

Facilitator's Guide to Using the Attitudes, Skills and Knowledge Short Scale (ASKS^{2/2+})

Part 1: Designing Intercultural Learning
Experiences

Horane Diatta-Holgate, PhD

Program Director for Inclusive Pedagogy

ND Learning|Kaneb Center for Teaching Excellence

Session Overview

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

- describe the development of the ASKS^{2/2+} and its underlying conceptual frameworks
- understand how to prepare yourself and learners when using the ASKS^{2/2+} before, during, and after an intercultural learning experience

Agenda

- ASKS^{2/2+} - What & Why
- Designing your learning experiences
 - Preparing yourself
 - Preparing your students
- Preview Next Time

Acknowledgements

Charles Calahan

Heidi Parker

Chris Cartwright

CILMAR Staff

Alyse Marie Allred

Ready-Set-Go: Write/Think - Share (3 mins)

Ready-Set: Take a minute reflect on the questions and type a response in the chat window. Do not press send/enter

- How do you currently use the ASKS^{2/2+} in your teaching/program? What are some of the benefits and challenges you've experienced using the ASKS^{2/2+}?
- Why are you interested in using the ASKS^{2/2+}?

Go: Press enter/send to post your responses to the chat
(skim the responses put a (thumbs up) if you see one that resonates with you)

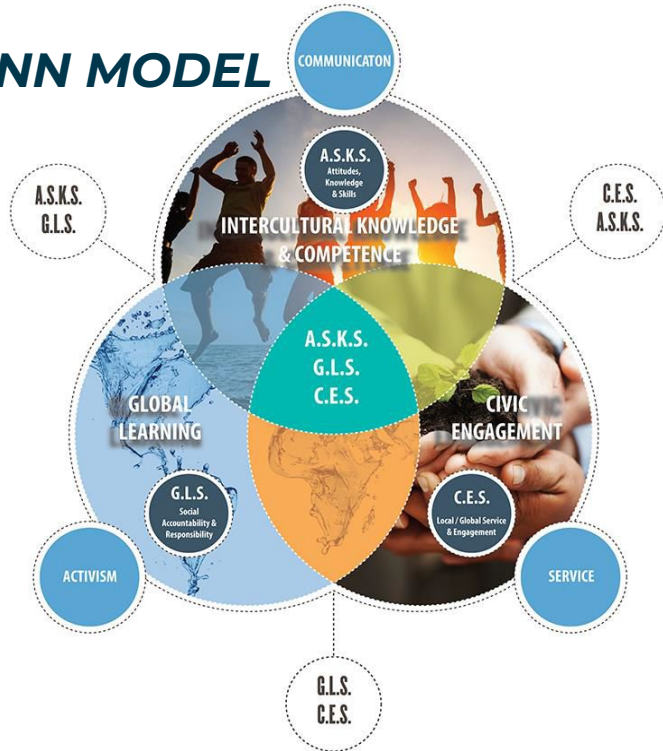
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ASKS^{2/2+} What & Why?

ASKS^{2/2+} What?

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TROIKA VENN MODEL



Components and Corresponding AAC&U VALUE Rubric

<i>Global Learning Components</i>	<i>AAC&U VALUE Rubric</i>
1. Curiosity	Intercultural Knowledge and Competence (IKC)
2. Openness	
3. Self-awareness	
4. Cultural worldview frameworks	
5. Empathy	
6. Verbal and nonverbal communication	Civic engagement (CE)
7. Diversity of communities and cultures	
8. Analysis of knowledge	
9. Civic identity and commitment	
10. Civic communication	
11. Civic action and reflection	Global learning (GL)
12. Civic contexts/structures	
13. Global self-awareness	
14. Perspective-taking	
15. Cultural diversity	
16. Personal and social responsibility	
17. Understanding global systems	
18. Applying knowledge to contemporary global contexts	

Holgate, HA; Parker, H; Calahan, CA (2020). Assessing global competency in diverse learning environments. In Namaste, N., & Sturgill, A. (Eds.). *Mind the gap: Global learning at home and abroad*. (pp. 163-175).

ASKS^{2/2+} What?

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

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ASKS^{2/2+} What?

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Formative assessment tool

designed to assess the degree to which individuals internalize attitudes, skills and knowledge relevant for engaging in effective and appropriate intercultural interactions.

