

Workshop
Instruments for assessing
pluri/intercultural competence - pros
and cons

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Workshop - Overview

- Purposes of assessment and models of competence
- Issues in progression
- Ethical issues

Purpose/type of assessment

- In education – focus on achievement
 - models of ICC is what is ‘teachable, learnable and assessable’
- In business and commerce – focus on proficiency
 - models of IC (without language) describing processes of interaction and/or characteristics of people


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Resolving Conflict across Cultural Boundaries Using the Intercultural Conflict Style Inventory (ICS)

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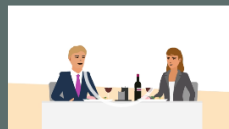
Intercultural Readiness Check

The Intercultural Readiness Check (IRC) is a valid and reliable intercultural assessment instrument. Feedback on your IRC results offers you numerous insights and suggestions for becoming more effective across cultures.

Intercultural Sensitivity



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Models

... identify key elements of :

(a) The whole **interaction** e.g. between lawyer and teacher

(b) The knowledge skills and attitudes which **individuals** need in such interactions

Model of interaction between A and B

an example

cited by:

Spitzberg, B.H. and Changnon, G. (2009)
Conceptualising intercultural competence. In
D. Deardorff (ed.) *The Sage Handbook of
Intercultural Competence*. Los Angeles:
Sage. pp 2-52

