



COIL Workbook

April 20, 2016

Name:

Email address:

Instructional designer:



Introduction

What is COIL?

Collaborative Online International Learning (COIL) is a model for teaching and learning that promotes the development of intercultural competence (the ability to communicate effectively and appropriately with people from other cultures) through a shared online multicultural learning environment.

COIL Courses:

- Foster meaningful exchanges and collaboration between instructors and students with their peers in geographically distant locations who speak different languages and have different cultural backgrounds.
- Provide a space where knowledge is co-created as instructors work together to develop the course and as the students work together to complete collaborative assignments.
- Are co-equal (students at both locations have the same learning experience using the same course content/materials).
- Are co-created and co-taught. Instructors from geographically distant locations collaborate to develop a shared syllabus that emphasizes experiential and collaborative student-centered learning.
- Are unique. Specifically developed to promote multicultural learning and intercultural competence.
- Include project-based learning activities.
- May be fully online or, more often, are offered in blended or hybrid formats with the international component of the course taking place solely online and face-to-face sessions taking place at both locations.
- Build sustainable international partnerships.
- Are unique as determined by the course content, the individual institutional resources and support, the country context, and the relationship between the instructors.

COIL Students:

- Have different cultural and geo-physical perspectives and experiences.
- Engage in learning course content both through their own unique cultural lens and also by exchanging their cultural and experiential perspectives as they move through the learning material together.
- Reflect with each other in a cross-cultural dialogue that brings a global dimension to the course content.
- Are typically enrolled, pay tuition, and awarded grades only at their home institution.

COIL Instructors:

- Are responsive to the potential changing environment and needs of their students.
- Gather and respond to feedback from their partner(s) and their students.
- Have a heightened role as facilitator (e.g., vigilant to continued student engagement, able to listen deeply, be sensitive, open, and respectful).
- Are adventurous, learning from each course offering to improve their overall teaching and their next COIL opportunity.
- Are willing to be self-reflective.

Why COIL?

To COIL your course, or an aspect of your course, is to provide a unique learning experience to your students. As our world grows ever more connected, our students should have exposure to other cultures and achieve the intercultural competencies needed to effectively work with those from other cultures. Some would argue that this is essential to assuring future career success. COILING your course may bolster your content or may provide scaffolding for future student experiences such as study abroad. It is a process, a reflection, and an opportunity to grow for both students and instructors.

Question:

If you were to tell your students today, why you are COILING their course, what would you say?

Later, we will discuss cultural competencies and how we might provide and measure these facets, but your answer above may significantly factor into your frame of reference for this discussion.



Building Relationships (How to Find Partners/Icebreakers, Administration)

How to Find International Partners

Draw from your personal and professional network to identify possible instructional partners. This may include former visiting scholars, graduate students, members of professional organizations, or online professional networks within your field or the learning area of the course you want to COIL.

The college maintains ongoing partnerships with institutions of higher learning around the world. You can work with the Office of International Initiatives and Relations to identify possible COIL partners.

<http://www.cehd.umn.edu/international/partnerships.html>

What professional networks do you belong to?

What former visiting scholar(s) or graduate student(s) could be a potential international partner?

What professional organizations do you belong to?

List name and contact information for potential international partners:

- I need help finding an international partner (see the **Office of International Initiatives and Relations** section that follows)



Icebreakers

Once you have identified a possible partner, be prepared to share something about yourself in order to make a personal connection and to create an opportunity to learn more about each other.

Consider meeting in a Google Hangout, WebEx Meeting or on Skype.

Possible icebreaker questions:

- What was the first course you taught?
- How would you describe your teaching style?
- What is your relationship with technology? How are you using technology in your current courses?
- What are your favorite pastimes? hobbies?
- What do you see as the greatest reward from participating in an international collaboration? For yourself? For your students?

Memorandum of Understanding

As CEHD becomes an increasingly global college, there will be times when it is appropriate to formalize collaborations and partnerships. To this end, we recommend that the college will use a “Memorandum of Understanding” process that faculty and staff can access when formal collaborations will enhance the potential of international projects. A Memorandum of Understanding is a document that provides official College recognition and support for a particular collaboration. MOUs serve the purpose of formalizing collaborative endeavors between CEHD and our colleagues abroad. These agreements are not legally binding. Any party may decline or terminate participation in an MOU at any time. These documents do, however, allow individuals within organizations to collaborate on projects as both scholars and ambassadors. The MOU process provides visibility to CEHD around the world and allows participants to more fluidly develop projects that are visible and transparent to the entire College community.

