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

HubICL
Intercultural Learning Hub

Workshop	Intercultural Rubric	Global Rubric	Facilitators	2024-2025	Time
Investigating the attitude of openness			Kris Acheson-Clair & Horane Diatta-Holgate	08/07	Noon-1:30pm EDT
Delving into cultural diversity			Alankrita Chhikara & Hilary Landorf	09/25	Noon-1:30pm EDT
Exploring the knowledge of worldview frameworks			Aletha Stahl & Leslie Bozeman	11/6	Noon-1:30pm 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

DELVING INTO CULTURAL DIVERSITY

Alankrita Chhikara, **Ph.D.**, Independent Researcher, Former Postdoctoral Research Associate, Purdue University's Center for Intercultural Learning, Mentorship, Assessment and Research

Hilary Landorf, **Ph.D.**, Assistant Vice President, Global Learning Initiatives, Florida International University

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FIU Global Learning

Learning Plan

- Introductions
- Key definitions
- Conceptual framework
- Activities to enhance learners' cultural diversity
- Methods and tools for assessing cultural diversity

Invitations and Permissions

- Invitation to hear and to be heard (brave” space)
- Invitation not to freeze yourself or others in time
- Invitation to observe emotions, reactions, and thoughts
- Permission to “say it ugly”
- Permission to mess up the tech

Learning Objectives

1) Define cultural diversity for global learning

2) Understand conceptual framework underlying cultural diversity

3) Engage in activities that enhance learners' cultural diversity

4) Identify various methods and tools for assessing cultural diversity

Defining Cultural Diversity

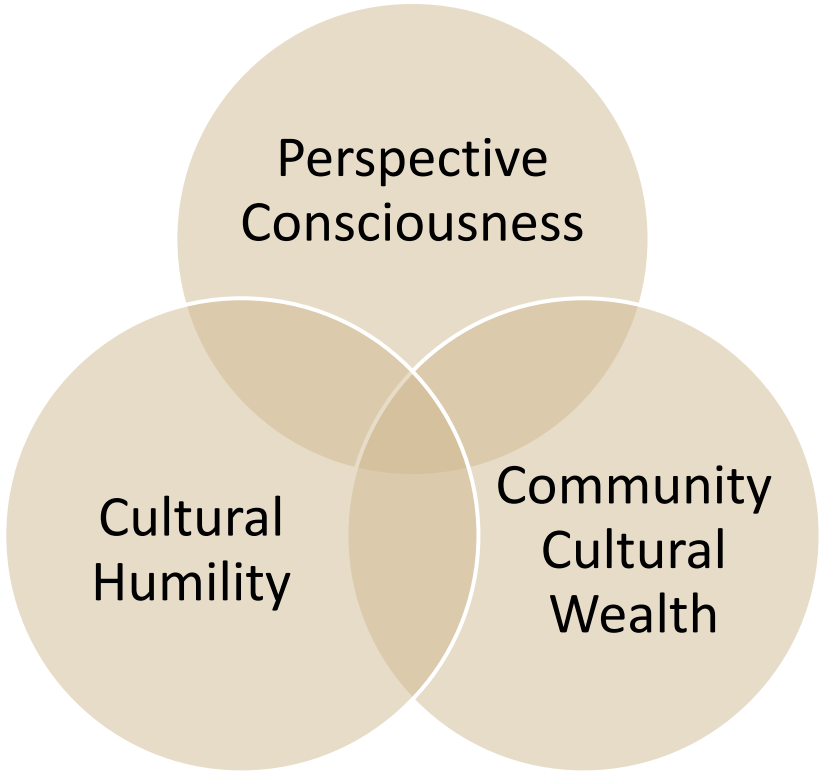
What is Cultural Diversity?