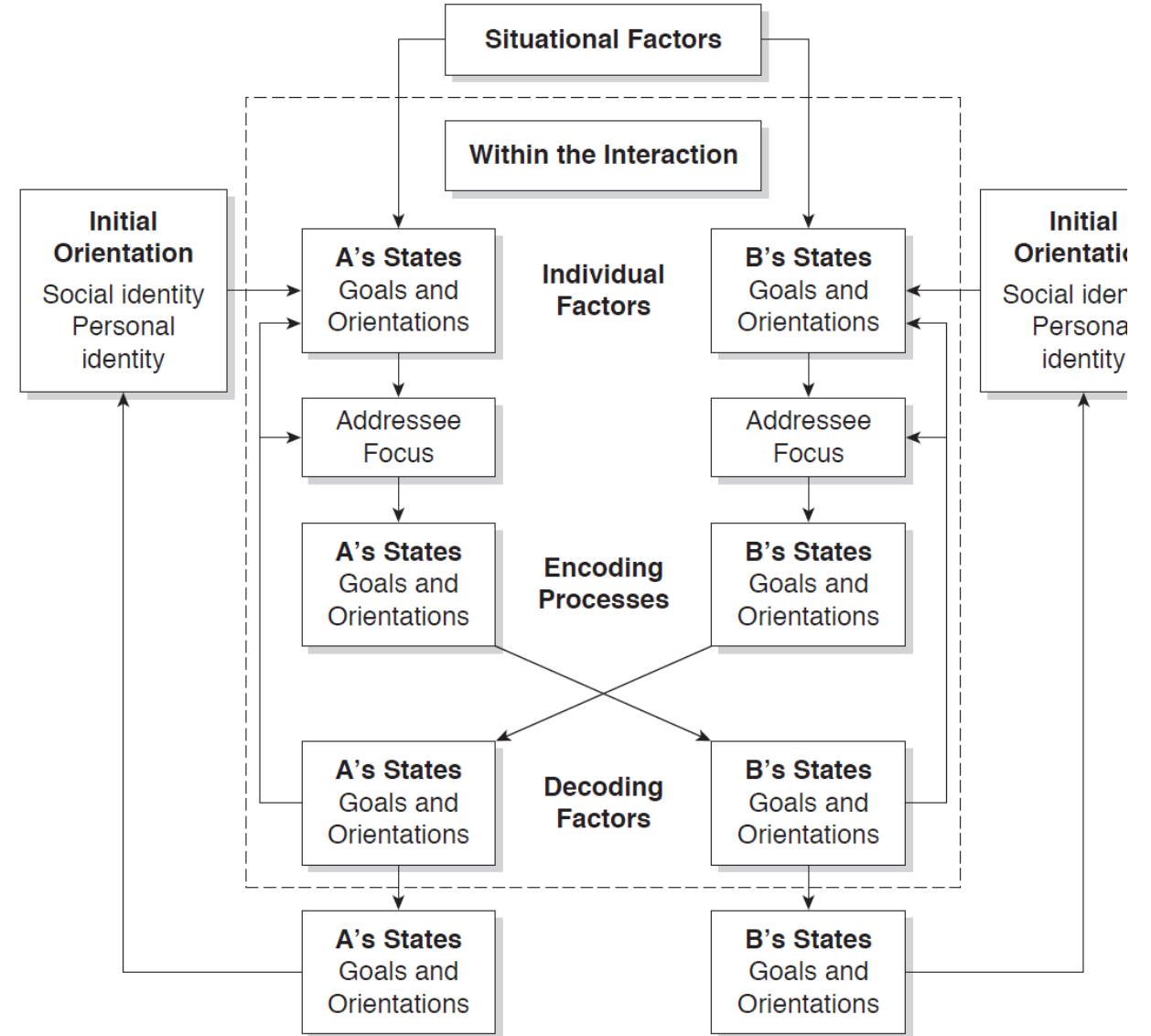
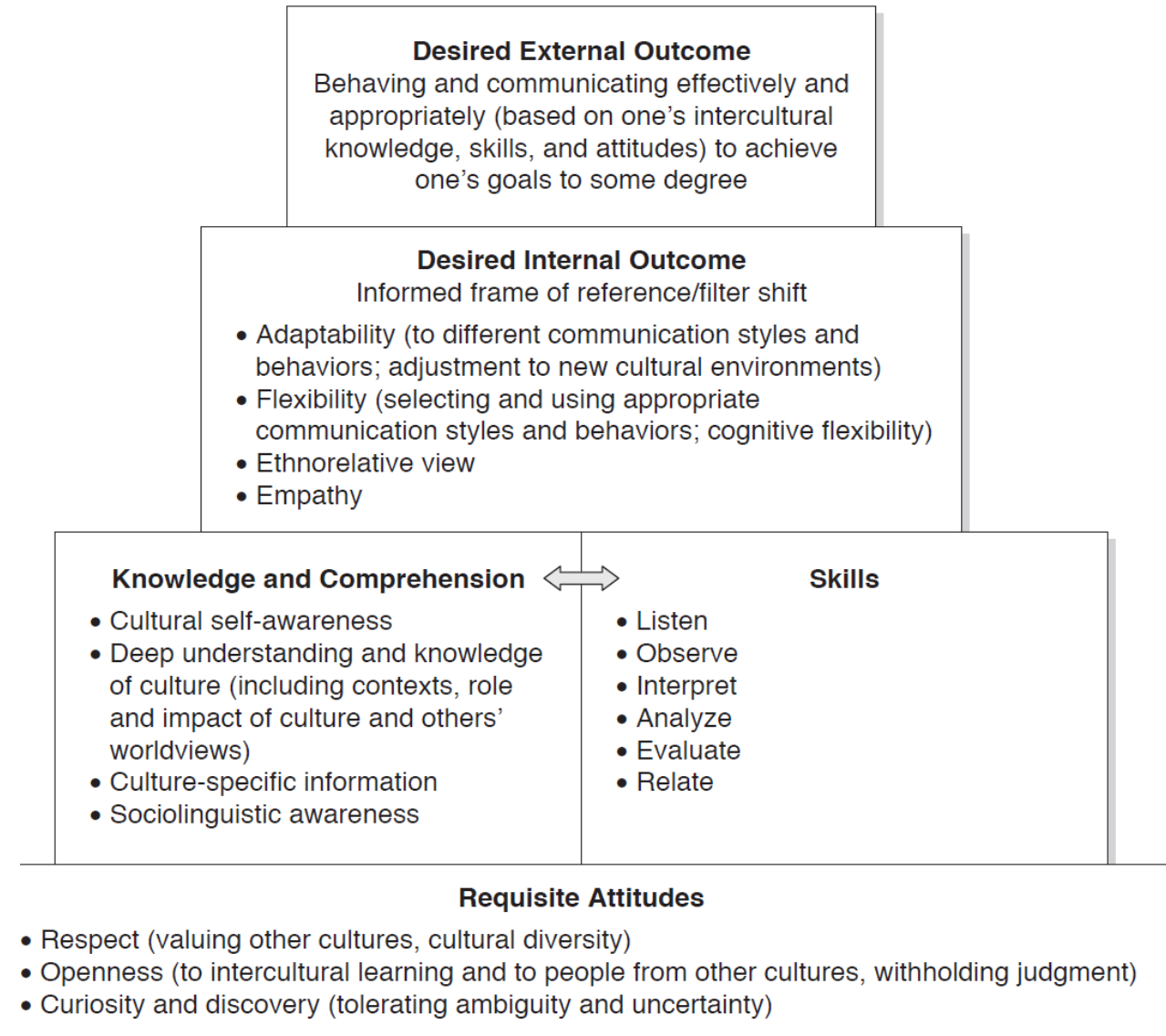


