Teaching Faculty to Value Rubrics, Master Formative Assessment and Become Better Intercultural Mentors

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HubICL
Intercultural Learning Hub

www.hubicl.org

INDIANA
Common Core State Standards

Why a Core Curriculum at Purdue University?

The central motivation behind the core curriculum is to better prepare all Purdue students for future employment success and responsible citizenship. Recent studies indicate employers are seeking employees with a broad set of skills beyond their discipline-specific abilities. A well-rounded, broad-based core curriculum will ensure this need is fulfilled.

Two additional factors support the implementation of a core curriculum: new accreditation requirements and recent legislative initiatives. The Higher Learning Commission of the North Central Association of Colleges and Schools recently updated accreditation mandates that require institutions maintain a minimum requirement for general education. Additionally, Indiana Senate Act 182 (2012) requires state educational institutions to create a statewide transfer general education core to be implemented by May 15, 2013. Purdue's core curriculum fulfills both of these requirements.

Purdue 2012 Undergraduate Core Curriculum

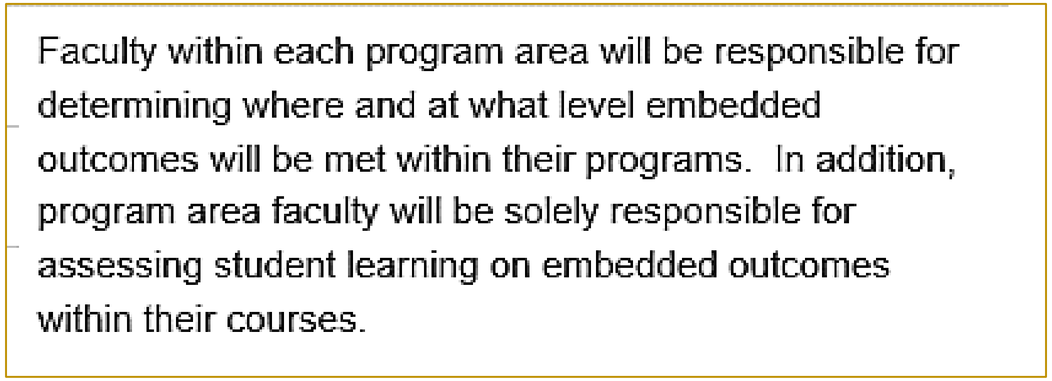
1. Written Communication
2. Information Literacy
3. Oral Communication
4. Science, Technology & Mathematics
5. Human Cultures

❖ **Plus Eleven Embedded Outcomes!**

1. One course
2. One course
3. One course
4. Two courses in Science, plus
    1. One course in Science, Technology & Society
    2. One course in Quantitative Reasoning
5. One course each in Humanities & Behavioral/Social Sciences

Intercultural Competence Rubric

- Cultural Self-Awareness
- Worldview Frameworks
- Empathy
- Verbal & Non-verbal Communication
- Curiosity
- Openness


Faculty within each program area will be responsible for determining where and at what level embedded outcomes will be met within their programs. In addition, program area faculty will be solely responsible for assessing student learning on embedded outcomes within their courses.

AAC&U

Other Desired Embedded Outcomes

1. Critical Thinking
2. Creative Thinking
3. Quantitative Reasoning
4. Ethical Reasoning
5. Global Citizenship
6. Leadership & Teamwork
7. Integrative Reasoning
8. Written Communication
9. Oral Communication
10. Information Literacy

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Paired Activity: Identifying Rubric-based Learning Statements *or Are <u>you</u> smarter than a Nuclear Engineer?*

Instructions: Find a partner (or two). Then, using the provided copy of the AAC&U Intercultural Competence Rubric, discuss with the purpose of identifying which ONE of the six elements of the rubric is captured in each of the statements provided below. In 5 minutes, we will debrief as a group.

A. "I have learned that looking someone in the eye when I speak with them is considered respectful and honest, instead of challenging to their authority."

B. "While I don't personally agree with the practice of eating with your hands from a communal dish, I can see how people from this culture find it to be an important and emotional bonding experience."

C. "I had been wondering about why many Americans seem so superficially nice, so I asked a US History professor. She told me that it had a lot to do with their identity as a "melting pot" nation and needing to get along without conflict even though they come from disparate backgrounds.

Intercultural mentoring
means providing:

- Ongoing support of learning
- Cultural concepts and ideas to anchor learning
  - (such as value patterns, communication styles, etc.)
- Strategies for cross-cultural learning
  - (such as developing self-awareness, observations skills, etc.)
- Opportunities to put learning into practice
- Opportunities to reflect on experiences
  - (including blogging or vlogging or taking a skills quiz)
- Opportunities to connect what was learned to the future (employment, graduate education, life choices, etc.)

