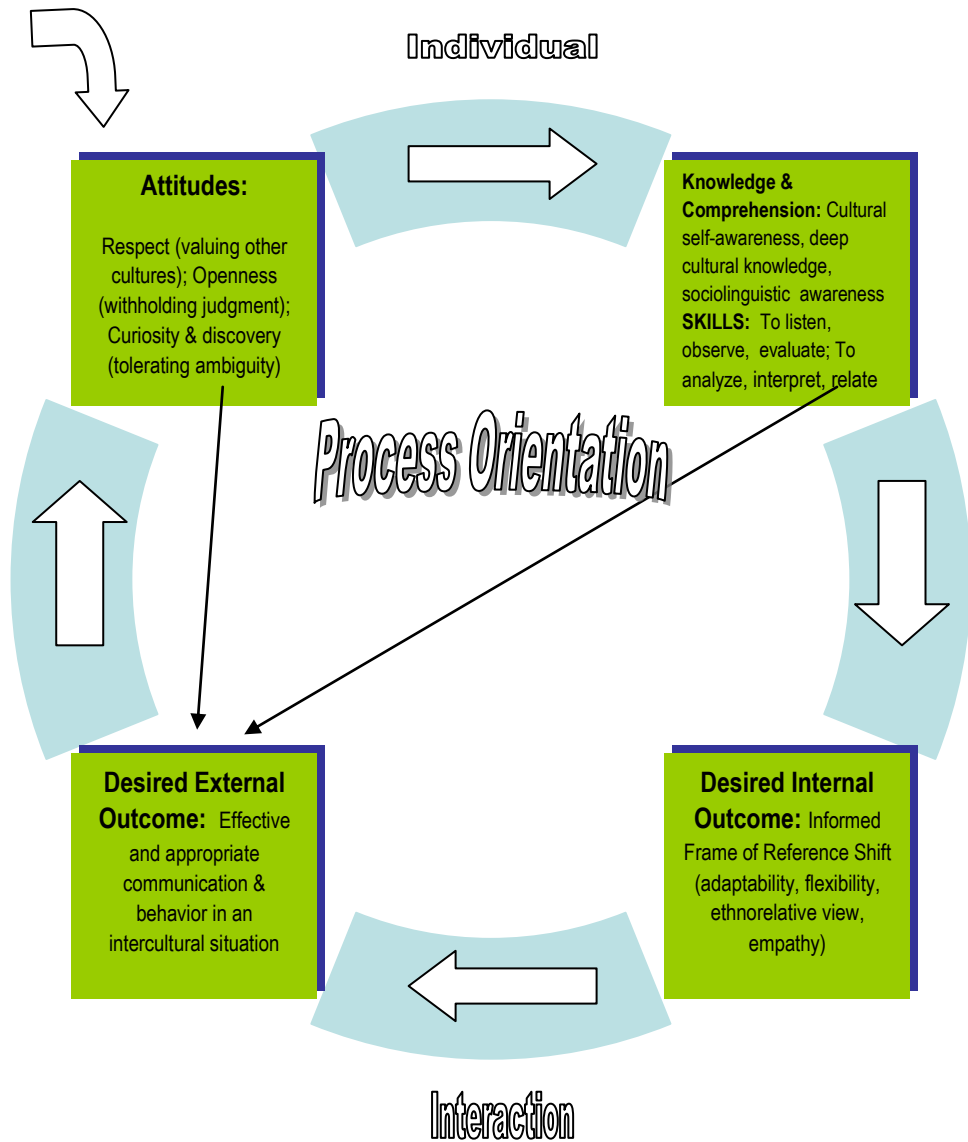


Terminology: Varies by context, over 30 different terms including international competences and intercultural competence

**Deardorff (2009): Process Model/Framework of Intercultural Competence** – lifelong process, involves more than knowledge, begins with attitudes, move from individual level (attitudes) to interaction level (outcomes)



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See [http://www.nafsa.org//file//theory\\_connections\\_intercultural\\_competence.pdf](http://www.nafsa.org//file//theory_connections_intercultural_competence.pdf) for summary and further detail on the ICC framework.

### Three Myths:

- 1) Study abroad makes one more interculturally competent (ICC).
- 2) ICC cannot be assessed.\*
- 3) ICC can be developed by bringing diverse students together.

*\*Note: Need to use a multi-method, multi-perspective assessment approach given complexities of ICC. See "Implementing ICC Assessment" in Sage Handbook of Intercultural Competence for further detail.*

### The Way Forward:

- 1) Define and Align! Align tools with clearly stated and defined goals and objectives
- 2) Remember that ICC is a lifelong process for all of us
- 3) Work with staff and lecturers in regard to their own ICC development
- 4) Intentionally prepare students for encounters with difference that make a difference
- 5) Focus on the why of ICC – ICC to what end? And what do we want students to know and be able to do as a result of addressing ICC development in the curriculum?

### References:

Berardo, K & Deardorff, D.K. (2012). *Building Cultural Competence: Innovative Activities and Models*. Sterling, VA: Stylus

Deardorff, D.K. (2009). *The Sage Handbook of Intercultural Competence*. Thousand Oaks: Sage

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))

ICC Global- online ICC research network ([www.iccglobal.org](http://www.iccglobal.org))

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