

Introduction:

This short, written project is designed to familiarize participants with an area of intercultural knowledge and competence in which they personally would like to grow and to help them achieve that growth.

Facilitator Notes:

This activity uses another assessment tool in a formative way – assessment as pedagogy. Ideally, both parts of the activity are used, e.g., as an early and then later reflective journal entry. However, it is possible to just use the first part to build self-awareness and to promote intentional intercultural self-development.

This is a reflective assignment for participants to complete individually, not an in-class activity.

Objectives:

As a result of this activity, participants will be able to:

1. Articulate a nuanced understanding of one domain of intercultural knowledge and competence from the AAC&U Intercultural Knowledge and Competence VALUE Rubric.
2. List activities that will help them personally develop in that domain.
3. Identify evidence that signals they have personally developed in that domain.

Time:

2 hours.

Group Size:

Entire Group.

(Note: This is a reflective assignment for participants to complete individually, not an in-class activity.)

Materials:

Intercultural Attitudes, Skills and Knowledge Short Scale (A.S.K.S²) (in [Links](#)); Participant Instructions (in [Downloads](#)).

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

(Note: This will depend upon which goal(s) the participant selects.)

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).

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

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.

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.

Curiosity

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Openness

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

Activity Instructions:

1. Distribute the Participant Instructions (in [Downloads](#)) and Intercultural Attitudes, Skills and Knowledge Short Scale (A.S.K.S²) (in [Links](#)) to participants to complete.