Profile of Katherine Yngve, CILMAR's In-House "D
An integral component of the Intercultural Learning Hub (HubICL) is promoting best practices in teaching and learning. Katherine Yngve, Associate Director of Intercultural Outcomes Assessment at Purdue University's Center for Intercultural Learning, Mentoring, Assessment, and Research (CILMAR) understands that "learning doesn't just happen," and her professional mission is to conceptualize how assessment can make students' intercultural learning experiences deeper and more meaningful.

Upon arriving at Purdue in 2014, some of her first major accomplishments included co-designing and facilitating the Semester Abroad in Intercultural Learning (SAIL) mentoring course now overseen by Dr. Dan Jones and developing the faculty Intercultural Pedagogy Grant (IPG) training curriculum alongside Dr. Kris Acheson-Clair, who is now Director of CILMAR.

Yngve credits her success in landing the position at Purdue to the time she spent at the University of Minnesota's prestigious International Education doctoral program. It was at the University of Minnesota where she was first exposed to a variety of assessment instruments, but her interest in intercultural research stemmed from her experiences as a study abroad advisor. Yngve observed that her interventions weren't necessarily making a difference in what students got out of her study abroad programs, so she realized that there was more she needed to know about how learning occurs.

Yngve characterizes her current role at CILMAR as assessment consultant and “data whisperer.” Her main concern is always with the learning outcomes and the connections between the numbers represented in a piece of data and the people they represent.

She likes to emphasize that data is “much more than numbers and statistics. It’s a little pattern recognition, but it’s also thinking about the human.

Critical to Yngve’s human-centered assessment philosophy is the concept of backwards design, which requires educators to develop curricula and learning experiences with goals and outcomes as the starting point.

Yngve characterizes backwards design as “the soil that nurtured” the HubICL, because all the activities uploaded to the Digital Toolbox are curated with the outcomes from the AAC&U Intercultural Knowledge and Competence VALUE Rubric in mind.

The tools in the Toolbox which is assessment. The majority of the 72 assess Several of those tools—Inventory, the Content Analysis Rubric for Intercultural Competence by Yngve herself.

However, it is her Assessments collection proud of because of the variety of assessment instruments, but her interest in intercultural research stemmed from her experiences as a study abroad advisor. Yngve observed that her interventions weren’t necessarily making a difference in what students got out of her study abroad programs, so she realized that there was more she needed to know about how learning occurs.

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Beyond the HubICL, Yngve is also co-authoring a chapter on equity, assessment, and study abroad. Additionally, she, along with Acheson-Clair, Dr. Aletha Stahl, and Dr. Lan Jin, are guest editors for a special issue on assessment as pedagogy in education abroad for Frontiers: The Interdisciplinary Journal of Study Abroad. Proposals July 31, 2020.
Resources for Adapting Intercultural Learning in the Wake of COVID-19

Because of the COVID-19 pandemic, educators at all levels are experiencing an unprecedented challenge to provide virtual/distance learning experiences normally designed for face-to-face environments. To help ease the stress of this abrupt transition, the HubICL team has created several collections with resources and learning activities for online learning:

**COIL (Collaborative Online Intercultural Learning) a.k.a. Globally Connected Teaching and Learning**

- This collection is geared toward educators who are interested or already involved in activities that can be used in a collaborative online environment as well as resources to help facilitate learning.

**Domestic and International Responses to COVID-19**

- This collection features news articles and videos that demonstrate how various cultures have been responding to the COVID-19 pandemic. If you are teaching an intercultural learning course—or are looking to incorporate intercultural experiences into your teaching—you can use these sources as the basis for discussions about how culture affects reactions to the pandemic.

**On-Line Intercultural Learning Curriculum Resources**

- This collection includes links to intercultural certificates and massive open online courses (MOOCs) that can be completed at a learner's own pace. It also spotlights resources for assessing and transitioning to online learning.

**Research on Virtual Intercultural Learning**

- This collection provides links to peer-reviewed studies that address online intercultural learning environments, online learning design, online mentoring, and online collaboration.

**Tools for Distance Learning**

- The 97 HubICL tools featured in this collection are either specifically designed for online learning environments. Each post in the collection provides an overview of how each tool can be implemented virtually.

**Virtual Exchange and Summer 2020 Ideas and Resources**

- Since study abroad experiences have largely been cancelled, this collection provides ideas and resources on facilitating virtual experiences.
New Toolbox Tools from CILMAR Workshops

The HubICL is a collaborative space where members can share the intercultural learning activities for their own teaching. Periodically, CILMAR hosts workshops that encourage participants to share their tools and submit them to the HubICL Toolbox. Below you’ll find tools that were submitted by participants of several workshops held in 2019 and 2020.

