

# 2024-2025 AAC&U-CILMAR Global Learning Webinar Series



Center for Intercultural Learning, Mentorship, Assessment and Research





Workshop	Intercultural Rubric	Global Rubric	Facilitators	2024-2025	Time
Investigating the attitude of openness			Kris Acheson-Clair & Horane Diatta-Holgate	08/07	Noon-1:30 pm EDT
Delving into cultural diversity			Alankrita Chhikara & Hilary Landorf	09/25	Noon-1:30 pm EDT
Exploring the knowledge of worldview frameworks			Aletha Stahl & Leslie Bozeman	11/6	Noon-1:30 pm EDT
Examining the knowledge of intercultural and global self-awareness			Aparajita Jaiswal & Caryl Waggett	Early February	TBD
Digging into the skill of intercultural empathy and perspective taking			Tatjana Babic Williams & Kwesi Ewoodzie	Late March	TBD
Checking in with the skill of intercultural communication			Kelsey Patton & Basma Ibrahim DeVries	Mid-May	TBD
Inquiring into personal and social responsibility			H. Parker & Mary F. Price	Mid-June	TBD





# INVESTIGATING THE ATTITUDE OF INTERCULTURAL OPENNESS

**Dr. Kris Acheson-Clair**, Director  
Purdue University's Center for Intercultural  
Learning, Mentorship, Assessment and Research

**Dr. Horane A. Diatta-Holgate**, Program Director  
Inclusive Pedagogy, Notre Dame Learning, Kaneb  
Center for Teaching Excellence



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# Learning Plan

- Introductions
- Conceptual and operational definitions
- Experiential activities for increasing learners' intercultural openness
  - ✓ Activity Demos
  - ✓ Additional Recommendations
  - ✓ Criteria for Choosing Tools
- Assessments
  - ✓ AAC&U Intercultural Knowledge and Competence VALUE Rubric
  - ✓ Open Access Surveys
- Concluding Thoughts and Questions





# Intended Outcomes

**By the end of this session you will be able to:**


- describe intercultural openness and its relevance in your particular teaching or training context
- identify an experiential learning activity you can use or adapt with learners' to facilitate intercultural openness development
- select an appropriate method or tool for assessing intercultural openness that aligns with your learning outcomes



