

NACTA 2019 – #063 **Engaging Students as Global Learners**

4:00 PM Wednesday

Assessing Intercultural Competencies with **Video and Written Reflection** of International Service Learning

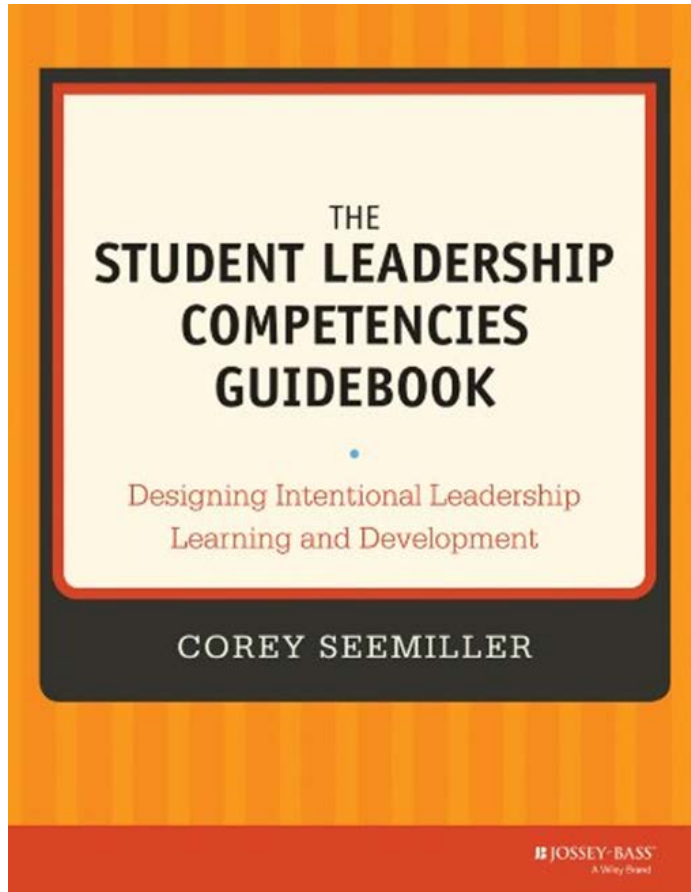
Mark Russell, Haley Oliver, Elizabeth Byers-Doten,
Tyson McFall, Jackie Leeuw and Josh Calhoun

The objectives of this presentation are:

- 1) to define intercultural competencies as learning objectives
- 2) apply experiential learning pedagogies to active learning practice,
- 3) share qualitative assessments or videos and written reflections with rubrics



DEMAND FOR AFFECTIVE OUTCOMES



- Natural scientists and educators are trained to teach and assess cognitive content – *this is difficult!*
- University core embedded outcomes expect us to include social science competencies
- Crawford (2011) and Seemiller (2014) identified the ability to work in multicultural and intercultural teams as an expected employability skill

