



## *The Challenge of Nurturing Intercultural Competence in Young People*

Kenneth Cushner  
Kent State University



2014 Intercultural Understanding  
Reflection, Responsibility and Action  
École Mondiale World School  
Mumbai, India, October 10, 2014



**It's more than language that matters  
if you want to be effective across  
cultures!**



## Draw a House

- Find a partner, *preferably someone from a different background*.
- You need one piece of paper and one pen or pencil.
- With both of you holding the same pen/pencil, *and without speaking to one another*, draw a house.

## Discuss:

- Where did your image come from?
  - Is it similar to your childhood impression of what a house looks like?
  - Did you grow up in something that resembled your drawing?
  - Is it similar to images of homes you see on a daily basis now?

## Discuss:

---

- How did you determine what to draw?
  - Was this a shared product – a team effort – or did one of you take the lead?
  - How was this communicated? Were you comfortable with this decision?
  - Are you pleased with the outcome?

## Discuss:

---

- Assume that you could talk during the activity. How do you think your drawing might have been different?
- What does this activity have to do with intercultural competence?

## Discuss:

What does intercultural competence mean to you?

- What does an interculturally competent adult do that is different from those who are less competent?
- What does an interculturally competent young person do that is different from those who are less competent?

## Discuss:

- What does a teacher who addresses intercultural competence do that is different from those who are less competent?
- In what ways have ***you and your school*** moved beyond food, festivals and fashion, or museums, monuments and mansions ***to address more significant issues around culture and intercultural interaction?***

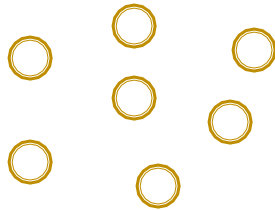
## Clarifying Terminology



## Clarifying Terminology



- ***"Multicultural" - knowledge about particular groups (usually minority or underrepresented groups) in a domestic context.*** (Bennett, 2013; Cushner, et al, 2015)
  - We may study how the Mexicans experience life in the United States, how the Japanese experience life in Brazil, or how Jews or Andaman Islanders experience life in India.



## Clarifying Terminology



- **"International" - multiple nations and their Cultural institutions (e.g., political, economic).** (Bennett, 2013; Cushner, et al, 2015)

- We may learn about Mexican politics, the growing Brazilian economy, or Israeli education.

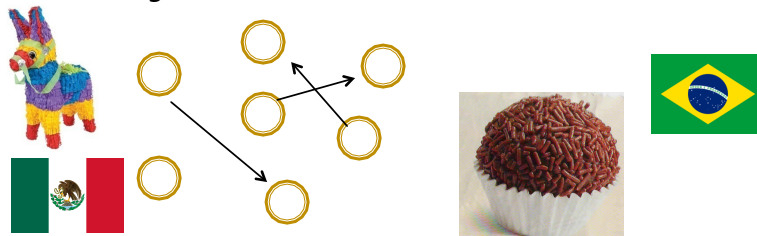


## Clarifying Terminology



- **"Cross-Cultural " - comparisons of one cultural practice, institution or worldview with another.** (Bennett, 2013; Cushner, et al, 2015)

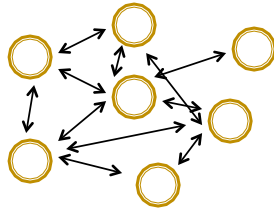
- We might study how Brazilian and Mexican children celebrate birthdays, learning that Mexicans enjoy breaking piñatas filled with hard candies, while Brazilians serve Brigadeiros - chocolate truffle-like bonbons or candies.



## Clarifying Terminology



- **"Intercultural"** - a penetration at the interpersonal level, implying an exchange between individuals of different groups with a focus on building trust, understanding and interpersonal relationships. (Bennett, 2013; Cushner, et al, 2015)
- The Mexican child who may complain that there's no piñata learns to appreciate the new kinds of candy!



## Clarifying Terminology



- **"Intercultural sensitivity."** The ability to perceive cultural context, recognizing both cultural similarities and differences.

(Bennett, 2013; Cushner, et al, 2015)



## Clarifying Terminology



- “Intercultural competence.” The *enactment* of intercultural sensitivity through *the acquisition of an expanded repertoire of culturally appropriate behavior* that is suitable for the *time, place and circumstances*. (Bennett, 2013; Cushner, et al, 2015)



## Why address IC?





## We are living in a world that faces a wide array of problems:

*that will only be solved if people from many different cultures, speaking many different languages and holding many diverse beliefs learn how to communicate, understand one another, and collaborate...*

***or they will not be solved!***



## What do we mean by IC ?



## What is intercultural competence?



- An intersection of knowledge, attitudes, values and a skillset, to:
  - assist young people to *solve the increasing interconnected global problems they are certain to encounter*, and
  - help *develop rapport and facilitate learning in our increasingly intercultural classrooms and communities.*

*That has both domestic and global relevance!*

## What is intercultural competence?



- Intercultural competence is comprised of:
  - *open-mindedness* and genuine *interest* in other cultures;
  - being *observant and knowledgeable* about cultural differences and similarities;
  - an ability to *resist stereotypes and anticipate complexity*; and,
  - being *able and willing to modify behavior* so people can interact and communicate effectively with those different from themselves. (Bhawuk and Brislin, 1992; Deardorff, 2009)

*But, it may not be easy to achieve.....*

## **Teaching for Intercultural Competence**

- *"Intercultural sensitivity is not natural. It is not part of our primate past, nor has it characterized most of human history. Cross-cultural contact usually has been accompanied by bloodshed, oppression, or genocide. Education and training in intercultural communication is an approach to changing our "natural" behavior...."*

## **Teaching for Intercultural Competence**

*...With the concepts and skills developed in this field, we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries. This attempt at change must be approached with the greatest possible care."*