- Mentimeter activity: https://www.menti.com/alanbgffrw6m
- Or use code 3950 5733

Cultural Diversity: Global Learning VALUE Rubric	
Definition	"the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class."
Elements	• **Recognize the origins, influences, and limitations in your own cultural origins** • **Curiosity to learn respectfully about cultural diversity of other people, in order to bridge differences and collaborate toward common goals** • **Comparatively analyze how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place**

https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning

Conceptual Framework for Cultural Diversity



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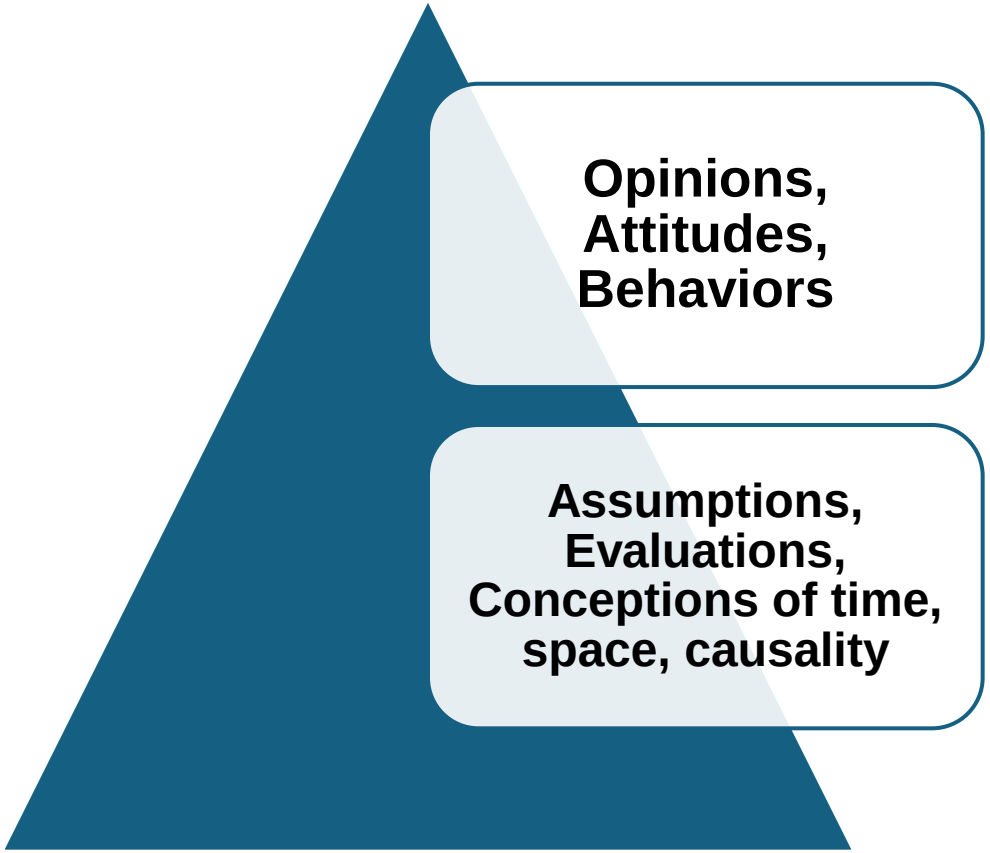
Perspective Consciousness

Five Dimensions of a Global Perspective:

- **Perspective Consciousness**
- State of the Planet Awareness
- Cross-cultural awareness
- Knowledge of global dynamics
- Awareness of human choices

Hanvey, R. G. (1975). *An attainable global perspective.* ERIC database. (ED116993)

