

Using the IDI in an Educational Context

Dawn Wilson, St Michaels University School

Heather Tobe, Douglas College

Tanya Cowie, Vancouver Community College



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Agenda

- What is the IDI?
- Contexts:
 - Student exchange
 - Academic
 - EAL teacher
- Your context

What is the idi?

Intercultural Development Inventory

developed by Mitchell Hammer

The IDI is:



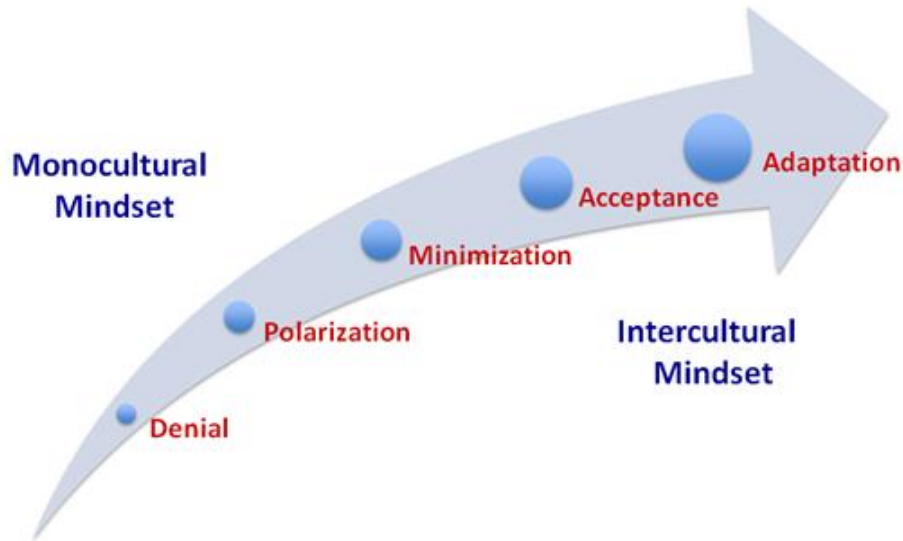
- a 50 item questionnaire
- measures intercultural competence
- developed from Bennett's DMIS
- based on 5 core mindsets and behaviours towards cultural difference
- outcome - profile and plan
- used to assess - cultural proficiency - build intercultural competence
- validated and reliable

How it works

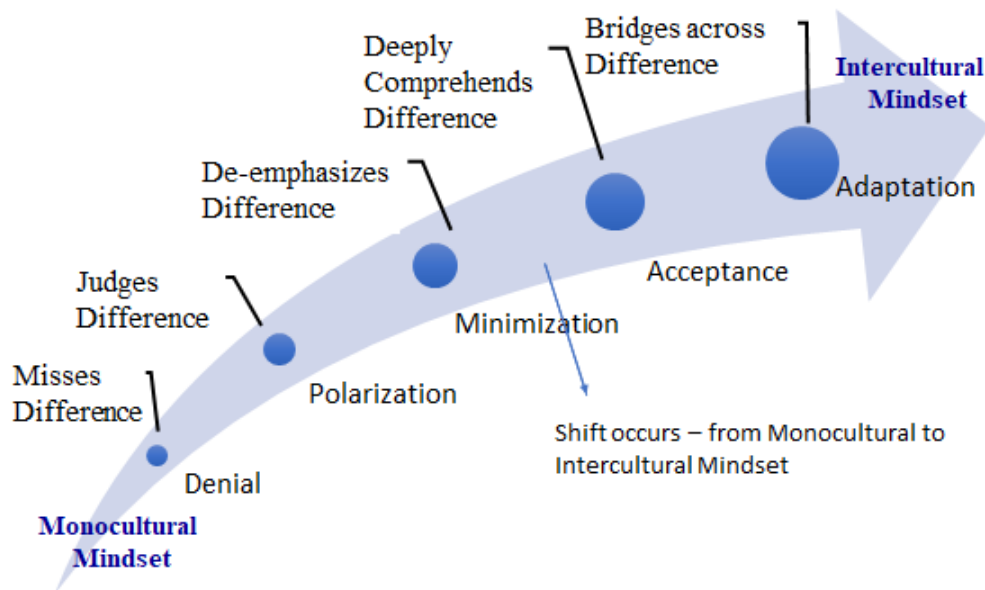


- based on - online 50 item questionnaire
- profile - 5 core mindsets and behaviours
- profile - provides feedback - identifies issues
- individual profiles - individualized plan for goal setting + idi guided development
- must be given by a Qualified Administrator (QA)

Intercultural Development Continuum



Intercultural Development Continuum: Primary Orientations



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Modified from the Developmental
Model of Intercultural Sensitivity
(DMIS), M. Bennett, 1986

Model of Intercultural Sensitivity
(DMIS), M. Bennett, 1986

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What the idi is not

- end all and be all
- assessment of personality or character
- not an evaluative instrument



Sentence Activity

Denial - "Vancouver is very multicultural but I don't really notice much difference."

