

Measuring the impact of internationalisation activities on students' intercultural competence

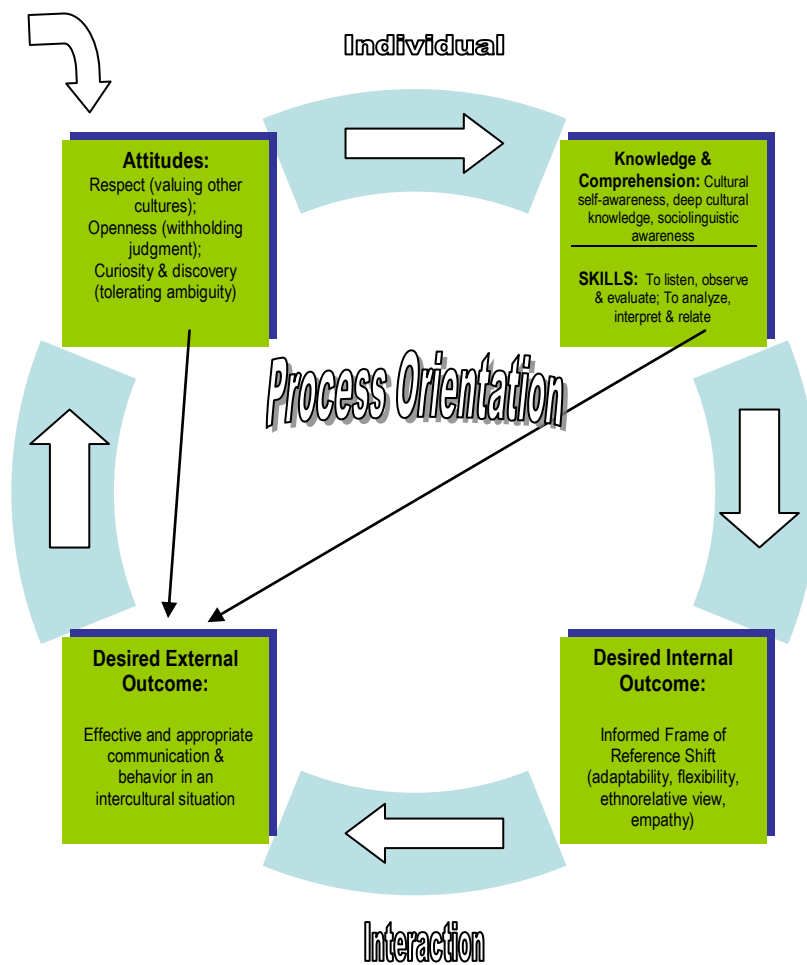
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TEN MYTHS ABOUT INTERCULTURAL CONTACT

- 1) Being in the vicinity of those who are different is sufficient.
- 2) Integration 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 things happen.
- 5) It’s best to “throw” people into uncomfortable cultural situations since that’s the way they can learn the most.
- 6) Intercultural contact can lead to intercultural understanding and integration.
- 7) Language fluency equates with cultural fluency.
- 8) Having a teacher or leader from a different cultural background will result in an increase in participants’ intercultural learning and integration.
- 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 # of students served or # of participants.

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 the impact of internationalization activities:

- Importance of setting clear goals and specific, measurable learning outcomes, including defining terms
- Over 100 intercultural assessment tools
- Importance of using a mixed methods approach (direct and indirect evidence) – beyond numbers!
- 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)
- Importance of assessment plan to USE the data collected

Assessment – Lessons Learned

Collaborate – put together an assessment team

Adapt – build on what current assessment efforts

Measure – what is valued (align!)

Use – collect data that will actually be used

Support – from leadership, stakeholders

- Deardorff, 2008

References:

Deardorff, D.K. (2009). *The Sage Handbook of Intercultural Competence*. Thousand Oaks: Sage

Spencer-Oatey, H. and Franklin, P. (2009) *Intercultural Interaction : A Multidisciplinary Approach to Intercultural Communication* New York: Palgrave Macmillan

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European Association of Intercultural Education (EAIE) Academy and Conference (www.eaie.org)