Perspective



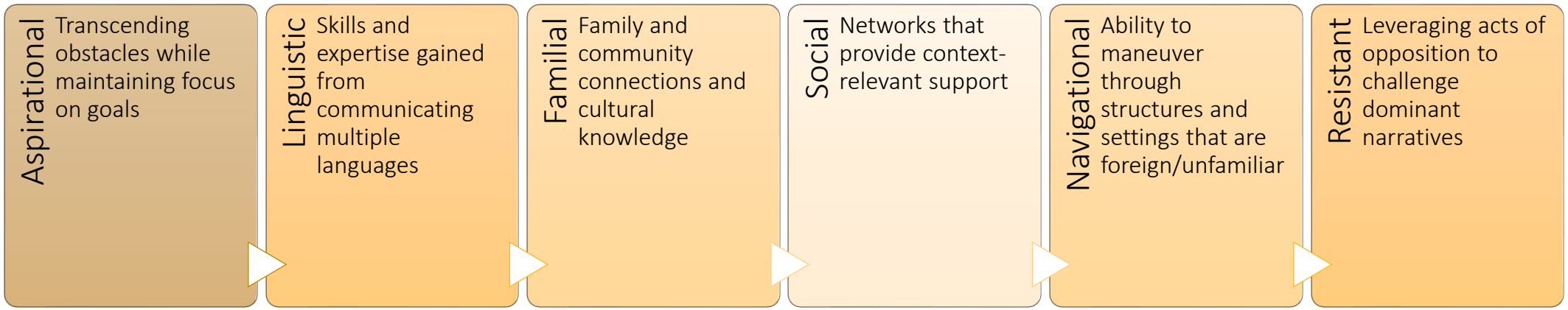
Community Cultural Wealth

“An array of knowledge, skills, abilities and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression."

Asset-based framing for the experience of students of color in educational settings

Yosso , T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, (8)1, 69-91.

Community Cultural Wealth



Yosso , T. J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, (8)1, 69-91.

Cultural Humility

"Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the physician-patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations."

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of health care for the poor and underserved,* (9) 2, 117-125

Cultural Humility

- Lifelong process
- Ongoing with other people, communities, and yourself
- Humility in engagement with
  - Self-reflection, self-critique and reflective practitioners
  - Potential power imbalances between oneself and another
- Mutual respect and partnership with other people, communities
- Relinquishing the “expert” role

Activities to Foster Cultural Diversity

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Visual Thinking Strategies Questions

1. What is going on in this picture?

2. What do you see that makes you say that?

3. What more can we find?

Visual Thinking Strategies
Facilitator Tips

- Paraphrase each response
- Stay neutral
- Point at area being discussed
- Link responses when possible

Iceberg: Mapping Cultural Orientation Activity

Directions for the Activity

A. Map your own cultural orientation by placing an X at the spot on the dotted line in the handout that most accurately reflects your values pertaining to the first continuum (monochronic, polychronic).

B. After you mark your response, consider discussing one or more of these questions with your group:

How does your cultural orientation map help you in your life?
How does your cultural orientation map hold you back in your life?
How is your cultural orientation map similar or different from your peers'?

List of Activities and Resources

- Quinoa Activity
- Beans don't have culture

https://hubicl.org/toolbox/tools/912/materials

- Danger of a Single Story

https://hubicl.org/toolbox/tools/23/frameworks

- I Am Poems https://hubicl.org/toolbox/tools/132/objectives

Assessing Cultural Diversity

AAC&U

Traditional and Authentic Assessment

Traditional	Authentic
Select a response	Perform a task
Recall, recognition	Construction, application
Instructor-structured	Student-structured
Indirect evidence	Direct evidence

AAC&U Global Learning VALUE Rubric

	Capstone 4	Milestones 3	 2	Benchmark 1
Cultural Diversity 	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

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Assessment Activities for Use with AAC&U VALUE Rubric

Essay, story, or poem
Research paper
Literary analysis
Book or article review
Case study
Speech
Journal response
Art exhibit
Portfolio

Musical composition
Lab report
Strategic planning

In-class discussion
Editorials
Peer editing
Poster presentation
Video
Podcast
Mock trial
Oral presentation

Debate
Role play
Online discussion
Blogs

Advertising campaign
Building a prototype
Modeling
Experiments
Service learning
Interviews

AAC&U

Global Perspective Inventory

Global Perspective Inventory	
Global Awareness	Cognitive Domain “How do I know?”
Global Perspective	Intrapersonal Domain “Who am I?”
Global Engagement	Interpersonal Domain “How do I relate to others?”

