*Title:*

Intercultural Learning: Remotely using the Intercultural Effectiveness Scale (IES) and AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics to assess intercultural student development and needs

*Overview:*

I will be using the Intercultural Effectiveness Scale (IES) along with two inter-related AAC&U VALUE rubrics, *Intercultural Knowledge & Competence* and *Global Learning*. They will be integrated into two upcoming Purdue University Polytechnic Institute global distance courses in summer, 2021.

These distance courses consist of a core course all students in the college are required to enroll in (an introduction to globalization course) and an upper-level globalization elective that students may take before graduation. I have integrated the IES and rubrics into the coursework and plan to develop a comprehensive analysis based on the output. This output will be sent to academic stakeholders in the Polytechnic and others who want to learn more about the development and learning of our students as they progress through their coursework.  These results will also allow me to update the curriculum for these courses to better fit the needs and skill-level of these students.  I plan to use Bloom's taxonomy as a future guide when re-imagining and updating these courses.  The results of the IES and rubric assessment will help guide us and allow us to better understand the needs of our students. I will share the results with the co-developer of the Tech 330 course, Michele Summers, as we modernize the course every few years.

***Use of the IES:***

The recently completed certification below allows me to direct students to the Purdue CILMAR representative for directions related to remote completion of their IES exams, and I will then have access to the composite results.  I will have quantitative and qualitative output based on the three aggregate categories that the IES assesses: Continuous Learning, Interpersonal Engagement, and Hardiness.

**Purdue CITI program’ Human Subjects Research Basic Courses: Group 2. Social Behavior Research Investigators and Key Personnel,**

**16-module course  ID 452, Record ID 40262960, Group 4.  Investigators and Research Personnel Conducting Exempt Research Only**

*The following will be stated on the course management site as an introduction to the IES:*

The IES provides an assessment of the degree to which you currently possess competencies that are critical to interacting effectively with people from other cultural backgrounds. You will receive a code to take the IES pre- and post-tests. The IE assesses:

* how we learn about another culture and the accuracy of that learning
* our orientation toward developing and managing relationships with people from other cultures
* how we manage the challenges and stress involved in interacting within a different cultural environment

Your overall IES score will be generated and provided to you anonymously from the testing facility. CILMAR will coordinate the exam and the only thing that the instructor will receive is anonymous, composite class data at the end of class, after grades are submitted. Your overall IES score will be provided to you and generated by combining the results of the following:

* *Continuous Learning* as it relates to self-awareness and exploration
* *Interpersonal Engagement* as it relates to global mindset and relationship interest
* *Hardiness* as it relates to positive regard and resilience

*The following will be stated on the course management site as a debrief to IES:*

I think you’re going to find these results interesting and useful. By the end of the second session (the IES post-test), you can expect to have a better understanding of your IES profile that will help you to guide your future development. You will receive an individual feedback report with scores, how you can interpret your results, your current and potential competency as it relates to intercultural learning, and your tendencies on a variety of metrics.

*Assurances:* Remember that the assessment is for your own development, and everything is confidential. The instructor merely will gain access to the composite class scores with no names or means of identifying individual scores.

*Courses Utilized:*

*The two Summer 2021 distance courses where the IES and two AAC&U rubrics will be utilized include:*

TECH 330, “Technology and the Global Society” (core course, introduction to globalization course, pre-requisite to upper-level globalization courses)

*Course Description*: The course examines the interplay of technology, globalization, and ethics. Students will explore concepts and issues related to outsourcing; global competitiveness; communication; contemporary issues; cultural differences such as inequality, security, sustainability, and quality of life; and the ethical dilemmas that often emerge as a result of the impact of technology. This course will expose students to strategic and operational management topics that support decision making in the global expansion of Business and Technology. This course is designed to provide knowledge and a higher-level understanding of the principles behind the globalization of technology and its regional and global markets. *3 Credits*

TLI 442, “Global Transportation & Logistics Management” (upper-level globalization course)

*Course Description:* A study of the various aspects of logistics. The development, implementation, and control of physical transportation systems, product distribution, warehousing, and inventory policy models will be emphasized. A working knowledge of third- and fourth-party logistics and transportation strategies will be analyzed. The impact of logistics and transportation in the global environment will be discussed.

*Integration of the two AAC&U rubrics.*

*AAC&U Intercultural Knowledge &* Competence value *rubric:*

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

*AAC&U Global Learning value rubric:*

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.

