

**Purdue InterCultural Learning Community of Practice
presents:**

Lifelong Intercultural Learning: What is it and why would you want to measure it?

September 11, 2024

Cindi Koh-Knox Sharp and Katherine Yngve



Agenda

- Introductions
- Definitions
- Lifelong learning in practice
- Why do we assess?
- How do we assess?
- AI and assessment of learning

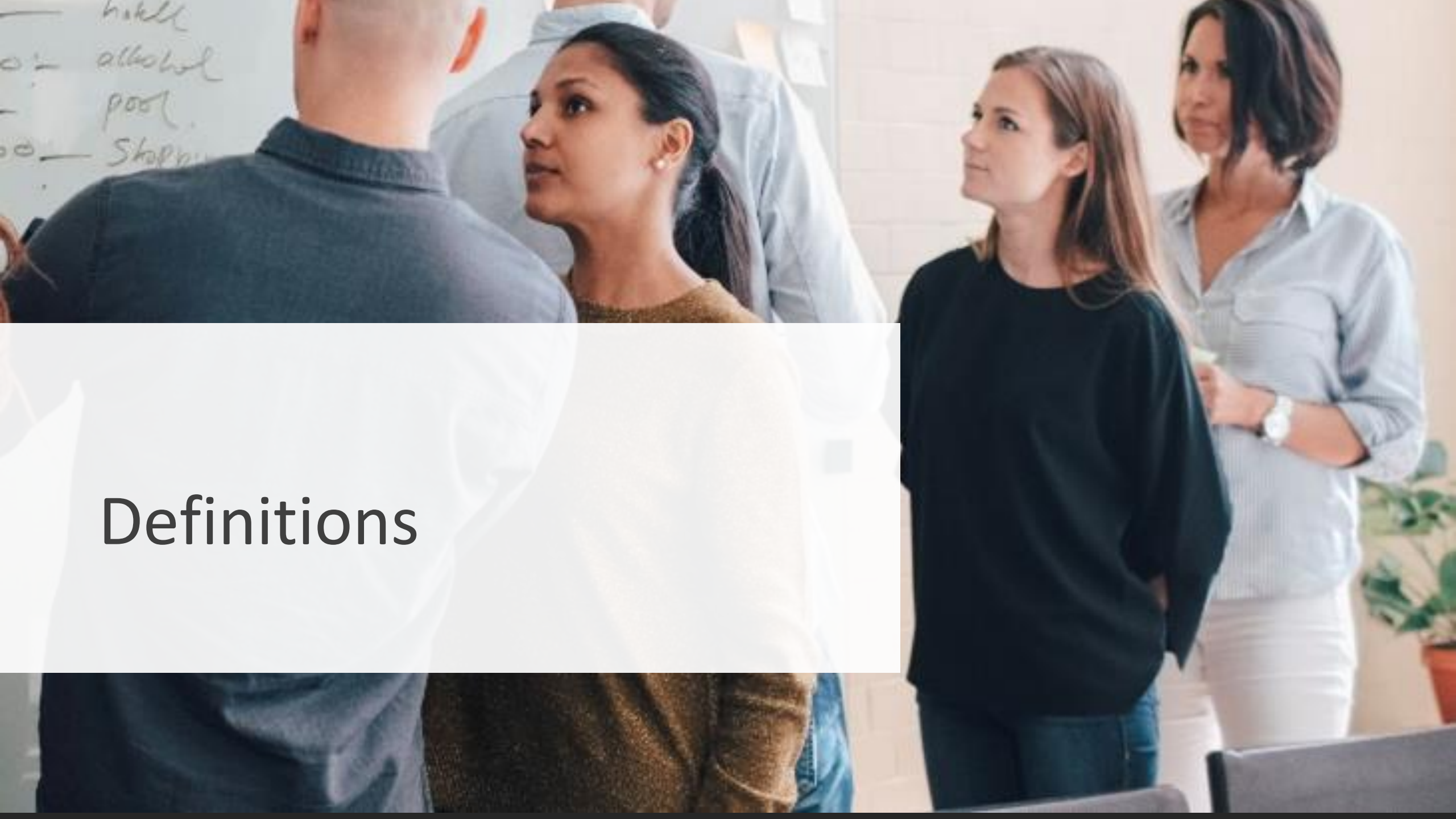
Introductions

CINDI



KATHERINE





Definitions

Lifelong learning

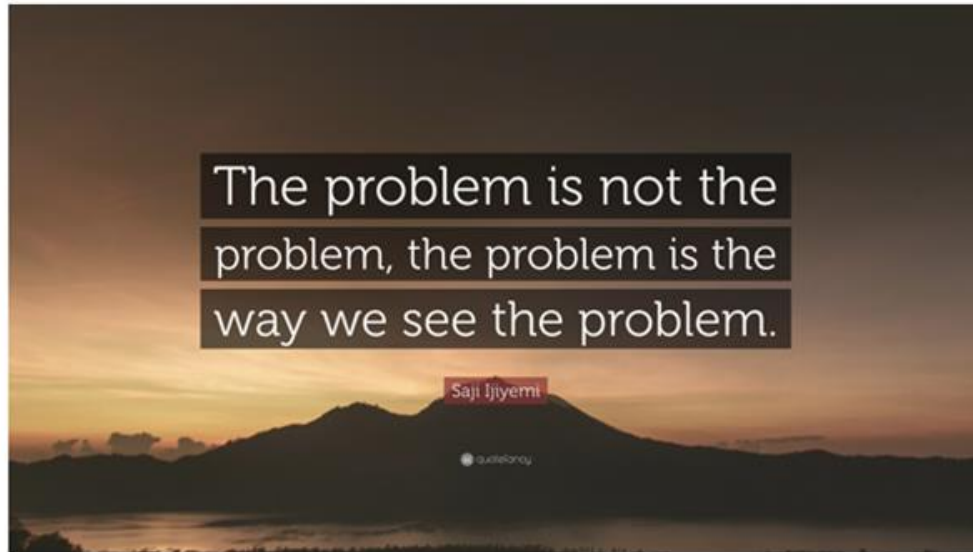
The process of gaining knowledge and skills throughout your life
[often to help you do your job properly]

[LIFELONG LEARNING | English meaning - Cambridge Dictionary](#)

The provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment

[LIFELONG LEARNING definition and meaning | Collins English Dictionary \(collinsdictionary.com\)](#)

Intercultural ~~Competence~~ Effectiveness



“The ability to work effectively with people who define problems differently than you do.”

“Being able to say “...my way works, but so does yours, so let’s try yours.”

What soft skills matter in life?

“The ability to learn for your whole life. I had an internship in Northern Ireland, with a tool designer who used to engrave tombstones. He only had a high school education but he knows how to do all the technical stuff and he just knows it. How do you even know this? He just keeps on learning and makes a powerpoint of all he learns; as if he was teaching someone else. I never would have thought you can do that; could learn without going to college...”

Lifelong intercultural learning in practice

Cindi's perspective

Katherine's perspective



Reflection Activity

Why Do We Assess?

What is Assessment Good For?

- Pair/share (2 minutes)
- Report out (8 minutes)

<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/05/Philosophy-Activity.pdf>

Why Do We Assess?

What is Assessment Good For?

- Assessment results help me improve teaching & learning.
- It's important to assess learning because of accreditation agencies.
- To determine if learning has occurred, pre-testing & post-testing are necessary.
- Students should be invited to co-create learning objectives and the way(s) their learning can be measured.

Tools used to assess learning



Tools used to assess learning

Principles of assessing lifelong learning

- Ensuring confidentiality
- Respecting diversity and inclusivity
- Providing clear instructions and expectations to learners
- Maintaining objectivity throughout the assessment process
- Using valid and reliable assessment methods

??How do you assess lifelong learning for personal fulfilment??

How does a drug court experience influence student pharmacists?