M. Bennett, 1993

## Can we Measure IC ?



There are many tools for Understanding and Assessing Global and Intercultural Competence

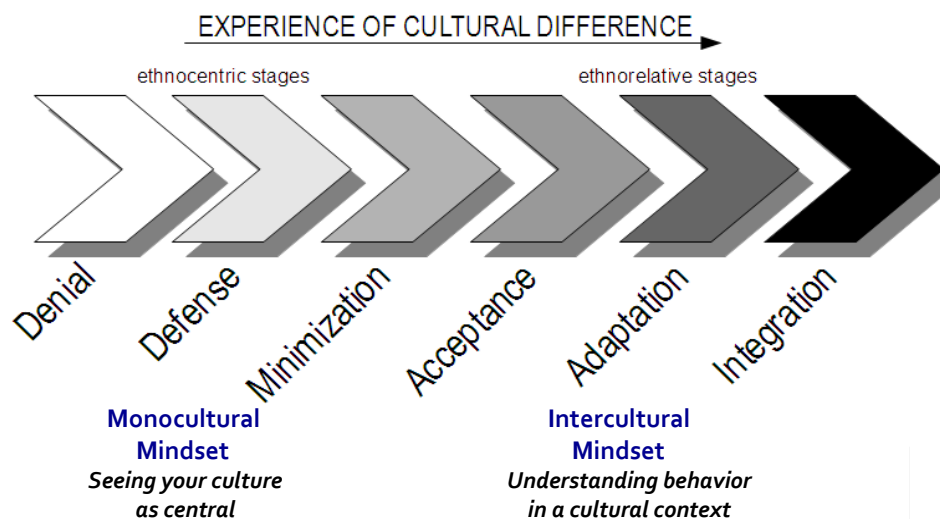
- *Global Perspectives Inventory (GPI)*
- *Beliefs, Events and Values Inventory (BEVI)*
- *Intercultural Effectiveness Scale (IES)*
- *Global Competence Aptitude Assessment (GCAA)*
- *Global-Mindedness Scale*
- *The Global Citizenship Scale*
- *Global Citizens Scale*
- *Intercultural Development Inventory (IDI)*

## Tools for Understanding and Assessing Intercultural Competence

This is where Bennett's  
***Developmental Model of Intercultural Sensitivity (DMIS)***  
 and the  
***Intercultural Development Inventory (IDI)***  
 enter the picture, providing a framework for  
 analyzing one's potential response to cultural  
 difference.



### Developmental Model of Intercultural Sensitivity



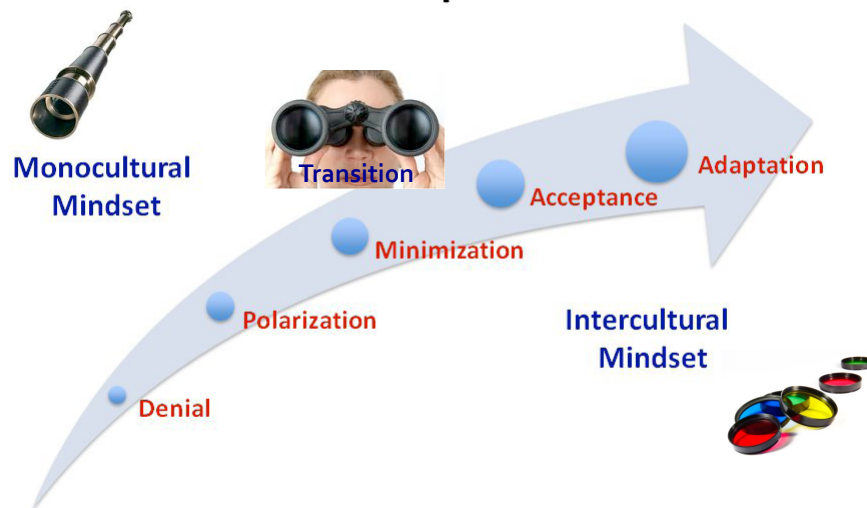
## Intercultural Development Inventory (IDI)

The IDI is an assessment instrument designed to determine where on the Developmental Continuum an individual – or an organization lies.

- solid research base
- valid, reliable
- back-translated in numerous languages



### Intercultural Development Continuum

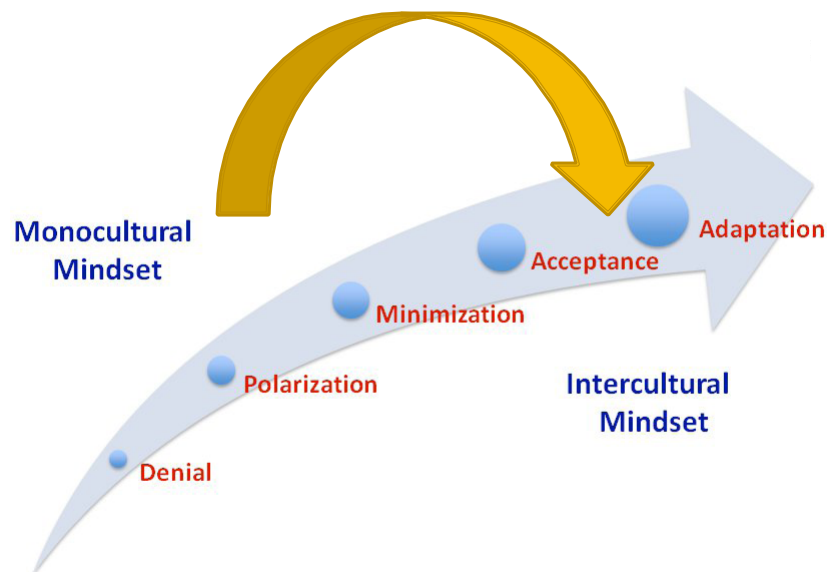


Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1993  
Source: M. Hammer, 2012

