OFFICE OF INSTITUTIONAL ASSESSMENT

Purdue University

Enhancing & Assessing Intercultural Learning at Purdue 2014-2016: Findings

June 2016



Katherine N. Yngve
Intercultural Learning Specialist
Office of Institutional Assessment

Enhancing & Assessing Intercultural Learning at Purdue Part II: What we have learned

Introduction

Since its inception in July 2014, the Intercultural Learning Initiative has worked to create a culture of evidence-based intercultural learning as part of the embedded learning outcomes requirement of the Purdue undergraduate core curriculum.

Part I of this report discusses **capacity-building** efforts, whose outcomes include:

- Certification of 32 faculty & staff in the "gold-standard" assessment tool for effective
 intercultural learning; equipping them to quantify students' baseline abilities, tailor instructional
 methods to student needs, and acquire publishable data about learning.
- Intensive training of 18 of the above in intercultural learning pedagogy, prior to their leading spring or summer 2016 study abroad programs.
- Co-creation, teaching and assessment of 2 on-line courses (ENGR 97 and SCI 397) to deepen intercultural skills acquisition of STEM students on semester abroad programs.

The following account details **findings** arising from activities detailed in the first part of this report. For further contextualization and details of capacity-building efforts, please refer to Part I; instruments in use at Purdue at the time of this reporting are covered in this document in Appendix A.

Summary of Findings

Capacity Building (see Part I for additional details)

- Professors who led study abroad for Purdue define differing cross-cultural learning outcomes for their programs; aligning loosely to their disciplinary orientation and participant cohort.
- Purdue students often over-estimate their own intercultural effectiveness prior to study abroad; even, or perhaps particularly, if they have travelled abroad before.
- Even highly adept instructors can learn to attain more robust student learning outcomes through a combination of training in assessment and pedagogy.

Baseline Studies

- Entering 1st-year international students, as a whole, do not appear to have greater intercultural effectiveness than entering 1st-year domestic students.
- New student orientation programs do not appear to play a significant role in increasing entering students' ability to successfully negotiate cultural difference.
- International students want to be assisted in learning about American 'friend-making practices'.
- As compared to incoming first-year students at peer universities, Purdue students' high school
 experiences included more activities that foster teamwork and collaboration, but fewer courses
 focusing on multicultural/global perspectives or including service-learning.
- Pre-freshman study abroad programs appear to be an effective way to increase the baseline intercultural competence of the entering cohort and to build 'belongingness' among underrepresented minority students.

Short-Term Departmental Study Abroad

- One of the most frequent outcomes of Purdue short-term study abroad is that the student expresses motivation to go abroad again or otherwise improve cross-cultural skills in future.
- Purdue STEM departmental short-term study abroad programs appear to be effective at moving roughly 70% of participants forward on 2 or more aspects of interpersonal and intercultural competence as defined by Purdue/AAC&U rubrics (constellation of aspects in which students show growth varies due to differences in program objectives and participant demographics).
- The intercultural effectiveness skills which Purdue students report finding hardest to deploy or to master while participating in study abroad are:
 - o understanding non-verbal and indirect communication,
 - o intercultural empathy and
 - o cultural self-awareness.
- Whether the learning program is new student orientation or an overseas experience, moving the needle forward on students' comfort with cultural difference within 7-10 days is unusual.

Semester Abroad Programs

- 72% of students who were enrolled in an on-line intercultural coaching course while on a semester-long exchange abroad experienced gains in overall intercultural competence;
- Whereas, for students on a comparable semester-long exchange, but without intentional intercultural coaching only 17% of the cohort gained in intercultural competence; and
- Among both of these cohorts, studying in a foreign-language destination did not appear to correlate directly with either gains or diminutions of intercultural competence.

On-Campus Intercultural Learning

- Gains in intercultural competence are larger and accrue to more students when active-learning pedagogies (as opposed to knowledge-transfer pedagogies) are used.
- Engineering students would like to have explicit instruction in effective teamwork and more time to focus on interpersonal skills (relating to teamwork) within the classroom.
- Engineering students feel a strong social pressure to be open and tolerant.
- Many Purdue students do not rank empathy and self-awareness as important skills to acquire, at least by comparison with the other four elements of the Purdue intercultural competence framework (worldview, communication, curiosity and openness).

