

The Intercultural Competence Learning Lab

initiative, experiences & results



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Upcoming accreditation

International Business School challenges:

- ? What do we actually mean with 'international'
- ? Where is the proof that our students learn from Study Abroad
- ? Where is the proof that our educators support intercultural competence development

Worries

- One needs to do more than soak up culture (Covert, 2013)
- The immersion assumption is being contested (Vande Berg et al., 2012)
- Intercultural skills are not learned by osmosis (Yershova et al., 2000)

Hofstede lecture

- Prof. Milton J. Bennett:
 - . . . American students having an American experience in the vicinity of the Eiffel Tower
 - . . . Intercultural sensitivity is not natural, it is not part of our primate past (Bennett, 1993: 21)
 - . . . start with a relatively small group of motivated and interested people, bring them at a higher level of understanding, and create a 'ripple-effect'



The Initiative

- Community of Practice
- Pre- and post-testing / generate evidence
- Session design
- Interview and logbook
- Framework



Community of Practice

- COPs are “groups of people who share a concern, a set of problems, or a **passion about a topic**, and who deepen their knowledge and expertise in this area by interacting on an on-going basis”

(Wenger, McDermott, and Snyder, 2002, p. 4).

- Essential for the COP is that the ones generating (new) knowledge will take this into practice, and return to the COP with their (new) insights based on the experience and the reflection thereof: a so-called **learning-loop**.

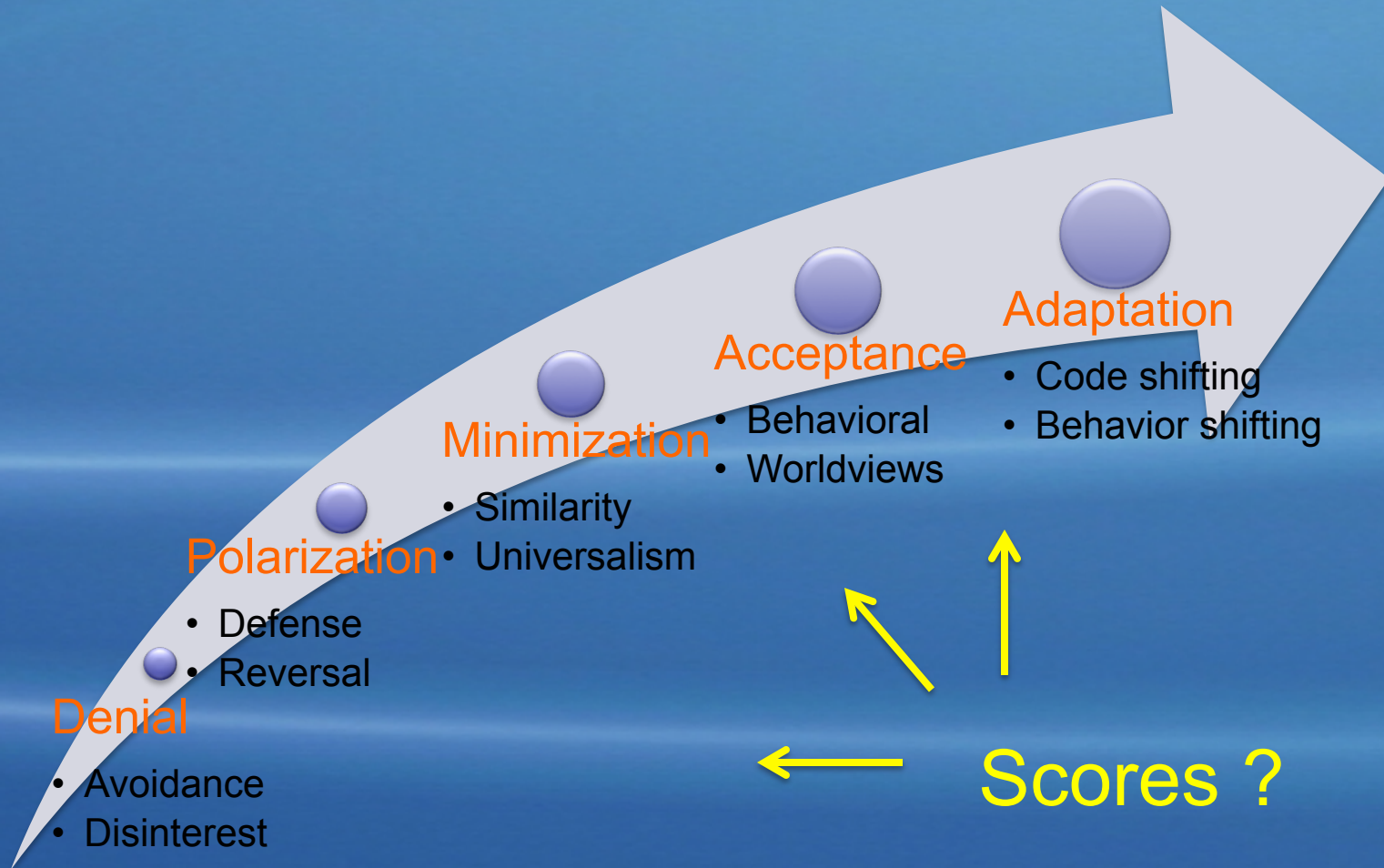
(Wenger, McDermott, and Snyder, 2002, p. 18).