Global Perspective Inventory- Self Assessment

Scale Descriptions

The GPI was designed so that anyone—regardless of age, race, culture, or national origin—can complete the survey. Despite common use by colleges and universities, the GPI scales do not exclusively focus on learning and development as a result of a specific collegiate experience (e.g., education/study abroad). The scales provide a starting point for understanding how students think (cognitive), how they view themselves (intrapersonal), and how they relate to others who are different (interpersonal).

The GPI scales are calculated from the core 35 items, which ask respondents to reply on a five-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Three of the core 35 items are not associated with a scale. Eight of the core items are reverse coded to 1 (*strongly agree*) to 5 (*strongly disagree*) prior to calculating the GPI scales. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

The GPI consists of six scales spanning the cognitive, intrapersonal, and interpersonal dimensions. Each dimension includes two scales. For each dimension, one scale reflects cultural development theory and the other reflects intercultural communication theory.

Theory	Cognitive Scales	Intrapersonal Scales	Interpersonal Scales
Cultural development	*Knowing:* complexity of thinking	*Identity:* self-acceptance and purpose	*Social Responsibility:* interdependence and social concern
Intercultural communication	*Knowledge:* knowledge of multicultural issues	*Affect:* respect and acceptance of cultural difference	*Social Interactions:* engaging with difference and cultural sensitivity

The Global Perspective Inventory (GPI) is protected by U.S. and International Copyright laws.
Reproduction and distribution of the GPI is prohibited.

Common GPI Survey Questions

The common GPI Survey Questions, which include the core 35, are found on all GPI Forms (i.e., New Student, General, Study Abroad). These questions allow for comparison of student scores over time (e.g., pre-post).

Please rate your level of agreement with each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I notice cultural differences, my culture tends to have the better approach.	❍	❍	❍	❍	❍
I have a definite purpose in my life.	❍	❍	❍	❍	❍
I can explain my personal values to people who are different from me.	❍	❍	❍	❍	❍
Most of my friends are from my own ethnic background.	❍	❍	❍	❍	❍
I think of my life in terms of giving back to society.	❍	❍	❍	❍	❍
Some people have a culture and others do not.	❍	❍	❍	❍	❍
In different settings what is right and wrong is simple to determine.	❍	❍	❍	❍	❍
I am informed of current issues that impact international relations.	❍	❍	❍	❍	❍
I know who I am as a person.	❍	❍	❍	❍	❍
I feel threatened around people from backgrounds different from my own.	❍	❍	❍	❍	❍
I often get out of my comfort zone to better understand myself.	❍	❍	❍	❍	❍
I am willing to defend my own views when they differ from others.	❍	❍	❍	❍	❍
I understand the reasons and causes of conflict among nations of different cultures.	❍	❍	❍	❍	❍
I work for the rights of others.	❍	❍	❍	❍	❍
I see myself as a global citizen.	❍	❍	❍	❍	❍
I take into account different perspectives before drawing conclusions about the world around me.	❍	❍	❍	❍	❍
I understand how various cultures of this world interact socially.	❍	❍	❍	❍	❍
I put my beliefs into action by standing up for my principles.	❍	❍	❍	❍	❍
I consider different cultural perspectives when evaluating global problems.	❍	❍	❍	❍	❍
I rely primarily on authorities to determine what is true in the world.	❍	❍	❍	❍	❍
I know how to analyze the basic characteristics of a culture.	❍	❍	❍	❍	❍