Qualitative analysis of reflections

10 students (UMn-Duluth) and 25 students (Purdue)

Domains found in student writings

- Description of experience
- Past experiences and exposures
- Past perceptions and judgements
- Stereotype deconstruction (76% PU)
- Empathy development (72% PU)
- Situational appreciation
- Analytical thinking
- Role of the pharmacist
- Metacognition/Looking ahead to practice/professional development (92% PU)
- Science of addiction

Assessing pharmacy learning gains of pharmacy students in communications, ways of thinking, and intercultural skills through self-assessment

Koh-Knox Sharp, Shepler, Aparajita. *Currents in Pharmacy Teaching and Learning*, <https://doi.org/10.1016/j.cptl.2023.12.02>

- PHRM 48500 Intercultural and Global Health Issues
- Revised AACU rubric for intercultural knowledge, creative thinking, and information literacy
 - Cultural self-awareness
 - Knowledge of cultural worldview frameworks
 - Empathy, curiosity, openness, problem solving, taking risks
 - Embracing contradictions, innovative thinking
 - Presentations determine the extent of information needed, access and use information ethically and legally

[Adapted from "Intercultural Knowledge and Competence, Creative Thinking, and Information Literacy VALUE Rubrics" by the Association of American Colleges and Universities. 2009. <http://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.]

“VALUE rubrics” = Valid Assessment of Learning in Undergraduate Education

Download the VALUE Rubrics

Below is a list of the 16 VALUE rubrics. Click on an outcome to preview, download, and learn more about each particular rubric.

[DOWNLOAD ALL 16 RUBRICS →](#)