**Thiagi Tool Creation Workshop—July 2019**

*Synthesis Through Song*

Created by Natasha E. Johnson, Purdue Libraries & School of Information Studies

*Speed Friending*

Adapted by Terry Ham, Purdue College of Science

*Intercultural Development Orientations Classification Card Game*

Adapted by Dr. Kris Acheson-Clair, CILMAR

*Study Abroad Advice Card Game*

Created by Dr. Kris Acheson-Clair & Lindsey Macdonald, CILMAR, and Purdue Study Abroad Advisers

*Synthesis Through S* where students work together to analyze and discuss the cultural norms portrayed through song lyrics. The activity simulates the process of synthesizing resources based on relationships, concepts, and themes.

*Speed Friending* encourages participants to ask questions that help them recognize the similarities and differences between each other and grow their cultural curiosity.

*Intercultural Development Orientations Classification Card Game* asks participants to associate various statements about culture with the orientations on the Intercultural Development Continuum. As they match the statements with orientations, they will also reflect on their own life experiences and where they may fall on the continuum.

*Study Abroad Advice Card Game* provided with a set of advice for students to consider either before, during, or after they study abroad. The objective is to narrow down the cards until they have chosen one that they feel offers the most important advice. They will then be asked to explain why they chose that card over others and the thought process they used to eliminate cards.

Human behavior is complex. While it may be tempting to attribute someone’s actions to “human nature” or some sort of behavior, it is important to consider the cultural context in which they operate.
Universal Cultural or Personal Card Game

Adapted by Dr. Kris Acheson-Clair & Lindsey Macdonald, CILMAR

HubICL Workshop: Best Practices in Intercultural Learning Tool Creation and Adaptation—December 4, 2019

Where Do You Go When…?

Created by Kristen Seward, Clinical Assistant Professor, Associate Director of the Gifted Education Resource Institute (GERI), Purdue University

Conversation Starters: 200 Questions to Get to Know Someone

Uploaded by Carol Jungman, Intercultural Consultant

Mental Mapping

Created by Dr. Nathan Swanson, Post-Doctoral Fellow, Honors and International Programs, Purdue University

WISE Pre-Conference Workshop: Best Practices in Intercultural Learning Tool Creation and Adaptation—February 12, 2020

Guided Writing Exercises

Created by Dr. Bonnie Zare, Associate Professor of Sociology, Virginia Tech

Intercultural People Bingo

Created by Wendy Nugent, Program Manager of Off-

Guided Writing Exercises used during study abroad experiences. The exercises help participants interpret details from their daily experiences and analyze cultural expectations.

As an adaptation of the classic Bingo game, Intercultural People Bingo helps participants recognize the similarities and differences between each other and understand why some characteristics may not be obvious right away. It is best of individual quirk, it is usually not so simple. Therefore, the Universal Cultural or Personal Card Game from the University of the Pacific’s Culture? modules—aims to get participants thinking critically about three dimensions of human behavior (universal, cultural, and personal) and the nuances between them.
Happy 10th Birthday!

Created by Dr. Jennifer M. Miskec, Program of English, Longwood University

Please upload your original or adapted tools here to have them included in the July

The HubICL Introduces a New Feature in the Toolbox
As you were browsing through the Toolbox, you may have noticed that some of the tools they incorporate the information provided in the tabs of each tool all into one document. If you hover over that icon, you’ll see the words “Download lesson plan.” Lesson plans now include downloadable lesson plans:

- Introduction to Intercultural Learning and Teaching
- Auditing Your Personal Networks
- Journey to Gizmoland
- Intercultural Autobiography
- Mental Blocks and Privilege
- Adapt or Be Yourself
- Familiar and Unfamiliar
- Identity-Based Rejection Sensitivity
- Intercultural Development Orientations Classification
- Card Game
- Needs and Beliefs about Self and Others
- Study Abroad Advice Card Game
- Understanding
- Universal Cult
- Disagree Better
- Five Nosy Questions
- Emotional Resilience
- Emojis and Culture

The following 36 tools now include downloadable lesson plans:

- 25 Questions
- Crossword Puzzle
- Self-Care 101
- Flower's Point of View, A
- Effective Listening Inventory
- Critical Reflection Rubric
- Content Analysis Rubric for Journals & Blogs
- Living in a Bubble
- Ice Sculpture (per antea Meteorite)
- Iceberg
- Metaphors for Culture
- For Whom the Cowbell Tolls
- Building a House for Diversity
- Critical Mass
- Empathy for Those We Hate
- Tribalism and Empathy
- Stereotypes and Generalizations
- Changed or Not?
- Behavioral Rubric for Intercultural Competence

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HubICL Growth
As of April 2020, the HubICL has reached 1,709 members and 541 tools in the Toolbox!

The HubICL was created by Purdue University's Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR)

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