SECRET EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one’s intercultural knowledge, skills, and attitudes) to achieve one’s goals to some degree

SECRET INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others’ world views);
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

NOTES:
- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements

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**Notes:**
- Begin with attitudes: Move from individual level (attitudes) to interaction level (outcomes)
- Degree of intercultural competence depends on acquired degree of attitudes, knowledge/comprehension, and skills

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INTERCULTURAL COMPETENCE MODEL

The SAGE Handbook of Intercultural Competence

Edited by

Darla K. Deardorff
Duke University

The SAGE Handbook of Intercultural Competence brings together in one volume the leading experts and scholars from a variety of fields (e.g., education, communication, psychology, social work, health care, conflict studies, etc.) and from around the world who do work in intercultural competence (defined as appropriate and effective communication, as well as behavior, in intercultural situations). Given the current and future focus on global workforce development, and on globalization in general, this Handbook examines the skills, attitudes, and knowledge needed in our ever diverse world.

This Handbook is a vital compendium that any scholar, instructor, administrator, or student can pick up and use for a number of different topics related to intercultural competence:

Part 1--Concepts and Theory of Intercultural Competence (history; definitions; theories; models; methodologies)
Part 2--Intercultural Competence Development in Specific Fields (such as social work, engineering, education, business, health care, and training)
Part 3--Assessment and Research of Intercultural Competence (providing frameworks, self-report tools, methods, and case studies)

“This much needed Handbook provides the latest scholarship and work on intercultural competence, which is so vitally necessary in pursuit of mutual understanding and peace in today’s world.”
- Desmond Tutu, recipient of the 1984 Nobel Peace Prize

“I was delighted to review this book for SAGE in its earlier rendition and am thrilled to see this volume come to fruition. Each of the three parts (Conceptualizing, Applying, and Assessment and Research) provides a fresh and comprehensive examination of this incredibly important concept. Praises to SAGE, Darla Deardorff and the contributors for including in Part 1, Conceptualizing Intercultural Competence, numerous chapters that invite us to understand this phenomenon from multiple cultural perspectives. This Handbook is a must have for practitioners and educators dedicated to the development of intercultural competency.”
- Barbara Kappler Mikk, University of Minnesota, co-author of Communication Highwire: Leveraging The Power Of Diverse Communication Styles and of Maximizing Study Abroad
PART I. CONCEPTUALIZING INTERCULTURAL COMPETENCE

1. Conceptualizing Intercultural Competence Brian H. Spitzberg & Gabrielle Changnon
2. The Identity Factor in Intercultural Competence Young Yun Kim
3. The Interculturally Competent Leader Margaret D. Psach
4. The Moral Circle in Intercultural Competence: Trust Across Cultures Gert Jan Hofstede
5. Intercultural Conflict Competence as a Facet of Intercultural Competence Development: Multiple Conceptual Approaches Stella Ting-Toomey
6. Cultivating Intercultural Competence: A Process Perspective Janet M. Bennett
7. Developing Globally Competent Citizens: The Contrasting Cases of the United States and Vietnam Mark A. Ashwill & Duong Thi Hoang Oanh
8. Understanding Africans’ Conceptualizations of Intercultural Competence Peter Nersou
10. A Chinese Model of Intercultural Leadership Competence Guo-ming Chen & Ran An
11. Intercultural Competence in German Discourse Alois Moosmüller & Michael Schönith
12. India: A Cross-cultural Overview of Intercultural Competence Ranjini Manian & Shobha Naidu
13. Interculturality versus Intercultural Competence in Latin America Adriana Medina-López-Portillo & John Sinning

PART II. APPL YING INTERCULTURAL COMPETENCE

15. Intercultural Competence in Human Resources Passing It On: Intercultural Competence in the Training Arena Craig Storti
17. Intercultural Competence in Teacher Education Developing the Intercultural Competence of Educators and their Students Kenneth Custner & JenniferMahon
18. Intercultural Competence in Foreign Languages The Intercultural Speaker and the Pedagogy of Foreign Language Education Michael Byram
19. Intercultural Competence in International Education Administration Cultural Mentoring R. Michael Page & Matthew L. Goode
23. Intercultural Competence in Healthcare Developing Skills for Interculturally Competent Care Rini Anand & Indra Lahiri

PART III. ASSESSMENT AND RESEARCH IN INTERCULTURAL COMPETENCE

24. Methodological Issues in Researching Intercultural Competence Fons J. R. van de Vijver & Kwoik Leung
28. Implementing Intercultural Competence Assessment Darla K. Deardorff
29. The Real Cost of Intercultural Incompetence: An Epilogue Joseph E. Trimble, Paul B. Pedersen, Eduardo S. Rodela
Exploring successful intercultural classrooms: preparation for the global citizen

Darla Deardorff, Duke University, USA
Catherine Montgomery, Northumbria University, UK
Albertine Zanting, Maastricht University, The Netherlands
overview of session

• Discussion: what makes an the ideal intercultural classroom?
• Presentation 1: what is intercultural competence and what does it mean for faculty?
• Presentation 2: how can curriculum design influence intercultural interaction?
• Presentation 3: what happens in the intercultural classroom?
• Further discussion
Intercultural Competence
in the Classroom

Dr. Darla K. Deardorff
Duke University
d.deardorff@duke.edu
Overview

• Brief context from a US perspective

• Discuss several cultural differences impacting the classroom

• Ways to address cultural differences

• Working toward intercultural competence
Context from US Perspective

- “Multicultural” Education
- International students at post-secondary level
- Issues: teacher/faculty training, integration of int’l/domestic students
Some examples…what’s happening?