## How do we develop interculturality?

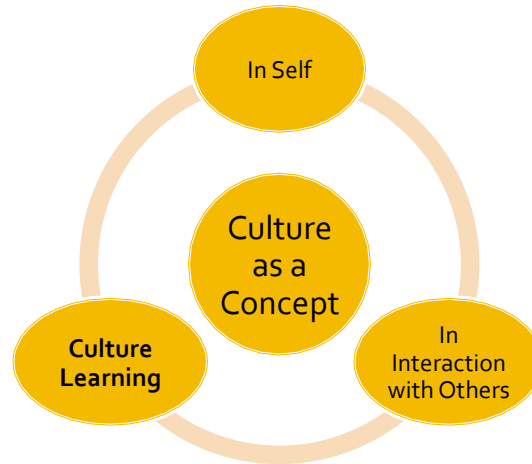


*What do we need to consider when going from*

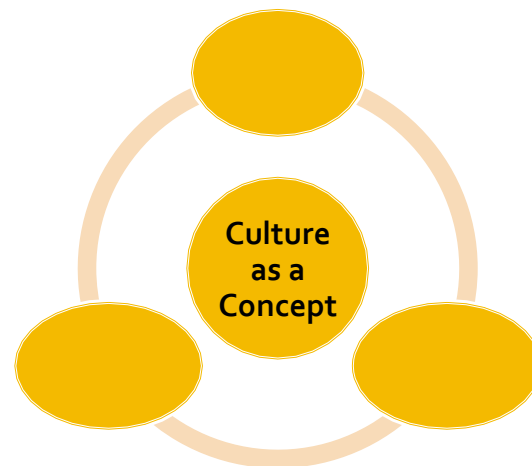


Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1993  
Source: M. Hammer, 2012

## Challenges to Developing Intercultural Competence



## Challenges to Developing Intercultural Competence

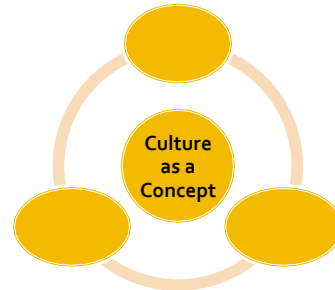




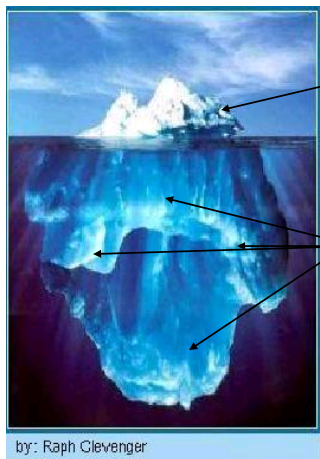
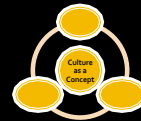
## Challenges to Developing Intercultural Competence



- Understanding the Concept:
  - *Defining terms*
    - *Objective-Subjective Culture*



## Culture is like an iceberg



by: Raph Clevenger

### Objective "Big C" culture

#### **Visible, surface-level culture:**

e.g. artifacts, food, fashion, institutions.

### Subjective 'little c' culture

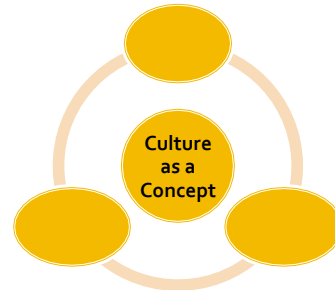
#### **Hidden, intangible, deep level:**

e.g. religious beliefs, values, concept of time, child-rearing beliefs, rules of social etiquette, concept of nature.

## Challenges to Developing Intercultural Competence



- Understanding the Concept:
  - Defining terms
    - Objective-Subjective Culture
  - **Ethnocentrism** and the tendency to **Resist Making Change**



## Ethnocentrism

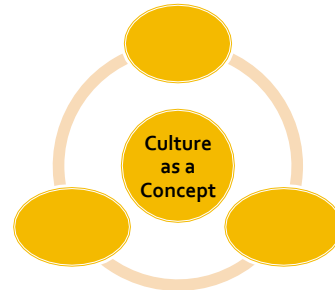


## Challenges to Developing Intercultural Competence



- Understanding the Concept:
  - Defining terms
    - Objective-Subjective Culture
  - **Ethnocentrism** and the tendency to **Resist Making Change**

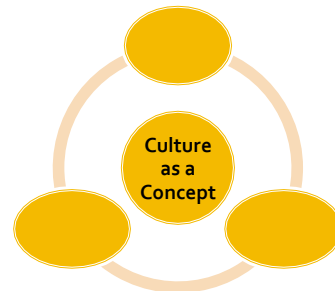
*Has both positive and negative elements!*



## Challenges to Developing Intercultural Competence



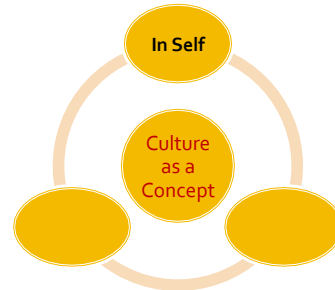
- Understanding the Concept:
  - Defining terms
    - Objective-Subjective Culture
  - Ethnocentrism and the tendency to Resist Making Change
  - **Culture is a Secret – we feel before we think!**
    - We need better understanding, and then the ability to talk about these concepts.



## Challenges to Developing Intercultural Competence



- Teacher Culture (Self):
  - **Objective Culture:**
    - *Demographics of our profession tend not to match the demographics of most student populations.*



## Intercultural Dissonance in National Schools

### *Relatively Homogeneous...*

- in all nations I have been able to survey, the majority of teachers in domestic schools are relatively homogeneous and represent the majority culture of that nation. For instance:
  - In Australia, ≈ 90% are Anglo-Celtic Australian, monolingual, and 65% female.
  - In England, ≈ 90-95% of teachers are white; 75% female.
  - In New Zealand, ≈ 80% European/Pakeha; 10% Maori; 70% female.
  - In the USA, ≈ 85% are European American and middle class and ≈ 65-70% female.

