

## Overview:

This rubric assesses the critical thinking skills of participants after an intercultural learning experience. It will also help participants to reflect more deeply about their experience, rather than simply reporting what happened or their likes and dislikes associated with the experience.

## Objectives:

This assessment measures:

1. Communication (clarity and depth).
2. Openness (breadth and fairness).
3. Self-awareness (ability to describe one's own academic engagement and personal growth).

## Background Information:

This rubric was created by Katherine N. Yngve, CILMAR, based on Patti Clayton's (PHC Ventures) DEAL model (Describe, Examine, Articulate Learning), which is meant to help participants produce good critical reflections. More information about critical reflection is available at the [PHC Ventures website](#).

The rubric is also mapped to elements of the AAC&U Intercultural Knowledge and Competence VALUE Rubric, which can be downloaded at the [AAC&U website](#).

## Time:

30 minutes

## Group Size:

Entire group

## Materials:

One copy of the rubric per instructor or peer-reviewer.

## Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

## AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

## Openness:

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

## Verbal and Nonverbal Communication:

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences.

## Empathy

- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

## Other Skills:

### Teamwork

## Activity instructions:

Provide participants with a copy of the rubric to help them complete their critical reflection following an intercultural experience.

The facilitator/instructor can then use the rubric to assess their reflection, or they may ask participants to peer review each other's writing.

## Related Tools:

*Tools to use in conjunction with this rubric:*

- [International Maymester Reflection Journal](#)
- [International Study Abroad Internship Reflection](#)
- [Teaching Critical Self-Reflection Through the Lens of Cultural Humility](#)

*Similar tools:*

- [Content Analysis Rubric for Journals & Blogs](#)
- [Nonverbal Communication Reflection Form](#)