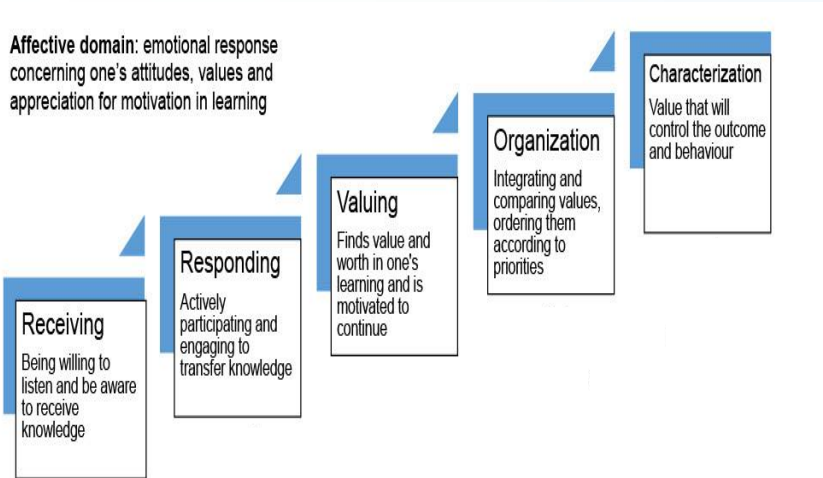
- Ongoing reflection
- Goal setting and mentoring
- Beyond pre-post
 - Pre-In Retrospect-Post

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S. ²)		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, and embodies who I am.
1. I welcome and initiate interactions with people who are culturally different from me.						ATTITUDE: OPENNESS
2. I reserve judgment during interactions with people culturally different from me.						ATTITUDE: OPENNESS
3. I ask questions about other cultures different than my own.						ATTITUDE: CURIOSITY
4. I seek answers to questions about cultural differences.						ATTITUDE: CURIOSITY
5. I understand differences in forms of verbal communication in different cultures.						SKILL: COMMUNICATION
6. I understand differences in forms of non-verbal communication in different cultures.						SKILL: COMMUNICATION
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.						SKILL: EMPATHY
8. I act in a supportive way that recognizes the feelings of other cultural groups.						SKILL: EMPATHY
9. I understand the importance of politics, history, beliefs, values, economics and communication styles to members of other cultural groups.						KNOWLEDGE: WORLDVIEW
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics of other cultural groups.						KNOWLEDGE: WORLDVIEW
11. I am aware of my own cultural rules and biases.						KNOWLEDGE: SELF-AWARENESS
12. I can describe my personal cultural rules and biases.						KNOWLEDGE: SELF-AWARENESS
13. I actively seek to improve my understanding of the complicated differences between cultures.						KNOWLEDGE: SELF-AWARENESS
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.						KNOWLEDGE: SELF-AWARENESS

ASKS^{2/2+} What?

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Affective domain: emotional response concerning one's attitudes, values and appreciation for motivation in learning



Bloom's Affective Domain

Likert Scale										
1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
No Awareness	Receiving	Responding	Valuing	Organizing	Internalizing					
I see no value	What is it?	Why care about it?	Why is it important?	How important is it? Describe the level of importance to you	Is it characteristic of who I am?					
Nothing learned	I learned it is what? What was learned?	I learned it when? When was it learned?	I learned it matters because... Why does it matter?	As a result I will do this... My resulting behaviors are...	As a result I will do this... My resulting behaviors are...					
No Awareness Not recognized	Aware and recognize	Cooperative and compliant	Value and prefer	Important priority	Natural and habitual					
Not open to experience	Open to the experience	Engage in the experience	Cultivates the experience as valuable	Manages and prioritizes the value of experience	Use the experience in personal development					
Not willing to experience	Willing to experience	Willing and compliant Responsive to the experience	Accepts the experience as worthwhile	Organize the experience into a hierarchy of importance	Integrates into philosophies and life views					
Not willing to listen	Willing to listen	Volunteers involvement	Maintains involvement	Integrates involvement into behavior	Committed to involvement					

Bloom's Taxonomy: Affective Domain. Centre for Teaching Excellence, University of Waterloo.

ASKS^{2/2+} Why?

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- **Instructors**
 - Articulate clear goals/outcomes
 - Align assignments and activities with goals/outcomes - Intentional targeting
- **Students**
 - Personalized reflection
 - Develop goals and track progress on specific competencies
- How are students different as result of the program/course?
- What contributed to the change?
- What areas do we need to change or improve to meet goals/outcomes?