(Banks, 2006; Sleeter, 2008; Cushner, McClelland and Safford, 2015)

## Intercultural Readiness of Teachers

- *...and, most have had relatively few significant experiences outside their own culture. For instance, in the USA:*
  - 69% of white teacher education students report spending all or most of their free time with people of their own racial or ethnic background;
  - three-fifths are monolingual, with fewer than 10% claiming fluency in any second language;

(Banks, 2006; Sleeter, 2008;  
Cushner, McClelland and Safford, 2015)

## Intercultural Readiness of Teachers

- *...and, most have had relatively few significant experiences outside their own culture. For instance, in the USA:*
  - of all college majors, education majors are among the least knowledgeable and interested in international affairs; and,
  - most hold deficit-oriented stereotypes about students from cultures other than their own, and have lower expectations for their success.

(Banks, 2006; Sleeter, 2008;  
Cushner, McClelland and Safford, 2015)

## **Intercultural Dissonance in International Schools**

- **In international schools, there are on average 8 nationalities represented among the teachers – but we know that:**
  - the majority of teachers in IB schools are native English speakers from the USA, the UK, Canada and Australia;
  - most of the teaching is in English;
  - the student makeup in most international schools is typically far more diverse than that of their teachers; and,

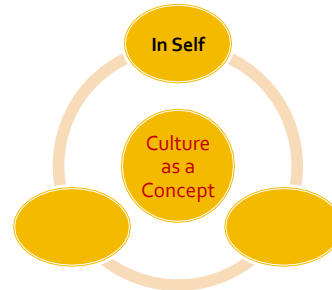
## **Intercultural Dissonance in International Schools**

- **In international schools, there are on average 8 nationalities represented among the teachers – but we know that:**
  - **most teachers in international schools have been trained in the norms and practices of their national culture,** typically a dominant Western tradition; thus perpetuating a monocultural teaching and learning environment regardless of the background of the children (Pearce, 2013).

## Challenges to Developing Intercultural Competence



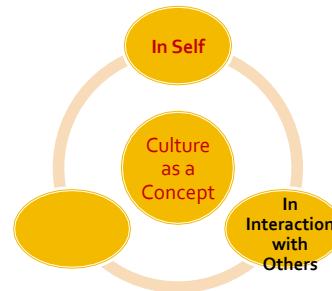
- Teacher Culture (Self):
  - Objective Culture:
    - Demographics of our profession
  - Subjective Culture:
    - *Ethnocentric and resist making change.*
    - *Culture influences behavior –thus the way we teach (and how students learn!).*
    - *There is often a disconnect between the culture of the home and the culture of the school!*



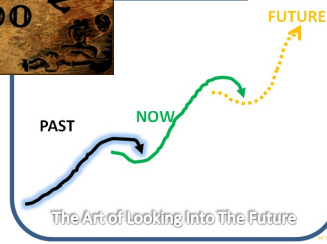
## Challenges to Developing Intercultural Competence



- Student Culture (Other):
  - *An apparent disconnect of many individuals and others in the world – at least among U. S. preservice teachers!*



# Future's Window



The Art of Looking Into The Future



# Future's Window



Self  
5 years

Self  
20 years

*What would you say?*

World  
5 years

World  
20 years

*What would young people you encounter say?*



## Future's Window



### Self 5 years

Graduate  
Get a job  
Get married, own a home  
Get a new car  
Graduate school  
Maybe have children  
Take a vacation

### World 5 years

More wars  
Fuel shortages  
Greater use of technology  
Increased global health concerns  
More pollution  
More violence

### Self 20 years

Have graduate degree  
Maybe move into administration  
Travel  
Children  
Pay off student loans  
Vacation/second home

### World 20 years

One world government  
Over population; increased conflicts  
Global pandemics  
Greater environmental problems  
New sources of energy

*What's wrong with this picture???*

## Future's Window



### Self 5 years

Graduate  
Get a job  
Get married, own a home  
Get a new car  
Graduate school  
Maybe have children  
Take a vacation



### World 5 years

More wars  
Fuel shortages  
Greater use of technology  
Increased global health concerns  
More pollution  
More violence



### Self 20 years

Have graduate degree  
Maybe move into administration  
Travel  
Children  
Pay off student loans  
Vacation/second home

### World 20 years

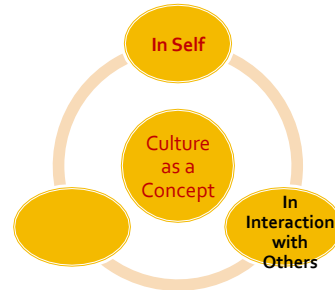
One world government  
Over population; increased conflicts  
Global pandemics  
Greater environmental problems  
New sources of energy

*What's wrong with this picture???*

## Challenges to Developing Intercultural Competence



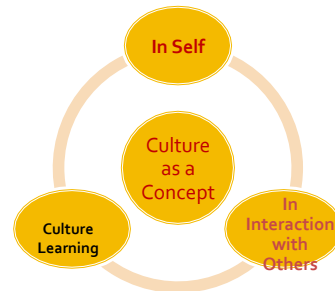
- Student Culture (Other):
  - *An apparent disconnect of many individuals and others in the world.*
  - **Also: Ethnocentrism; Resisting Change; Culture a Secret**
  - BUT, students may be further along the intercultural continuum than most of the teachers (more on this later) .