Figure 1.14 Intercultural Communicative Accommodation Model

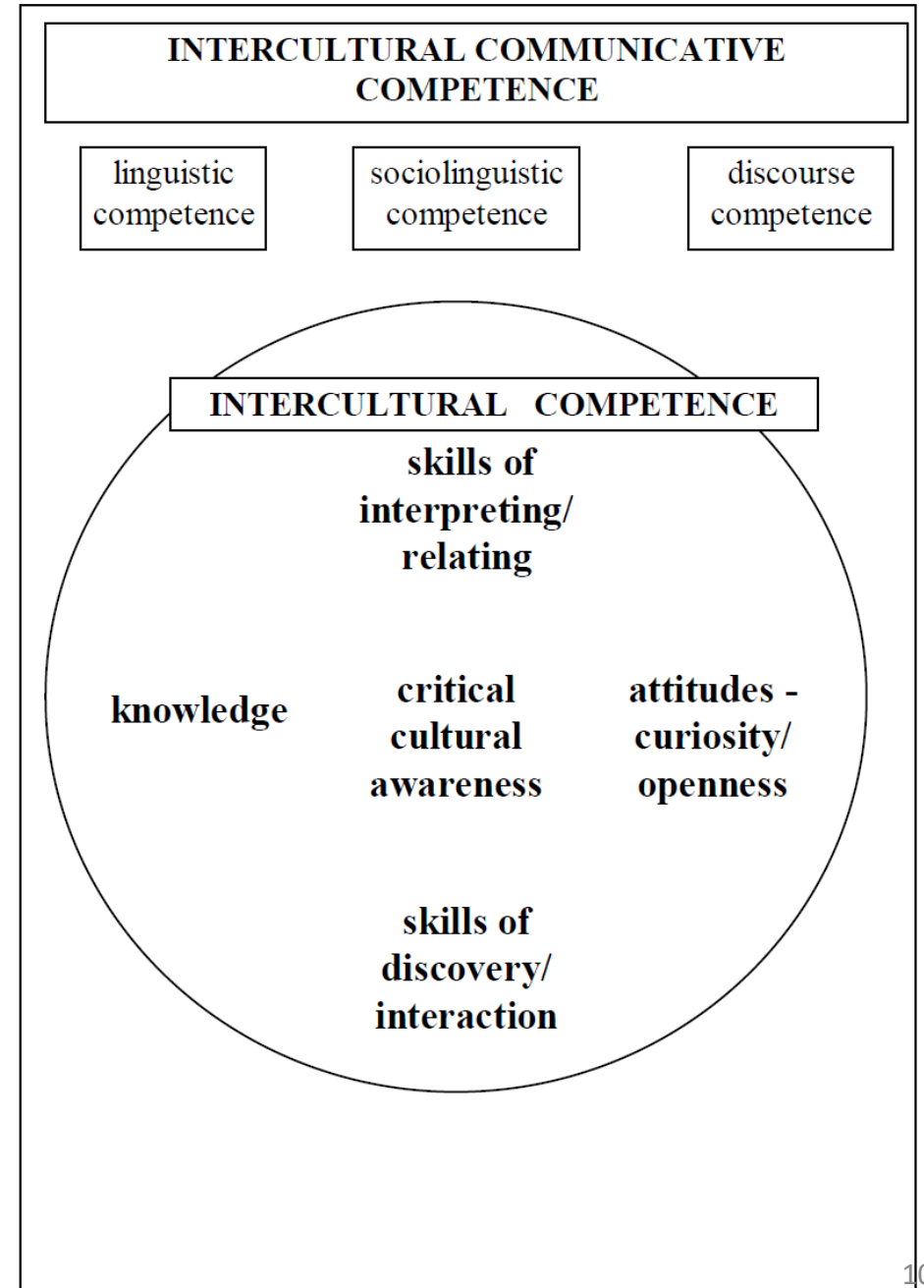
Model of individual's competences and outcomes

