

This document outlines some helpful technical information for instructors who are embedding one or more Portable Intercultural Modules into their course or program. Topics explored here include:

1. Versions available
2. Giving students access to materials
3. Grading considerations
4. Advanced tech settings
5. Platform specific help

1. Versions available: PIM available in the Intercultural Learning Hub (www.hubicl.org) as open access learning tools can be downloaded in export/import files from several Learning Management Systems (LMSs) commonly used by higher education institutions, including D2L Brightspace, Canvas, and Moodle. In our experience, you can import these files or a “Common Course Cartridge” across platforms but the resulting curriculum most often requires extensive manual editing to function appropriately. Quizzes and assignments typically fail to translate accurately across platforms and will need to be recreated. If you do not have access to one of these LMS platforms and would like to use PIM, please contact CILMAR at cilmar@purdue.edu.

2. Giving students access to materials: Once you have downloaded the appropriate version of the PIM from the HubICL for your LMS, you have several options for deployment online. If the PIM will be widely used across a number of courses or sections, you might want to create a course shell in your LMS just for the PIM. In this case it is important that the PIM course allows self-enrollment. Set up this way, all instructors will need to do is provide a link to students that will send them in the course to self-enroll and get started. Another way to deploy the PIM content is to import it directly into an existing course or program “shell” in your LMS. Let’s say you are teaching a first-year seminar, and your university automatically set up a course in your LMS and enrolled your students in it for you. In this case, the easiest solution may be to add content to that course via the “Import” or “Copy Course Content” option — here you should be able to choose the file you downloaded from the HubICL to add the PIM to any other course content you created. After import, you might want to change open/close dates and add an assignment in your gradebook for the PIM (See also the section on grading below).

3. Grading considerations: We highly recommend assigning a point or percentage value for the PIM you embed in your course/program or create some other mechanism (requirement to pass the course, earn a certificate, etc.) for accountability to complete the material. The most common approach is simply to grade for participation, assigning full credit to anyone who completes the PIM. In most LMSs, this is as simple as creating an assignment “drop box” for the PIM to which students upload a copy of their completion email or a screenshot of the completion page of the survey. Don’t forget to create a gradebook item for the drop box and assign it appropriate points or percentage for roughly an hour of outside “homework” learning. Another option that demands more time from instructors but potentially offers more support for growth and development on the part of students is to grade for thorough/thoughtful treatment of content. In this case, instructors need to review the learning artifacts such as quiz responses and activity submissions generated by their students in the LMS and then provide feedback. Most LMSs offer a feedback mechanism to instructors on quizzes and assignments and/or a comment function when grades are entered into the gradebook. Instructors may also want to create a rubric in the LMS to standardize feedback and save themselves grading time. Below you’ll find an example rubric that assigns points based on completion but still offers

feedback based on an element of the [AAC&U's VALUE rubric for Intercultural Knowledge and Competence](#) and the [Intercultural Development Continuum](#) theoretical model.

...	+	INCOMPLE...	MINIMAL	LATE	GOOD	EXCELLENT	+
Quality of Submission	0 pt	6 pt	6 pt	8 pt	10 pt	/ 10	
	Assignment is incomplete or missing.	Assignment is complete but lacks detail or thoughtful treatment.	Assignment is thoroughly completed but submitted late.	Thorough and honestly reflective treatment of the assignment instructions.	Thorough treatment of the assignment instructions exhibiting above average critical thinking.		
	Initial Feedback						
Skill of empathy (from the AAC&U VALUE Rubric for Intercultural Knowledge and Competence)	0 pt	0 pt	0 pt	0 pt	0 pt	/ 0	
	UNDEMONSTRATED Learner does not recognize the different experiences of others.	BENCHMARK Learner acknowledges others' different experiences but interprets them through own cultural lens.	MILESTONE Learner recognizes that others have different perspectives but cannot engage in perspective-taking.	MILESTONE Learner identifies intellectual and emotional dimensions of more than one worldview and can shift perspectives.	CAPSTONE Learner interprets own and others' experiences from more than one worldview.		
	Initial Feedback						
IDC/Pendulum	0 pt	0 pt	0 pt	0 pt	0 pt	/ 0	
	DENIAL Learner focuses on similarity and exhibits avoidance or separatism.	POLARIZATION Learner focuses on differences and exhibits judgment or idealism.	MINIMIZATION Learner does value some differences but emphasizes similarity.	ACCEPTANCE Learner leans into difference by seeking deep understanding of others.	ADAPTATION Learner balances similarity and difference by negotiating identity and behaviors.		
	Initial Feedback						

4. Advanced tech settings: Instructors who are implementing the more robust approach to embedding PIM and are knowledgeable about setting up learning experiences within their LMS might want to consider additional tweaks to the PIM once they are imported into a course, namely *flow* and *groups*. Some instructors have found that unless they control the flow of the course not all students will complete all elements of the module, for instance skipping straight to quizzes without watching or reading content first. Most LMSs offer mechanisms that control the order in which learners complete curricula, perhaps with prerequisite settings or visibility conditions. You can use these

mechanisms to ensure that students complete each component of a PIM before advancing to the next. Finally, instructors who would like their students to engage in group learning, either during PIM completion or in debriefing discussions afterwards, might want to assign them to groups inside the LMS for the purposes of the PIM. Activities can be tweaked so that they include group interaction, and discussion boards can be set up for groups using the debriefing dialogue prompts provided at the end of every PIM.

5. Platform specific help: If you are having technical difficulties in implementing this or any other PIM, the IT support for your LMS may be best situated to help you.
 - [Brightspace](#)
 - [Canvas](#)
 - [Moodle](#)

You are also welcome to reach out to CILMAR at cilmar@purdue.edu for support.