## Challenges to Developing Intercultural Competence



- Culture Learning and Culture Teaching :
  - Few guidelines exist with regard to the teaching of culture;
  - Therefore, the individual teacher may engage in activity which they 'think' address appropriate content and concepts without fully examining the impact of their efforts (hence may **focus on Big "C" objective culture** – food, fashion, festivals).
  - **We do this in study abroad – the Immersion Assumption!**



## Teaching for Intercultural Competence

*We must consider this from at least two vantage points:*

*1. enhancing the intercultural knowledge, skills and dispositions of ourselves; and*

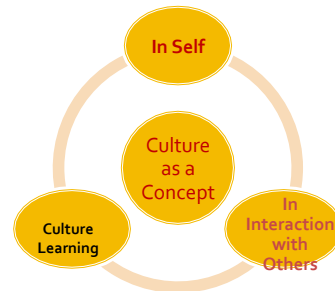
*2. transferring this to our students.*



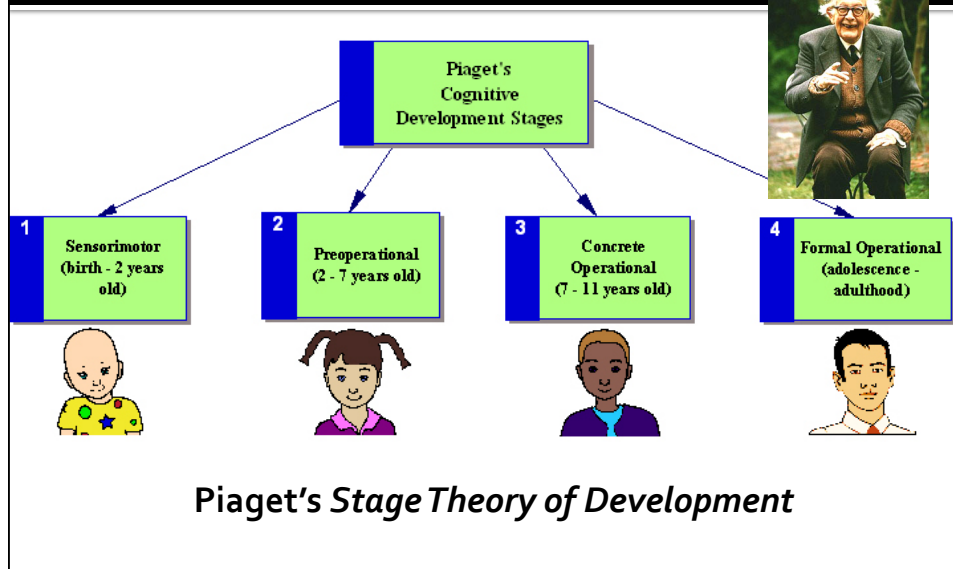
## Challenges to Developing Intercultural Competence



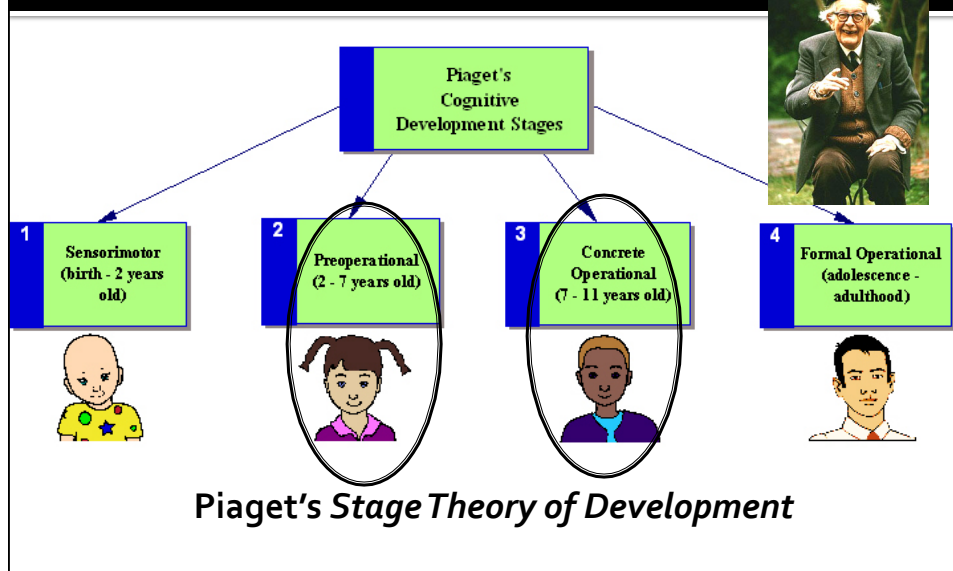
- Culture Learning and Culture Teaching :
  - When is the best time to begin?



## Development and Global Perspective

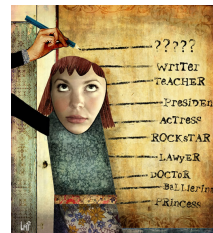
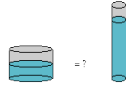


## Development and Global Perspective



## Early and Middle childhood seems to be the critical time, as it's characterized by:

- rapid, dynamic cognitive development;
- a shift from cognitive egocentrism to the ability to assume another's perspective and point of view;
- political understanding becomes more complex;
- high attitude flexibility and low rejection of others; and,
- future orientation.



## Using the IDI

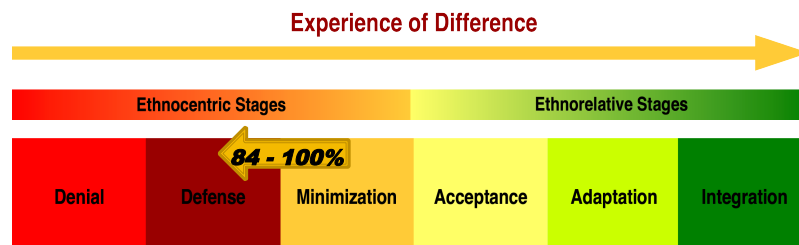
Studies using the IDI tell us a lot about where we may be as a profession (*the bad news!*).....but also supports early and middle childhood as the ideal place to address intercultural learning (*the good news!*).