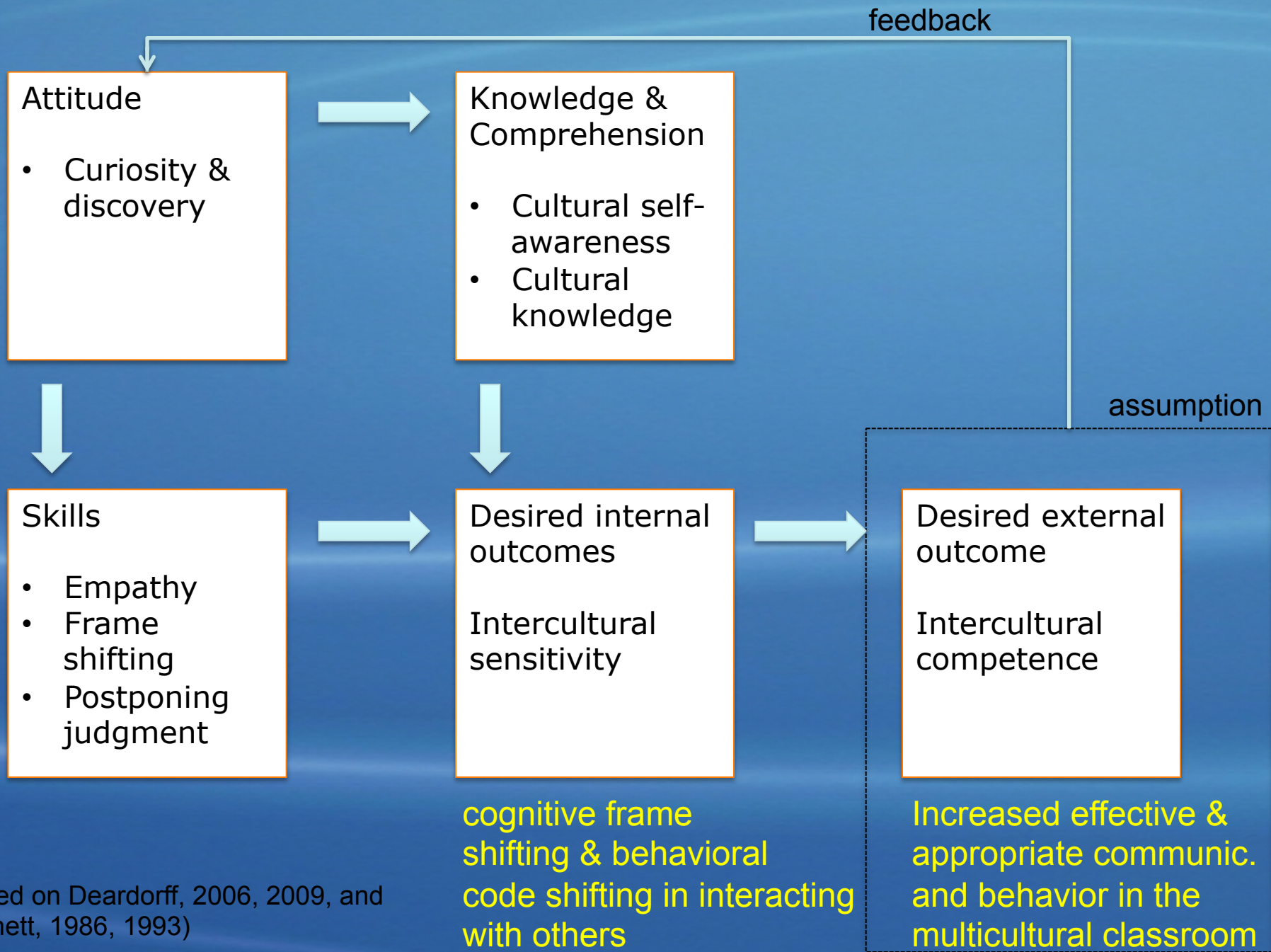
COP impact

- Individual emotional
(recognition, taken serious)
- Individual cognitive
(best practices, tips, reflection)
- Community emotional
(feeling part of . . .)
- Community cognitive