Civic Engagement - Local and Global



Creative Thinking



Critical Thinking



Ethical Reasoning



Foundations and Skills for Lifelong Learning



Global Learning



Information Literacy



Inquiry and Analysis



Integrative Learning



Intercultural Knowledge and Competence



Oral Communication



Problem Solving



Quantitative Literacy



Reading



Teamwork



Written Communication

<https://www.aacu.org/initiatives/value-initiative/value-rubrics>

<https://hubicl.org/toolbox/tools/373>

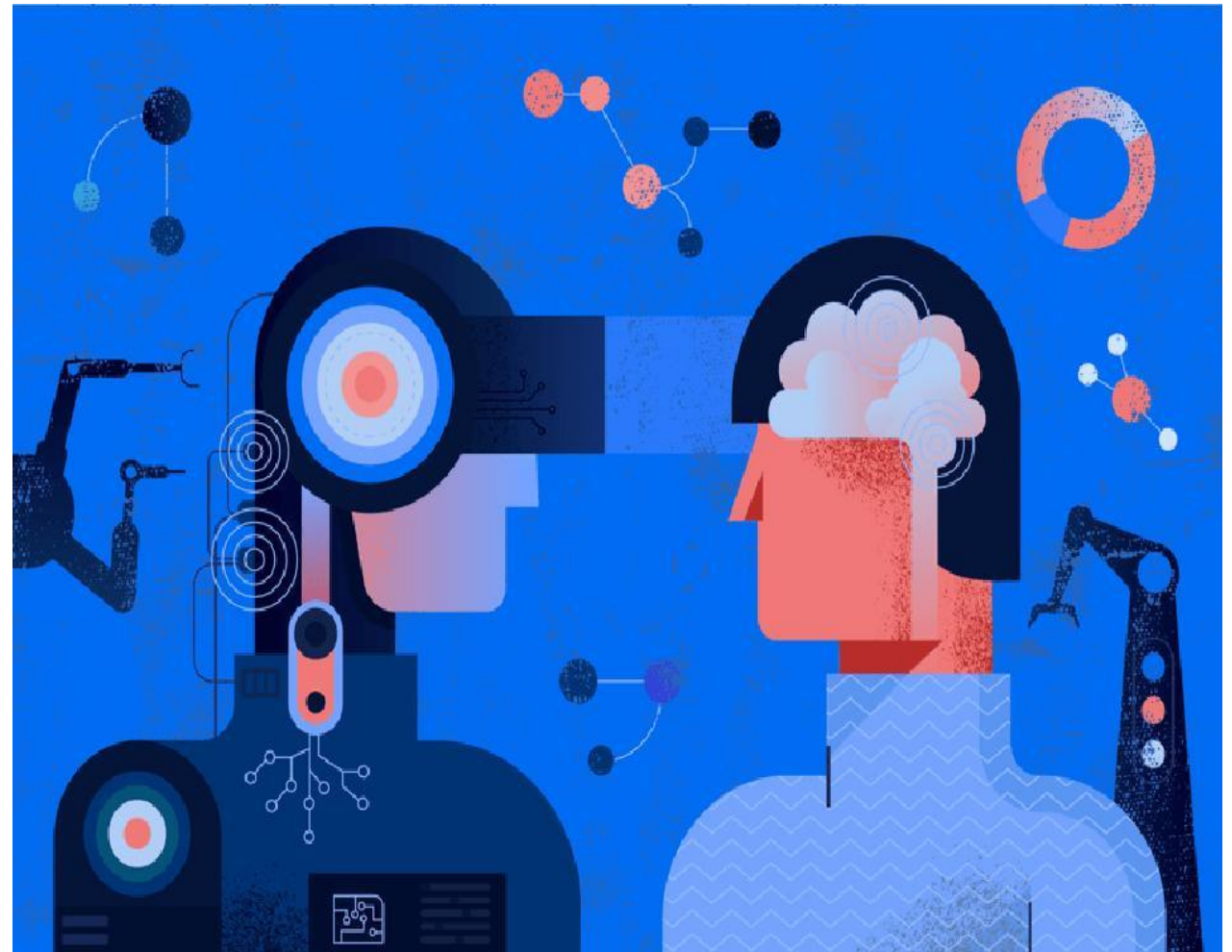


BEHAVIORAL RUBRIC OF INTERCULTURAL SKILLS DEVELOPMENT

Trait	Level One (Low)	Level Two (Fledgling)	Level Three (Moderate)	Level Four (High)
Respect for Others	Verbal & non-Verbal expressions show that feelings & experiences of others are not worthy of consideration. Condescending Tone, Lack of Eye Contact <i>{as consistent with cultural norms}</i> , Lack of Interest, Ignoring Input, Avoidance, etc. May respond mechanically, passively or only sporadically.	Indicates some concern for others' situations, feelings & experiences. May sometimes attend to others' attempts to express themselves but often seems self-serving or self-referential. May pay lip-service to importance of diversity; partic. if it is defined in non-threatening ways.	Consistently expresses concern for others. Responds in ways that allow others to feel worthy and valued. Seldom seems self-serving or self-absorbed. Sometimes engages with diversity successfully, particularly if no hot button issues are in play.	Indicates deep reverence for worth of others as persons of high potential and value. Committed to supporting others' development. Often appears to put others' needs before those of self.
Openness	Highly Evaluative. Judgmental. Categorizes others as "right" or "wrong." Reactions are dogmatic & actions exhibit little effort to digest circumstances or information before judgment is made.	Evaluative. Measures responses & actions by a pre-determined framework of "right" or "wrong." Slightly less rigid. May pause to try to take on board information before applying categories of "right" and "wrong."	Evaluative-Descriptive. Appears to measure others based partly on information, thoughts or attitudes, but framework is subject to modification & negotiation. Less rigid & the time lapse before applying judgment is longer.	Descriptive. Responds to others in a way that draws out information, thoughts & feelings. Asks questions & restates other's ideas. Provides evaluative responses only after taking into account whether framework fits the individual.
Orientation to Knowledge	Assumes others always share perceptions, knowledge and insights of self. Differences imply that the other is "wrong," lacks maturity or is poorly educated, ignorant, or badly raised.	Treats another individual's perceptions, knowledge, insights as highly generalizable from the individual to the cultural group. Often reverts to stereotype [positive or negative] when discussing difference.	Treats others' perceptions, knowledge, insights as personal to some extent but potentially generalizable. Less likely to stereotype but tends to minimize difference & view great difference as a problem in need of mediation.	Treats others' perceptions, knowledge, insights as personally based. Sees that differences between people are not problematic. Often able to shift perspectives & think like the other.
Empathy	Indicates zero or rudimentary awareness of	Responds with reasonable accuracy to	Reliably displays understanding of	Responds with high accuracy to feelings

Making sense of Reflections & Textual Responses

To use AI or not to use AI,
that is the question ...