# An Intercultural Conundrum

(Cushner, 2008)



## IDI and Teachers



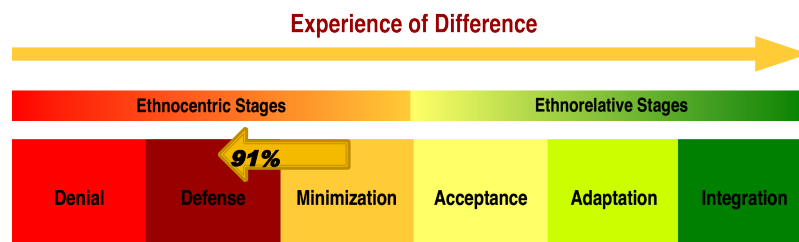
- Mahon (2003): of 155 Midwest teachers, **all were at Minimization or below.**
- Mahon (2009): of 88 Western teachers, **84% at Minimization or below.**
- Grossman & Yuen (2006): of 107 teachers in Hong Kong, **98% in Minimization or below.**
- Yuen (2010): Surveyed 386 secondary teachers in Hong Kong. **Majority in Denial and Polarization**

# An Intercultural Conundrum

(Cushner, 2008)



## IDI and Incoming Undergraduate Education Majors



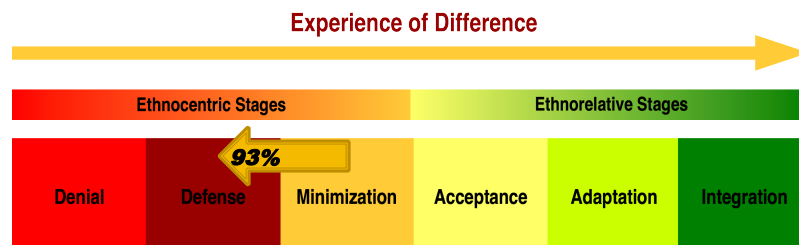
- Of 157 Early Childhood students surveyed over 2 years, **91% in Minimization and below; 9% in Acceptance**

## An Intercultural Conundrum

(Cushner, 2008)



### IDI and Overseas Student Teachers



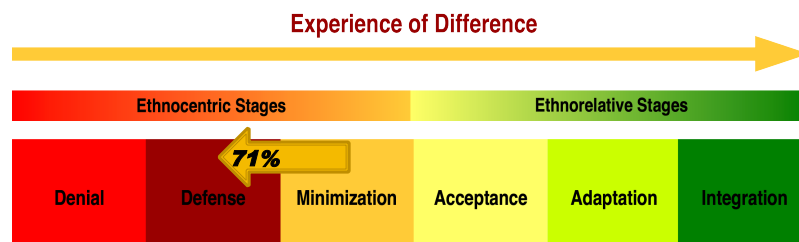
- Of 62 sampled in a 2013 COST, 93% in Minimization and below; 7% on the Ethnorelative side of the continuum – NO CHANGE AFTER THE EXPERIENCE!

## An Intercultural Conundrum

(Cushner, 2008)



### IDI and Teacher Education Faculty



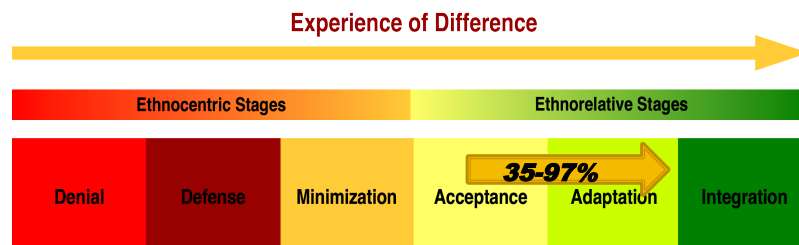
- Of 32 teacher education faculty surveyed over 2 years, 71% (N=23) in Minimization and below; 21% (N=7) in Acceptance; 6% (N=2) in Adaptation

# An Intercultural Conundrum

(Cushner, 2008)



## IDI and Middle/High School Students

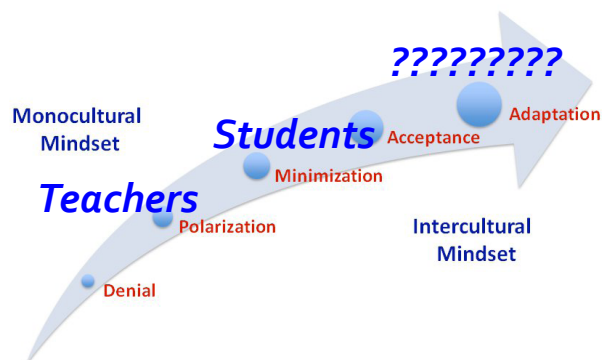


Pederson (1998): w/145 7<sup>th</sup> graders (12 yrs. of age) from urban, suburban and rural schools found **35% in high Minimization and 35% in Acceptance**.  
 Straffon (2003) of 336 *high school* students in an int'l school in Malaysia, **71% in Acceptance** and **26% in Cognitive Adaptation**, w/only 3% on ethnocentric side.

# An Intercultural Conundrum

(Cushner, 2008)

## Intercultural Development Continuum

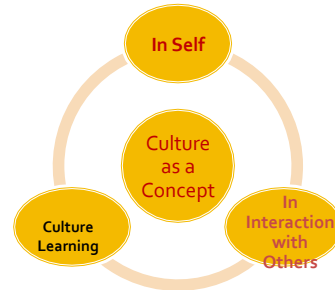




## Challenges to Developing Intercultural Competence



- Culture Learning and Culture Teaching :
  - When is the best time to begin?
  - What do we know about culture learning?