Deardorff, D. 2006
Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in Intercultural Education* 10 241-266



Model of individual [teachable] competences: IC and ICC

Byram, M. (1997/2020) *Teaching and assessing Intercultural Communicative Competence*.
Bristol: Multilingual Matters



Issues in assessment: Progression

- Assessment presupposes observable/measurable progression



ACTFL 'can-do statements'

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

NOVICE
PROFICIENCY BENCHMARK

INTERMEDIATE
PROFICIENCY BENCHMARK

INTERCULTURAL COMMUNICATION

 <p>INVESTIGATE</p>	In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
 <p>INTERACT</p>	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.

ADVANCED
PROFICIENCY BENCHMARK

SUPERIOR
PROFICIENCY BENCHMARK

DISTINGUISHED
PROFICIENCY BENCHMARK

INTERCULTURAL COMMUNICATION

<p>In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p>	<p>In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.</p>	<p>In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.</p>	<p>INVESTIGATE</p>
<p>I can interact at a competent level in familiar and some unfamiliar contexts.</p>	<p>I can interact in complex situations to ensure a shared understanding of culture.</p>	<p>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</p>	<p>INTERACT</p>

Intermediate

Intermediate 'Investigate' benchmark: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Performance indicator: In my own and other cultures I can compare products related to everyday life and personal interests or studies.

Performance indicator: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

Intermediate 'Interact' benchmark: I can interact at a functional level in some familiar contexts.

Performance indicator: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Performance indicator: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders.

[Some] Examples: Linking Investigation and Interaction:

Investigate: In my own and other cultures I can compare how and why houses, buildings, and towns affect lifestyles.

Interact: I can use learned behaviors when visiting someone's home or business, and I can notice when I make a cultural mistake.

Investigate: In my own and other cultures I can compare events and beliefs that drive the creation of a monument or the popularity of a landmark.

Interact: I can show respect when visiting a historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others.

Advanced

Advanced ‘Investigate’ benchmark: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

Performance indicator: In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.

Performance indicator: In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.

Advanced ‘Interact’ benchmark: I can interact at a competent level in familiar and some unfamiliar contexts.

Performance indicator: I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

Performance indicator: I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

[Some] Examples: Linking Investigation and Interaction:

Investigate: In my own and other cultures I can describe the cultural influences on the designs of houses, buildings and towns.

Interact: I can adjust my personal space and body language accordingly when interacting with others in a business, school or work environment.

Investigate: In my own and other cultures I can describe and explain how landmarks and monuments contribute to national identity.

Interact: I can manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.

GROUPS Task – compare and identify how progression is described/defined

Comparison of ‘Intermediate’ and ‘Advanced’

Example.

Intermediate ‘Investigate’ :

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Advanced ‘Investigate’

- AND
- In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

There is a **progression from comparison to explanation**, from **establishing** the existence of diversity to **explaining** it in terms of ‘perspectives,’ i.e., a group’s beliefs and values.