Defence - "Boy, could we teach these people a lot of stuff."

Minimization - "If people are really honest, they will recognize that most values are universal."

Acceptance - "The more different the better- more difference equals more creative ideas!"

Adaptation - "To solve this issue, I'm going to need to change my approach."

Student Exchange (High School)



St. Michael's University School
Outstanding preparation for higher learning and for life.

Context

France, Quebec, and Japan

- Group pre-departure sessions
- Individual debrief sessions during re-integration + online survey

Student Exchange

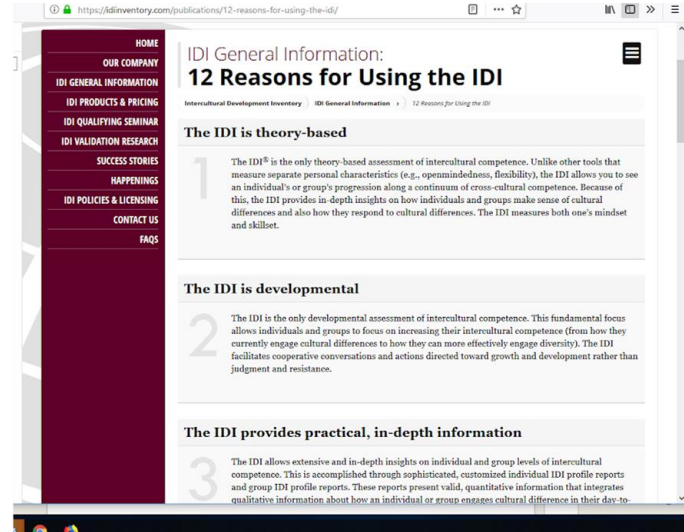


- ⦿ Benefits and challenges

Staffing: IDI Use at SMUS

Context:

- Summer 2018 - boarding staff + teachers (35)
- Introductory explanation during initial staff meeting or short description via e-mail
- Group debrief
- Individual private debrief offered





Follow-up Survey Results

● Sample comments about the IDI

It was nice to have some time to reflect on my own cultural awareness.

That our perception of our intercultural skills did not match with the actual results and we need to reflect on the difference between the two.

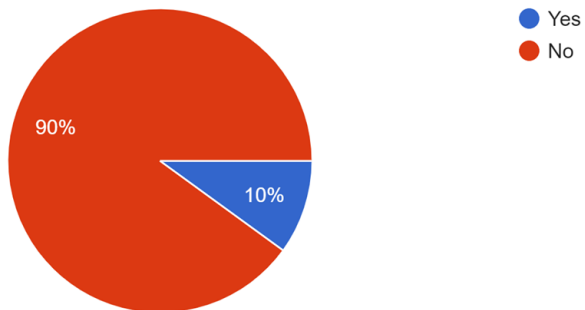
I honestly don't remember much from the IDI Assessment. I think when I was new last summer, learning the job took up more of my thought and time that I'm not sure if the IDI was super useful. It might be more useful for returning staff members who have already done the job and are in a comfortable setting.

It was interesting to see where we were as a group.



Did you do an individual feedback session as well?

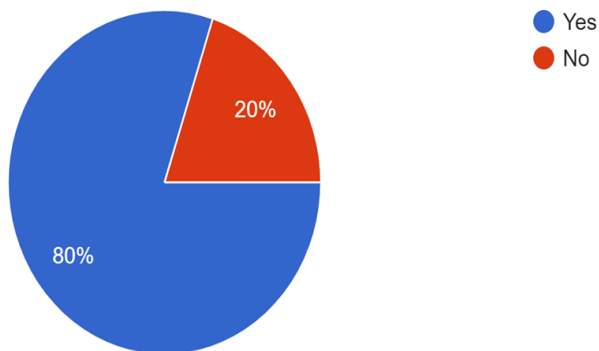
10 responses





Would you recommend that new staff take the IDI assessment?