What surprised you most in your study abroad experience and why?

“What surprised me the most was the initiation rituals of the student housing community I lived in. During the first two weeks, new students had to wear funny hats at all times and salute the student dorm officers before speaking. And there were required drinking traditions when we went pubbing together. I figured this was their culture and I should go along with it; that’s what I came here for, to be immersed ...”

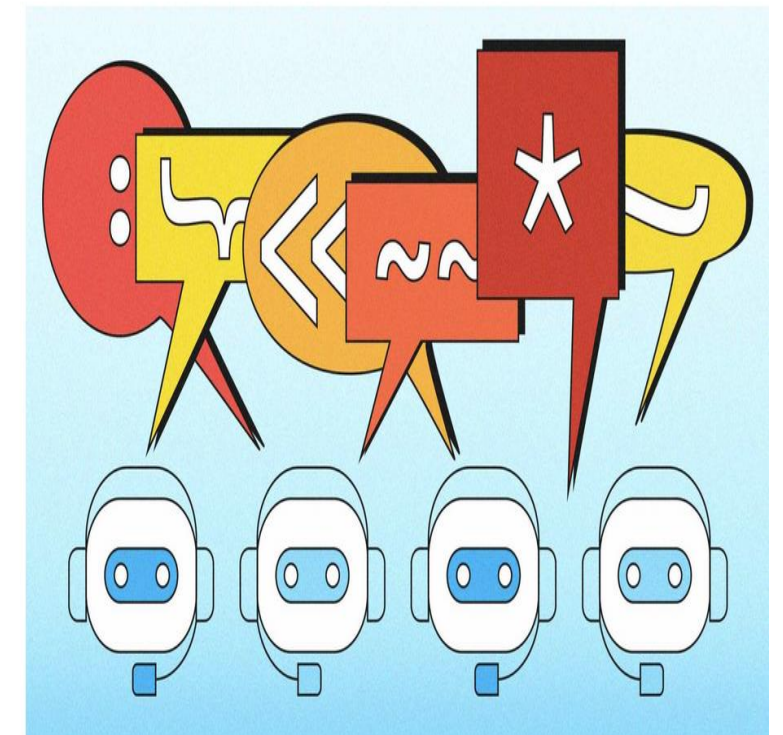
Using AI

Getting so frustrated with ChatGPT's lack of conscientiousness. I ask it to do a task, and I have to keep adding in lots of "no, actually do the thing", "do the whole thing not just the first five rows", "where did you get that data from, oh ok you just guessed it, could you use the real data please", "you forgot the original input I gave, go back to that and redo this" etc. I don't enjoy micromanaging!

The Risks of Botshit

by Ian P. McCarthy, Timothy R. Hannigan, and André Spicer

July 17, 2024, Updated July 25, 2024



AI presents opportunities to automate certain aspects of assessment

ORIGINAL ARTICLE WILEY

Enhancing qualitative research in higher education assessment through generative AI integration: A path toward meaningful insights and a cautionary tale

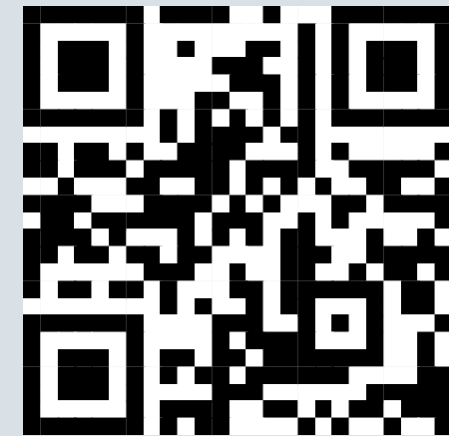
Ruth C. Slotnick | Joanna Z Boeing

Office of Assessment, Bridgewater State University, Bridgewater, Massachusetts, USA