Excerpt from *CEHD’s Guidance on Memorandum of Understanding* (September 2012).

Download at: <http://sky.cehd.umn.edu/international/files/2012/10/MOU-Guidance.pdf>

Office of International Initiatives and Relations

Marina Aleixo, Program Director with CEHD’s Office of International Initiatives and Relations can help you identify possible partners and assist with the MOU process. Marina can be contacted at aleix001@umn.edu.



Partner Information

Partner Name (Nickname): _____

Institution: _____

Institution Address: _____

Office Hours: _____

Email: _____ Phone: _____

Handle (Skype, Chat, Other): _____ Time Zone: _____

Preferred Method of Communication: _____

Instructional Designer/Academic Technologist: _____

Other Contacts (Department Chair, Assistant, GA, Etc):

Does your partner/partner institution have an instructional designer that available to work with if so, what is their name and contact information?

What are the dates of your partner's academic year (semester start and end dates, breaks, intersession, etc.)?

Fun Fact!

Part of getting to know each other, means, getting to know each other beyond the formalities of the information above. What fun fact about yourself would help your partner to understand you a bit better?

Project Official Scope

How long do you anticipate your project last (a full course, a unit, an activity)?

School years don't always start and end within the same schedule and student knowledge and investment in content may vary. How/when do your school years align?

10 Tips for a Successful Collaboration

Share these tips with your partner. Keep them in mind as you discuss the Guiding Questions below. Your instructional designer will assist you with many of these aspects.

1. Be organized.
 - a. Determine which tools you will use to collaborate (e.g., Google Drive and Calendar).
 - b. Develop timeline.
 - c. Schedule of meetings with agendas.
 - d. Share meeting notes and assign action items and deadlines.
2. Establish ground rules.
 - a. For example, what happens when a scheduled meeting is missed?
3. Clarify roles and explicitly state responsibilities.
4. Focus on equitable rather than equal participation.
 - a. Assign tasks based upon who is best suited rather than making sure that both partners accomplish an equal share of the work.
5. Exchange and discuss individual expectations.
6. Discuss how, when, and by whom decisions will be made.
7. When assigning tasks, give detailed and specific instructions.
8. Draft simple and concrete goals that focus on results.
9. Acknowledge that it is OK to make mistakes and that you are willing to be open and honest with each other when mistakes happen.
10. Revisit your accomplishments and goals often.
 - a. Evaluate your work throughout the process.
 - b. Revise goals, outcomes, and outputs as necessary.



Guiding Questions for Instructors

As you begin to work with your partner, communication channels, languages, context and expectations may vary. To keep everything moving smoothly be sure to discuss the following procedural questions with your partner.

When are you available to collaborate?

How much time do you have to devote to this project?

Are there times during the project that they will need to be away for longer lengths of time?

How does teaching and learning take place in your classroom/institution (philosophy, methods/practices)?

Who will be responsible which aspects of the course/activity design and development?

What will be the workflow between you and your co-instructor? (e.g., content review, decisions about instructional materials, etc.)

How will you and your co-instructor decide what content to use and who will be responsible for reviewing, editing, and posting this content online?



What Do We Know About Our Students?

What language will the course be taught in?

What is the English language proficiency of students at the international site?

What is the language proficiency of US students of partner site?

Is a translation service necessary? Do you have a consistent contact?

How will you deal with language issues when/if they arise?

What is the plan for students to communicate with you and your co-instructor throughout the course? What tools will be used?

How many students will be enrolled at each site?

Where are the students located? (e.g., urban/rural)

Are students undergraduates or graduate students?

How old are students, typically?



What is the students' motivation for taking this course?

Basic Timeframes

COILING a course or an aspect of your course takes time. After you have established a partnership, it may be helpful to set a type of project timeline and given there may a type of 'lag' time between you and your partner, based on your geographic locations, it may be a good idea to outline, at a high level when items need to be completed so as to assure they are ready in time for delivery. At minimum it is suggested your actual COIL lesson should take 4 weeks.