10 responses





Survey Results

Additional Comments

I thought it was great and valuable information. However, I think we were missing the "next step". We learned that some of us have cultural biases, or that some of us respond to certain situations in ways that wouldn't benefit an international student. I think it's important to take that a step further and figure out how we can improve, or what we can do with that information. It's definitely an important first step to recognize where we fell short, but I think that it would have been more helpful to discuss how to combat our biases, etc.



Staffing: IDI Use at SMUS

Benefits & Challenges

Academic



Context

- Academic UT course
- Embedded into the curriculum
- Personal thread
- Semester long

Academic



- Benefits and challenges

Academic

Testimonial

“Only from the idi did I have an opportunity to clearly see how I truly perceive cultural differences. I think the idi helped me recognized how ignorant I can be towards cultural differences as well as how much of an impact this ignorance has in building connections. Also, it lets me see how I perceive myself is clearly not the actual perception I have about different cultures. What I mean is, I have always thought I am close to accepting cultural difference. The truth is I am far from it and rather only start to challenge my ignorance. This, as a result, made me rethink about how I recognize my own thoughts towards 'new and unfamiliar' things, not just cultures alone.”

Academic

Testimonial

“All the things i learnt I implemented in my really life after taking IDI and I will say that helped me a lot , now feel more comfortable at work place , in school and try more to indulge with persons from other origins and put my effort to make it comfortable for them and me as well. Working more in understanding multi-cultural so that will feel easy to interact with others.”

“

Academic

Testimonial

“Not only did using the IDI help me realize that I didn’t know myself as well as I thought I did, but it helped me improve my own lifestyle for future relationships. It’s definitely an eye opener to those who want change.”



Vancouver Community College

EAL Instructor Context



Why the IDI?

Instructors wanted to learn more in order to:

- facilitate group work
- negotiate cultural conflict
- help students navigate a new culture and be successful.

Context

- 10 experienced instructors teaching immigrants and international students in the Pathways, LINC and Hospitality programs
- Individual IDI's
- Administration support (financially and theoretically)

EAL Teacher



Biggest challenges

- Logistics-same teaching schedule/busy
- Individual debriefs took 1 hour each
- Everyone felt the need for ongoing workshops etc.
- Some had problems with the orientation stage received (perceived stage vs. actual stage)

Biggest benefits = Instructors had time to:

- reflect on themselves!
- incorporate into coursework
- plan for improvement to “bridge across cultures”
- MODEL intercultural communication in class
- be comfortable with difference IC or other



What we found...

- ◎ Greatest point is that it is a easy to use **tool** to start the conversation!
- ◎ Professional
- ◎ Gives people a common language
- ◎ Led to the start of an E,D&I committee at VCC and involvement in SIETARBC

“I find myself being more careful with my words and my actions. At the same time, I feel that I am listening and watching more too. The IDI questionnaire results indicated that I look to similarities between people and groups. I find having awareness, curiosity, willingness to learn and explore, and being open and non-judgmental are important to working towards accepting differences.”



“I found the 'education example' really spot on. I think it describes my 'blind spot' perfectly.

*“Having a chance to go over the report was useful.
...but...Perhaps having 'homework' to do after our first
meeting and then follow up workshop/coaching
sessions would have helped me to use these results
more effectively.”*

“

“I’m definitely thinking more about the design of my speaking tasks and activities in the classroom.

I’m aware of how my own biases may affect which students are fully participating, while others are more hesitant to join the discussion.”



“Things I do now...

- *write anecdotes of “critical incidents” that happen in the classroom, which help to understand how and why people responded to these incidents the way they did.*
- *Actively read books that will provide insights into the history and cultural norms of diverse groups of people.”*





Your Context

- How can you take the idi into your context?
- What would be the benefits and challenges?



Closure

Questions?

Resources

- ⦿ Becoming a QA: Mafalda Arias contact info
info@mafaldaarias.com
- ⦿ Possible SIETAR workshops or events related to the IDI
<https://www.sietar.bc.ca/>
- ⦿ <http://idiinventory.com>
- ⦿ Professional development: UBC Extended Learning
<https://extendedlearning.ubc.ca/study-topic/intercultural-communication-diversity-inclusion>



Tanya Cowie tcowie@vcc.ca