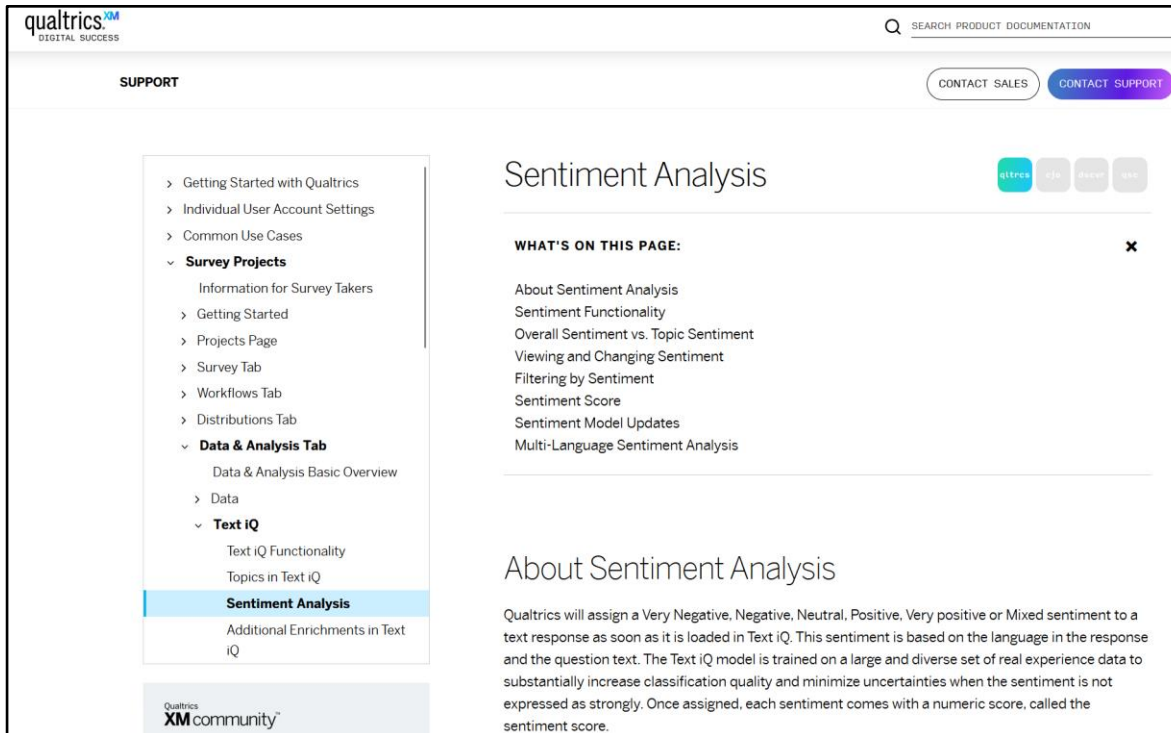
Correspondence
Ruth C. Slotnick, Bridgewater State University, Bridgewater, MA, USA.
Email: rslotnick@bridgew.edu

Abstract
This study explores the use of generative AI, specifically Google's Bard and OpenAI's ChatGPT, to enhance qualitative research within higher education assessment, focusing on institutional assessment practitioners. Using a dataset focused on diversity, equity, and inclusion (DEI) from annual faculty assessment reports, we tested traditional analytical methods and compared them to AI-assisted techniques, with a particular emphasis on AI's capacity to improve qualitative analysis. By exploring AI's benefits and limitations

<https://tinyurl.com/Slotnick-AI>



Sentiment Analysis



The screenshot shows the Qualtrics Support page for Sentiment Analysis. The page header includes the Qualtrics logo, a search bar, and buttons for 'CONTACT SALES' and 'CONTACT SUPPORT'. A left sidebar contains a navigation menu with categories like 'Getting Started with Qualtrics', 'Survey Projects', 'Data & Analysis Tab', and 'Text iQ'. The 'Sentiment Analysis' link is highlighted. The main content area is titled 'Sentiment Analysis' and includes a 'WHAT'S ON THIS PAGE:' section with a list of topics: 'About Sentiment Analysis', 'Sentiment Functionality', 'Overall Sentiment vs. Topic Sentiment', 'Viewing and Changing Sentiment', 'Filtering by Sentiment', 'Sentiment Score', 'Sentiment Model Updates', and 'Multi-Language Sentiment Analysis'. Below this is a section titled 'About Sentiment Analysis' with a paragraph explaining that Qualtrics assigns sentiment (Very Negative, Negative, Neutral, Positive, Very positive, or Mixed) to text responses based on language and question text, and that each sentiment is accompanied by a numeric score.