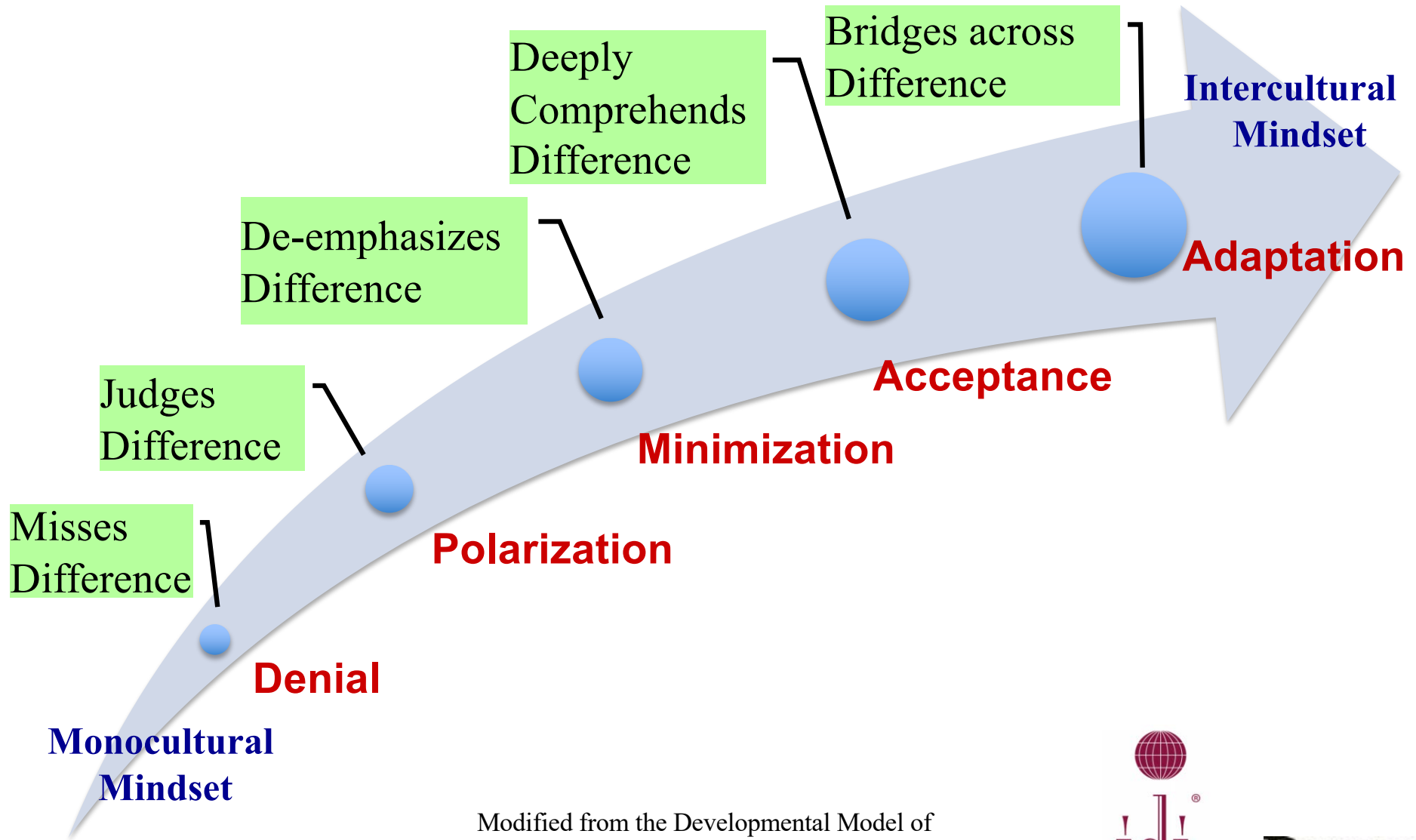
INTERCULTURAL EFFECTIVENESS

*“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

THE INTERCULTURAL DEVELOPMENT CONTINUUM



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

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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.

Michael Vande Berg and Michael Paige, 2012

Service Learning relies on content and context

Active Learning > Experiential Learning

Experiential
Learning
Cycles

Apply

Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory

Act

Concrete Experience
Facts (What Happened?)
Theory of Action

Reflect

Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Conceptualize

Abstract Conceptualization
Findings (Why Did This Happen?)
Revise Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

Service learning is one form of experiential learning in which students apply their academic discipline while they are engaged in a community through service and then reflect on their experiences.

(Bringle and Hatcher, 1996).

Winter Break Service Learning in HAITI

December 27, 2018 – January 5, 2019

Animals, Business, Crop/Soil, Food, Technology, and Water Projects

Three hours of credit YDAE 43100 (One each in Fall, Winter, Spring)



“The best was being able to teach about something I am passionate about-sustainable food security. It made the trip important and valuable to them, but also to me.”

Contact Purdue IPIA in AGAD Room 26 or go to:

**<https://ag.purdue.edu/ipia/studyabroad/Pages/winterbreak.aspx>
and watch the videos and click on the name of the course and apply!**

Course Sequence is critical to Kolb's Model!

