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Curriculum Design to Grow Intercultural Competencies as Learning Outcomes

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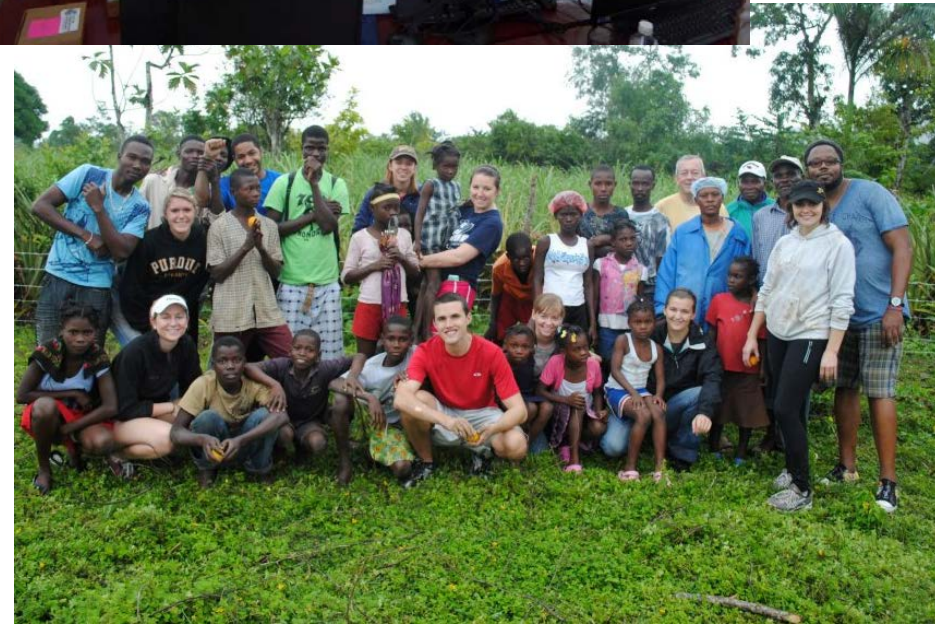
PURDUE
UNIVERSITY

AFFECTIVE LEARNING IS CRITICAL FOR NATURAL SCIENCES

- Natural scientists and educators are trained to teach and assess agricultural science cognitive content;
- University core embedded outcomes expect us to include social science competencies to engage students in deeper learning in the affective domain.
- Crawford (2011) and Seemiller (2014) identified the ability to work in multicultural and intercultural teams as an expected employability skill, currently a limitation of many agricultural graduates.

PURDUE “EMBEDDED LEARNING OUTCOMES”

- Oral and Written Communication
- Critical Thinking
- Ethical Reasoning
- **Intercultural Knowledge**
- **Global Citizenship and Social Awareness**
- **Leadership and Teamwork**
- Quantitative Reasoning
- Integrative Knowledge
- Information Literacy



Employers' Top Priorities For Student Learning Outcomes

Forced ranking of seven soft skills by Employers

Comparative Analysis of Soft Skills: What is Important in New Graduates 2011; Crawford, et al. (ranked by N=282 employers) report co-sponsored by the APLU and the University Industry Consortium. Pg. 11

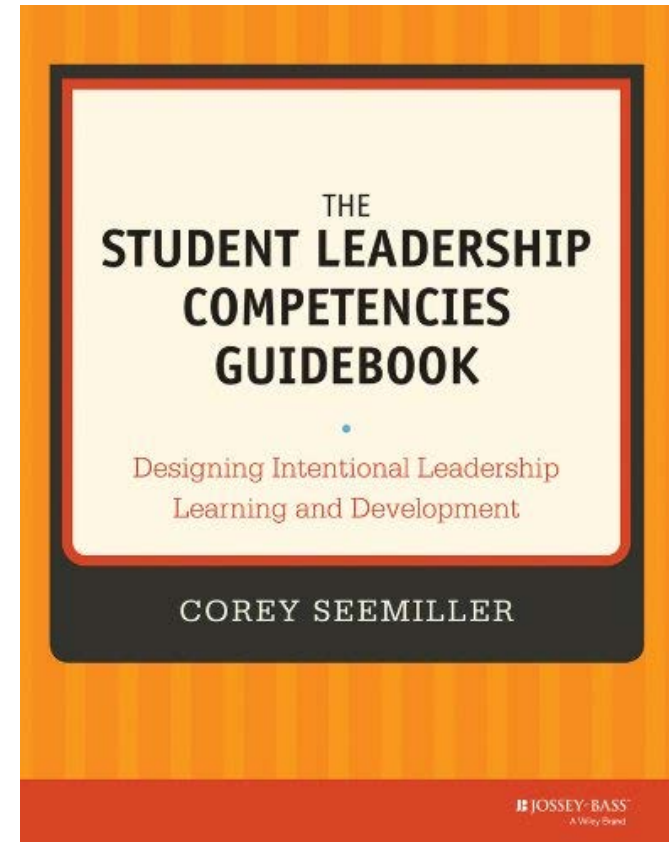
1. Communication Skills
2. Decision Making/Problem Solving Skills
3. Self-Management Skills
4. Teamwork Skills
5. Professionalism Skills
6. Experiences
7. Leadership Skills



