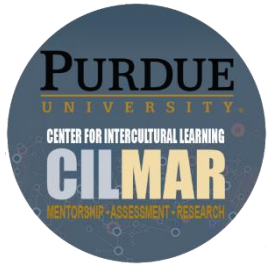


Creating and Administering Co-Curricular Intercultural Certificates: Rubrics, Facilitation, Revision

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INSTITUTE FOR INTERCULTURAL
LEARNING AND MENTORING



CO-CURRICULAR INTERCULTURAL CERTIFICATES

- **Badges**
- **Rubrics**
- **Challenges**
- **Scaling Up**
- **Questions**



BADGES

- Activity
- Debrief
- Reflection Prompts
- Feedback
- Co-Curricular Certificate
- Administering Badges: Planning

Semester/Year	Course	Badge	Primary Activity	Alternate Activity	# of Instructors	Training Week	Date/Time	Location	Activity Week	Date/Time	Location	Running Activity	Notes
Spring2018	ME290 HNR	Worldview	Culture Questionnaire	Design a Wallet	1	0			?			M. Linnes	
	ME290	Self-Awareness	How Rude Was That? [i-clicker]	IDI individual debrief	1	8			8	3/1/18 12:30PM	ME1130	CILMAR > M. Linnes	ME290: Class is in M
	ME263 (Soph. design)	Curiosity	?	?	2-5	?			?			Course Instructors	All instructors are p
Spring2018	ME365	Communication	Hollow Square	?	8-10	-1			1			Teaching Assistants	
	ME375	Openness	Ice Sculpture	?	6-8	-1	1/4/18 3:30-5:00PM	ME 1030	1	varies	ME1030	Teaching Assistants	
	ME315 (heat/mass transf.)	ext.	ext.	ext.	1-4	ext.			ext.			Course Instructors	1 instructor for lab i
	ME463	Empathy (Leadership)	Lego Tower (Leadership styles)	?	10	6 or later			7 or later			Course Instructors	Post-IDI
	External Offering 1	Worldview	?	?	CILMAR	0			TBD			CILMAR	
	External Offering 2	Self-Awareness	?	?	CILMAR	0			TBD			CILMAR	
		needs info											

Please add dates and times to this plan as they become available. In the future, we'd like to have the entire semester planned out and in our calendars at least one semester in advance. Let's also find the hierarchical info for each activity.





RUBRICS

- Audience

- Teamwork

- Intercultural Knowledge and Competence VALUE Rubric

- The FrankenRubric

- Teamwork VALUE Rubric

- Challenges & Revision

- 5 Rubrics



	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeing 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.)
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.	Demonstrates surface 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.	Views the experience of others but does so through own cultural 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.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is 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.	States minimal interest in learning more 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.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Contributes to Team Meetings
Facilitates the Contributions of Team Members
Individual Contributions Outside of Team Meetings
Fosters Constructive Team Climate
Responds to Conflict



Association
of American
Colleges and
Universities




Modified from the AAC&U VALUE Rubrics:
Association of American Colleges and Universities. (2009). *Global Learning VALUE Rubric; Foundations and Skills for Lifelong Learning VALUE Rubric; Integrative Learning VALUE Rubric; Intercultural Knowledge and Competence VALUE Rubric; Teamwork VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>








FrankenRubric

Intercultural Teamwork Certificate

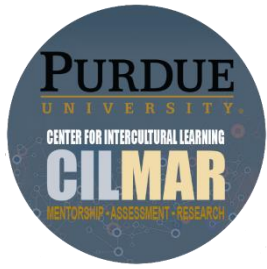
	Developing	Emerging	Proficient
Knowledge <i>Cultural self-awareness; Reflection and Self-Assessment</i> 	Identifies own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (e.g. with a strong preference for those rules shared with own cultural group.). Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts.	Recognizes new perspectives about own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) Evaluates changes in own learning over time, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates insights into own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (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.) Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.
Knowledge <i>Knowledge of cultural worldview frameworks; Cultural Diversity; Connections to Discipline</i> 	Demonstrates partial understanding of the complexity of elements important to teamwork constructs of two or more cultures in relation to their history, contemporary contexts with some acknowledgement of power structures, values, politics, communication styles, economy, or beliefs and practices. When prompted, connects examples, facts, or theories from more than one perspective.	Makes substantial connections between the complexity of elements important to teamwork constructs of multiple cultures in relation to their history, contemporary contexts, power structures, values, politics, communication styles, economy, or beliefs and practices. Independently connects examples, facts, or theories from more than one perspective.	Adapts and applies a deep and sophisticated understanding of the complexity of elements important to teamwork constructs of multiple cultures in relation to their history, values, politics, communication styles, economy, or beliefs, practices and power structures. Independently creating wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one perspective.
Skills <i>Empathy; Responds to Conflict</i> 	Identifies components of other cultural perspectives but responds in all situations with own worldview. Redirecting focus toward common ground, toward task at hand (away from conflict).	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Identifies and acknowledges conflict and stays engaged with it.	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. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.