## Language alone $\neq$ IC (behavior)

- |  |        |  |
|--|--------|--|
| <ul style="list-style-type: none"> <li>■ Language learning alone is insufficient for developing intercultural competence.</li> </ul> | $\neq$ | <ul style="list-style-type: none"> <li>■ open-mindedness and interest;</li> <li>■ observant and knowledgeable about culture;</li> <li>■ resist stereotypes and anticipate complexity;</li> <li>■ able and willing to modify behavior.</li> </ul> |
|--|--------|--|

## Knowledge $\neq$ IC (behavior)

- |   |        |  |
|---|--------|--|
| <ul style="list-style-type: none"> <li>■ Cultural knowledge alone does not lead to competence – it's not only a cognitive process!</li> </ul> | $\neq$ | <ul style="list-style-type: none"> <li>■ open-mindedness and interest;</li> <li>■ observant and knowledgeable about culture;</li> <li>■ resist stereotypes and anticipate complexity;</li> <li>■ able and willing to modify behavior.</li> </ul> |
|---|--------|--|

## Contact $\neq$ IC (behavior)

- |   |        |  |
|---|--------|--|
| <ul style="list-style-type: none"> <li>○ Increased cultural contact alone does not lead to competence.</li> </ul> | $\neq$ | <ul style="list-style-type: none"> <li>■ open-mindedness and interest;</li> <li>■ observant and knowledgeable about culture;</li> <li>■ resist stereotypes and anticipate complexity;</li> <li>■ able and willing to modify behavior.</li> </ul> |
|---|--------|--|

## Experience = I C<sub>(behavior)</sub>

- Experience – and guided, reflective encounters with difference seem to be essential for effective culture learning to occur. =
- open-mindedness and interest;
- observant and knowledgeable about culture;
- resist stereotypes and anticipate complexity;
- able and willing to modify behavior.

## Experience = I C<sub>(behavior)</sub>

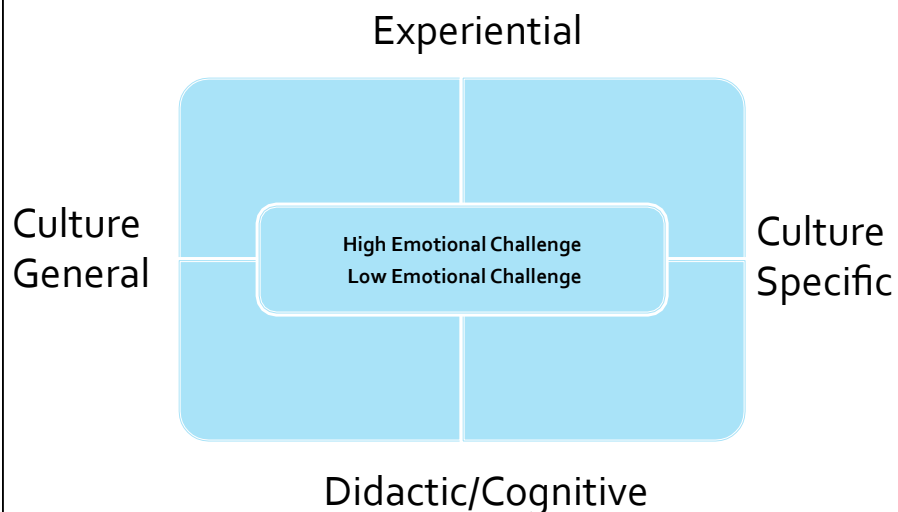
- And, it takes time.  
That is, it is **developmental** – or **evolutionary**... not revolutionary!
- open-mindedness and interest;
- observant and knowledgeable about culture;
- resist stereotypes and anticipate complexity;
- able and willing to modify behavior.

## Using the IDI

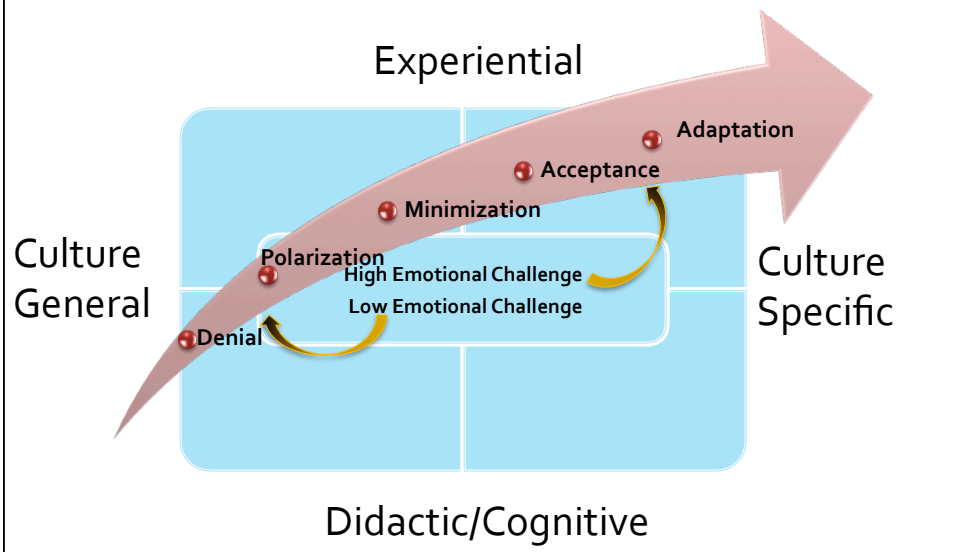
- We can use the IDI to gain insight into:
  - where our students are;
  - where our teachers or faculty are;
  - where our school is;
  - where our graduates are.

