Intercultural Competence Program

UDEM

APAIE Conference 2013
• **UDEM:**

• Located in the northeast part of Mexico

• A model of liberal arts education, founded in 1969.

• One of only five US-accredited universities in Latin America
A. Internationalization

Strategic Plan for the Internationalization of UDEM

Promote international educational experiences abroad

UDEM IN THE WORLD

1. Student mobility
2. Faculty mobility, research and development

THE WORLD AT UDEM

3. International Curriculum
4. International Campus
5. International Institutional Culture

QEP

THE WORLD AT UDEM

Turn UDEM into an international educational experience.

STRATEGIC INTERNATIONAL RELATIONS

Build strategic international relations
## A. Internationalization

### Strategic Plan for the Internationalization of UDEM

#### International Curriculum (strategies)

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>CURRENT SITUATION</th>
<th>GOALS 2020</th>
</tr>
</thead>
</table>
| a. Internationalize the curriculum.          | 25% degree of internationalization  
  27 courses in English  
  3 foreign languages                             | 50% degree of internationalization  
  80 courses in English  
  8 foreign languages                             |
| b. Increase the offer of double degree programs. | 9/32 double degree programs                                           | All majors will have a double degree option                                |
| c. Obtain international accreditation of academic programs where possible. | 1/32 internationally accredited program                                | All majors will be internationally accredited                              |
| d. Promote the use of the comparative method in teaching. | Used in 19% of courses                                                | Used in 60% of courses                                                    |
| e. Measure the learning outcomes of internationalization. | INEVA: 62.5  
  IDI: ND                                           | INEVA: 80  
  IDI: 60% will get to the next developmental stage                      |
# IDI Assessment

## Study Abroad Generation of IDI Results

<table>
<thead>
<tr>
<th>Study Abroad Generation of</th>
<th>IDI Results</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
</tr>
<tr>
<td>SPRING 06</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>FALL 06</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>SPRING 07</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>FALL 07</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 08</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 09</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
</table>

## Intercultural Mindset

- **Monocultural mindset**
  - Denial
  - Polarization
  - Minimization
  - Acceptance
  - Adaptation

- **Ethnocentrism**
  - Defense/Reversal
  - 55

- **Etnorelativism**
  - 145

---

**IDI**

**Assessment**

**GAP**

**PRE**

**POST**

**SPRING 06**

**FALL 06**

**SPRING 07**

**FALL 07**

**SPRING 08**

**SPRING 09**

**Polarization**

**Minimization**

**Acceptance**

**Adaptation**

**Denial**

**Defense/Reversal**

**Intercultural mindset**
B. Program in Intercultural Competence

1. Benchmarking
   - QEP – SACS Internationalization
   - Other universities with similar projects

2. Theories and concepts
   - Concepts: Review of literature
   - Models: Review of different intercultural competence models

3. UDEM experience
   - IDI: Use of the IDI to measure intercultural sensitivity
   - Still looking and developing other assessment methods
A few things we learned about intercultural competence:

• Cultural knowledge and cultural contact may lead to reduction of stereotypes but does not necessarily lead to competence.

• Language learning may not be sufficient for culture learning.

Bennett (2011)

Some myths about intercultural competence:
• That sending students abroad, by itself, is enough to develop intercultural competencies
• That just bringing international and domestic students together will, by itself, enable them to develop intercultural competencies
• That just addressing the issue in a one-hour training session, a one-day training session, or a few social events, will be sufficient for developing intercultural competencies

Deardorff (2011)
What does lead to intercultural competence?

• Intentional and developmentally sequenced program design.

• Balancing challenge and support.

• Facilitating learning through the study abroad cycle (before, during and after their intercultural experiences).

• Intercultural competence training.

• Providing the necessary time and tools to aid students in identifying what they have learned and reflecting on its applicability to other areas of their lives.
c. Holistic Approach

Synergy among academic and formative internationalization activities

Levels of intervention

Academic

- Internship Abroad
- Final Evaluation Project Abroad (PEF)
- Study Abroad Experience
- • Global Competencies
- • International Comparative Contexts
- • TOEFL 550/89
- • Internationalization at Home Activities

Formative

Program in Intercultural Competence

- Co curricular courses before, during and after the study abroad experience

Phase 1

Program in Intercultural Competences

Phase 2

Experiential Learning and Reflection

UDEM Pedagogical Model

Holistic Approach

Levels of intervention

Synergy among academic and formative internationalization activities
D. Program in Intercultural Competence

