INTRODUCTION

Multicultural competence and cosmopolitan citizenship in the Hispanic-Japanese (H-J) Higher Education (HE) context

Migratory movements and globalization have contributed to the increase of cultural plurality and the construction of hybrid identities.

MULTILINGUAL SOCIAL ACTORS AND PARTIAL COMMUNICATIVE COMPETENCES

Multilingual social actor = Multilingual competence + Multicultural competence = An individual’s capacity to communicate effectively in specific situations

ACADEMIC INTERNATIONALIZATION IN THE H-J CONTEXT

There is a growing openness to civic interaction as well as linguistic and cultural enrichment within the H-J context.

OBJECTIVE

Getting to know the conceptions on citizenship and the elements involved in the development of multicultural competence in HE

RESEARCH DESIGN AND METHODOLOGY

- Mixed
  - 1. Positivist and interpretative paradigm
  - 2. Theoretical framework and review of the problem
    Shaping the Citizen and Multilingual Social Actor in HE (CYASPS® for its initials in Spanish) questionnaire.

PROBLEMS

- EP3: What are the teachers’ conceptions of citizenship in the H-J HE context?
- EP5: What are the teachers’ conceptions of multicultural education in the H-J HE context?
- EP7: How are citizenship and multiculturality linked in the H-J HE context?

POPULATION AND SAMPLE

- University of Huelva (UHU), Madrid Autonomous University (UAM), University of Salamanca (USAL) and University of Barcelona (UB)
- Hiroshima University (HID), Sophia University (JD), Waseda University (WD) and University of Hokkaido (HOD)

RESULTS

- CIT 90.7%
- MLC 95.4%
- MCC 90.2%

- Categories
  - A citizen can have more than one civic identity.
  - Importance of travel experience.
  - Importance of interaction with other people.

- Data collection
  - CYASPS® in Google Forms®

CONCLUSIONS

A significant correlation exists between the recognition of cosmopolitan citizenship and interpersonal interaction as a multicultural competence element and as an interactive factor for multicultural competence building, respectively.

- Within a multicultural education context, good citizens need to know the resources which are available to them and must manage those resources from an ethical framework that influences their decision-making capacity, thus contributing to a better functioning of their reality in different spheres, amongst them the cultural context.

- PROPOSING EDUCATIONAL ACTIONS TO STUDENTS SO THAT THEY CAN INTERACT IN TODAY’S SOCIETY BUT WITHOUT LOSING THEIR IDENTITY AND CULTURAL VALUES

- EP3: lecturers’ open-ended responses
  - solidary (lecturers)  26
  - responsibility  25
  - commitment  15
  - respect  14

- EP5: open answers teachers

- EP7: Interaction with other people is very important to develop MLC

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