Sentiment analysis is the process of analyzing digital text to determine if the emotional tone of the message is positive, negative, or neutral.

Free Sentiment Analysis Tool: <https://www.danielsoper.com/sentimentanalysis/default.aspx>

<https://voyant-tools.org/>



Add Texts 📄 🔍 ?

Type in one or more URLs on separate lines or paste in a full text.

Voyant Tools is a web-based reading and analysis environment for digital texts.

<https://tinyurl.com/PICLCOP909>

<http://www.voyant-tools.org/docs/#!/guide/tutorial>

Voyant Tools Help

Tutorial/Workshop | List of Tools

- Voyant Tools Help
 - Guides
 - Getting Started
 - Creating a Corpus
 - Modifying a Corpus
 - Embedding Voyant
 - Skins
 - Languages
 - Stopwords
 - Categories
 - Search
 - Palette
 - Grids
 - What's New
 - Tutorial/Workshop
 - Tools
 - List of Tools
 - Bubblelines
 - Bubbles
 - Catalogue
 - Cirrus
 - Corpus Collocates
 - Collocates Graph
 - Contexts
 - Corpus Terms
 - Correlations
 - Documents
 - Document Terms
 - Dreamscape
 - Knots
 - Mandala
 - MicroSearch
 - Phrases
 - Reader
 - RezoViz
 - ScatterPlot
 - StreamGraph
 - Summary
 - TermsBerry
 - TermsRadio
 - TextualArc
 - Topics
 - Trends
 - Veliza

Tools

Bubblelines
Bubblelines visualizes the frequency and distribution of terms in a corpus.

Bubbles
Bubbles is a playful visualization of term frequencies by document.

Cirrus
Cirrus is a word cloud that visualizes the top frequency words of a corpus or document.

Collocates Graph
Collocates Graph represents keywords and terms that occur in close proximity as a force directed network graph.

Corpus Collocates
Corpus Collocates is a table view of which terms appear more frequently in proximity to keywords across the entire corpus.

Contexts
The Contexts (or Keywords in Context) tool shows each occurrence of a keyword with a bit of surrounding text (the context).

Correlations
The Correlations tool enables an exploration of the extent to which term frequencies vary in sync (terms whose frequencies rise and fall together or inversely).

Document Terms
Document Terms is a table view of document term frequencies.

Corpus Terms
Corpus Terms is a table view of term frequencies in the entire corpus.

Documents
The Documents tool shows a table of the documents in the corpus and includes functionality for modifying the corpus.

Phrases
The Phrases tool shows repeating sequences of words organized by frequency of repetition or number of words in each repeated phrase.

Summary
The Summary provides a simple, textual overview of the current corpus, including including information about words and documents.

Trends
Trends shows a line graph depicting the distribution of a word's occurrence across a corpus or document.

MicroSearch
Microsearch visualizes the frequency and distribution of terms in a corpus.

StreamGraph
StreamGraph is a visualization that depicts the change of the frequency of words in a corpus (or within a single document).

Topics
The Topics tool provides a rudimentary way of generating term clusters from a document or corpus and then seeing how each topic (term cluster) is distributed across the document or corpus.

Knots
Knots is a creative visualization that represents terms in a single document as a series of twisted lines.

Mandala
Mandala is a conceptual visualization that shows the relationships between terms and documents.

ScatterPlot
ScatterPlot is a graph visualization of how words cluster in a corpus using document similarity, correspondence analysis or principal component analysis.

TextualArc
TextualArc is a visualization of the terms in a document that includes a weighted centroid of terms and an arc that follows the terms in document order.

Word Tree
Word Tree is a tool that allows you to explore how words are used in phrases.

See through your text: voyant-tools.org

👁️ Cirrus
📄 Terms
🔗 Links
?
📖 Reader
○ TermsBerry
?
📈 Trends
📄 Document Terms
?