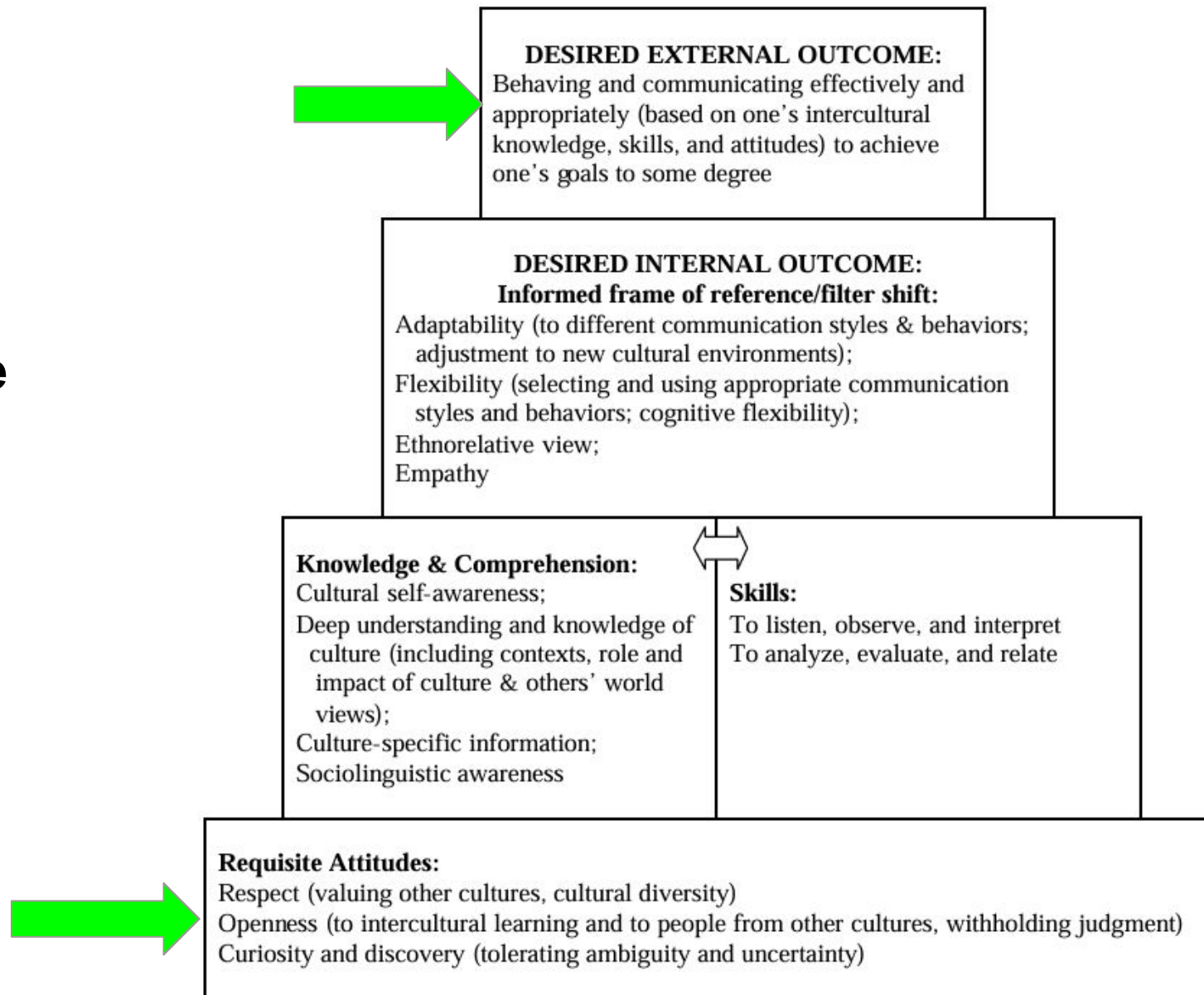
# Defining Intercultural Openness



# AAC&U Intercultural Knowledge and Competence VALUE Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
<p><b>Attitude of Intercultural Openness</b></p> 	<p><b>Initiates and develops</b> interactions with culturally different others. <b>Suspends judgment</b> in valuing her/his interactions with culturally different others.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>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.</p>	<p>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.</p>

# Deardorff's (2006, 2009) model of Intercultural Competence



*NOTES:*

- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements





# Theoretical Considerations for Openness

- dynamic/developmental versus static/personality trait conceptualizations of openness
- how various instruments define openness
  - ✓ BEVI - Basic Openness (honesty about internal processes) and Sociocultural Openness (receptivity to unfamiliar experiences and to the potential validity of others' beliefs and values)
  - ✓ MGUDS-S - interest in engaging with diverse settings/groups
- related constructs
  - ✓ Tolerance of/for Ambiguity -



# Operational Considerations for Openness

- describe intercultural openness and its relevance in your particular teaching or training context (institution, discipline, etc.)
- identify an experiential learning activity you can use or adapt with learners' to facilitate intercultural openness development
- select an appropriate method or tool for assessing intercultural openness that aligns with your learning outcomes



# Activities to Develop: Openness



**HubICL**  
Intercultural Learning Hub

# Plus-Minus-Null

- a take on the classic D.I.E. (describe, interpret, evaluate) activity
- available in the HubICL at [hubicl.org/toolbox/tools/25/objectives](https://hubicl.org/toolbox/tools/25/objectives)
- alternatives include
  - ✓ DAE [hubicl.org/toolbox/tools/30/objectives](https://hubicl.org/toolbox/tools/30/objectives)
  - ✓ DIVE [hubicl.org/toolbox/tools/498/objectives](https://hubicl.org/toolbox/tools/498/objectives)
  - ✓ I DIVE [hubicl.org/toolbox/tools/688/objectives](https://hubicl.org/toolbox/tools/688/objectives)
- let's play!