*IET 442*

*Assignment A):* Discussion Board #1: Multinational Automobile Organization, Opening Discussion Board Assignment:

We will research five multinational automobile organizations in this class:

* Germany-based BMW (the BMW factory we’ll study is located in Munich, Germany)
* Japan-based Honda (the Honda factory we’ll study is located in Greensburg, Indiana)
* Germany-based Skoda (Volkswagen) (the Skoda factory we’ll study is located in Mlada Boleslav, Czech Republic)
* Japan-based Toyota (the Toyota factory we’ll study is located in Princeton, Indiana)
* Japan-based Subaru (the Subaru factory we’ll study is located in Lafayette, Indiana)

Search through this site, which shows vehicle sales statistics: <https://www.statista.com/statistics/200002/international-car-sales-since-1990/>

Look for an article discussing vehicle sales for *two of the five* multinational automobile organizations (be sure to provide the link). Since Skoda is now a subsidiary of Volkswagen, use Volkswagen when researching Skoda. Summarize the article and provide the link to the article in the post.

Provide a 1-2 paragraph synopsis via 2 initial posts and include at least 2 replies (keep the threads separated based on automobile organization) (15 points)

In addition, provide a 1-2 paragraph synopsis to be posted the dropbox:

Based on your research about vehicle sales of the five multinational automobile companies, describe your willingness to buy a vehicle made in one of these factories, your willingness to buy or sell to someone in another country employed in that supply chain, and your willingness to work in another country for one of those multinational automobile organizations.

*Assignment DD):* Discussion Board #10: Toyota Motor Manufacturing Indiana- Unintended consequences of increased production and sales

Read the articles below on Toyota’s increased production at their factory in Princeton, Indiana.

Then read the final article from 2012 about when Toyota partnered with an international freight forwarder, Langham Logistics. Describe how expertise in international freight forwarding (chapter 14) can be helpful for multinational organizations that want to focus on the manufacture of products instead of vertically integrating the organization so that they also ship and deliver their own products. Why or why not might this be a good option instead of the Wal-Mart model of building distribution centers and building supply chain fleets? Describe some South American countries that might provide further opportunities for export markets by going to <https://data.worldbank.org/> and browsing by country.

<https://www.insideindianabusiness.com/story/37778674/toyota-supplier-planning-growth-in-princeton>

<https://www.insideindianabusiness.com/story/37286181/toyota-production-increases-in-princeton>

<https://www.courierpress.com/story/news/2020/01/17/toyota-announces-growth-highlander-production-princeton/4492401002/>

<https://www.assemblymag.com/articles/95413-toyota-completes-13-billion-project-in-indiana>

<https://www.elangham.com/2012/01/toyota-chooses-local-logistics-company-for-multi-year-logistics-contract/>

Provide a 2-6 paragraph synopsis via 1 initial post and include at least 2 replies (20 points)

In addition, provide a 1-2 paragraph synopsis to be posted the dropbox:

Based on your research about Toyota Motor Manufacturing Indiana’s freight-forwarding and of the five multinational automobile companies researched during the semester, describe your willingness to buy a vehicle made in one of these factories, your willingness to buy or sell to someone in another country employed in that supply chain, and your willingness to work in another country for one of those multinational automobile organizations.

*Tech 330*

*Assignment #1: Individual Culture Assignment***:** Follow the instructions in the Overview-2021 Tech 330 slides (slides 30-36). Take a picture of your output from the “Individual Culture Exercises” and post to the dropbox in Brightspace.

In addition, in 1-2 paragraphs, answer the following:

After going through the opening Tech 330 slides, describe your experiences thus far in working with those from other cultures, your comfort level with working with those from other cultures, and your willingness to work in another country at some point in your career.

*Discussion Board #5:* First read the articles describing the Chinese film industry and the “Bollywood” (Indian) film industry. Then, using information from previous discussion boards, describe why you think differences in the cultures of China and India translate into different types of films being developed/produced and/or becoming box office successes in those countries. Which of the Hofstede dimensions (<https://www.hofstede-insights.com/product/compare-countries/>) associated with these countries might explain some of these types of films to be popular in these countries? Be sure to cite previous discussion board posts and other outside citations in your analysis. (1 initial post of at least 2 paragraphs, and at least 2 replies)

After finishing the discussion board section of Tech 330, describe your comfort level with working with those from other cultures and your willingness to work in another country at some point in your career.

Using the composite data from the pre and post-tests from the IES, along with the rubric scores from the beginning and ending assignments for each class, will offer a snapshot into the intercultural competencies of students in these classes.