Appendix A: Instruments

Tool	Туре	What It Measures
Intercultural Effectiveness Scale http://kozaigroup.com/inventories/the-intercultural-effectiveness-scale/	Survey; 20 questions	Curiosity & Openness; Cultural Self-awareness; Global Mindset; Emotional Resilience; Extroversion
Intercultural Development Inventory http://idiinventory.com/	Survey; 44 questions	Presence or absence of Ethnocentric attitudes in an individual & degree thereof; difference between (self-reported) behavioral performance & aspirational ideals.
Miville-Guzman Universality/Diversity Scale (M-GUDS) http://www.liberalarts.wabash.edu/study-instruments/	Survey; 15 questions	Diversity of Contact (Curiosity); Relativistic Appreciation (Intercultural Empathy); Comfort with Difference (Openness)
Public Affairs Scale [Levesque-Bristol and White 2012; Journal of Public Affairs]	Survey; 40 questions	Civic Engagement, Ethical Leadership, Cross-Cultural Competence
Intercultural Attitudes, Skills & Knowledge Scale http://www.purdue.edu/cie/learning/global/sh ort_scales.html	Survey; 11 questions	Curiosity, Openness, Empathy, Knowledge of Worldview Frameworks, Cultural Self-Awareness, Verbal & Non-verbal Communication (adapted from AAC&U rubric)
Global Learning Scale http://www.purdue.edu/cie/learning/globa l/short_scales.html	Survey; 11 questions	Global Self-Awareness, Perspective-Taking, [Respect for] Cultural Diversity, Personal & Social Responsibility, Understanding Global Systems, Ability to Apply Knowledge to Contemporary Global Contexts (adapted from AAC&U rubric)
Purdue/AAC&U Teamwork Scale (as approved by Faculty Senate in 2012 Undergrad Core Curriculum)	Grading Rubric	Ability to: Contribute to Team Meetings, Contribute Individually Outside of Meetings; Foster Constructive Team Climate; Productively & Directly Address Team Conflict
Purdue/AAC&U Intercultural Effectiveness Scale (as approved by Faculty Senate in 2012 Undergrad Core Curriculum)	Grading Rubric	Cultural Self-Awareness, Knowledge of Worldview Frameworks, Empathy, Curiosity, Openness, Verbal & Non-verbal Communication
Purdue/AAC&U Global Awareness Scale (as approved by Faculty Senate in 2012 Undergrad Core Curriculum)	Grading Rubric	Global Self-Awareness, Perspective-Taking, [Respect for] Cultural Diversity, Personal & Social Responsibility, Understanding Global Systems, Ability to Apply Knowledge to Contemporary Global Contexts
Content Analysis Rubric for Intercultural Blogs & Journals (adapted by Yngve from Malleus & Slattery 2014)	Grading Rubric	Culture Shock, Cultural Appreciation, Communication Challenge, Cultural Comparison, Adaptive Behaviors
Beloit Student Agency Reflection Rubric https://serc.carleton.edu/acm_face/studen t_agency/beloitoverview	Grading Rubric	Transfer, Reflection, Ownership, Cultural Self- Knowledge, Knowledge of Cultural Worldview Frameworks
DEAL model Critical Reflection Rubric	Grading Rubric	Communication (Accuracy, Clarity); Worldview (Depth & Breadth); Fairness; Self-Awareness (Personal Growth)
Culture Learning Strategies Inventory (Paige et al; Maximizing Study Abroad project)	Self- Assessment	Reflection tool for raising self-awareness of one's behavior relating to Openness, Curiosity, Communication
Core Cultural Values Mapping Inventory (Paige et al; Maximizing Study Abroad project)	Self- Assessment	Reflection tool for raising self-awareness & awareness of other worldview frameworks