Modified from the AAC&U VALUE Rubrics:
 Association of American Colleges and Universities. (2009). *Global Learning VALUE Rubric; Foundations and Skills for Lifelong Learning VALUE Rubric; Integrative Learning VALUE Rubric; Intercultural Knowledge and Competence VALUE Rubric; Teamwork VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>

Intercultural Teamwork Certificate

	Developing	Emerging	Proficient
Skills <i>Verbal and nonverbal communication; Fosters Constructive Team Climate; Integrated Communication</i> 	Supports a team climate by identifying some cultural differences in vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work and is aware that misunderstandings can occur based on those differences. Is still unable to negotiate a shared understanding by choosing a format, language, or visual representation that connects what is being communicated (content) with how it is said (form) in a basic way.	Supports a constructive team climate by recognizing and participating in cultural differences in vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Begins to negotiate a shared understanding based on those differences by choosing a format, language, or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience.	Supports a constructive team climate by articulating a complex understanding of cultural differences in vocal or written tone, facial expressions, and/or body language consistently to convey a positive attitude about the team and its work (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). Is able to skillfully negotiate a shared understanding based on those differences by choosing a format, language, or visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
Attitudes <i>Curiosity; Facilitates the Contributions of Team Members</i> 	Restating the contributions of team members and/or asking simple or surface questions for clarification about the views of other cultures.	Synthesizing the contributions of team members and/or asking deeper questions for clarification about the views of other cultures and then seeks out answers to these questions.	Facilitates the contributions of team members by building upon and synthesizing the inquiries of others and/or asking complex questions about the views of other cultures, then seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Attitudes <i>Openness; Initiative; Independence</i> 	Has difficulty suspending judgment in interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. Expresses openness to most, if not all, interactions with culturally different others. Identifies and pursues opportunities to expand knowledge, skills, and abilities and/or shows interest in pursuing independent educational experiences.	Begins to suspend judgment in valuing interactions with culturally different others. Begins to initiate and develop interactions with culturally different others. Identifies and pursues opportunities to substantially expand knowledge, skills, and abilities and/or actively pursues independent educational experiences.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. Successfully generates and pursues opportunities to expand knowledge, skills, abilities and educational experiences independently and beyond requirements.

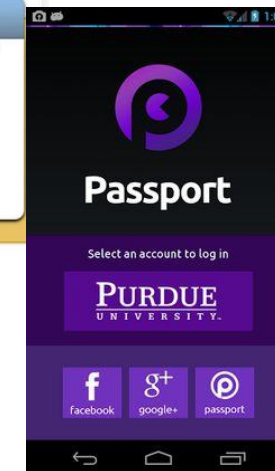
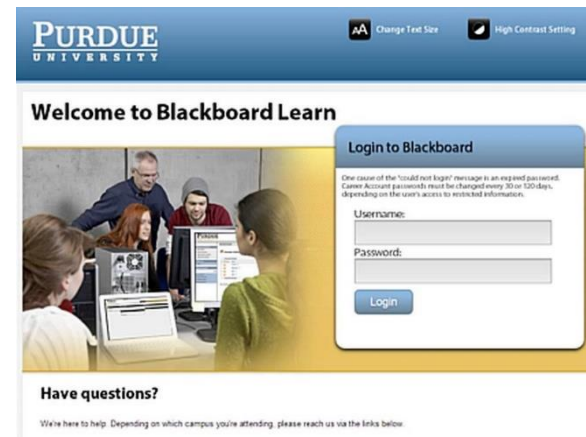
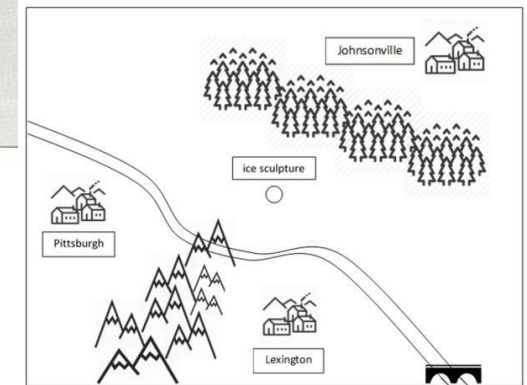
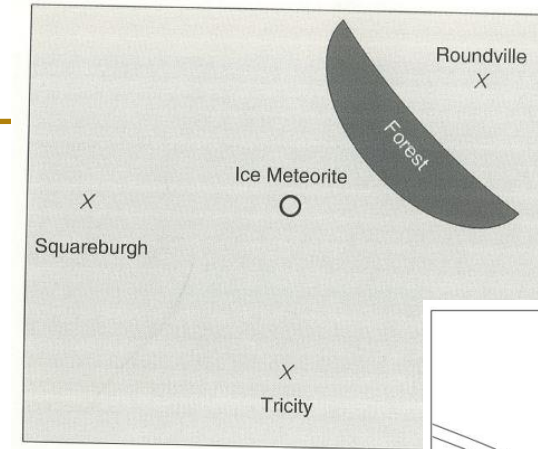