DEMAND FOR AFFECTIVE OUTCOMES

The Student Leadership Competencies Guidebook

- 8 categories
 - Learning and Reasoning
 - Self-Awareness & Development
 - Interpersonal Interaction
 - Group Dynamics
 - Civic Responsibility
 - Communication
 - Strategic Planning
 - Personal Behavior
- 60 competencies



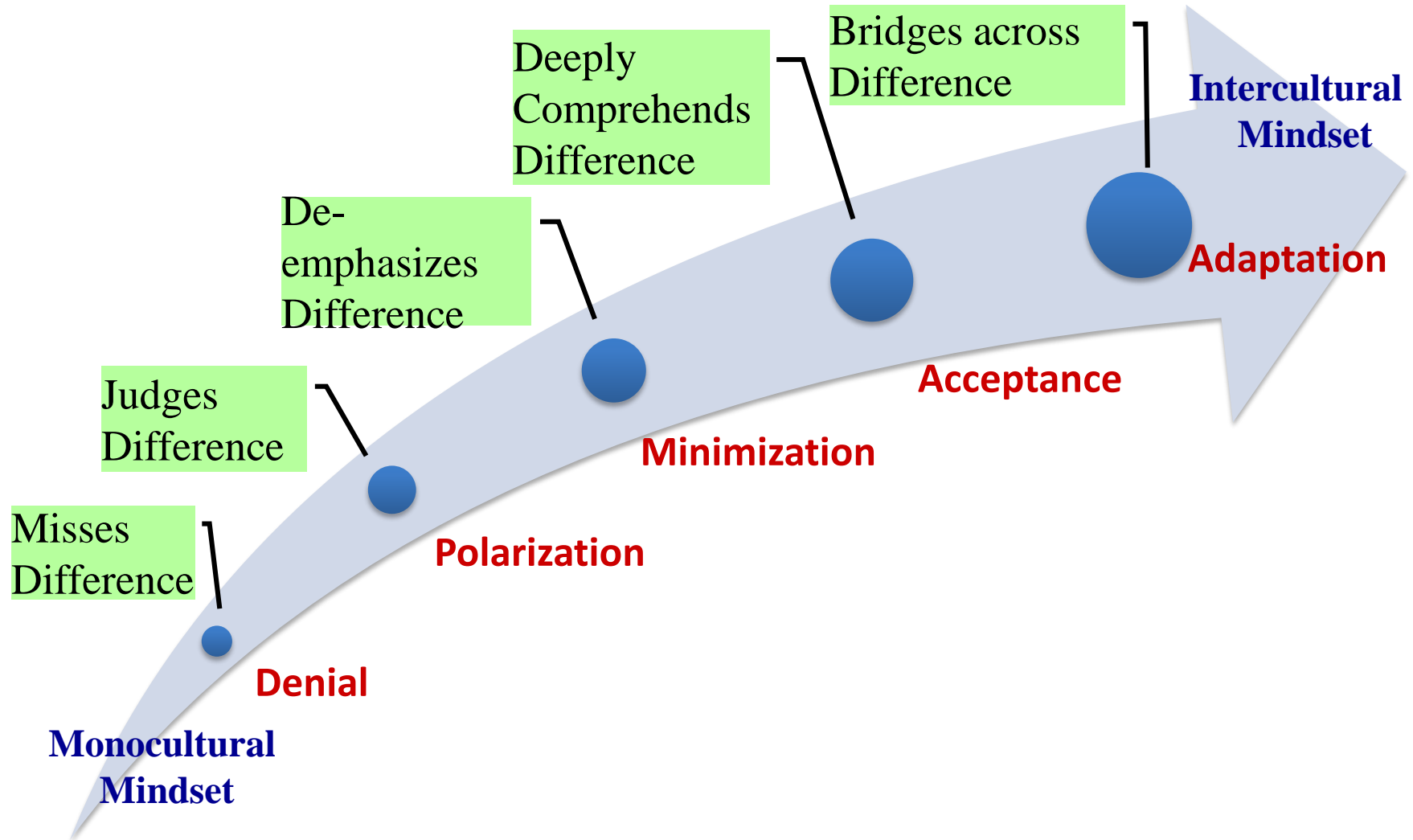
INTERCULTURAL EFFECTIVENESS

“To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures.

