Assessing Globally-Networked Learning via Measuring Intercultural Learning
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TEN MYTHS ABOUT INTERCULTURAL LEARNING

1) Being online (or in the vicinity) with those who are different is sufficient.
2) Learning/understanding will happen through an “Intercultural activity.”
3) Learning about the “tip of the cultural iceberg” is sufficient.
4) No special preparation is needed for intercultural interactions – just bring people together and let them work together.
5) It’s best to “throw” people into uncomfortable cultural situations since that’s the way they can learn the most.
6) Intercultural contact (online or in person) can lead to intercultural understanding and integration.
7) Language fluency and/or cultural knowledge equates with cultural fluency/competency.
8) Having an instructor from a different cultural background will result in an increase in participants’ intercultural learning and understanding.
9) Spending a limited amount of time in another culture means that person is an expert on that particular culture.
10) We can measure impact by number of students completing the course.
Debunking these myths:

- **Allport (1954): Contact Hypothesis** – Criteria for successful intercultural contact:
  a) Equal Status
  b) Common Goals
  c) Intergroup Cooperation
  d) Mutual support of authorities, laws or customs

- **Bennett (1993): Developmental Model of Intercultural Sensitivity**:
  Six Stages - Denial, Defense/Polarization, Minimization, Acceptance, Adaptation, Integration

- **Deardorff (2009): Intercultural Competence Framework** – lifelong process, involves more than knowledge
Measuring intercultural learning:

- Importance of setting clear goals and specific, measurable learning outcomes, including defining terms

- Over 100 intercultural assessment tools (indirect measures)

- Importance of using a mixed methods approach (direct and indirect evidence) – beyond numbers! *Critical reflection is key in online courses.*

- Importance of aligning measures with outcomes
  Examples:
  * Become aware of one’s response to cultural difference – use IDI (Intercultural Development Inventory)
  * Articulate 3 different cultural perspectives on a particular issue – use critical essay
  * Understand personal attributes leading to intercultural success – use IES (Intercultural Effectiveness Scale)

- *USE* the assessment data collected to provide feedback to students = coach them on their intercultural development

FIRST STEPS:

1) What is the intercultural destination for my students? What do I want them to be able to do or achieve interculturally by the end of my course (ie specific aspects of intercultural competence development)?

2) How will I help them reach this intercultural destination throughout the course? (ie readings, offline assignments, group projects, online discussions, etc)

3) How will I know when my students have reached that intercultural destination or at least are moving in the direction of that destination? (ie evidence collected through critical reflection, e-portfolio assignments, embedded course assignments, peer/collaborative assessments, etc – with corresponding clearly delineated rubrics)

References:

IV. BUILDING INTERCULTURAL COMPETENCE
Building an Interculturally Competent Faculty

By Darla K. Deardorff

GIVEN THE INTEGRAL involvement of faculty in shaping the student experience, interculturally competent professors and instructors are in an excellent position to help students develop their own competence in this realm and facilitate students’ global preparedness.

Interculturally competent faculty are those who:
- Understand the complexity of intercultural competence (ICC);
- Design their courses to go beyond knowledge transmission and address intercultural learning as an outcome;
- Can successfully teach students from a wide variety of backgrounds; and
- Are well prepared to provide feedback to students in their intercultural journeys.

Examples of events and activities faculty may participate in to build intercultural competence include: university-initiated conferences, workshops, and symposia; national and international conferences at which ICC is addressed; special ICC-focused faculty professional development opportunities. Building intercultural competence requires some important considerations for developing the content of such activities:
- Faculty must see the relevance of intercultural competence, whether through leading students abroad or teaching students from diverse backgrounds in an “intercultural classroom.” Without relevance, it is difficult for there to be traction.
- Because faculty tend to be research-oriented, many find it helpful to learn that there have been over five decades of scholarly work on the concept of intercultural competence. Key definitions and frameworks (such as the first research-based ICC framework developed by Deardorff, 2006, 2009) can provide a foundation on which a working definition of ICC can be developed within a specific institutional context.
- Emphasizing the developmental, lifelong process of intercultural competence provides faculty with a different paradigm beyond a results-oriented skills approach. A more process-oriented approach promotes the incorporation of learning activities such as critical reflection and analysis into coursework.
- Faculty should reflect on the intercultural aspects of their teaching practice.
- It is important to meet faculty where they are in terms of their backgrounds, learning styles, and expectations. Identifying existing ICC allies and advocates, and engaging faculty through informal conversations or meetings to ascertain needs, challenges, and interest in intercultural competence can be effective first steps in building a campus-wide ICC community.

Some Indicators of Intercultural Competence: Questions for Faculty Discussion

ICC Attitudes:
- How truly open am I to those from different cultural, socioeconomic, and religious backgrounds?
- Do I make quick assumptions about a student? Do I prejudge students or situations, or do I withhold judgment while I explore all facets of the situation?

ICC Knowledge:
- Can I describe my own cultural conditioning? For example, what cultural values impact how I behave and communicate with others?
- How would I describe some of my students’ worldviews? How might these differ from the ways in which I see the world?

ICC Skills:
- Do I engage in active observation in my classroom, paying attention to subtle nuances and dynamics among my students, and in my interactions with my students?
- Do I engage in active reflection on my teaching practice and on my interactions with those from different cultural backgrounds? Do I seek to understand why something occurred and what lessons can be learned from the situation?

ICC Internal Outcomes:
- Am I able to adapt my behavior and communication style to accommodate students from different culturally conditioned communication styles?
- Am I able to be flexible in responding to students’ learning needs, seeking to understand those needs from their cultural perspectives?

ICC External Outcomes:
- How culturally appropriate have I been in my interactions with my students? How would my students answer this question?
- Was I able to meet my goals in an appropriate and effective manner?

Reference

Darla K. Deardorff is the Executive Director of the Association of International Education Administrators (AIEA).

Reference
1. Faculty with an interest in intercultural competence are invited to join a new global network on ICC research (contact author for details: d.deardorff@duke.edu).