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?
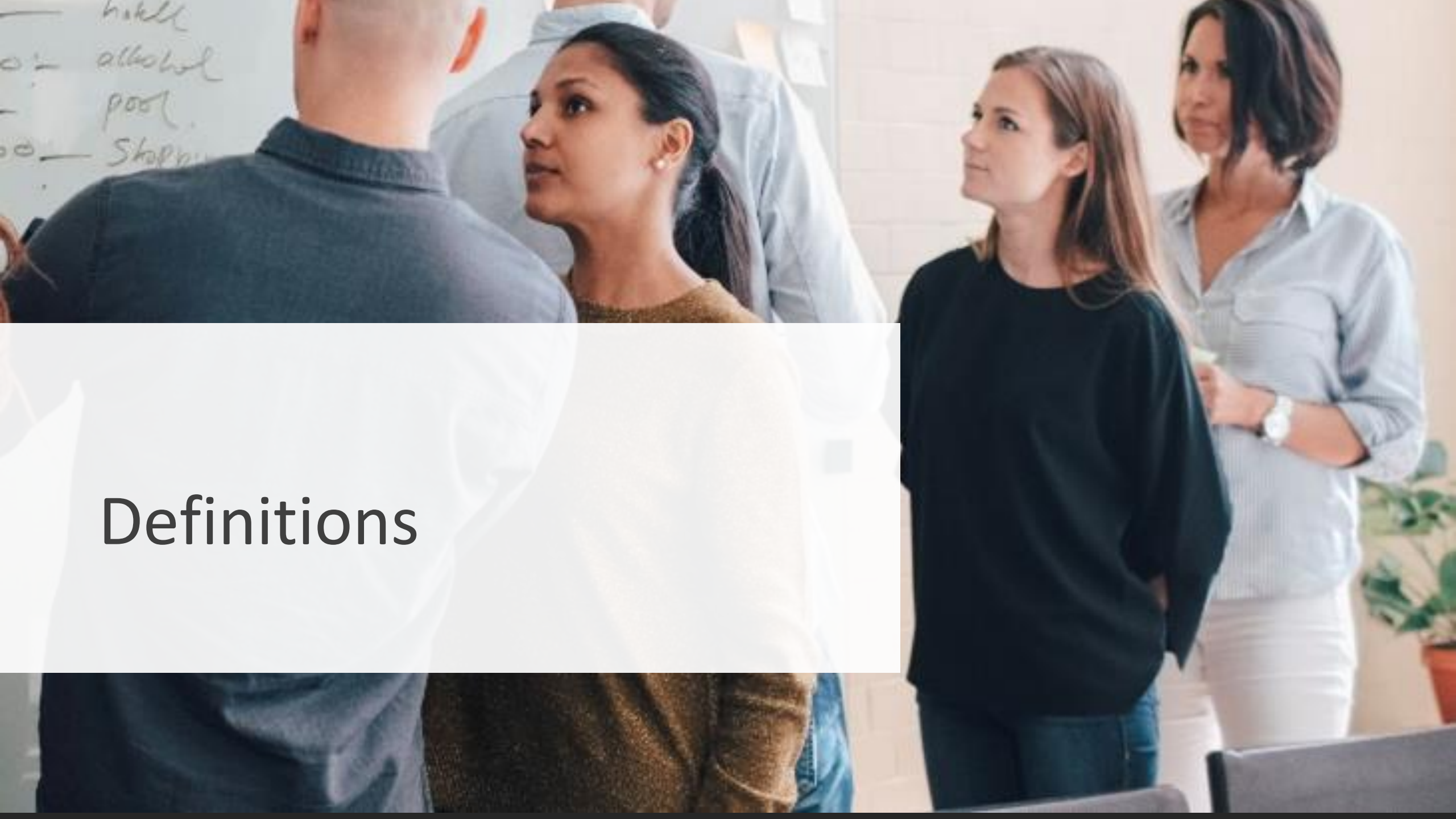
- AI and assessment of learning

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 problem is not the problem, the problem is the way we see the problem.

