**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

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<thead>
<tr>
<th>Assessment – Lessons Learned</th>
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<tr>
<td><strong>Collaborate</strong> – put together an assessment team</td>
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<td><strong>Adapt</strong> – build on what current assessment efforts</td>
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<td><strong>Measure</strong> – what is valued (align!)</td>
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<tr>
<td><strong>Use</strong> – collect data that will actually be used</td>
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<tr>
<td><strong>Support</strong> – from leadership, stakeholders</td>
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- Deardorff, 2008

**References:**


Summer Institute for Intercultural Communication, Portland, Oregon ([www.intercultural.org](http://www.intercultural.org))

European Association of Intercultural Education (EAIE) Academy and Conference ([www.eaie.org](http://www.eaie.org))