- A student doesn’t make eye contact with the teacher
- A student always calls the teacher “Professor”
- Some students don’t participate much in the class
- A student makes comments that don’t seem relevant to the class topic
Cultural Differences in the Classroom

1) Role/expectations of teacher and students

2) Relations between students (native speaker and non-native speaker)

3) Motivation differences – collaboration versus competition
Cultural Differences in the Classroom

4) Learning styles

5) Writing styles

6) Issues of academic dishonesty
Addressing Cultural Differences in the Classroom

1) Listen & observe!

2) Awareness/training of teacher

3) Classroom environment – setting ground rules/expectations

4) Build relationships and community
Addressing Cultural Differences in the Classroom

5) Build awareness of cultural issues
6) Be aware of cultural references in materials and assignments
7) Utilize students as resources (cultural informants)
8) Use flexible teaching strategies
9) Self-reflect
Addressing Cultural Differences in the Classroom

10) Developing intercultural competence in teachers and students

• What is intercultural competence?
What is ICC according to ICC experts?

Highest rated definition (3.8/4.0):

“Ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.”

DK Deardorff, EAIE 2010
What is intercultural competence?

Specific components according to ICC experts:

Attitudes, Knowledge, Skills

Lead to

Internal and External Outcomes
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Lead to

Internal and External Outcomes
Attitudes

• **Respect** (valuing other cultures, cultural diversity)

• **Openness** (to intercultural learning and to people from other cultures, withholding judgment)

• **Curiosity and discovery** (tolerating ambiguity and uncertainty)
Knowledge and Skills

Knowledge & Comprehension:

• Cultural self-awareness

• Deep understanding and knowledge of culture (inc. worldviews)

• Culture-specific information

• Sociolinguistic awareness
ICC Knowledge and Skills

**Knowledge & Comprehension:**

- Cultural self-awareness
- Culture-specific information
- Sociolinguistic awareness
- Deep understanding and knowledge of culture (inc. other world views)

**Skills:**

- To listen, observe, and interpret
- To analyze, evaluate, and relate

DK Deardorff, Hessen presentation, 2010
ICC DESIRED INTERNAL OUTCOME

Informed frame of reference/filter shift:

- **Adaptability** (to different communication styles & behaviors; adjustment to new cultural environments)

- **Flexibility** (selecting and using appropriate communication styles and behaviors; cognitive flexibility)

- **Ethnorelative view**

  » Empathy

DK Deardorff, Hessen presentation, 2010
Behaving and communicating effectively and appropriately (based on one’s intercultural knowledge, skills, and attitudes)
Intercultural Competence (ICC) Models

- 2 models of intercultural competence developed by the researcher based on the research findings

(see handouts)
Implications

• ICC is an ongoing, lifelong *process*

• ICC development needs to address variety of elements – especially other world views! – using a variety of teaching methods

• ICC development must be intentional, cohesive, coordinated
Practical Implications of ICC model

- Need for adequate teacher preparation/training re: ICC
- Role of reflection
- Facilitation of meaningful intercultural interactions
For further information....


For additional articles on these topics, please contact Darla K. Deardorff at d.deardorff@duke.edu
..... MERCI! THANK YOU!
What sorts of curriculum can make intercultural classrooms work?

- Research into intercultural interaction at university appears contradictory:
  - Students do not want to work in multicultural groups and hold stereotypical views of other groups (until they have experienced it) (Volet and Ang, 1998).
  - Students have negative perceptions of intercultural interaction and believe that working in multicultural groups has a negative effect on their grades (Carroll and Li, 2008).
  - Students value intercultural interaction and see the experience gained as an important part of learning to live and work in a globalised world (Montgomery, 2009).

Need to look at the curriculum context in which these perceptions are generated.
Curriculum context 1: negative perceptions

- Students engaged in multi-cultural group work for assessment purposes
- High stakes environment – marks attached
- Marks based on final product produced by group
- Students had no experience of working together and little previous experience of group work
- Task was prescribed and no opportunity for flexibility in roles or activities

(Carroll and Li, 2008)
Curriculum context 2: positive perceptions

• authentic, enquiry-based activity in complex and challenging learning environments: extended and supported opportunities for interaction

• two specific teaching projects in Design: ‘the Guildhall Community’ project and ‘Motorola’ live project

• 47 students: UG: 19 UK and 7 international; MA: 17 international
a deeper look: curriculum and the student view

• The following slides draw out some aspects of the curriculum integral to context 2 that could promote positive intercultural interaction.