The educational design of the “Planning, Conducting, and Evaluating International Engagement Methods” course sequence is the same regardless of the international destination. Service learning pedagogy driven by outcomes of engaged learning (Prince, 2004).

Partners:

- ❖ Partner with local NGOs and universities
- ❖ Engage with in-country colleagues on project teams
- ❖ Purdue Extension Educator mentors

Three-course sequence

- ❖ ASEC 43100 - **Planning** for International Engagement Methods
- ❖ SA/ASEC 43110 - **International** Engagement Methods in Haiti
- ❖ ASEC 43120 - **Evaluating** International Engagement Methods



Course Learning Objectives:

Step 1: Choose to include intercultural competencies as learning objectives

- **apply classroom knowledge** through extension methods to assist partners in addressing their economic and social challenges;
- **demonstrate intercultural knowledge** and effectiveness to successfully communicate, understand, and interact among people with differences;
- **demonstrate critical thinking and emotional intelligence** in evaluation of what is read and heard to identify and assess opportunities and develop responses to problems in rural international villages;
- **demonstrate the ability to communicate effectively** while considering a different cultural setting;
- **assess partners' resources and assets**, plan, present, and assess educational programs in Haiti, and
- **demonstrate the ability to work constructively** as part of a bi-national problem-solving team.

Step 2: Match interventions to the learning objectives

- Increasing cultural and personal self awareness through reflecting on our own experiences, past and present;
 - **Guided reflections, open journal prompts, group and individual verbal debriefs**
- Increasing awareness of others within their own cultural and personal contexts;
 - **Interviews with cultural others, experiential engagement, reflection**
- Learning to manage emotions and thoughts in the face of ambiguity, change, and challenging circumstances & people;
 - **Guided reflection (defining emotions, learning emotional vocabulary), empathy activities, emotional intelligence activities**
- Learning to shift frames, attune emotions and adapt behavior to other cultural contexts.
 - **Story telling with perception building, authentic cultural/community engagements**

Preparation course

students learn:

- Environmental Scanning, Asset-Based, and Needs-based community methods,
- digital and photo storytelling methods,
- context of life styles/cultures and challenges of the communities,
- pre- and post-validated instruments including Intercultural Development Inventory (IDI^R), Beliefs, Events, Values Inventory (BEVI^R), guided reflections, and
- to appropriately engage (assignments vary) depending on the host community identified priorities. (food production, sanitation practices, market analysis, Agri-symposium, high school curriculum.



Preparation course Assignments/Assessments: (Post/Evaluation quantitative)

- appropriately engage (assignments vary) depending on the host community identified priorities
- Individual Attendance
- Team Project Reflective Abstract & PJS�* Article
- revised plans and course priorities for future
- Individual Reflective Video
- PJS� Community Partner Snapshot Abstract
- Post-experience A.S.K.S²⁺, C.E.S²⁺, and BEVI
- Lessons from Haiti

*Purdue Journal of Service-Learning and
International Engagement (student authored)



The learning goals of these International Engagement Methods courses include “Develop undergraduate intercultural competencies of communications, empathy, and self-awareness”.

[Center for Intercultural Learning, Mentorship, Assessment and Research \(CILMAR\) Office of International Programs](#)

Resources:



[Association of American Colleges & Universities](#)

A VOICE AND A FORCE FOR LIBERAL EDUCATION IN
THE 21ST CENTURY

[HTTPS://WWW.AACU.ORG/VALUE](https://www.aacu.org/value) PROJECT



VALUE Rubrics

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

Personal and Social Responsibility

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)



INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

	Proficient 3	Emerging 2	Developing 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