Saji Ijiyemi
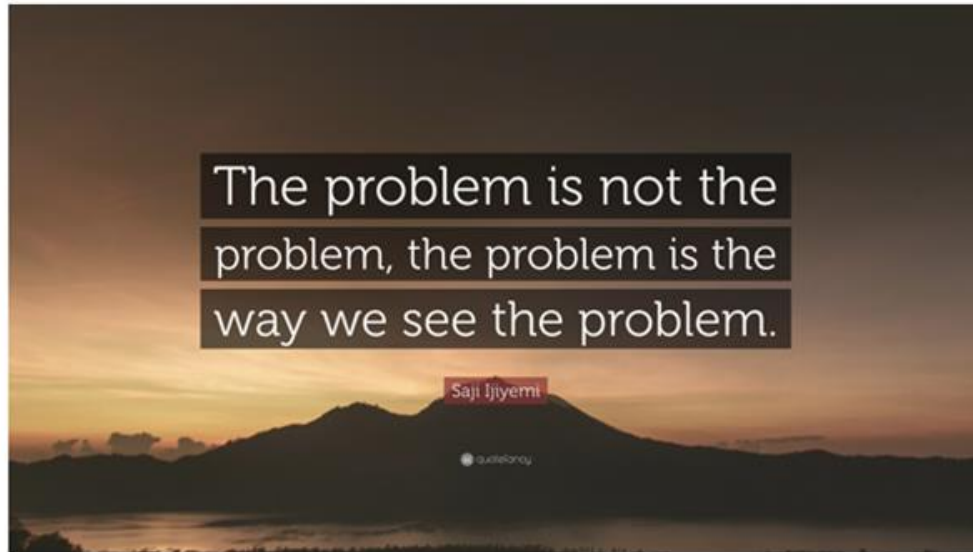
"The ability to work effectively with people who define problems differently than you do."

"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??

https://www.coursetopia.co.uk/principles-of-assessment/l

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

Palombi, Fike, Chang, Stratton, Koh-Knox. Curr Pharm Teach Learn. 2018;10:1331-1341. doi:10.1016/j.cptl.2018.07.015

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

- 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

"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

HubICL — Intercultural Learning Hub

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 {as consistent with cultural norms}, 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 …
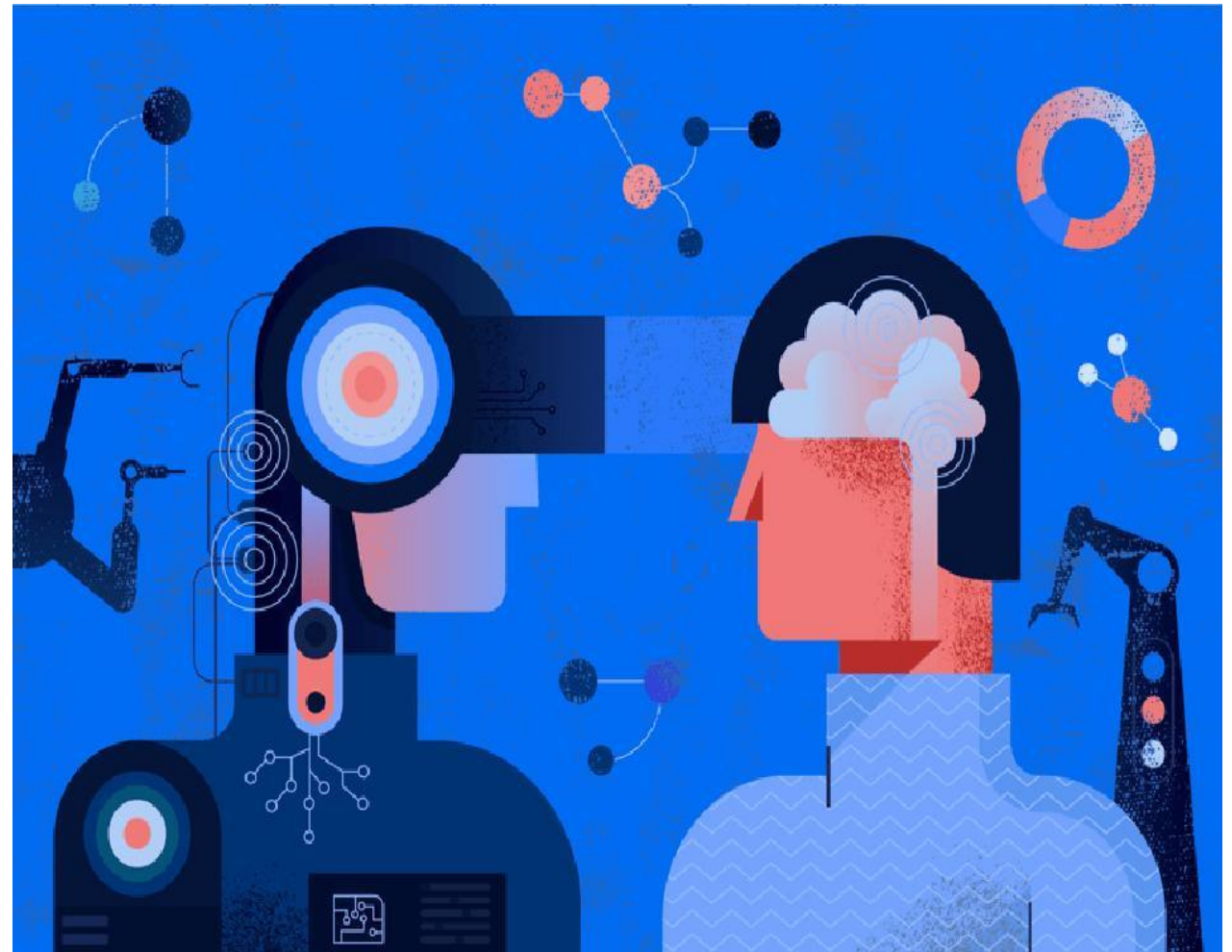
What surprised you most in your study abroad experience and why?