• The student perspective is presented using data from 12 informal, situated focus groups with semi-structured interview (further details Montgomery (2009)).
Open curricula: a different social atmosphere?

‘The whole idea of working with people from different nationalities was quite appealing actually.’ (Indian PG Design student)

‘It’s interesting [working in mixed nationality groups]. Like I would ask questions all the time because I’m really interested in other people’s cultures and we talk about religion and everything... and clothes and that in Sri Lanka. It just makes it more fun.’ (UK UG student)
Task and roles are flexible

• ‘It’s been more about sharing ideas so it’s going to be loose group work in a way. It’s not going to be quite the same end so in that sense it’s probably been dead easy [to communicate]’ (UG UK student).
Complex curricula: different ‘ways of thinking’

• ‘In my team every member can speak Mandarin so it’s easier for my team to communicate. But since we were still from different countries [Taiwan and Mainland China] so it’s another different problem that we have different kinds of thinking and that makes a problem when we communicate’ (PG Chinese student)
Authentic and challenging

• ‘It was the first time I had something ‘real’ to do at university’ (UG UK student).

• ‘It’s just to do with laziness. If you have an easier way why would you want to take the harder way?’ (UG UK student)
Low-stakes and informal learning spaces

• ‘On this course it’s easier maybe to talk to other people because of the way it works, sat around tables. It’s more about group conversation’ (UG UK student).
Prior experience and practice built into curriculum

• We’ve known each other for three years now so it’s a continuation of a general conversation (UG UK student
The influence of the teaching, learning and assessment environment

• The design of the teaching, learning and assessment environment could have a significant impact on student perceptions of intercultural learning
references

Cultural diversity in student teams
Its impact on the learning process in Problem Based Learning

Albertine Zanting
Maastricht University
aa.zanting@maastrichtuniversity.nl
Presentation

• What is Problem Based Learning?
• Starting points -> research question
• Findings
What is Problem Based Learning (PBL):

• centered on the student: their talents and learning process are taken as a starting point
• learn by working on concrete theoretical and practical problems
• tutorial groups (consisting of about 12 students) usually meet twice a week to discuss a specific problem
• academic staff joins the tutorial group and guides the learning process, but he/she does not teach
• skills training during the tutorials: presenting, debating, academic papers
Starting points for research:

- PBL: learning through exchange of information and intensive interaction
- concept PBL: diversity as source for learning
- as result of internationalisation and introduction Ba/Ma -> increasing diversity of students’ background
Research question:

What are the (positive and negative) effects of cultural diversity in a student population on the classroom interaction (as important element of the learning process in PBL) at a European higher education institution?
Findings (1)

• Diversity can be beneficial: more information, unheard of experiences from workplace, unfamiliar customs in certain countries, innovative perspectives, etc.

• Diversity takes more time to arrive ‘on the same page’, for example:
  – Accents, dialects
  – Professional/educational backgrounds
  – Experience with SCL
Findings (2)

• Diversity can also make the exchange of information more complicated:
  – Different language uses and competences
  – Different communication and behaviour styles (level of participation, interaction with teacher, non verbal communication)

• These differences can lead to misunderstandings, sometimes conflicts
Findings (3)

• Students and teachers differently interpret interactive situations, make generalisations, have prejudices
• Unawareness + overemphasis of the implication of culture
• Special role of the teacher:
  – As assessors: take culture into account or not?
  – Awareness of cultural differences
references


• Poglia, E., e.a. (2007), *Le dialogue interculturel dans les institutions de formation supérieure en Europe*, Université de la Suisse italienne, Lugano

• Teunissen, Emily, Van den Bossche, Piet & Gijselaers, Wim (2007) *Mindful management of diversity*. Universiteit Maastricht, Faculty of Economics and Business Administration, Maastricht

• Wächter, B. (2008), Seminar Report of the the Council of Europe Seminar on Intercultural Dialogue at University Campus, March 2008, Council of Europe
THANKS!

DIVERSITY

Strength is not only in the similarities, but also in the differences.
Questions to think about....

• How can we create a healthy intercultural environment in our classrooms?

• How can we incorporate the process of intercultural competence development into our classrooms?

• How can we be intentional about ICC development and engage students more fully in this?

DK Deardorff, EAIE 2010
Discussion results (1)

- Prepare students
- Use positive stories/success examples (during preparation)
- Focus on strengths of all students
- Use DIE: Describe, Interpret, Evaluate
- Build trust
- Allow time to integrate and develop process
Discussion results (2)

• Learning culture and community
• Conflict resolution skills
• Choose and use multiple approaches
• Respect (multiple expressions)
• Discuss and develop ground rules
• Addressing previous examples
• It is an ongoing process