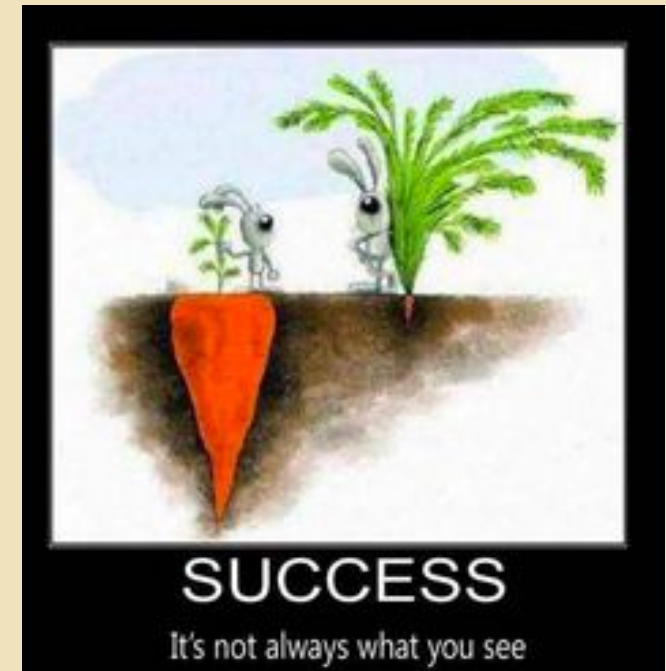
• Adapted from AAC&U Core Value Rubrics

Cultural self- awareness Example

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<i>Cultural self- awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)

Step 3: Assess the objectives and the interventions

- Select assessment tools that help you to:
 - Understand students' baseline abilities
 - Map out suitable learning trajectory for students
 - Mentor students toward greater skills acquisition
- Inventories and Instruments:
 - Intercultural Development Inventory (IDI)
 - Intercultural Effectiveness Scale (IES)
 - Beliefs, Events, and Values Inventory (BEVI)
 - Attitudes, Skills, and Knowledge Short Scale (ASK, ASK2)
 - Cultural Intelligence Scale (CQS)
 - Global Competencies Inventory
 - Written and digital reflections
 - And many more ...



Example Reflection Videos:

- a. [KR - senior](#)
- b. [MD - senior](#)
- c. [GH - freshman](#)
- d. [RH - junior](#)
- e. [CC- senior](#)
- f. [GK - junior](#)

Qualitative methods reveal that student reflections show growth in cultural self-awareness, empathy, and verbal and nonverbal communication.

All students stated that the experience broadened their knowledge of a range of cultures and understanding of human values and diverse worldviews.

- **demonstrate intercultural knowledge** and effectiveness to successfully communicate, understand, and interact among people with differences;
 - *“I have grown in my ability to be comfortable an unfamiliar situation and to address my “fear of the unknown” PC*
 - *“I stop and think now more about others’ situations before judging them.” HD*

- **demonstrate critical thinking and emotional intelligence** in evaluation of what is read and heard to identify and assess opportunities and develop responses to problems in rural international villages;
 - *“I can now see my cultural biases and reduce them.” JC*
 - *“I have realized that I have to be more assertive in communicating what science I know and why others are concerned about its application.” JL*

- **demonstrate the ability to communicate effectively** while considering a different cultural setting;
 - *“I find myself way more open to experimenting in situations of other cultures, even now at home.” MW*
 - *“I know that language can be a barrier, but it often an excuse for not trying to communicate.” SL*

- **demonstrate the ability to work constructively** as part of a bi-national problem-solving team.
 - *“I learned a lot about the importance of patience.” FR*
 - *“I have to stop and ask more questions and learn what resources are available and listen to their goals more.” KR*

Conclusions



- Preparation and Evaluations courses critical to Kolb's model
- service learning develop culturally appropriate professional community engagement skills
- students learn to work *with*, rather than teaching or working *for*.
- self-assessments of intercultural competencies (communications, empathy, and self-awareness decrease during early stages of immersion and then gradually rise as experiences persist
- Longitudinal studies are needed to determine if these "high impact" or "transformational experiences" make long term impacts.

Thank You – QUESTIONS!