# Plus-Minus-Null

1. What's your **gut reaction** interpretation of what is happening?
2. Does that interpretation lead to **positive, negative, or neutral** evaluation?
3. What are **two plausible alternate interpretations** with different evaluations (so if your first idea was negative, think of neutral and positive explanations of that is happening)?



# Plus-Minus-Null



# Plus-Minus-Null

## **Use Reaction Buttons**

Is your first reaction (evaluation):

- A. Positive - thumbs up
- B. Negative - thumbs down
- C. Neutral -

## **Use Chat to Share**

What do you think is happening (interpretation)?



# Plus-Minus-Null

## Discuss

Does context matter? What if we play music while you look at a picture? What else could be shaping your evaluation and interpretation?





# Plus-Minus-Null

1. What's your **gut reaction** interpretation of what is happening?
2. Does that interpretation lead to **positive, negative, or neutral** evaluation?
3. What are **two plausible alternate interpretations** with different evaluations (so if your first idea was negative, think of neutral and positive explanations of that is happening)?



# Plus-Minus-Null



# Five Nosy Questions

- discussion prompts that foster discussion of “deep culture”
- available in the HubICL at [hubicl.org/toolbox/tools/497/objectives](https://hubicl.org/toolbox/tools/497/objectives)
- alternatives include
  - ✓ 25 Questions [hubicl.org/toolbox/tools/1/objectives](https://hubicl.org/toolbox/tools/1/objectives)
  - ✓ Question Jar [hubicl.org/toolbox/tools/360/objectives](https://hubicl.org/toolbox/tools/360/objectives)
- let’s try it out with a demo!



# Five Nosy Questions

*Answer the poll to choose one of the following questions for Horane and Kris to “fish bowl” for you:*

1. What is one thing your family (or community) taught you to value above all others?
2. Describe one household rule or policy: What do you most appreciate about the way you were raised?
3. Describe one trait: What does it mean to be a friend where you come from?
4. Fill in the blank: If you really know me as a [fill in a cultural group you belong to], you know that I \_\_\_\_\_.
5. If you could change one troubling thing about your society, what would it be?



# Five Nosy Questions

## *Debriefing Prompts*

1. How did you feel watching this demo? How do you think you (or your learners) would feel participating?
2. What changes might you make to questions to make them more appropriate for your learning context?
3. How could you frame/set up this activity with learners to maximize its effectiveness?



# Other Recommended Openness Activities

- Dialogue Based Activities

- ✓ Story Stitch [hubicl.org/toolbox/tools/590/objectives](https://hubicl.org/toolbox/tools/590/objectives)
- ✓ Story Circles [www.unesco.org/en/enabling-intercultural-dialogue](https://www.unesco.org/en/enabling-intercultural-dialogue)
- ✓ Counter-Storytelling [hubicl.org/toolbox/tools/712/objectives](https://hubicl.org/toolbox/tools/712/objectives)
- ✓ Crossing Borders Education Peer Dialogues  
[crossingborders.education/our-programs/workshops/wellbeing-workshop/](https://crossingborders.education/our-programs/workshops/wellbeing-workshop/)

- Experiential Activities

- ✓ Language Envelopes [hubicl.org/toolbox/tools/42/objectives](https://hubicl.org/toolbox/tools/42/objectives)
- ✓ Grocery Store Ethnography [hubicl.org/toolbox/tools/32/objectives](https://hubicl.org/toolbox/tools/32/objectives)
- ✓ YouTube Ethnography <https://hubicl.org/toolbox/tools/564/objectives>
- ✓ Amazing Race <https://hubicl.org/toolbox/tools/420/objectives>

- Your favorites?