Below, you will find a table outlining the high level needs of a COILED activity. This table is based on a project insert, rather than a full course. COILING a full course will take considerably more time than outlined here. After reviewing your project scope, insert your firm due dates for action items. It may be helpful to begin with your COIL as this is tied to delivery in the classroom, all other actions will need to revolve around it. Then, use the rough timelines to plan your project. What obstacles might you encounter that may affect the timeline at each point in the path?

Need	Timeframe to Develop	Obstacles	Due Date
Partner Selection and Initial Discussions	0-2 Months		
Objectives Created (including the Culture Competencies that will be addressed)	2 months		
Resources Identified (Readings, Videos, Lectures, etc.)	2-4 weeks		
Pre-Coil Preparation Identified	1 month		
Activities Planned	2 Months		
COIL	4 week minimum		
Assessment Created	1 Month		
Debrief of COIL Conducted	1 month		

Co-Create, Co-Design (Objectives, Competencies, Timeframes)

The first aspect of designing your course is to hone in on your objectives. What is it that students should know, or should be able to do after the readings, the lectures and the activities are done? How do you plan to measure their success? These elements should be determined, by both you and your partner, before developing the rest of your COIL activity or course.

As instructors, you may be used to building ‘your’ course, remember, an important aspect of COIL is co-creation and co-design. This doesn’t mean that one of you can’t go ahead and draft an objective as a place to begin. But, it is just that, a draft and a place to begin discussing your wants and needs for the activity. If you are worried you may take too much ownership, or give the impression of ownership, it will surely be best to have both parties create a draft and then begin your work from how they may align or be merged.

Course/Activity:

Objective:

How will this objective be assessed?



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Objectives are goals, objectives should be concise, should be actionable and should have the ability to be tested or measured. Try using action language or verbs when writing the objective. A student may 'understand' the content that has been presented, but how do you show that in any type of assessment?

UNC Charlotte has provided a great resource to writing objectives using Bloom's Taxonomy and even some common words you might use. <http://z.umn.edu/objectives>

Objectives and Cultural Competencies

Objectives and Cultural Competencies within a COILed project or course may differ - think specifically about which components of your course could be enhanced if students could discuss their implications with peers in another location. How would having multiple or different cultural perspectives enhance your student's understanding of the course content?

Perhaps you wish to have students gain very specific content related knowledge but for the aspects of the COIL, simply want to have your students increase their awareness of another country and its people. But, awareness can mean and include many different ideas you and your partner will need to account for in the course. What does your partner hope their students will gain from the COILed experience? Just as you did with the objectives, outline the intercultural competency gains that your students will work towards.

In this exercise, both you and your partner should take part in the answer these questions and then compare and contrast your wants and needs. It is very important to discuss (via email, phone or skype) your expectations. You will learn from each other - are your expected cultural competencies possible? How you can help each other to achieve?

Cultural competencies to be gained:

Cultural awareness is often most highly influenced by our own self-awareness. What do you know about of your partner's culture? What do need to know more about? What do you think your students will know or what might they struggle with?



Student Experience

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. (edglossary.org)

For example: Students are given a vocabulary lesson before they read a difficult text. Or, the teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time.

In the basic timeframes activity of this workbook, it was noted that COILing involves pre and post work. Leading students into your activity without any background knowledge may allow for learning to take place, but, supplying students with preparatory knowledge, things they might expect or simply basic information about the their partner's culture or country will provide for ultimately a richer learning environment. In the weeks prior to your COIL, if it is an activity, provide students with information related to their future partners. If the COIL is a full course, start inserting information related to the partner groups early, basic information first, more complex or more detailed as you move throughout the course. It may be a good idea to vet some the information you presenting with your partner instructor to assure accuracy. You never know what you might learn along the way! As an alternative consider asking students to choose and present materials to the rest of the class on specific aspects of the partner country or culture may provide students with an opportunity to scaffold their learning, share with each other, and begin their intercultural learning process.

Your Partner's Country: Basic Information

Country	
Population	
Language(s)	
General Geography	
Government Structure	
Major Urban Areas	
Foods	

Music	
Architecture	

Next, how will students introduce themselves and get to know each other?

