

The word from old French competent means 'sufficient, appropriate, suitable'. It comes directly from La0n competentem (nomina0ve competens), present par0ciple of competere 'coincide, agree'. Originally it was not related to 'compete', 'compe00on' up un0l the nineteenth century. Thus, the term 'competency' is a norma0ve term meaning 'doing something well' compared to an external, norma0ve, objec0ve standard rather than compared to e.g. somebody else's opinion who has won a compe00on (e.g. a leadership role). The   project deals with norma0ve standards relevant in medical educa0on as defined by global stakeholders (e.g. UN, WFME, WHO).

Constructive alignment

The alignment of content, intended learning outcomes, teaching and learning arrangements with assessment and feedback in order to ensure learning.

Culture

The English word 'culture' comes from 16th century French taking it from mediaeval La0n 'colere' which is also the root word for another English term 'cult'. It is interes0ng to note that the really bloody 'wars of religion' of the 15th-18th centuries in Europe and the even more bloody 'cultural wars' of the 20th century both sound absurd if we look at the core meaning of their common root word. 'Colere' means some collec0on of human ac0vi0es intended to cause growth and preserva0on of a popula0on ('cul0vate'). Other words born in the same historical period in Europe are 'civilisa0on', 'society', 'na0on' and 'country'. All of these words have a joint meaning and usage to iden0fy groups of people as dis0nct from other groups of people. Thus, 'culture' may presume a collec0on of condi0ons (as opposed to gene0c or inherited traits) that helps the growth of a group of living humans over other groups of living humans.

In the   project, the popula0on to be 'cul0vated' is defined as medical students and their academic teachers. Growth of this popula0on means growth in fitness to profession (professional development) in a global environment.

Cultural competences

Cultural competences are abili0es with which someone can really cause growth and preserva0on of a par0cular popula0on in a clear and measurable way. This means the ability to successfully interact with certain condi0ons without which the growth of a par0cular popula0on is impossible. Thus, cultural competences are a selected and proven set of ac0vi0es which not only intend to cause growth of a popula0on but also deliver on this promise in a clear observable way.

In the context of the   project, cultural competences mean abili0es with which academic teachers can really cause in a culturally homogenous cohort of their students a measurable increase in fitness to medical profession.

Intended Learning Outcome (ILO)

Learning outcomes describe what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning (Vlasceanu, Grunberg & Parlea, 2007).

Interculturality

The Latin word 'inter' (in English 'between') indicates the existence of a set of differences or gaps between a minimum of two different entities. 'Interculturality' is based on the assumption that differences may be observed between conditions responsible for growth rate in a minimum of two populations of humans. It seems to be an important fact that 'growth' is bound to the root meaning of 'culture'. This association abolishes the widely promulgated belief that all cultures would be equal and thus they would not be subject to normative, objective comparison or to rank ordering. The opposite is true. A hierarchical order can be established along those conditions which support optimal growth of any given population. The word 'intercultural' was introduced precisely in order to indicate an intentional comparison, analysis of a minimum of two different cultures. In the project, the populations to be compared and analysed are medical students and academic teachers coming from different linguistic and teaching traditions. The subject of analysis of these populations is fitness to profession (professional development) in a global environment.

Intercultural competences

Intercultural competences are abilities with which someone can identify, analyse, or successfully manage differences between growth rates of different populations. This presupposes a thorough knowledge of conditions without which the growth of any population is impossible (i.e. a high level of cultural competence). One needs to be competent in at least one population in order to be able to realise differences if compared with populations other than their own.

In the context of project, intercultural competences mean abilities with which academic teachers can cause in their students a measurable increase in fitness to medical profession regardless of the differences between linguistic or cultural traditions encountered during the teaching process.

Knowledge

The first part of this term ('know') was used in the early 12th century as cnawlece: 'acknowledgment of a superior, honour, worship'. The second element may come from Scandinavian and cognate with the lock 'action, process' found in 'wedlock'. From the late 14th century it was used as 'capacity for knowing, understanding; familiarity'; also 'fact or condition of knowing, awareness of a fact', 'news, notice, information; learning; organised body of facts or teachings'. Sense of 'sexual intercourse' is from c. 1400. Middle English also had a verb form, knoulechen: 'acknowledge' (c. 1200), later 'find out about; recognise', and 'to have sexual intercourse with' (c. 1300). It is important to realise that the root of 'knowledge' reflects a substantial relationship between persons rather than the capacity to store abstract pieces of information. It seems that knowledge was a social act and not a solitary mental activity of abstraction.

Deardorff et al. use 'knowledge' as a subset of intercultural competences collected and published in 2006 (currently the most cited work available in the field of intercultural competences). The project aims to interpret these knowledge competences in the context of medical education.

Scaffolding

Instructional scaffolding is the support given to a student by an instructor throughout the learning process. This support is specifically tailored to each student; this instructional approach allows

students to experience student-centred learning, which tends to facilitate more efficient learning than teacher-centred learning (R. Keith Sawyer The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press, 2006). Some examples of scaffolding are: (a) Building on a student's existing knowledge, skills, attitudes, interests and experience; (b) Repackaging information in user-friendly ways ; (c) Responding to different ways of doing, seeing, thinking and learning.

Skills

The use of the word 'skill' is first recorded in the 12th century as 'power of discernment' from Old Norse skil: 'distinction, ability to make out, discernment, adjustment'. It is related to skilja 'to separate; discern, understand' from Proto-Germanic skaljo: 'divide, separate' (source also of Swedish skäl: 'reason, Danish skjel: 'a separation, boundary, limit', Middle Low German schillen: 'to differ', Middle Dutch schele: 'separation, discrimination' from proto-indoeuropean root skel: 'to cut'). Sense of 'ability, cleverness' was first recorded in the early 13th century. It is interesting to see that a relatively violent verb 'cut' is the root, however, with a clearly accomplished outcome of the ability to separate what is good from what is bad. One more normative term in our glossary suggesting some sort of external, normative, objective reference.

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Sustainable Development Goal 4 (SDG4)

This goal focuses on quality education, which is defined as being culturally agile, being globally engaged, being responsible, being reciprocal, and promoting peace and non-violence.