# Choosing the “Right” Openness Activity

- remember your operationalization
  - ✓ in your backward design, go back to how you defined openness
- think through your context
  - ✓ time
  - ✓ resources
  - ✓ facilitator capacity and comfort (level of risk/vulnerability)
  - ✓ medium of instruction
  - ✓ student identities and motivations
- what thoughts do you have to add?



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# Planning/Implementation Considerations

- Learners' backgrounds and prior experiences interacting with people who are culturally different (e.g. pre-assessment)
- Knowledge and skills learners need to develop before engaging in different types experiential experiences (e.g. active listening, self-awareness)
- Learner artifacts (e.g. individual and/or group debrief, journal reflections, creative visual/digital media)






# Assessing Openness

How do you know they know?

How do they know they know?

# AAC&U Intercultural Knowledge and Competence VALUE Rubric

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		3	2	
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# Ways to Implement the VALUE Rubrics

1. To evaluate or code written assignments (reflective journals, discussion posts, etc.)

Criteria	INCOMPLETE	MINIMAL	LATE	GOOD	EXCELLENT	Criterion Score
Quality of Submission	0 points Assignment is incomplete or missing.	6 points Assignment is complete but lacks detail or thoughtful treatment.	6 points Assignment is thoroughly completed but submitted late.	8 points Thorough and honestly reflective treatment of the assignment instructions.	10 points Thorough treatment of the assignment instructions exhibiting above average critical thinking.	/ 10
Attitude of Openness (from the AAC&U VALUE Rubric for Intercultural Knowledge and Competence)	0 points UNDEMONSTRATED  Learner does not exhibit openness to interacting across difference.	0 points BENCHMARK  Learner is receptive to interacting with culturally different others.	0 points MILESTONE  Learner expresses eagerness to interact with some culturally different others.	0 points MILESTONE  Learner begins to initiate interactions with culturally different others.	0 points CAPSTONE  Learner initiates and develops interactions with culturally different others.	/ 0
IDC/Pendulum	0 points DENIAL  Learner focuses on similarity and exhibits avoidance or separatism.	0 points POLARIZATION  Learner focuses on differences and exhibits judgment or idealism.	0 points MINIMIZATION  Learner does value some differences but emphasizes similarity.	0 points ACCEPTANCE  Learner leans into difference by seeking deep understanding of others.	0 points ADAPTATION  Learner balances similarity and difference by negotiating identity and behaviors.	/ 0

# Ways to Implement the VALUE Rubrics

1. to evaluate or code written assignments (reflective journals, discussion posts, etc.)
2. as an observational feedback tool for dialogue and interactions
3. as a self-evaluation tool - formative assessment at the beginning of an experience, summative afterwards, or assessing growth over a series of assignments

# Considerations for Formative Assessment

- Use a cloud platform for delivery for maximum accessibility and easy data management
- Don't recreate the wheel - we can share versions of these with you to copy from Qualtrics
- Automate feedback to learners
- 3 examples: ASKS2+, M-GUDS-S, and TforA



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# Attitudes Skills & Knowledge Short Scales (ASKS+)

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S <sup>2</sup> )		CONSTRUCTS KEY					
		1: not at all	2: low degree	3: somewhat low degree	4: somewhat high degree	5: high degree	6: very high degree
		I am not aware of or do not recognize this behavior.	I am only aware of and recognize this behavior.	I cooperate or comply with this behavior if required by others.	I recognize the value of and prefer this behavior.	This behavior is an important priority to me.	This behavior is natural to me, is habitual to me, and embodies who I am.
1.	I welcome and initiate interactions with people who are culturally different from me.	<b>ATTITUDE: OPENNESS</b>					
2.	I reserve judgment during interactions with people culturally different from me.	<b>ATTITUDE: OPENNESS</b>					
3.	I ask questions about other cultures different than my own.	<b>ATTITUDE: CURIOSITY</b>					
4.	I seek answers to questions about cultural differences.	<b>ATTITUDE: CURIOSITY</b>					