"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
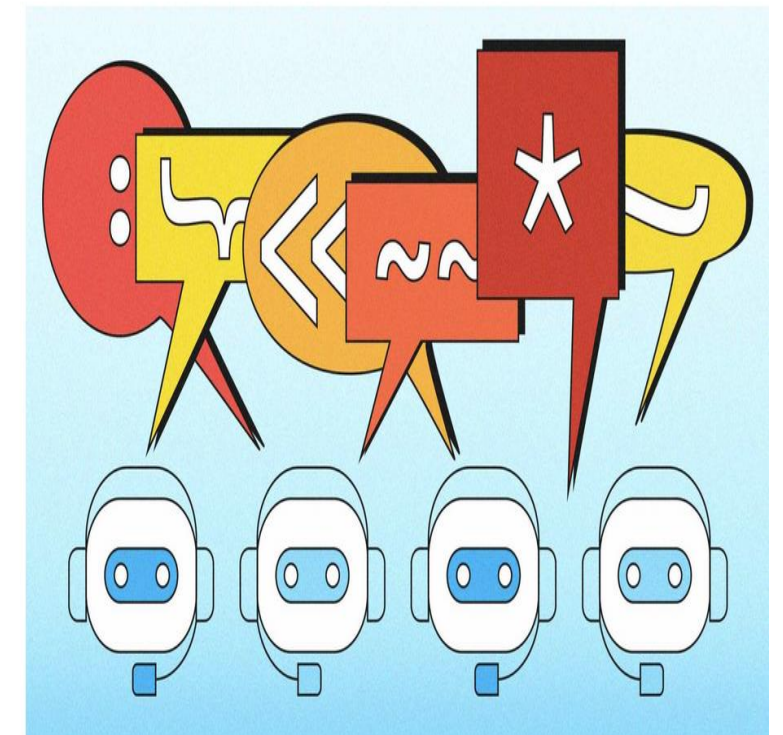
AI presents opportunities to automate certain aspects of assessment

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
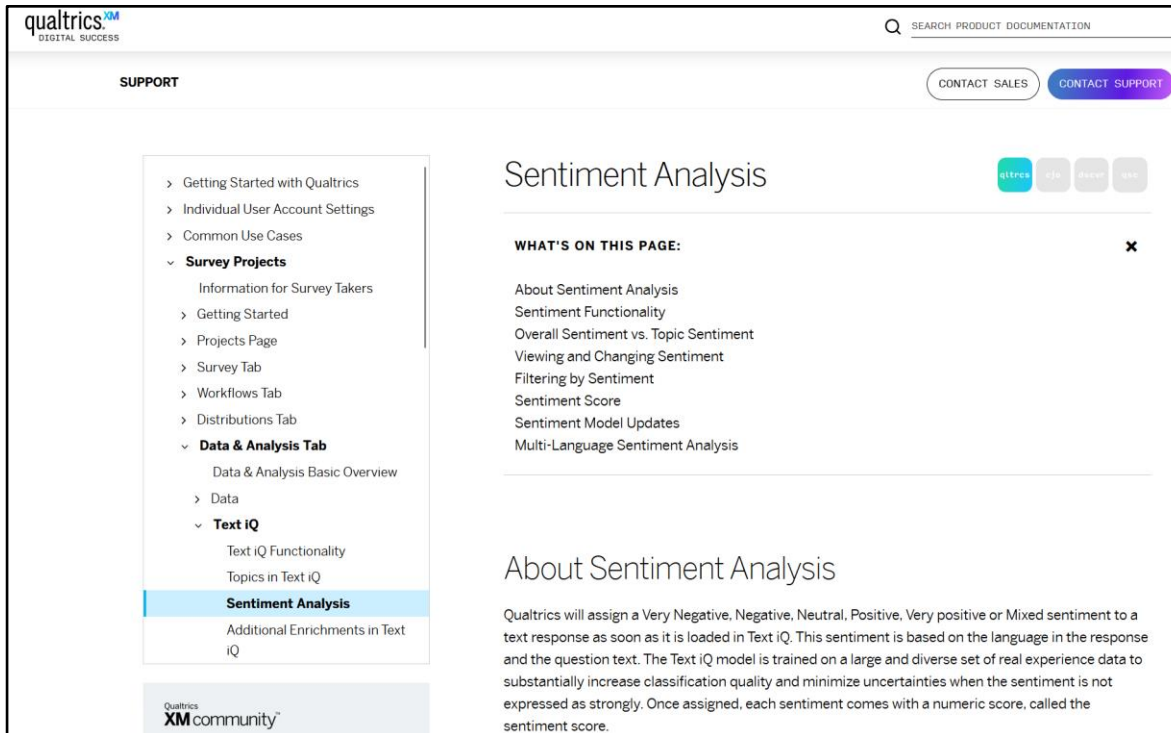
Correspondence
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Abstract
This study explores the use of generative AI, specifically Google's Bard and OpenAI's ChatGPT, to enhance qualitative research within higher education assessment, focusing on institutional assessment practitioners. Using a dataset 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
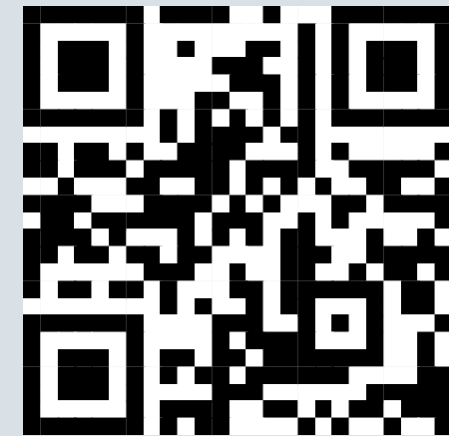
https://tinyurl.com/Slotnick-AI

