



SDI Review Form 1.6

Journal Name:	<u>British Journal of Education, Society & Behavioural Science</u>
Manuscript Number:	2014_BJESBS_14191
Title of the Manuscript:	Cultural Competency for Working in Agricultural and Extension Education
Type of the Article	Review Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	The paper <u>re</u>represents a content <u>of of the</u> Masters programme course, which is focused on <u>the</u> intercultural competences. There are no theoretical or research basics, which may <u>re</u>present <u>some</u> possibilities of develop<u>ing ment</u> this competence. How to develop <u>a</u> competency – <u>by the</u> methods and approaches (culturally-standard, transcultural, anti-bias, etc.).	Yes, The purpose of this paper is to describe the process of developing and conducting a graduate course in Intercultural Competence. This article describes the background, theoretical framework, course design, assignments, and course evaluation, aiming to contribute to the development of more strategies to develop intercultural competence in extension personnel around the world. The theoretical framework used in the development of this program is described in page #2: Bennett and Hammer proposed a Developmental approach to develop intercultural competence, the model can be check in the article bibliography.



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	The content of the courses is stated without any respect to the research of students' needs. ~~I miss some~~There are absent data, which ~~will~~ describes the students' knowledge, skills, attitudes and experiences.	This course is not a research course. This is a theoretical approach. The students take other courses which improve students' research abilities. This article only describe the course, no data was included. The course catalog description is as follow Cultural Competency for working in Agricultural and Extension education is described in the catalog as: Cultural Competency for Working in Agricultural and Extension Education discusses different strategies to increase intercultural intelligence, and intercultural competence. Discuss the importance of being culturally aware for international and multicultural experiences, in and outside the United States. Interpret concepts of cultural values and stereotypes, intercultural sensitivity, cultural differences, cultural transitions, and intercultural theories. The course learning goal is to reflect about the importance of achieving intercultural competence, understanding the importance of developing intercultural skills to succeed
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Comment [M1]: I miss bych tam nedavala. Je to moc subjektivni – zkus neco jako: There are absent data which describe



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		in international and multicultural environments, and to better serves people from other cultures in agriculture educational and extension programs. As a result of participating in this course the student will be able to, 1) describe the importance of Cultural Competency for Working in Agricultural and Extension Education, 2) describe the importance of the cultural values and stereotype, 3) differentiate among multicultural, diverse and global societies, 4) interpret and analyze the importance of inclusive global societies, managing diversity, and cultural intelligence, 5) describe and analyze the importance and theories of cultural competence, 6) develop effective strategies to successfully approach people from other cultures in international experiences/opportunities in government agencies or transnational multicultural companies (in or outside the United States), and 7) develop successful intercultural training strategies to better serve people from different cultures in agriculture educational and extension programs.
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	The <u>the</u>oretical framework describes the final part of the course –<u>the</u> students should “discuss how to work with people from different countries”. This formulation is <u>however a little bit not appropriate</u>. You can learn and discuss <u>the</u> specific habits, which are different. <u>b</u> But generalization of different ways of working is not “multicultural” and supports <u>the</u> stereotypes in society.	The Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1986, 1993) and the adaptation of this theory in the Continuum of Intercultural Competence (Hammer, 2012) were selected as the theoretical framework for this graduate level course. The theoretical framework was analyzed and discussed during the course by the students, due to the developmental nature of the theoretical framework used, the students were motivated to improve their intercultural competence while participating in the course. The activities within the class, during the semester supported the developmental process. Stereotypes and generalizations are discussed in the course. Generalization are used as a way to characterized specific culture and to learn the general characteristics, e.g. collectivist vs individualist.
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Comment [M2]: A little bit zni neformalne – This formulation is, however, not appropriate.



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Minor REVISION comments	Author only gives only an indication and generally represents intercultural competences as a complex of knowledge, skills and attitudes. There are no concrete examples or models of the intercultural competences. It is not obvious which part of theoretical information taught in the lessons is being the content of quizzes. (What of knowledge is content of quizzes?). In the design courses is no attention paid to the process of There is no attention paid in the design courses to the ~~process of~~ assimilation, acculturation, cultural shock or other specific. The (affection) aim of the multicultural education is mostly about changes of thinking, self-reflection, critical thinking, tolerance and respect to others.	The theoretical framework used in this course is based in the DMIS developed by Milton Bennett and the Interucultural Development Continuum, by Dr. Hammer. I respectfully disagree with your comment, it is not about "tolerance" it is about acceptance of cultural differences.
Optional/General comments		

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Comment [M3]: In the design courses is no attention paid to the process of ass.....