[tinyurl.com/ASKS-Plusv3](http://tinyurl.com/ASKS-Plusv3)

[hubicl.org/toolbox/tools/284/](http://hubicl.org/toolbox/tools/284/)

## Welcome!

Please ensure you review the information on this page in its entirety to ensure that you complete the assessment appropriately and receive accurate results. The Intercultural Attitudes Skills and Knowledge Short Scale Plus (ASKS+) was developed to help you engage in critical reflection about your attitudes, skills and knowledge in relation to communicating and interacting with others who are culturally different from you. In order to get the most accurate information about your self and your interactions with others, it is important that you do not respond to the statements based on what you think about yourself or how you aspire to be. It would be more helpful to think about your actual experiences with intercultural interactions. The ASKS+ is meant to help you begin the reflection process and create goals that you can return to throughout your course/experiential learning experience as well as after. This is not a test of your virtues and vices.

## Completing the ASKS+

As you read the statements you will realize that some have multiple concepts. You may think that you do some of the things but not others or have experience with some aspects but not others. It is important to read the statement carefully and respond to the statement as a whole. Remember there is not a correct or incorrect answer to any of the statements, you should do your best to respond to the statements strictly based on your personal experiences.

FIRST NAME

LAST NAME

Email Address

Semester and year  
(e.g. Fall 2015)

When are you completing the ASKS+?

**PRE:** At the beginning of the course/experience

**IN RETROSPECT:** During the course/experience

**POST:** End of the course/experience

# Attitudes Skills & Knowledge Short Scales (ASKS+)

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## Individual Report: Intercultural Attitudes Skills & Knowledge Short Scale (ASKS+)

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Qualtrics Survey Software <noreply@qualtrics-survey.com>  
Reply-To: Qualtrics Survey Software <hholgate@nd.edu>  
To: hholgate@nd.edu

Tue, Aug 6, 2024 at 10:12 PM

Dear Angela

Thank you for completing the ASKS+. Intercultural knowledge and competence is a very complex construct that encompasses concrete attitudes, skills and knowledge. In this report you will see your overall results on the different components of the ASKS+. You will also see your responses to each statement. It is important that you save this report for reference.

There are several factors that impact one's experiences and exposure to cultures different than their own. As you review your results and responses, remember this is not about a correct or incorrect response, but rather an opportunity to reflect on your experiences and set goals for improving your understanding of yourself and others.

First let's review your average ratings on the different components of the ASKS+. This is meant to give you a snapshot of how you rated yourself on the different components. You can see your individual responses to each statement after reviewing the overall scores. As you look at your overall results remember your responses were on a 6 point scale ranging from **1 Not at All** to **6 Very High Degree**.

An average rating above 3.5 suggests you view yourself as having a great deal of experiences across cultures. You view yourself as being actively engaged in several of the behaviors described on the ASKS+, you have taken steps to increasingly integrate the behaviors as part of your general way of life, and you are intentional about engaging across cultural differences.

An average rating below 3.5 suggests you view yourself as having limited to no experience or low levels of awareness about other cultures. You may engage in behaviors and activities that involve other cultures if you are required to by others or as part of a program, but have not developed personal commitment to engaging in and integrating those behaviors as part of your general way of life. However, you may be open to experiences with other cultures.

On **Intercultural Attitudes** overall you scored 4.

On **Intercultural Skills** overall you scored 4.5.

On **Intercultural Knowledge** overall you scored 4.142857142857143.

As you review your responses, take a moment to review the ASKS+ CONSTRUCT KEY. The construct key shows each statement as well as the specific intercultural knowledge and competence component it is associated with on the ASKS+.