(jointly creating standards)

Lankveld, van, T. & Volman, M. (2011). Ondersteuning van docenten bij onderwijsvernieuwing: de rol van COPs. Tijdschrift voor Hoger Onderwijs (1, 41-53)

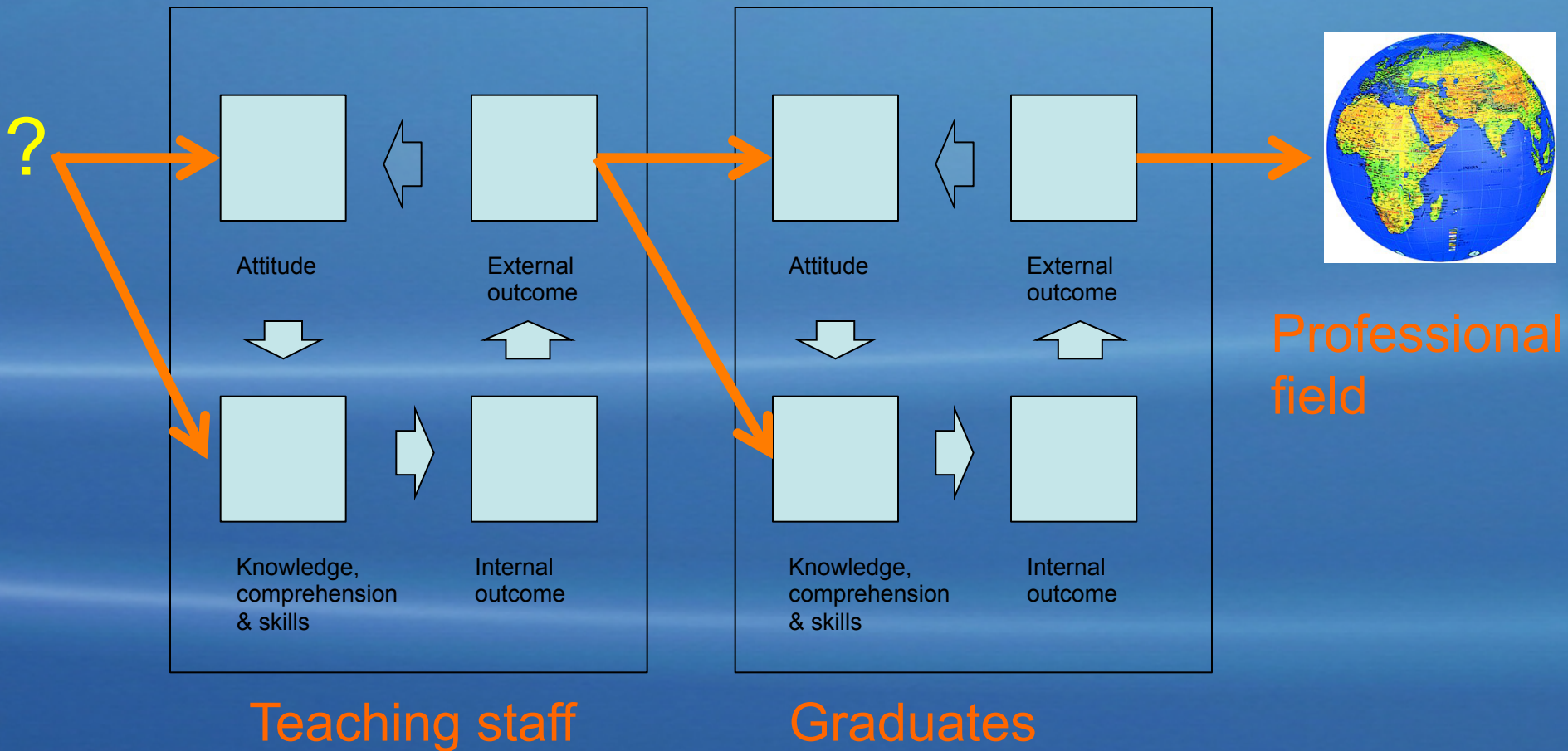
Pre- and post-test (IDI)