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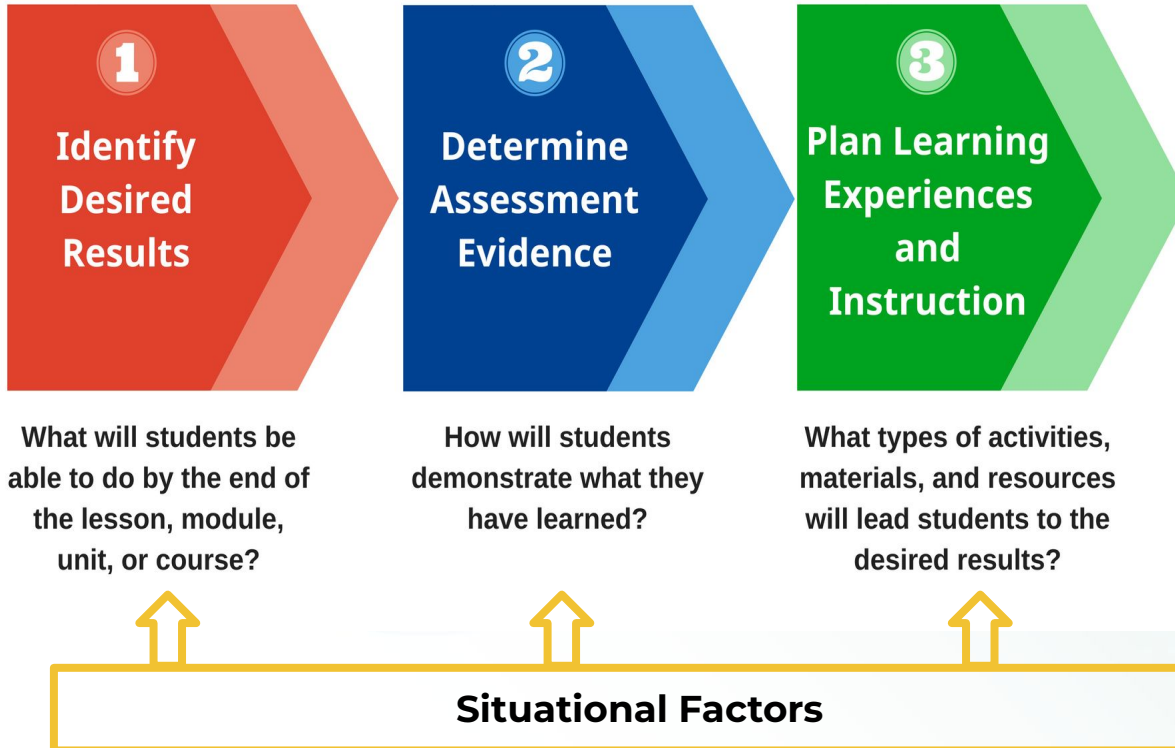
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Pause and Reflect

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Designing Learning Experiences - Preparing Yourself

Backward Course Design

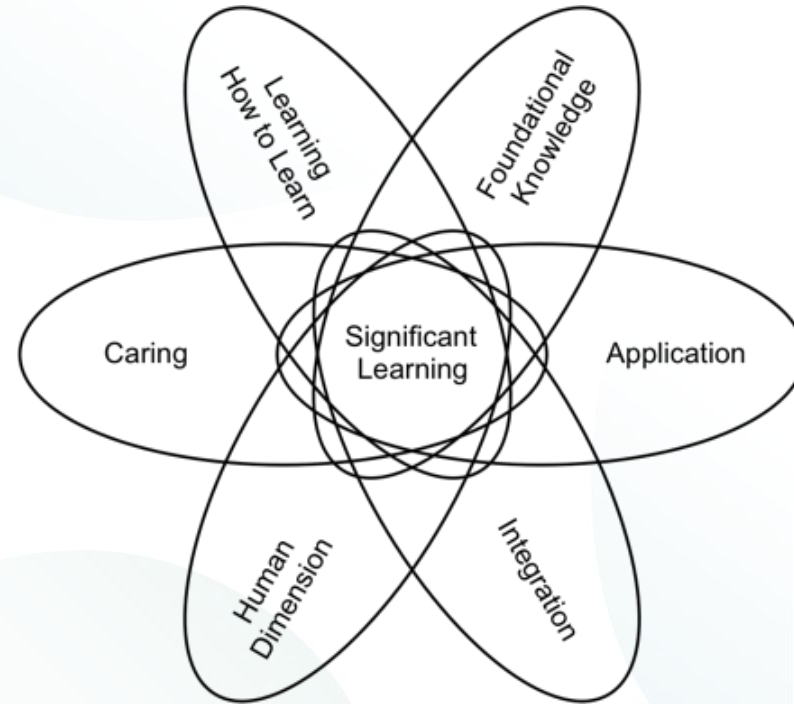
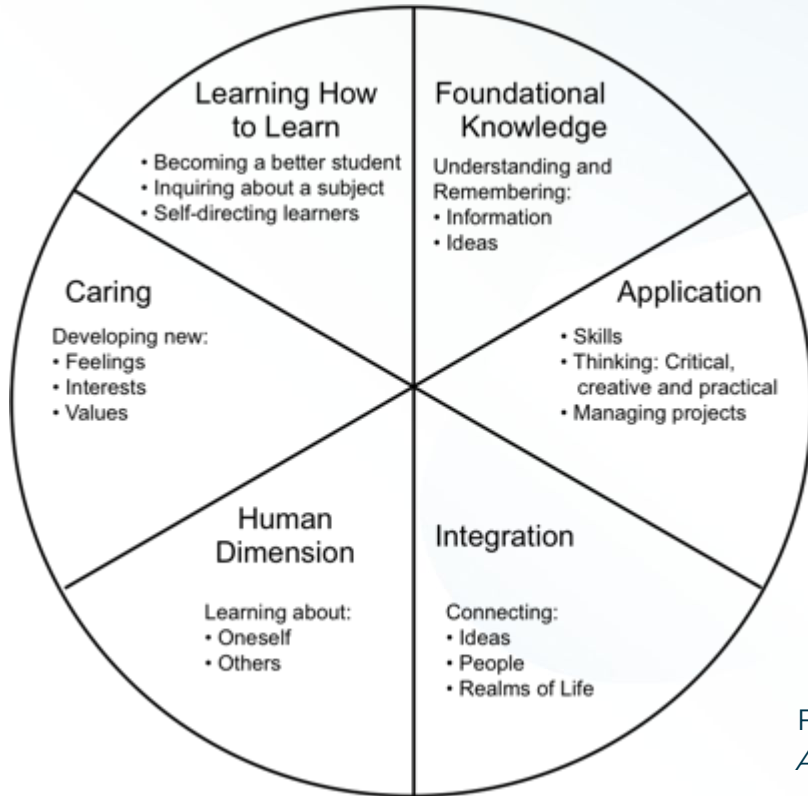