All 69 Capstone Essays (Plain Text only)

I didn't learn much from the Strengths results, but my results did make sense and it made me evaluate why these were my results. One of my strengths is discipline, which upon evaluation, I realized that this fits me. I have been through many obstacles in my life, both mentally and physically. This has allowed many forms of discipline to form over time: discipline with myself, other people, and many situations. Having great discipline will be beneficial in college when dealing with different people and different studies; as well as in doing field research and working in scientific teams. // Individualization was another strength of mine. I have always been an individualistic, ever since I was little. I feel everyone is unique in their own way and people need to embrace their individuality. If everyone was the same, the world would be boring. The different cultures and ideas are what make this world functional.

📄 Summary
📄 Documents
📄 Phrases
?
📄 Contexts
👁️ Bubblelines
📄 Collocates
?

This corpus has 1 document with 34,792 total words and 3,041 unique word forms. Created 2 seconds ago.

Vocabulary Density: 0.087

Readability Index: 8.944

Average Words Per Sentence: 26.3

Most frequent words in the corpus:

- strengths (258); people (174); think (141); learned (133); bevi (132)

items:

Document	Left	Term	Right
All 69 C...	expressing themse...	learned	about my strengths have encouraged
All 69 C...	Strengths and BEVI a...	learned	that I have many characteristics
All 69 C...	vulnerability in other p...	learned	from the strengths assessment that
All 69 C...	and BEVI results, I have	learned	a lot about the type
All 69 C...	Something else that I ...	learned	about myself through the Strengths
All 69 C...	my life reveals itself. / I	learned	many different things about myself
All 69 C...	many different things t...	learned	throughout these "Learn To Be

133 context expand



Terms:

Summary Documents Phrases

This corpus has 1 document with 34,792 total words and 3,041 unique word forms. Created 4 seconds ago.

Vocabulary Density: 0.087

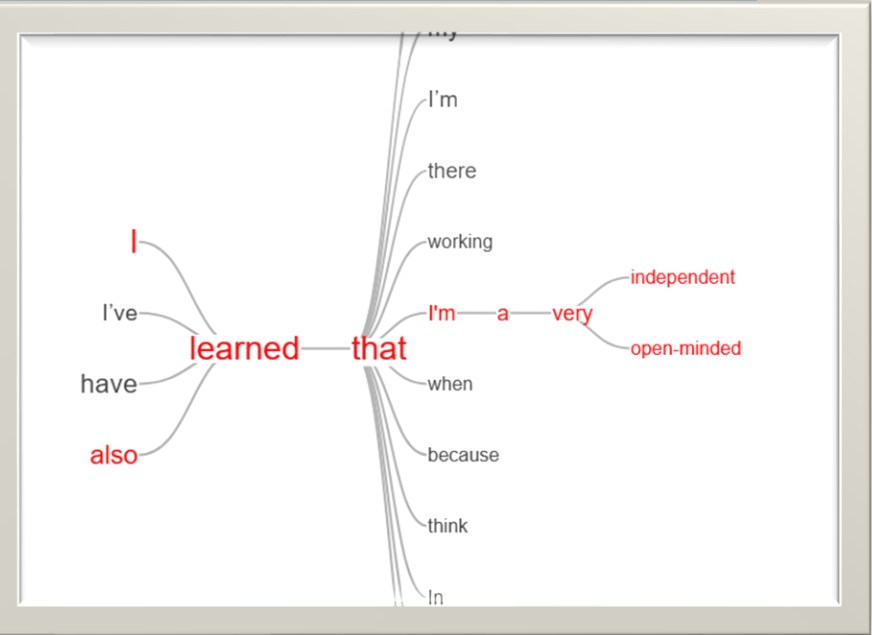
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Contexts Bubblelines

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All 69 C...	Something else that...	learned	about myself through the Strengths
All 69 C...	my life reveals itself...	learned	many different things about myself
All 69 C...	many different thing...	learned	throughout these "Learn To Be

learned x ? 133 context expand



Thank you for
your
participation!

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