(based on Deardorff, 2006, 2009, and Bennett, 1986, 1993)

Assumption



Session design

Red Threads:	Session 1	Session 2	Session . .	Intended learning outcomes (each session):	ICLL framework references:
Your month				To share, listen to, and discuss intercultural (classroom) events and incidents as experiences of cultural differences	Frame 1; respect and openness
Your intrigue				To explore and understand, plus share and discuss a specific ICC related issue, based on personal interest	Frame 1 + 2; curiosity, knowledge
IC theory & models				To compare, analyze and understand various models and concepts of ICC, and discuss suitability and usefulness for (educating) ICC development	Frame 2 + 3; knowledge and comprehension
Your classroom practices				To observe, experience, and evaluate ICC related exercises; to interpret, practice and reflect on ICC related didactics	Frame 3; skills and reflection
Your IC development				To recognize, comprehend, and review personal intercultural sensitivity development; to construe, plan, and exhibit personal intercultural sensitivity developmental steps	Frame 4; informed frame of reference shift
The student perspective				To investigate and understand learner perspectives and to contrast this with own skills and understanding	Frame 5; effective teaching
Management advice				To assess, validate and consider organizational change for enhancing ICC conducive education	Frame 5; leveraging intercultural context
Underlying framework (DMIS)				Each session: choice of topics, exercises, examples, etc. relate to a specific theme, i.e. a stage from the DMIS	

Interviews & logbooks

- All participants were asked to keep a **logbook**
- All participants were asked to agree with an **interview** toward the end of the intervention
- Some kept their logbooks; all were indeed interviewed.

The Experience

- 9 sessions of 4 hours each (year 1)
- 6 sessions of 4 hours each (year 2)
- Increasing awareness → recognizing (more) situations where culture is at stake
- Increasing self-awareness → recognizing typical cultural behaviors and expectations
- Starting to see how confusing our school culture is → what do we actually expect from our students?

some experiences . . .

- From the interviews:
 - You can be surrounded by all kind of different cultures and still engage at superficial level, and learn nothing. You can also make the choice to go deeper. It boils down to curiosity and not being afraid to ask questions . . .
 - . . . it is about understanding the impact you can have.
 - You will be surprised how different people give meaning to things

The hidden curriculum

- “. . . the informal and tacit expectations of the classroom culture, including the norms of interpersonal communication, are beyond the conscious awareness of most teachers”

Condon, J. C. (1986). The ethnocentric classroom. In J. M. Civikly (Ed.). *Communicating in college classrooms: New directions for teaching and learning*, (26), (pp. 11-20). San Francisco, CA: Jossey-Bass

The Results

- IDI scores
- Participant feedback (IDI debrief)
- Accreditation, and more . . .