Operation

Timeline

Intercultural Competence Program

Planning

Resources/Inputs

- Assessment (INEVA / IDI)

Design

Activities

- Research & Benchmarking
- Program Design

Executing & Monitoring

Outputs/Outcomes

- Pilot group ICC (IE1000)
- Pilot group ICC (IE1001)
- Pilot group ICC (IE1002)
- Assessment
- ICC (IE 1000)
- IE 1000
- IE 1001

(funding, leadership support, students) (number of students, intercultural competence)

* Program Logic Model (Rogers, 2000-Deardorff, 2004)
D. Program in Intercultural Competence

Operation
Curriculum design

Intercultural Competence Coursework

Intervention

<table>
<thead>
<tr>
<th>Courses</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Competence I</td>
<td>Before the study abroad experience (blended)</td>
</tr>
<tr>
<td>Intercultural Competence II</td>
<td>On line, during the study abroad experience</td>
</tr>
<tr>
<td>Intercultural Competence III</td>
<td>After the study abroad experience (seminar)</td>
</tr>
</tbody>
</table>

Intercultural Competence Diploma
D. Program in Intercultural Competence

Course Content

Intercultural learning
- Intercultural competences
- Culture and identity
- Dimensions of culture (Hofstede, Hall, Trompenaars)

Intercultural communication
- Definition
- Application
- Barriers (stereotypes, prejudice, racism)

Intercultural adaptation
- Culture Shock
- Expectations on going abroad

Activities:
- Experiential Learning
- Simulations, games
- Roleplays (culture dimensions)
- Videos
- Focus groups
- DIE
- Interviews (past participants)
- Research project (country specific)
- Student presentations

Assessment:
- Self-report instruments
- Pre-post test
- Case studies
- Facilitator evaluation
- Self-awareness inventories /Self-assessment inventories
- Kolb’s Learning Style Inventory

Abstract conceptualization
- Active experimentation

3 credit
- 3 hours a week-blended format
- 16 week duration
D. Program in Intercultural Competence

Course Content

Intercultural learning
How to maximize your international learning experience
Kolb’s experiential learning cycle abroad

Intercultural adaptation
Review of concepts covered in IE 1000
Application and reflection during the experience

Intercultural communication and sensitivity
Review of concepts covered in IE1000
Application and reflection during the experience

Welcome back!
Adios amigos!
Reflection on intercultural adaptation
Reverse culture shock

Reflective activities
Assessment:
- Journal abroad
- Self-report instruments
- My study abroad experience
- Post-post test
- Analysis of journal
- Blogging
- Interviews
- Videos

Concrete experience
Reflective observation

3 credit online via Blackboard system
Study abroad period
Mi institución

Herramientas

Mis anuncios

No se han publicado anuncios institución en los últimos 7 días.

IE-1000-2 Competencias Interculturales I

Actividades para esta semana y la semana próxima

más anuncios.

Mis cursos

PR-13 Profesional

Cursos en los que usted es: Profesor

12544.201321: IE-1000-2 Competencias Interculturales I

Anuncios:

Actividades para esta semana y la semana próxima

12546.201321: IE-1002-1 Competencia Inter III

No se ha asignado un periodo

Cursos en los que usted es: Profesor

PR13_rediseño_bqarcia_2: Competencia Interculturales I

PR13_rediseño_bqarcia: Competencia Interculturales II

13121.201211: IE-1000-1 COMPETENCIAS INTERCULURARES I

12142.201221: IE-1001-1

Ayuda bajo demanda y catálogo de aprendizaje

Learn more about Blackboard Learn through our On Demand Learning Center. The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting...
D. Program in Intercultural Competence

Content

Intercultural Adaptation
- Reverse culture shock

Intercultural competence in work contexts
- Case studies
  - Ex alumni working abroad videoconferences

ICC life long learning process
- Intercultural competence life long learning plan

Activities
- Group Discussion sessions
- Case studies
- Testimonials
- Reflection

1.5 credit
Seminar modules along the semester
After study abroad period
### Assessment

#### Study Abroad Generation of IDI Results

<table>
<thead>
<tr>
<th></th>
<th>IDI Results</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
</tr>
<tr>
<td>SPRING 06</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>FALL 06</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>SPRING 07</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>FALL 07</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 08</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 09</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
</table>