Will activities or communication be synchronous or asynchronous?

When, where, and how will the students work together?

What might you have students share as a type of icebreaker (e.g., name, age, favorite foods, music, sports, past times)?

What projects can the two student cohorts develop together?

What photos, videos, or other course-related artifacts can students exchange and discuss cross-culturally?



What instructional strategies will you use to help your students achieve the learning objectives within existing constraints? (e.g., time zones, language, technology, etc.)



Collaboration and Community Building

The creation of an open, respectful, and stimulating learning environment will support strong student engagement, interaction, and ultimately, a positive experience and increased retention of materials. Most instructors are comfortable with building community in face-to-face classes. Even seasoned instructors have some difficulty with the idea of building an active learning community online. When we look to online environments, it may feel more difficult to create a sense of community, given the separation of space and time. In COIL, this is compounded by the addition of culture differences. Building an online community can be just as effective as face-to-face, perhaps even more so, when you use a strategic approach to student communication and collaboration.

When COILING a class, we are working as a team, as co-creators, instructors co-creating content and students co-creating their knowledge base. We are actively acknowledging that the act of creating – this exchange of ideas and the reflection upon that meaningful exchange – as a learning instance unto itself. When we talk about building a community, we are asking you to look at your course content, and look **beyond** it. What do you want your students to learn that is ancillary to the content? What cultural experience do you expect they might take away aside from that of the course objective? Looking at how your course content fits into a bigger picture of intercultural competencies and community goals is part of your COIL strategy. It will be the driver of your course and the student experience. It requires acknowledgement, first and foremost. It is easy to get lost in the logistics of the course itself and of the course content and then lose sight of this community goal. It requires planning. How will you foster community?

Collaborative activities that foster community development are those that allow for students to not only learn from each other but about each other. It is important to remember, your students can collaborate without having a community, but, you are far less likely to have a community without collaboration.

The challenge comes when figuring out how to incorporate community building elements into an online environment, so the focus is not on the technology but on the collaboration that can be fostered through the use of that technology.

For example: By integrating video into an online course, you are able to draw students into an environment that looks and feels like a face-to-face class. Don't stop there. Use video to foster community and collaboration by having students post and respond to their own video introductions. Give them questions to address that specifically aim at fostering community across international boundaries: where are they from, what can they share about where they're from, why are they taking the course, what do they hope to gain, what do they ultimately plan to do with the knowledge they gain. This is a type of level setting for the students and can be achieved through something as basic as a short video posted in a forum, or through more robust video technologies such as VideoANT, VoiceThread, or FlipGrid.

Using Bloom’s taxonomy as a driver, activities that allow students to interact with each other at a **basic** level are those that allow for communication such as emailing another student, posting to a discussion board, and participating in discussions.

Higher-order activities allow for deeper collaboration-- analyzing, evaluating, and creating and can be accomplished through more robust learning activities such as wikis, blogs, collaborative projects, and peer-evaluation.

What activity ideas do you have that may foster collaboration and build community in your course?

Idea	Execution	Tools Needed	Goal	Frequency

It is important to remember that an instructor should take part in these activities, posting introductory videos, an image of themselves, follow ups to discussion posts, etc. If the instructor doesn’t have a presence in the course then they’re setting a precedent from the beginning that community building isn’t really that important - remember the in an online course, the instructor needs to be a leader even more so than in face-to-face. **Be an example** of a community builder.

It is important to continue using activities that foster collaboration and community throughout the course/activity. A student introduction shouldn’t be the only opportunity to see or hear from a classmate.

Another way to create a collaborative environment is through synchronous class sessions, allowing technology to bridge the gap of space and time. Using a webinar tool is a common way to connect students. A synchronous session doesn’t guarantee a collaborative environment. Think of the students who just sit in class without contributing to the discussion. If synchronous sessions are going to be used, be sure to integrate intentional activities that bring students together, literally face-to-face via technology. It is important to note that cultural differences could be behind the lack of student participation. Be sure to discuss this possibility with your partner. In a COILED environment further barriers may exist, such as language and technical glitches. Be sure to give time and thought to overcome these barriers in order to ensure your activities are successful and effective.



Community building and collaboration can create friendships and forge networks. Consider how you could help your students maintain the connections made during their COIL experience.