Common European Framework of Reference - Companion Volume

[W](#)

	Building on pluricultural repertoire
C2	Can initiate and control their actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.
C1	<p>Can identify differences in sociolinguistic/-pragmatic conventions, critically reflect on them and adjust their communication accordingly.</p> <p>Can sensitively explain the background to and interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</p> <p>Can deal with ambiguity in cross-cultural communication and express their reactions constructively and culturally appropriately in order to bring clarity.</p>
B2	<p>**Can describe and evaluate the viewpoints and practices of their own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.</p> <p>**Can explain their interpretation of the cultural assumptions, preconceptions, stereotypes and prejudices of their own community and of other communities that they are familiar with.</p> <p>**Can interpret and explain a document or event from another culture and relate it to documents or events from their own culture(s) and/or from cultures with which they are familiar.</p> <p>**Can discuss the objectivity and balance of information and opinions expressed in the media about their own and other communities.</p> <p>Can identify and reflect on similarities and differences in culturally determined behavioural patterns (e.g. gestures and speech volume or, for sign languages, sign size) and discuss their significance in order to negotiate mutual understanding.</p> <p>Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express themselves appropriately.</p> <p>Can generally interpret cultural cues appropriately in the culture concerned.</p> <p>Can reflect on and explain particular ways of communicating in their own and other cultures, and the risks of misunderstanding they generate.</p>

Descriptors marked with asterisks (**) represent a high level for B2. They may also be suitable for the C levels.

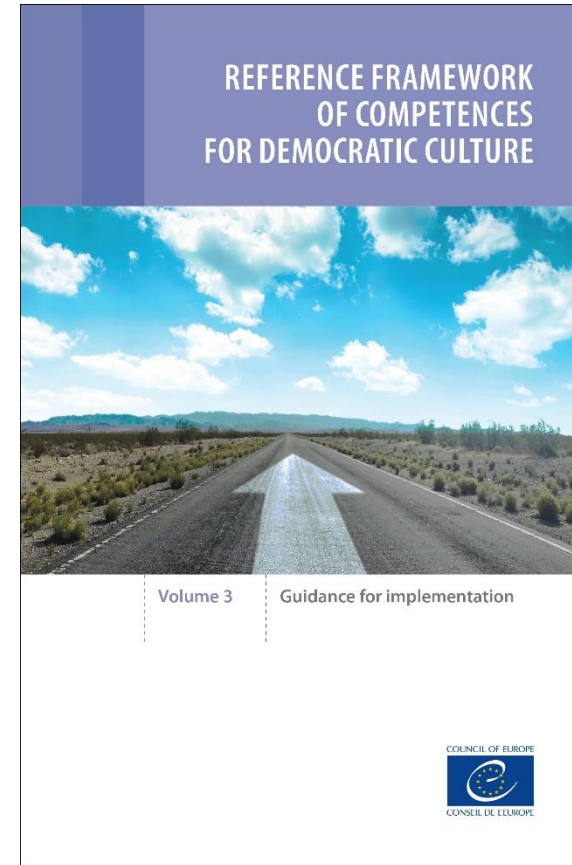
<p>B1</p>	<p>Can generally act according to conventions regarding posture, eye contact and distance from others.</p> <p>Can generally respond appropriately to the most commonly used cultural cues.</p> <p>Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture.</p> <p>Can explain in simple terms how their own values and behaviours influence their views of other people's values and behaviours.</p> <p>Can discuss in simple terms the way in which things that may look "strange" to them in another sociocultural context may well be "normal" for the other people concerned.</p> <p>Can discuss in simple terms the way their own culturally determined actions may be perceived differently by people from other cultures.</p>
<p>A2</p>	<p>Can recognise and apply basic cultural conventions associated with everyday social exchanges (e.g. different greetings, rituals).</p> <p>Can act appropriately in everyday greetings, farewells and expressions of thanks and apology, although they have difficulty coping with any departure from the routine.</p> <p>Can recognise that their behaviour in an everyday transaction may convey a message different from the one they intend, and can try to explain this simply.</p> <p>Can recognise when difficulties occur in interaction with members of other cultures, even though they may not be sure how to behave in the situation.</p>
<p>A1</p>	<p>Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type.</p>
<p>Pre-A1</p>	<p><i>No descriptors available</i></p>