#### No intervention

#### IE 1000

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnocentrism</th>
<th>Intercultural mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>86</td>
<td>99</td>
</tr>
<tr>
<td>2012</td>
<td>79</td>
<td>92</td>
</tr>
</tbody>
</table>

#### Etnorelativism

- Monocultural mindset
  - Denial
  - Polarization
  - Minimization
  - Acceptance
  - Adaptation

- Intercultural mindset
  - Ethnocentrism
  - Etnorelativism

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnocentrism</th>
<th>Intercultural mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>86</td>
<td>99</td>
</tr>
<tr>
<td>2012</td>
<td>79</td>
<td>92</td>
</tr>
<tr>
<td>2013</td>
<td>85</td>
<td>115</td>
</tr>
<tr>
<td>2014</td>
<td>85</td>
<td>145</td>
</tr>
</tbody>
</table>
“I learned that we must respect all cultures and the least that we can do in order to integrate and fully develop abroad is to learn to recognize cultural differences and deal with them.”

“I thought that this course was going to be a useless class but I was wrong. I have lived in the US before for 2 years and I thought that I did not need to learn anything about living in another culture. This course was very interesting, I have a new attitude towards my entire study abroad experience. The most important thing is to apply all what I have learned when I am abroad.”
“I feel **more confident on how to interpret cultural differences** and now I can differentiate a stereotype from a generalization. I learned things that apply to several aspects of daily life, both at home and while abroad.”
“I thought that I could easily adapt to another culture, but I realized that it is not that easy. I need to work more on my intercultural sensitivity and my attitudes toward other cultures”.

“It is not necessary to be abroad to practice all the knowledge and experience that I learned in this course. I think it should be a “way of life” to practice intercultural sensitivity. It helps you and the society”.
Key to success

- Resources (economic, technological, human, space)
- Appropriate course design
- Train the trainers. Adequate training of facilitators.
- Assessment Plan (multidisciplinary assessment team)
Next steps

- On going assessment methods

- Collaborative international partners (online)

- Introduce Pashe 2 of the program (to all of the student population). *Internationalization at home.*

- International exchange students at UDEM
D. Program in Intercultural Competence

Review of literature

Diverse definitions

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>ATTITUDES</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Of the self</td>
<td>• Openness</td>
<td>• Practice your profession in an international setting</td>
</tr>
<tr>
<td>• Of other countries and cultures</td>
<td>• Cultural self-awareness</td>
<td>• Organizational skills</td>
</tr>
<tr>
<td>• Of the world</td>
<td>• Identity</td>
<td>• Multicultural teamwork</td>
</tr>
<tr>
<td>• Of target culture</td>
<td>• Diversity</td>
<td>• Creative thinking</td>
</tr>
<tr>
<td>• Of current world realities</td>
<td>• Acceptance</td>
<td>• Interpret &amp; relate</td>
</tr>
<tr>
<td>• Second language proficiency</td>
<td>• Tolerance</td>
<td>• Observe</td>
</tr>
<tr>
<td>• Effective communication</td>
<td>• Flexibility</td>
<td>• Analyze</td>
</tr>
<tr>
<td>• Linguistic competence</td>
<td>• Empathy</td>
<td>• Critical Thinking</td>
</tr>
<tr>
<td>• Understanding of the concept of culture</td>
<td>• Respect</td>
<td>• Interact</td>
</tr>
<tr>
<td>• Understanding of world diversity</td>
<td>• Sensitivity</td>
<td>• Adapt</td>
</tr>
<tr>
<td>• Understanding of others worldviews</td>
<td>• Interaction</td>
<td></td>
</tr>
</tbody>
</table>

D. Program in Intercultural Competence

Definition

Elements of the definition of intercultural competence based on literature

- Awareness
- Understanding
- Interpretation

HUMAN CAPACITY

interact
effectively
appropriate

International Multicultural
## Program in Intercultural Competence Benchmark

Higher education institutions whose QEP is related with internationalization topics

