Exploring Online Tools For Assessing Intercultural Learning and Development

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Ryan Richards, Academic Director of Online Learning, CIEE
Greetings!

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FOR ADDITIONAL RESOURCES:
http://bit.ly/2iHK98L
SPECTRUM
ICEBREAKER
AGENDA

<table>
<thead>
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WHAT IS INTERCULTURAL DEVELOPMENT
What is Intercultural Development?

“The ability to communicate *effectively* and *appropriately* in a variety of cultural contexts”

Janet Bennett
Executive Director
Intercultural Communications Institute
WHY DOES INTERCULTURAL DEVELOPMENT MATTER?
Why Does Intercultural Development Matter?
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Diagram:
- Assessment, Challenge and Support
- Intercultural Development Inventory (IDI)
- Association of American Colleges & Universities Rubrics (AAC&U Rubrics)
- Intercultural Effectiveness Survey (IES)
- Intercultural Development Continuum
- Intercultural Adaptation Model
- Intercultural Development
THE INTERCULTURAL DEVELOPMENT CONTINUUM
The Intercultural Development Continuum

THE INTERCULTURAL ADAPTATION MODEL
The Intercultural Adaptation Model

High-Performing People in Cross-Cultural & Diverse Contexts

- Relevant Operational Knowledge
- Personal Competencies
- Technical Expertise
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Measuring Intercultural Competence
THE INTERCULTURAL DEVELOPMENT INVENTORY
The Intercultural Development Inventory

**Perceived Orientation (PO)**

Your **Perceived Orientation Score** indicates that you rate your own capability in understanding and appropriately adapting to cultural differences at the Cusp of Adaptation, reflecting a relatively early capability to deeply understand, shift cultural perspective, and adapt behavior across cultural differences and commonalities.

**Developmental Orientation (DO)**

Your **Developmental Orientation Score** indicates that your primary orientation toward cultural differences is at the Cusp of Acceptance, reflecting a relatively early orientation that recognizes and appreciates patterns of cultural difference in one’s own and other cultures in values, perceptions and behaviors.
The Intercultural Development Inventory
Process Based - Mapping the Journey
1min Case Study

Standard Deviation Distribution of IDI scores, Pre/Post, for CIEE’s Spring 2017 Intercultural Communications and Leadership Course

<table>
<thead>
<tr>
<th></th>
<th>IDI Mean</th>
<th>MIN</th>
<th>MAX</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>92.86</td>
<td>45.75</td>
<td>131.86</td>
<td>15.76</td>
</tr>
<tr>
<td>POST</td>
<td>99.15</td>
<td>45.82</td>
<td>142.72</td>
<td>17.93</td>
</tr>
</tbody>
</table>
THE INTERCULTURAL EFFECTIVENESS SCALE
# Intercultural Effectiveness Scale

## IES Results Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Self-Awareness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Exploration</td>
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<tr>
<td>Interpersonal Engagement</td>
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<tr>
<td>World Orientation</td>
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<tr>
<td>Relationship Development</td>
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<tr>
<td>Hardiness</td>
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<td></td>
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<tr>
<td>Positive Regard</td>
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<tr>
<td>Emotional Resilience</td>
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**Overall Intercultural Effectiveness Scale:**

[Graph showing the scale with bars for each category indicating the level of effectiveness.]
The Intercultural Effectiveness Scale
Competency Based - Preparation for Journey
1min Case Study
THE AAC&U RUBRIC
Intercultural Knowledge & Competence Rubric

Knowledge
- Cultural self-awareness
- Knowledge of cultural worldview frameworks

Skills
- Empathy
- Verbal and nonverbal communication

Attitudes
- Curiosity
- Openness
# Intercultural Knowledge and Competence VALUE Rubric

**Definition**
Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interactions in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training. Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian. 95-110. Thousand Oaks, CA: Sage.)

End users are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone 4</th>
<th>5</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong>&lt;br&gt;Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g., seeking, exploring, awareness of how these experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)&lt;br&gt;Recognizes new perspectives about one's own cultural rules and biases (e.g., not looking for similarities, comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g., with a strong preference for those shared with one's own cultural group and seeks the same in others)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with one's own cultural group) (e.g., uncomfortable with identifying possible cultural differences with others)</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong>&lt;br&gt;Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td></td>
</tr>
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<td><strong>Skills</strong>&lt;br&gt;Empathy</td>
<td>Interprets intercultural experience from the perspective of one's own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with one's own worldview.</td>
<td>Views the experience of others but does so through own cultural worldview.</td>
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<td><strong>Skills</strong>&lt;br&gt;Verbal and nonverbal communication</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on these differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on these differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on these differences but is still unable to negotiate a shared understanding.</td>
<td>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication and is unable to negotiate a shared understanding.</td>
</tr>
<tr>
<td><strong>Attitudes</strong>&lt;br&gt;Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
<td>Asks simple or surface questions about other cultures.</td>
<td>States minimal interest in learning more about other cultures.</td>
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<td><strong>Attitudes</strong>&lt;br&gt;Openness</td>
<td>Initiates and develops interactions with culturally different others. Encourages open-mindedness in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</td>
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AAC&U Rubric
AAC&U Rubric

NEEDS TO IMPROVE
The restaurant was either closed by Public Health — Seattle & King County within the last year or the restaurant needed multiple return inspections to fix food safety practices.

OKAY
The restaurant has had: MANY red critical violations over the last four inspections.

GOOD
The restaurant has had: SOME red critical violations over the last four inspections.

EXCELLENT
The restaurant has had: NO or FEW red critical violations over the last four inspections.
Activities and Assignments

The following six assignments introduce students to a developmental model of intercultural knowledge and competency as designed in the Association of American Colleges & Universities Intercultural Knowledge and Competence VALUE Rubric.

Students will describe their own culture, compare, and contrast it to other cultures including history, values, communication styles, economy, beliefs, and practices. They will explore the attitudes, knowledge, and skills necessary to communicate and interact effectively and appropriately with diverse persons from different cultures and various backgrounds.

- Knowledge of Cultural Worldview Frameworks Assignment (.pdf)
- Attitude of Intercultural Openness Assignment (.pdf)
- Skills of Intercultural Verbal and Nonverbal Communication Assignment (.pdf)
- Attitude of Intercultural Curiosity Assignment (.pdf)
- Skill of Intercultural Empathy Assignment (.pdf)
- Knowledge of Cultural Self-awareness Assignment (.pdf)
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Diagram showing the flow of assessment, intervention, and development.
Three levers to promote intercultural development

Developed by the Center for Creative Leadership
Intervention

- Pre-Assessment
- Challenge & Support Abroad
- Challenge & Support Abroad
- Post-Assessment
Your Turn
Carousel Graffiti

- Why assess cultural competency?
- How do you or how might you do it?
- What if there weren’t resource limits?
Thank You!

“There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humor.”

-George Santayana

Philosopher

1863-1952
Thank You!

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