Technology

Your Technology Tool Belt

What tools does your partner use daily in and out the classroom? What tools do you use in and out of the classroom?

A challenge and an opportunity within the COIL process is to find tools that can be used to bridge the gap that students and instructors will encounter. Neither instructor should choose a platform to be used without fully considering the implications to the other. While one tool may not be perfect, a tool that provides more ease or success for both parties may be a compromise and will be best.

In the following exercise, think to the tools you use in the classroom, why and how do you use them? Both you and your partner should list these tools, their common scenario for use and what advantages and disadvantages use might pose.

When you are choosing technology tools start with your learning objectives. Then consider platforms, costs, language support, administration, ability for student contribution, security, accessibility, and ease of use. Remember your instructional designer will be able to assist you in finding and testing the right tools for use.

Technology Tool	Objective	Advantages	Disadvantages

Which tools have you and your partner chosen to use?

Why?

The Tool Shop

Now that you have selected which tools you will use, you aren't finished quite yet.

Your chosen tool may be a compromise - each instructor may need extra information as it relates to the technology.

What is your proficiency with these tools?

What level of technology training/support will be available to students?

Which partner will supply student training and support?

How will students access the online portion of the course? What device(s) will they be using?



What kind of internet access do students have (e.g., broadband, dial-up, wifi)? Is their internet access dependable?

Does your course require specialized software (beyond a recent internet browser)? If so, do the students have access to that software?

Do students pay for data usage on the internet?

If you plan to use audio and video files, what can you do to ensure students are able to access and play both file types?

What is your plan for testing the students' ability to successfully use the technology and access the course?

What type of support materials will students need at both sites (e.g., tech support, orientation, etc.)?

There are abundant resources online to assist in technology use. At the University of Minnesota, we have access to Lynda.com, often videos on YouTube may be helpful and of course the Digital Education and Innovation team are always available to assist.

Testing Technology Checklist

Before your first online meeting with students:

- Test all technology tools with your partner and/or instructional designer.
- Using an account with student roles or permissions, test all technology tools from the student perspective.
- Test all accessibility options (e.g., closed captions).
- Review, test, and revise any instructions provided for students on how to complete activities using technology tools.
- Review your assessment strategy and related tools (e.g., rubric, online grade report). Make sure students will receive appropriate and timely feedback.
- Provide students with a means to contact you or your partner for timely assistance/support with online activities.



Measurement of Student Competencies

Think back to our discussion on student objectives versus student competencies. Both aspects should be assessed to assure students have gained from their experience but, within a COILed course, they may look like two different things. Student assessment of content knowledge may be conducted as a summative assessment, a quiz or an exam. The assessment should measure how well they met the objective. Student assessment of cultural competencies may look dramatically different. How does one measure student awareness? Every student has a different baseline experience. Some students may have been fortunate enough to have traveled throughout much of their youth and been exposed to other cultures and people and for others, they may have never traveled outside of 50 miles from their home. These students may take dramatically different steps towards their intercultural competencies and/or they may look dramatically different.

Measuring intercultural competencies with an exam or quiz may be difficult. There are tools exist that start to look at student gains, however, you may be best served by asking students to reflect upon their experience. What are the students saying? Even more so important, make sure to ask them to think about their global understandings, either specific to the country you are partnering with, or in general prior to your COILed activity. How has the students' knowledge and perceptions changed over time?

In addition to the questions below, see the appendix section of this workbook for examples of assessment devices.

How will you assess performance? Who will be responsible for evaluating student performance? (assuming instructor at each site will do this for their own students)

How will you assess attendance/participation?

Is regular class attendance and participation important when determining a student's grade? If so, how will online participation be evaluated?

How much of a student's grade is typically determined by their final exam? If it would encourage student interaction, is it possible to give more credit to other exercises during the semester?

Course Building Blocks

As it relates to your objectives and cultural competencies, how do you plan to evaluate student progress? What criteria will determine success? What functional needs do you have? Will students need materials translated?

The COILed course provides an opportunity for student learning that is unique from all others. Part of this uniqueness relates to how the student discovers and takes in information. Many resources may be made available to the student, many discussions may be had with their partner students and through all of this the student is constructing their own personal knowledge. Their perceptions will be influenced by their past experience, by the content outlined and by their reflection of the experience.