***And, we can use the IDI to guide how we go about teaching culture!***

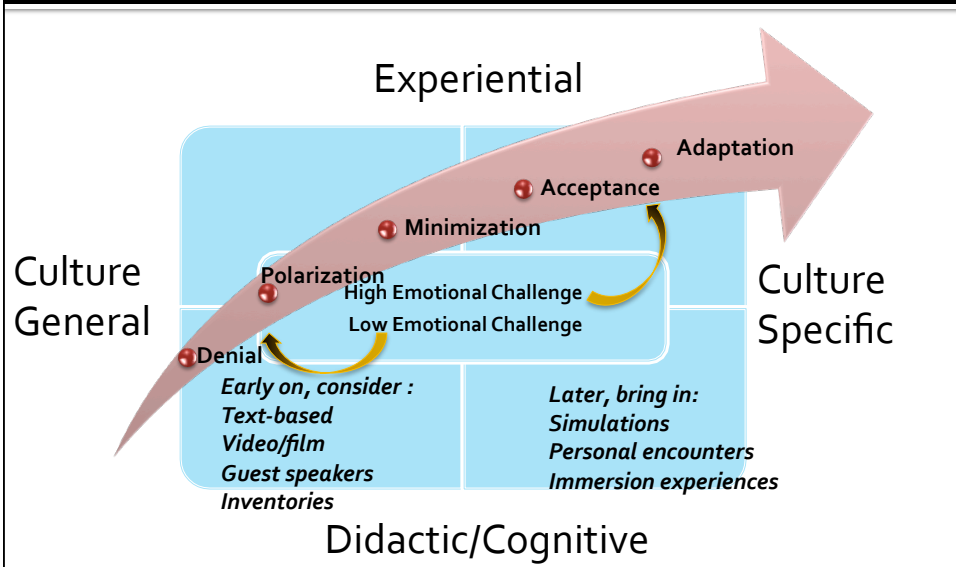
## Mapping Intercultural Learning across the Curriculum



## Mapping Intercultural Learning across the Curriculum

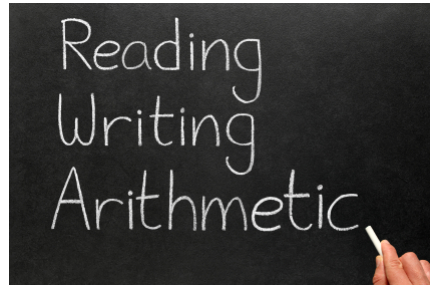


## Mapping Intercultural Learning across the Curriculum



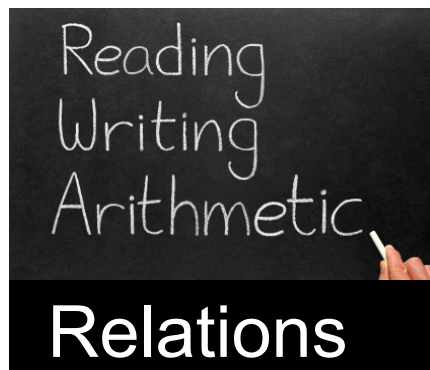
## Schooling for the past 100 years emphasized

### ■ The 3 R's



## Schooling today must emphasize Intercultural Competence

### ■ Propose a 4<sup>th</sup> R



## References Cited

- Banks, J. (2006). *Race, culture, and education: The selected works of James A. Banks*. New York: Routledge.
- Bennett, M. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), *Cross-cultural orientation* (pp. 27–69). Lanham, MD: University Press of America.
- Bennett, M. (2013). Turning Cross-Cultural Contact into Intercultural Learning. Presentation at the China Annual Conference on International Education, Beijing, Nov. 2, 2013.
- Bhawuk, D. P. S. and Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, 16, 413-36.
- Cushner, K. (2008). International Socialization of Young People: Obstacles and Opportunities. *International Journal of Intercultural Relations*, Vol. 32, No. 2, pp. 164-173.
- Cushner, K., McClelland, A. and Safford, P. (2015). *Human Diversity in Education: An Integrative Approach*, 8<sup>th</sup> edition. Boston: McGraw-Hill.

## References Cited

- Cushner, K., McClelland, A., and Safford, P. (2015). *Human Diversity in Education: An Intercultural Approach* 7<sup>th</sup> ed. Boston: McGraw-Hill. (8<sup>th</sup> edition currently in press for 2015).
- Deardorff, D. (2009). *Sage handbook of intercultural competence*. Thousand Oaks, CA: Sage Publication.
- Grossman, D., & Yuen, C. (2006). Beyond the rhetoric: A study of the intercultural sensitivity of Hong Kong Secondary School Teachers. *Pacific Asian Education*, 18 (1), 70–87.
- Hammer, M., & Bennett, M. J. (2003). Measuring intercultural sensitivity: The Intercultural Development Inventory. *International journal of intercultural relations*, 27, 403–419.
- Hammer, M. (2012). v3.idiinventory.com .
- Mahon, J. (2003). Intercultural sensitivity development among practicing teachers: Life history perspectives. Dissertation Abstracts International (UMI No. 3097199).

## References Cited

- Mahon, J. (2009). Conflict style and cultural understanding among teachers in the western United States. *International Journal of Intercultural Relations*, 33(1), 46–56.
- Pearce, R. (Ed., 2013). *International education and schools: Moving beyond the first 40 years*. London: Bloomsbury.
- Pederson, P. (1997). "Intercultural sensitivity and the early adolescent." Paper presented at the 77th Conference of the Nat'l Council for the Social Studies, Cincinnati, OH, Nov. 20–23, 1997.
- Sleeter, C. (2008). An invitation to support diverse students through teacher education. *Journal of Teacher Education*, 59, 212–219.
- Straffon, D. A. (2003). Assessing the intercultural sensitivity of high school students attending an international school. *International Journal of Intercultural Relations*, 27, 487–501.
- Vande Berg, M., Paige, R. M., and Lou, K. (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it*. Sterling, VA: Stylus.
- Yuen, C. (2009). Dimensions of diversity: Challenges to secondary school teachers with implications for intercultural teacher education. *Teaching and Teacher Education*, 26(3), 732–741.