CHALLENGES

- **Meteorite Crash and Burn**
 - **Pilot of Openness Badges Activity**
 - **Litmus Test**
 - **Collaboration and Revision**

- **Submission Methods**
 - **Course vs. Badge Requirements**
 - **Logistics**





ADDITIONAL CHALLENGES

- **Growing Pains**
 - **Developing appropriate activities**
 - **Training effective facilitators**
 - **Technology issues**
 - **Assessing student artifacts**
 - **Establishing feedback cycles**
 - **Offering ad hoc badge sessions**
 - **Monitoring certificate completion**





SCALING UP

- **Personnel & Training**
- **Possible Solutions**
 - **Targeting Motivated Students**
 - **Peer-review & Feedback**
- **Gradient → Circuit**
 - **Two-tiered peer-review**
 - **Reasonable Standards**

Passport Daniel C

Back to scorecard

B Submission

on 10/19/2017, 7:19 PM
Task 2: Reflection on intercultural Openness - Intercultural Teamwork Certificate - Openness
Number of submission attempts: 1 (See another version)

Open Text

Challenge 1:
I was surprised at how difficult it was to make a description of something without making an assumption. I felt hyper conscious of this after the going through the D.I.E exercise. I noticed a lot of situations have a clear need for more context before truly understanding what's going on or being able to make a judgement based on what's going on.

Challenge 2:
I would describe myself as having an emerging to proficient attitude. While I am successful at suspending my judgement in valuing interactions with culturally different others, I do not actively generate opportunities for extracurricular intercultural experiences.

Challenge 3:
When I know I am about to have an interaction with someone from a different culture, I often feel excited but unprepared. I have yet to reach a level of cultural knowledge/awareness where I either feel I have background knowledge on the culture or I have the forethought to perform research, notwithstanding I try to practice intercultural openness by communicating respectfully and objectively and taking cues from them as to their expectations and how they understand what I am saying, and how their tone informs the context of what they say. This is beneficial as it helps ensure that everyone is on the same page and no one is offended.

Challenge Instructions

Please write at least one paragraph each:

Challenge 1: Please briefly describe your experiences during the activity. What happened? What did you feel? How did you react? What did you notice about your attitude and the attitude of others?

Challenge 2: Using the rubric above and based on your discussions during the activity debrief, reflect upon how you typically view the unfamiliar behaviors of culturally different others.

Challenge 3: How do you feel when you know you are about to have an interaction with someone from a different culture? What would intercultural openness in a professional/academic teamwork setting look like? Why would this be beneficial?

Submission approved on 10/30/2017 by Michelle M Campbell.

Score: Approved

Hi [redacted]—you've done some great work in this reflection! I really appreciate your honesty when it comes to feeling unprepared when meeting someone from a different culture and the fact that you do not actively generate opportunities for extracurricular intercultural experiences. It sounds like you've realized that you need to actively put yourself in culturally different situations more often. This is can be pretty easy to do on a campus like Purdue University—no need to travel abroad (although this a great experience, too). I'm wondering if you could pick a few activities to go to every semester that are specifically to experience or interact with culturally different people? This could be at a cultural center or an event hosted by a student organization or even a Convo that focuses on another culture. These are all great ways to help get that cultural exposure you realize you're lacking while still staying in your comfort zone.

Do you want to rescore this submission?
 Yes

Task 2: Reflection on intercultural Openness **364**

Task 2: Reflection on intercultural Openness **168**





DISCUSSION QUESTIONS

- **What do you see as the benefits and drawbacks of such an approach for intercultural learning?**
- **What possibilities do you see for co-curricular intercultural programming in your local institutions?**
- **What questions do you have?**