What translation services are available to you if you need to translate any course materials (e.g., lectures, orientation materials)?

What type of summative evaluation will be conducted at the end of the course?

What criteria will determine success?

How can the course be improved upon or expanded for the next offering?

What is the plan for incorporating feedback and enhancing the course for the future?

Bumps in the Road

You have been planning your COILed activity, you have carefully curated materials, developed scaffolding activities, and prepped your students for this unique learning opportunity. What happens if it all falls apart?

As instructors, often you deal with change. You may decide to show a video in class one day, and the video will not load an assigned reading may not be available in the library or you don't have enough students to break into the carefully constructed groups you created for discussion. You know by now to always have a contingency plan. Having a back-up allows learning to continue and schedules to be adjusted. When COILING a course, this is no different. You must have a back-up plan, or two. What is different when COILING a course is the amount of things that may go awry, by mere virtue of your partner and partners students being influenced by considerably more factors than you would in your classroom.

What are your contingency plans? What is the plan for adapting activities and timelines if necessary?

Potential Scenario	Plan
Technical Glitch/Access Issue	
Lack of Student Discussion	
Delayed Assignment Turn In	
Language Issue	
Student Emotional Issue	
Country Situation (natural disaster, etc.)	

Perhaps even more important than a contingency plan, is the need to seize this learning opportunity. The situation in and of itself may pose an opportunity to further the student (and instructors) awareness of each culture and people. For all those contingency plans listed above, equally important is to plan to 'debrief' each situation and learn from it.



While some issues may relate to technology, language and student interactions, others may be due to natural occurrences such as hurricanes, tornados, earthquakes, or political upheaval. A welcome addition to your course site may involve a 'feed' or link to each other's major country or localized city news online sites. Review of these sites may influence conversations in discussions or prepare you for potential future issues but will surely give more depth to your activity.



Course Development Reflection

Now that you have worked with your partner to develop the course it is important to take some time to reflect on what you have accomplished so far.

Course Instruction Reflection

Now that you and your partner have taught your COIL activity it is time to reflect upon instruction of a COIL course.

Talk with your partner about their experience. Record what they shared with you here.



Future Changes

Now that you have reflected upon your practice, take some time to reflect upon your students' COIL experience. Take some time to talk with your students about their COIL experience before answering the following questions.

What problems did you/your students encounter?

How might you address in the future, if possible?

What successes did you/your students have?

How might you highlight in the future, if possible?

What happened that you didn't really expect?



Appendix

Tools for Measurement of Intercultural Competencies

Survey to establish baseline student cultural competencies (prior to COIL)

<http://tinyurl.com/coilsurvey1>

Survey to establish student cultural competency gains (after COIL)