Task – compare and identify how progression is described/defined - between B1 and A2

BUT : Ethical issues

- **General** assessor ethics i.e. responsibly of a good assessment – impact on career (and self-esteem?)
- Specific to IC
 - Assessing ‘**private and personal preferences made visible**’ (Borghetti)
 - Assessing **personality** e.g. is ‘curiosity’ a personality trait? Is extrovert personality ‘better’ for IC (‘creating relationships’)

Reference Framework of Competences for Democratic Culture



‘private and personal preferences made visible’

EXAMPLE – *Reference Framework of Competences for Democratic Culture*

Promotes the view that we should be tolerant of the different beliefs that are held by others in society	Basic
Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another	
Expresses the view that the cultural diversity within a society should be positively valued and appreciated	Intermediate
Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations	Advanced
Argues that intercultural dialogue should be used to develop respect and a culture of “living together”	

Assessing values - 'personal preferences'

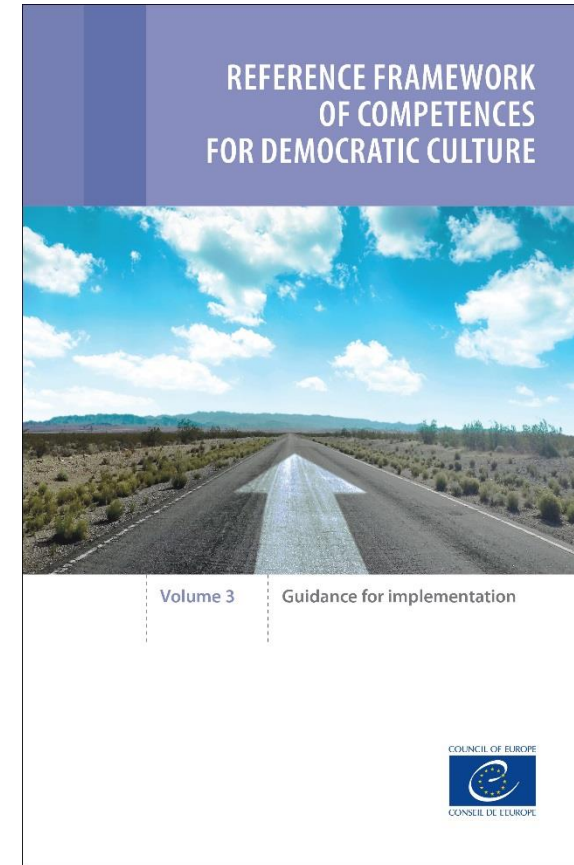
- 2 dimensions [as in CEFR/CV above]:
 - Demonstrate competence - 'promotes /expresses the view'
 - Accept value - 'should' and 'living together'

'mutual understanding' / 'living together' ; tolerate beliefs' –
→traditional liberal European values BUT ...

What if other values expressed/promoted which are offensive e.g.
intolerance?

- RESPECTFULNESS - [see below]

Reference Framework of Competences for Democratic Culture



Values

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

Competence

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

Skills

- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

Volume 2

Descriptors of competences for democratic culture

Contents

FOREWORD	5
PREFACE	7
ACKNOWLEDGEMENTS	9
INTRODUCTION	11
CHAPTER 1 – THE KEY DESCRIPTORS	15
CHAPTER 2 – THE FULL BANK OF VALIDATED DESCRIPTORS	25
CHAPTER 3 – THE PROCESS OF DEVELOPING, TESTING AND SCALING THE DESCRIPTORS	53
CONCLUSION	57
FURTHER READING	59

RFDC – examples

Attitudes

4. Openness to cultural otherness

21	Shows interest in learning about people's beliefs, values, traditions and world views	Basic
22	Expresses interest in travelling to other countries	
23	Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations	Intermediate
24	Expresses an appreciation of the opportunity to have experiences of other cultures	
25	Seeks and welcomes opportunities for encountering people with different values, customs and behaviours	Advanced
26	Seeks contact with other people in order to learn about their culture	

Values

1. Valuing human dignity and human rights

1	Argues that human rights should always be protected and respected	Basic
2	Argues that specific rights of children should be respected and protected by society	
3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate
4	Argues that all public institutions should respect, protect and implement human rights	
5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
6	Expresses the view that all laws should be consistent with international human rights norms and standards	

Task: Consider 'progression' from Basic to Advanced

6 : 'Expresses the view that all laws should be consistent...'