A reasonable term that summarizes these qualities of people is intercultural sensitivity and we suggest that it may be a predictor of effectiveness”

Bhawuk & Brislin (1992) International Journal of Intercultural Relations;16, 413-36

An important model describing “the structure of the knower”: The Intercultural Development Continuum (IDC)



FOUR CORE INTERCULTURAL COMPETENCIES:

- Increasing **cultural and personal self awareness** through reflecting on our own experiences, past and present;
- Increasing **awareness of others** within their own cultural and personal contexts;
- Learning to **manage emotions and thoughts** in the face of ambiguity, change, and challenging circumstances & people
- Learning to **shift frames, attune emotions and adapt behavior** to other cultural contexts.

MAPPING LEARNING OUTCOMES TO LEARNING ACTIVITIES AND ASSESSMENTS

- Course Goal
 - Course Learning Outcomes
 - SMART Learning Objectives
 - Course methods, activities, and assignments
 - » Formative and Summative Assessments
- Mapping Learning Outcomes: What you map is what you see, 2014, N. Jankowski
- National Institute for Learning Outcomes Assessment
<http://www.learningoutcomesassessment.org/index.html>

WHAT LEVEL – ORDER OF BEHAVIOR ARE YOU EXPECTING?

Bloom's Taxonomy - Affective

Higher Order

5. Internalising

Behaviour: Adopt belief system or philosophy

Verbs: Internalise, Acts, Displays, Influence, Practice, Believe, Ingrain, Immerse, Consistently, Incorporate, Acquire

4. Organising

Behaviour: Reconcile disparate elements or conflicts, develop value system

Verbs: Organise, Develop, Build, Relate, Prioritise, Reconcile, Contrast, Compare, Arrange, Integrate, Synthesise, Adhere, Alter, Modify, Formulate

3. Valuing

Behaviour: Attach values and express personal opinions

Verbs: Argue, Challenge, Debate, Refute, Justify, Persuade, Critique, Explains, Invites, Forms, Proposes, Joins, Demonstrates

2. Responding

Behaviour: Get involved in or participate actively

Verbs: Respond, React, Clarify, Contribute, Question, Cite, Perform, Write, Assists, Aids, Recites, Presents, Answers, Reports, Discusses

1. Receiving

Behaviour: Open to experience or idea, willing to hear

Verbs: Hear, Listen, Be Open To, Ask, Focus, Attend, Take Part In, Acknowledge, Concentrate, Do, Feel, Follow, Read, Uses

Lower Order

Designed by Ian Teh RunningMan, September 2016

EXAMPLE - MAPPING LEARNING OUTCOMES TO LEARNING ACTIVITIES AND ASSESSMENTS

- Course Goal: To provide students with the theoretical basis and practical application of methods to conduct and appropriately integrate global learning in their professional environments.
 - Learning Outcome: understand and apply effective intercultural principles to their engagement efforts.
 - One of five Learning Objectives: students will: After participating in the preparation sessions and reviewing the reading material, students will include four principles of intercultural effectiveness in their engagement communication or educational lesson plan.
 - Reading, discussing, team development of the plan
 - » Formative draft, the final, then presentation with rubric

CURRICULUM DESIGN TO GROW INTERCULTURAL COMPETENCIES

- If intentionally researched, planned, and implemented, instructors of agriculture, food and natural resource disciplines can successfully incorporate intercultural effectiveness outcomes in their courses and overarching curriculum.
- Thank you!
- Questions or sharing YOUR examples and experiences.

CURRICULUM MAPPING RESOURCES

- Carriveau, R.S., 2016. [Connecting the dots: Developing student learning outcomes and outcomes-based assessment.](#)
- Clark, R.A., 2002. [Learning outcomes: The bottom line.](#)
- Delany, C., Kosta, L., Nicholson, P., Remedios, L., & Harms, L., 2016. [Identifying pedagogy and teaching strategies for achieving nationally prescribed learning outcomes.](#)
- Lam, B.H. & Tsui, K.T., 2014. [Curriculum mapping as deliberation--examining the alignment of subject learning outcomes and course curricula.](#)
- Lynch, D.R., Russell, J.S., Evans, J.C., & Sutterer, K.G., 2009. [Beyond the cognitive: The affective domain, values, and the achievement of the vision.](#)
- Maybee, C., Bruce, C.S., Lupton, M., Rebmann, K., 2016. [Designing rich information experiences to shape learning outcomes.](#)
- Mulcare, D.M. & Shwedel, A., 2017. [Transforming Bloom's Taxonomy into Classroom Practice: A Practical yet Comprehensive Approach to Promote Critical Reading and Student Participation.](#)
- Reber, J.S., Downs, S.D., & Peterson Nelson, J.A., 2017. [Effects of three pedagogies on learning outcomes in a psychology of gender lecture.](#)