As you review the CONSTRUCT KEY and your response report, consider and respond to the following:

1. How do you feel about your scores? How well do you think it captures your current knowledge, skills, and attitudes relevant to intercultural interactions? Are you content with where you are on the spectrum across the different components?

3. Identify the component on which you rated yourself the lowest. If you have more than one with the same rating, choose the one that you would like to improve in the most or you think would be most relevant for your personal and professional growth. Next, briefly describe why you chose that specific component associated with the statement from the ASKS+. Then, write a goal statement related to that specific component. Make a goal that you can actively pursue as you progress through the [insert course/experiential learning experience] to periodically evaluate your progress. If the direction or approach changes to meeting your goal as you progress, that's okay simply redefine the goal and keep working towards it.

[Download as PDF](#)

URL to view Results [\[Click Here\]](#)

Kris Acheson-Clair from **purdue** has invited you to collaborate on their "**ASKS2 - RetroPRE/POST - Copy to Share**" survey. Use the appropriate login method below to access the survey from your existing Qualtrics account.

**Collaboration Code:** 4PX5a7YRmK6EFaP

Login to view the survey:

- If you normally login through your organization ([SSO](#)), please copy the collaboration code above, and then log into your account using your organization's Qualtrics URL. If you are unsure whether your account uses SSO, see [this page](#).
  - After logging in, use the collaboration code to [accept the collaboration manually](#).

[Accessing Shared Surveys](#)

[Modifying Workflows](#)

# Miville-Guzman Universality Diversity Short Scale

## MGUDS - Copy to Share (please recopy and rename)

I often feel a sense of kinship with persons from different ethnic groups.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Q5

✱ x→

Persons with disabilities can teach me things I could not learn elsewhere.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree

<https://hubicl.org/toolbox/tools/123>

[https://purdue.ca1.qualtrics.com/jfe/form/SV\\_bwm8fzJcP0JWAnQ](https://purdue.ca1.qualtrics.com/jfe/form/SV_bwm8fzJcP0JWAnQ)



# Tolerance for Ambiguity Scale

## **FROM AUTOMATED FEEDBACK EMAIL:**

There is no ideal score on this measure. However, higher and lower tolerance for ambiguity have implications for our interactions with culturally different others, our adaptation to new cultural environments, and our emotional resilience during times of change. For this reason, many scholars consider higher levels of TA as beneficial both inter- and intra-personally. Values for ambiguity versus clarity/structure/tradition vary across cultures, though. Keep in mind that your tolerance for ambiguity may shift over time in response to the demands of your circumstances and the physical, emotional, and cognitive resources to which you currently have access. People can also move on this scale in response to intentional efforts to develop more tolerance for ambiguity.

It may be useful for you to reflect on the following questions:

1. How do you feel about your score? How well do you think it captures your tolerance for ambiguity? Are you content with where you are on the TA spectrum?
2. What life experiences, aspects of your cultural upbringing, and personality characteristics do you think have influenced your level of TA?
3. Can you think of any situations in which developing more TA might benefit you? How might you work towards that growth?



# Summary

**By the end of this session you will be able to:**

- describe intercultural openness and its relevance in your particular teaching or training context
- identify an experiential learning activity you can use or adapt with learners' to facilitate intercultural openness development
- select an appropriate method or tool for assessing intercultural openness that aligns with your learning outcomes