Learning Goals are clear and measurable

- ✓ Use specific language
 - Specific verbs: Describe, Demonstrate, Listen, Create, Compare
- ✗ Avoid vague statements
 - “Students will know more about themselves” or “students will understand themselves”
- ✗ Avoid passive Verbs
 - “Students will be exposed to different cultures”
- ✓ Focus on knowledge, skills, and attitudes

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Taxonomy of Significant Learning



From *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. L. Dee Fink

Creating Goals

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Affective domain: emotional response concerning one's attitudes, values and appreciation for motivation in learning

Receiving

Being willing to listen and be aware to receive knowledge

Responding

Actively participating and engaging to transfer knowledge

Valuing

Finds value and worth in one's learning and is motivated to continue

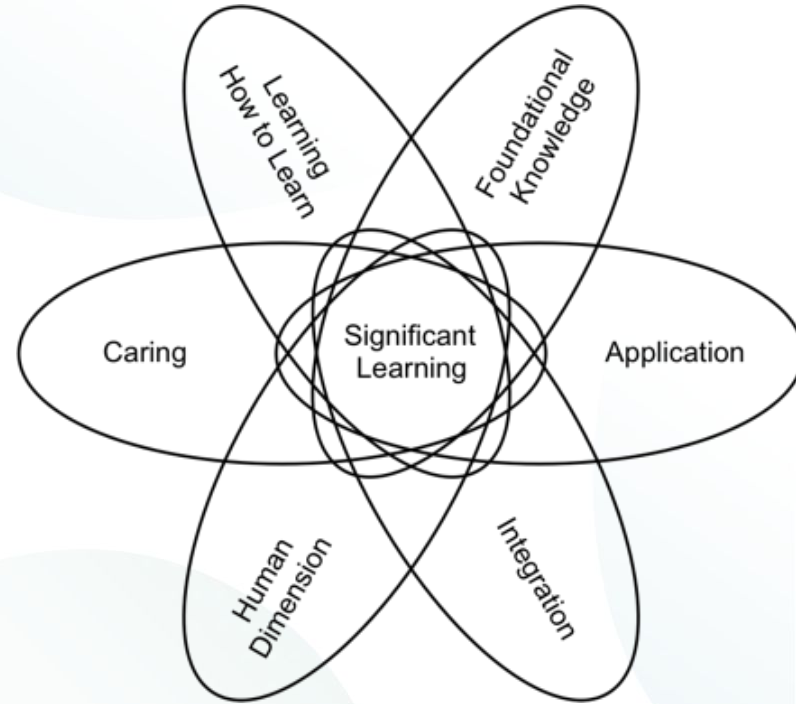
Organization

Integrating and comparing values, ordering them according to priorities

Characterization

Value that will control the outcome and behaviour

[Affective Domain Verbs List](#)



[Fink's Verbs List](#)

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Designing Learning Experiences - Preparing Students

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| Next Session: What do we do with our data?