Sentiment Analysis

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/

https://tinyurl.com/PICLCOP909

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

See through your text: voyant-tools.org

Cirrus Terms Links

Cirrus Terms Links ?

Terms:

Summary | Documents | Phrases

This corpus has 1 document with 34,792 total words and 3,041 unique word forms. Created 4 seconds ago.
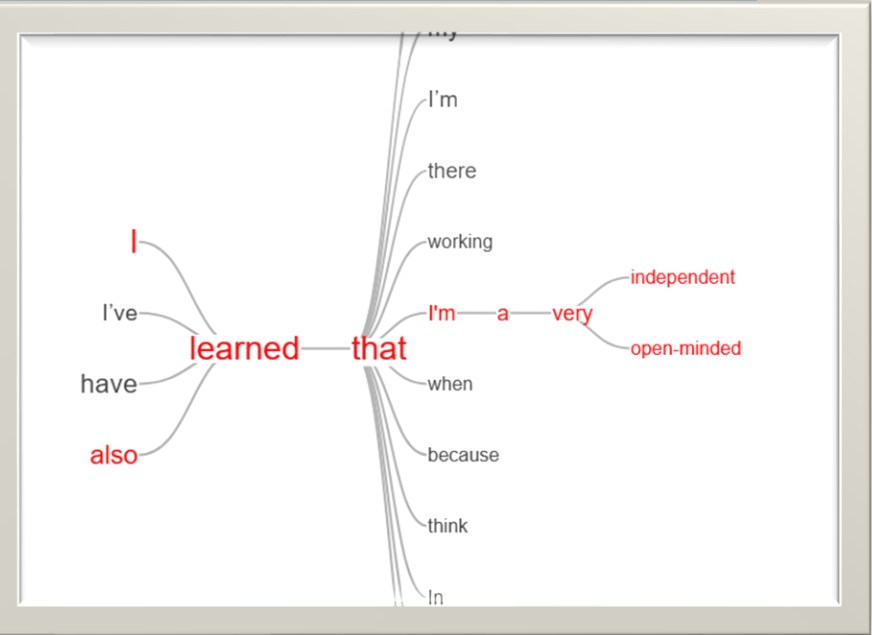
Vocabulary Density: 0.087

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:

Voyant Tools , Stéfa

Q Search

Contexts Bubblelines

	Document	Left	Term	Right
⊞	All 69 C…	expressing themsel…	learned	about my strengths have encouraged
⊞	All 69 C…	Strengths and BEVI…	learned	that I have many characteristics
⊞	All 69 C…	vulnerability in other…	learned	from the strengths assessment that
⊞	All 69 C…	and BEVI results, I …	learned	a lot about the type
⊞	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 ✕   ?   133 context   expand

Thank you for your participation!

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