# Wrap Up and Questions





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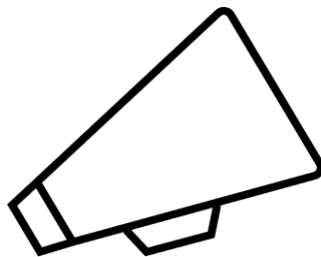
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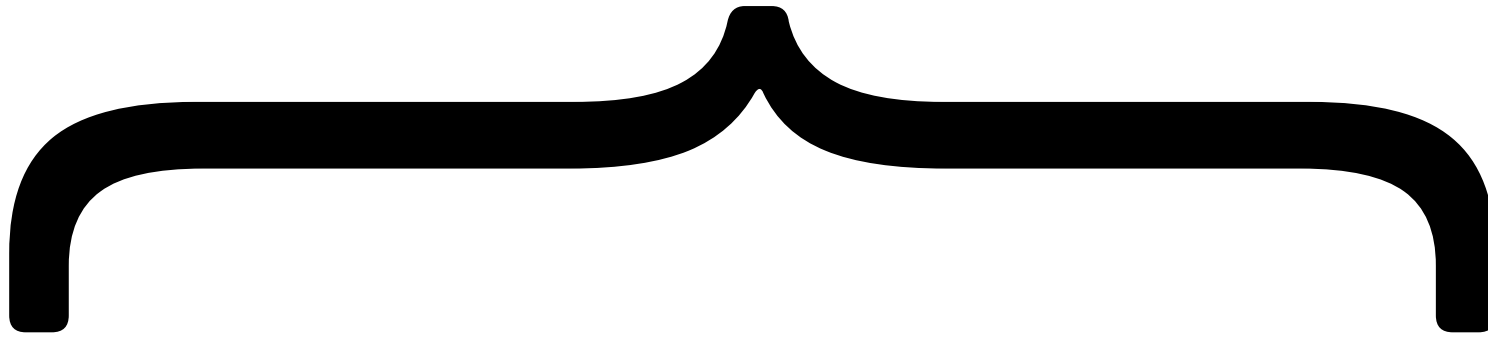
*Tell others about the series!*

<https://bit.ly/AACU-CILMAR>



# Coming in 2025: LinkedIn Badges and Micro-credentials for HubICL account holders!

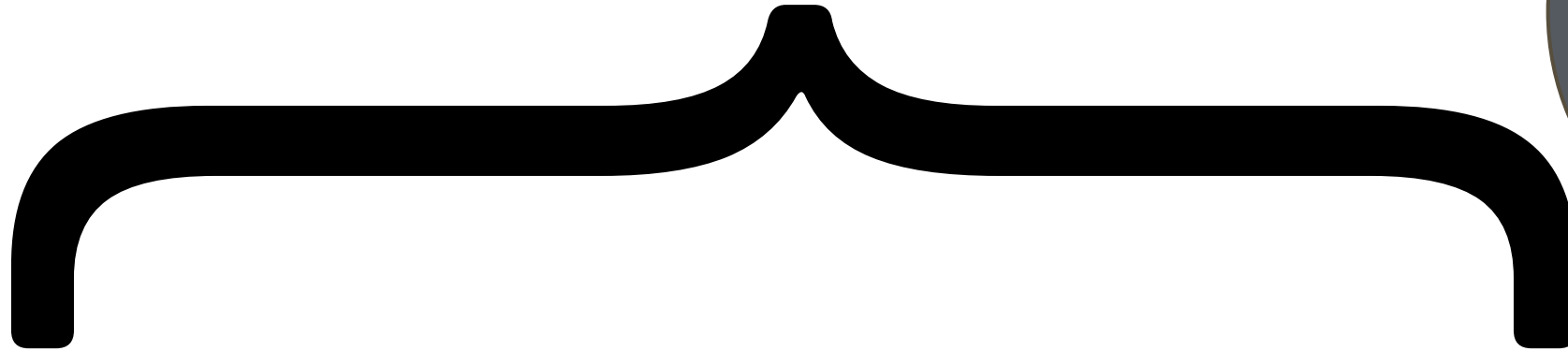
*Complete any 3 of the workshop micro-credentials below to achieve the Global Learning Badge.*



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*We'd love  
to have  
your  
feedback!*



[https://bit.ly/GLwebinar\\_feedback](https://bit.ly/GLwebinar_feedback)