Is this/how is this an 'advance' on

1: 'Argues that Human Rights should ...'?

Skills

11. Analytical and critical thinking skills

64	Can identify similarities and differences between new information and what is already known	Basic
65	Uses evidence to support his/her opinions	
66	Can assess the risks associated with different options	Intermediate
67	Shows that he/she thinks about whether the information he/she uses is correct	
68	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
69	Can use explicit and specifiable criteria, principles or values to make judgments	

Knowledge and critical understanding

18. Knowledge and critical understanding of the self

106	Can describe his/her own motivations	Basic
107	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour	
108	Can reflect critically on his/her own values and beliefs	Intermediate
109	Can reflect critically on himself/herself from a number of different perspectives	
110	Can reflect critically on his/her own prejudices and stereotypes and what lies behind them	Advanced
111	Can reflect critically on his/her own emotions and feelings in a wide range of situations	

GROUPS

- Task – analyse ‘Knowledge and critical understanding of the self’ – from #Basic to Advanced
- How is progression defined/described ?

Ethical issues

From : Council of Europe (in press) *Assessing Competences for Democratic Culture: Principles, Methods, Examples*.

- the assessment of competences for democratic culture should satisfy the principles of reliability, validity, equity, **respectfulness**, transparency and practicality.

Respectfulness

- Respect for : dignity and rights of the learner - defined by the 'European Convention on Human Rights' and the 'Convention on the Rights of the Child' - to freedom of thought, conscience and religion, freedom of expression and freedom from discrimination.
- **THEREFORE:** Assessment methods ... that violate one or more of these rights of learners should not be used.

- European Court of Human Rights:
- allows freedom of expression even of offensive, shocking or disturbing views - freedom of expression is a foundation of democratic society.
- BUT expressions that spread, incite, promote or justify hatred based on intolerance, - may be necessary to sanction or even prevent such forms of expression - tolerance and respect for the equal dignity of all human beings *also* a foundation of a culturally diverse democratic society

- THEREFORE IN ASSESSMENT:

learners should not be merely because the views are offensive, shocking or disturbing.

However, learners may be censured if the expression of their views constitutes hate speech ...

Self-Assessment Recording Progression

RFCDC

- For ethical reasons and principles of observation over time → Portfolio

A Portfolio of Competences for Democratic Culture Standard Version



- Key word: 'dynamic'

A title page

Title of the Portfolio - learner's name - Council of Europe statement of purpose of the Portfolio

A list of contents

Changes over time - new experiences, documents and reflections are entered.

A statement of purpose

Learner makes statement their purpose - *review and revise* over time.

A personal statement

Presentation *as they see themselves and as they think others see them*. Text, drawings, photos or recordings - can be *changed over time*.

'My Activities, Activity Reflections' and Logbook'

Descriptions of curricular and other activities in the school - *events and experiences learners have outside the formal school setting* - with documents to demonstrate learner's use of competences across range of activities, situations and contexts - within and beyond classroom.

Description complemented by *Activity Reflections*

Logbook- about challenging and/or rewarding experiences - learner's personal analysis of experiences *over time*.

A General Reflections section

Retrospective reflections about progression over time.

Logbook is the learner's independent thinking whereas the General Reflection is guided by the teacher.

e.g. teacher encourages individual learners to link reflections to RFCDC competences OR General Reflections are produced *after discussion with others*, e.g. with teachers or peers or parents.

A list of the 20 competences

A summary. - learner gives a cross-reference under each competence to specific examples from the documentation.

The list serves both learner and teacher as a general *profile of the competences*.

Dynamic; learners add to it as they add new activities.

Discussion

- Views on use of tests ...
- Views on alternatives to tests
- Views on high-stakes assessment
- Views on ethical issues