Global Learning Short Scales

GLOBAL LEARNING SHORT SCALE (G.L.S²)	1: not at all I am not aware of or do not recognize this behavior.	2: low degree I am only aware of and recognize this behavior.	3: somewhat low degree I cooperate or comply with this behavior if required by others.	4: somewhat high degree I recognize the value of and prefer this behavior.	5: high degree This behavior is an important priority to me.	6: very high degree This behavior is natural to me, is habitual to me, and embodies who I am.	CONSTRUCTS KEY
1. I reflect on how **MY** local actions toward the natural and human world can have a global impact.							GLOBAL SELF-AWARENESS
2. I reflect on how **OTHERS** specific local actions toward the human and natural world can have a global impact.							GLOBAL SELF-AWARENESS
3. I consider ***different cultural, personal, and social perspectives*** to understand natural and human systems.							PERSPECTIVE TAKING
4. I consider ***different disciplinary, environmental, local and global perspectives*** to understand natural and human systems.							PERSPECTIVE TAKING
5. I examine the influence of power structures in society to understand the inequalities among different groups.							CULTURAL DIVERSITY
6. I ask questions without making judgements about people from other cultures.							CULTURAL DIVERSITY
7. I discuss the importance of ethics and moral reasoning in a society.							PERSONAL AND SOCIAL RESPONSIBILITY
8. I examine different ways I can contribute to the local, national and global society.							PERSONAL AND SOCIAL RESPONSIBILITY
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.							UNDERSTANDING GLOBAL SYSTEMS
10. I identify the interrelationships among global systems to formulate solutions for change in society.							UNDERSTANDING GLOBAL SYSTEMS
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.							APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.							APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS

*Boxes are clickable items if completing on a computer.

Items 1-12 were adapted from the AAC&U Value Rubric: http://www.aacu.org/value/rubrics/globallearning.cfm
Developers: Horane A. Holgate, M.A., Charles A. Calahan, Ph.D, Heidi E. Parker, Ph.D.

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Considerations for Choosing Assessments

- Self-reports or Direct evidence of learning
- Practical and meaningful
- Multiple levels of analysis
- Inclusive of voices and perspectives
- Theoretically grounded
- Integrate relevant learning contexts

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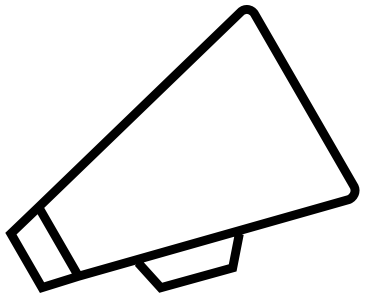

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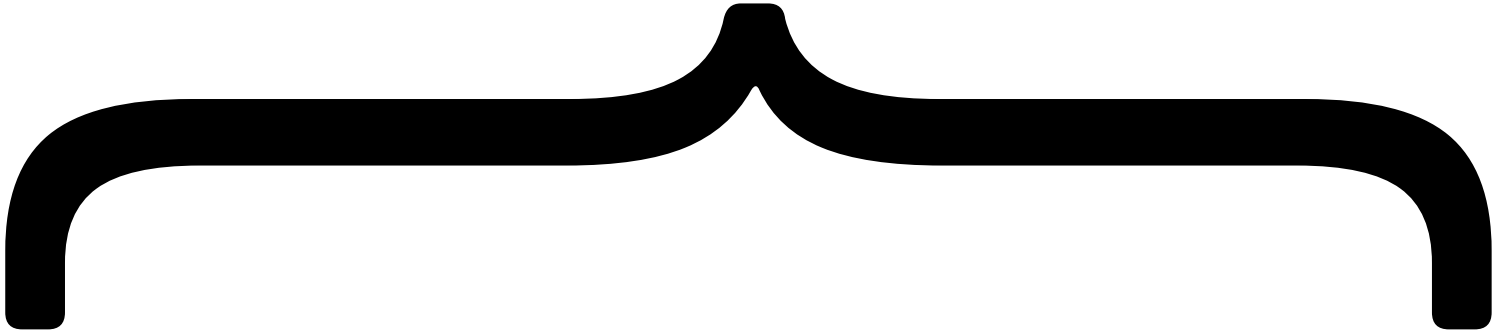

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We'd love to have your feedback!

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