<http://tinyurl.com/coilsurvey2>

AACU Intercultural Knowledge and Competence Value Rubric

<http://www.purdue.edu/cie/documents/PUPIL%20rubric%20handout.pdf>

Resource List

U of M CEHD Guidance on Memorandum of Understanding

<http://sky.cehd.umn.edu/international/files/2012/10/MOU-Guidance.pdf>

SUNY COIL

<http://coil.suny.edu/>

U of M CEHD International Ed

<http://www.cehd.umn.edu/academics/international/default.html>

U of M CEHD International Initiatives

<http://www.cehd.umn.edu/international/>

U of M Culture Corp

<http://www.iss.umn.edu/programs/culturecorps/>

U of M Global Programs & Strategies

<http://global.umn.edu/>

Open Education Center

<http://open.umn.edu/>

University Digital Conservancy

<http://conservancy.umn.edu/>

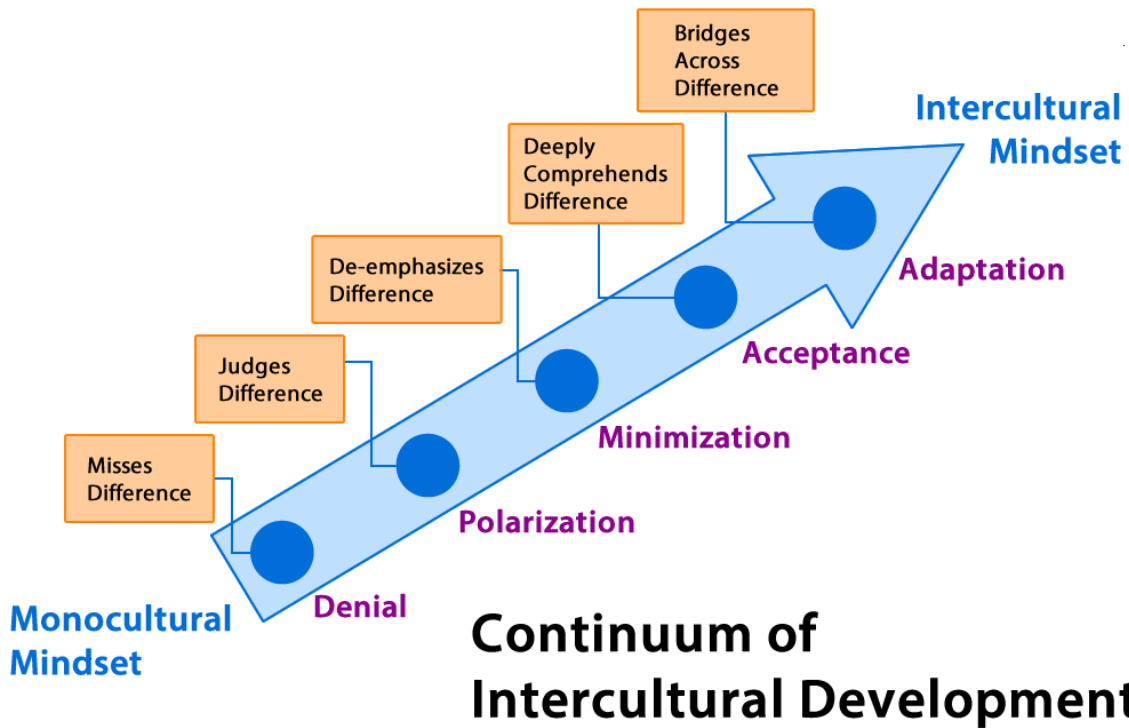


OpenStax

<http://cnx.org/>

Continuum of Intercultural Development

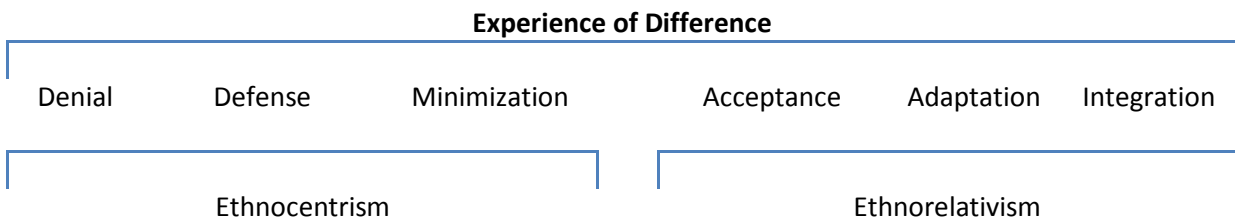
Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennet, 1986 and DiversiPro Inc.



Modified from the Developmental Model of Intercultural Sensitivity, M. Bennett, 1986 and DiversiPro Inc.

Developmental Model of Intercultural Sensitivity – DMIA

Diagram of DMIA (M. Bennett, 1986)



Main Characteristics of the stages of the DMIS

Denial – Avoid noticing or confronting cultural differences. People live relatively isolated from other cultures.

Defense – People mark cultural differences but attach negative evaluations to it. One's own culture (or an adopted culture) is experienced as the only viable one. People view their own culture as the acme of 'development' and tend to evaluate different cultures as 'underdeveloped.'

Minimization – Elements of one's own cultural worldview are experienced as universal. The assumption that typologies apply equally well in all cultures is a good example.

Acceptance – People enjoy recognizing and exploring cultural differences. They are fairly tolerant of ambiguity. Acceptance does not mean that a person has to agree with everything.

Adaptation – People use knowledge about their own and other's cultures to intentionally shift into a different cultural frame of reference.

Integration – People are inclined to interpret and evaluate behavior from a variety of cultural forms of reference. They recognize that worldviews are collective constructs and that identity is itself a construction.