Example

‘score’



133.46

55

70

85

100

115

130

145

Denial

Polarization:
Defense/
Reversal

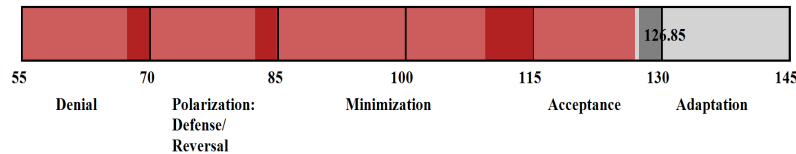
Minimization

Acceptance

Adaptation

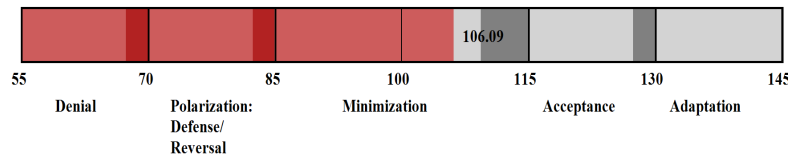
Group profile Oct 2013 (grp3)

Perceived Orientation



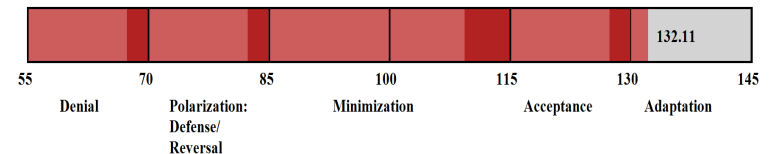
Orientation gap: 20.76

Developmental Orientation



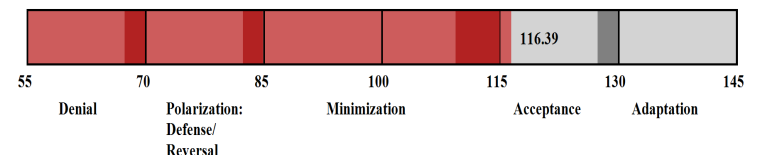
Group profile Jun 2014 (grp3)

Perceived Orientation

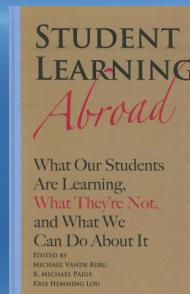


Orientation gap: 15.72

Developmental Orientation



PO changed 5.26 points
DO changed 10.3 points
Gap changed 5.04 points



Research project	gains (avg)	range of gains (from) (to)	
Univ. of Minnesota MAXSA project	4.47		
Georgetown Consortium		1.32	12.47
American Univ. Center of Provence		10.81	13.43
Willamette Univ.-Bellamaine Univ.		1.94	10.17
Univ. of Minnesota-Duluth		1.22	11.56
AFS intercultural impact study		2.0	8.0
CIEE research		4.03	9.0
Westmont in Mexico program		13.32	18.41
Univ. of the Pacific		17.46	19.78
Dejaeghere & Cao	6.9		

Results

- Three groups / 34 participants in total

Group 3 (2014)	106.09	116.39	+ 10.30
Group 2 (2013)	94.72	94.50	- 0.22
Group 1 (2012)	109.23	117.25	+ 8.02

- Both positive and negative individual scores; **negative scores are not necessarily negative outcomes**

Participant feedback: 🙄

- I learned that competence and awareness are complete different things
- There is so much more than you can process; **the more you know the less competent you feel**
- It feels as positive, but uncomfortable. The growing awareness made me insecure. **I need to move beyond this point**

Participant feedback: 😊

- I feel at ease and secure. Colleagues apparently wrestle with the same things.
- I am far more aware when I teach . . . how culture affects their minds, and mine
- Typical, you don't know what you don't know. I thought I was culturally sensitive, but I am more culturally sensitive now

Accreditation, and more . . .

- IBS awarded NVAO 'best practice in internationalization' (January 2012)
- IBS earned NVAO special feature 'internationalization' (Spring 2013)
- ICLL adopted by other schools
- 4th group starting in September 2015
- Challenge: linking IC of educators to IC development of students (ongoing research)



Thank you

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