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson University</td>
<td>Global Engagement: Anderson University Abroad</td>
</tr>
<tr>
<td>Belhaven College</td>
<td>Worldview: A process of Discovery</td>
</tr>
<tr>
<td>Covenant College</td>
<td>“Who is My Neighbor?” Developing Intercultural Competence through Divergent Learning Events</td>
</tr>
<tr>
<td>Francis Marion University</td>
<td>Expanding Student Horizons through Real World Connections</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>Strengthening the International Competence and Research Experiences of Undergraduate Students</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>Global Learning for Engaged Citizenship</td>
</tr>
<tr>
<td>Mary Baldwin College</td>
<td>Learning for Civic Engagement in a Global Context</td>
</tr>
<tr>
<td>Motlow State Community College</td>
<td>Internationalizing the Curriculum—Improving learning through International Education: Preparing Students for Success in a Global Society</td>
</tr>
<tr>
<td>Rollins College</td>
<td>Education for Citizenship and Leadership in Local and Global Communities</td>
</tr>
<tr>
<td>Saint Edward’s University</td>
<td>Developing Global Understanding in Undergraduate Students</td>
</tr>
<tr>
<td>University of Tampa</td>
<td>Building International Competence: An integrated Approach to International Education</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>The International and Intercultural Awareness Initiative</td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>Beyond Boundaries: Preparing Students to become Global Citizens</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>Engaging Students for Success in a Global Society</td>
</tr>
</tbody>
</table>
### Program in Intercultural Competence Benchmark

Higher education institutions with ICC programs

<table>
<thead>
<tr>
<th>COCURRICULAR ACTIVITIES</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boston College</strong></td>
<td><strong>Global Proficiency Program</strong></td>
</tr>
<tr>
<td>EUA</td>
<td></td>
</tr>
<tr>
<td>Macquaire University</td>
<td><strong>Global Leadership program</strong></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>The University of Kansas</td>
<td><strong>Global Awareness Program</strong></td>
</tr>
<tr>
<td>Victoria University of Wellington</td>
<td><strong>Victoria International Leadership Program</strong></td>
</tr>
<tr>
<td>The University of British Columbia</td>
<td><strong>Global Citizenship Seminar Series</strong></td>
</tr>
<tr>
<td>Canadá</td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td><strong>The Global Competencies Project</strong></td>
</tr>
<tr>
<td>EUA</td>
<td></td>
</tr>
</tbody>
</table>
# Program in Intercultural Competence

## IDI Assessment

<table>
<thead>
<tr>
<th>Study Abroad Generation of</th>
<th>IDI Results</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
</tr>
<tr>
<td>SPRING 06</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>FALL 06</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>SPRING 07</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>FALL 07</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 08</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td>SPRING 09</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
</table>

### Etnorelativism

<table>
<thead>
<tr>
<th>Monocultural mindset</th>
<th>Intercultural mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Polarization</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Minimization</td>
<td></td>
</tr>
<tr>
<td>Ethnocentrism</td>
<td></td>
</tr>
<tr>
<td>Etnorelativism</td>
<td></td>
</tr>
</tbody>
</table>

- Etnorelativism: 55, 85, 115, 145
D. Program in Intercultural Competence

Review of literature

Modelo de competencias globales (Hunter, 2004)
D. Program in Intercultural Competence

Review of literature

Intercultural Competence Model (Deardoff, 2004)

**Desired 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.

**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

**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)

- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements
IDI. Intercultural Development Inventory

- Developed by Bennett and Hammer
- Measures orientations towards cultural differences
- 50 Items
- 10 demographic questions
6. Proyección de población y requerimientos-Curso 50% primera fase

<table>
<thead>
<tr>
<th>Generación</th>
<th>OT 11</th>
<th>VR 1</th>
<th>OT 12</th>
<th>PR 12</th>
<th>VR 13</th>
<th>OT 13</th>
<th>PR 13</th>
<th>OT 14</th>
<th>PR 14</th>
<th>VR 14</th>
<th>OT 15</th>
<th>PR 15</th>
<th>VR 15</th>
<th>OT 16</th>
<th>PR 16</th>
<th>VR 16</th>
<th>OT 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumnos proyectados para atender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumnos a atender</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>101</td>
<td>10</td>
<td>200</td>
<td>239</td>
<td>58</td>
<td>496</td>
<td>571</td>
<td>185</td>
<td>1028</td>
<td>955</td>
<td>274</td>
<td>1384</td>
<td>1075</td>
<td>289</td>
</tr>
<tr>
<td>No. de grupos</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>17</td>
<td>19</td>
<td>6</td>
<td>34</td>
<td>32</td>
<td>9</td>
<td>46</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Pago total anual</td>
<td>$152,000</td>
<td>$350,650</td>
<td>$519,100</td>
<td>$892,000</td>
<td>$1,214,500</td>
<td>$1,263,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presupuesto operativo anual: $150,000
Modelo de formación en competencias Interculturales UDEM