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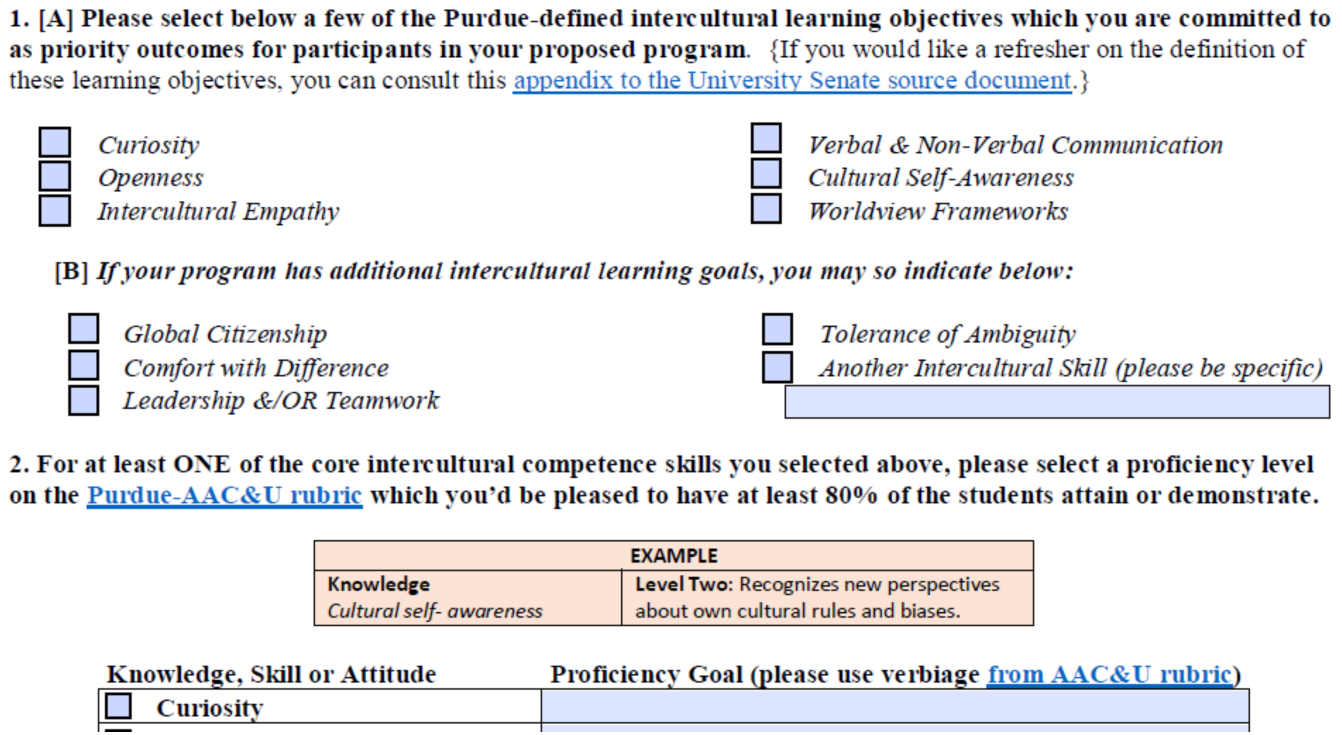
--Paige, R. M & Goode, M.L. (2009) Cultural Mentoring. In D.K. Deardorff (Ed.) The SAGE Handbook of Intercultural Competence, pp.333-349. Thousand Oaks, CA: SAGE Publishing.

Step One: Teaching Faculty to Use Rubrics

➢ *The Intercultural Learning Worksheet*

First implemented in Fall 2014 for 2015 spring-break & summer programs

Required of all Purdue study abroad leaders; or the program does not get approved.



1. [A] Please select below a few of the Purdue-defined intercultural learning objectives which you are committed to as priority outcomes for participants in your proposed program. {If you would like a refresher on the definition of these learning objectives, you can consult this appendix to the University Senate source document.}

☐ *Curiosity*
☐ *Openness*
☐ *Intercultural Empathy*
☐ *Verbal & Non-Verbal Communication*
☐ *Cultural Self-Awareness*
☐ *Worldview Frameworks*

[B] ***If your program has additional intercultural learning goals, you may so indicate below:***

☐ *Global Citizenship*
☐ *Comfort with Difference*
☐ *Leadership &/OR Teamwork*
☐ *Tolerance of Ambiguity*
☐ *Another Intercultural Skill (please be specific)*

2. For at least ONE of the core intercultural competence skills you selected above, please select a proficiency level on the the Purdue-AAC&U rubric which you'd be pleased to have at least 80% of the students attain or demonstrate.

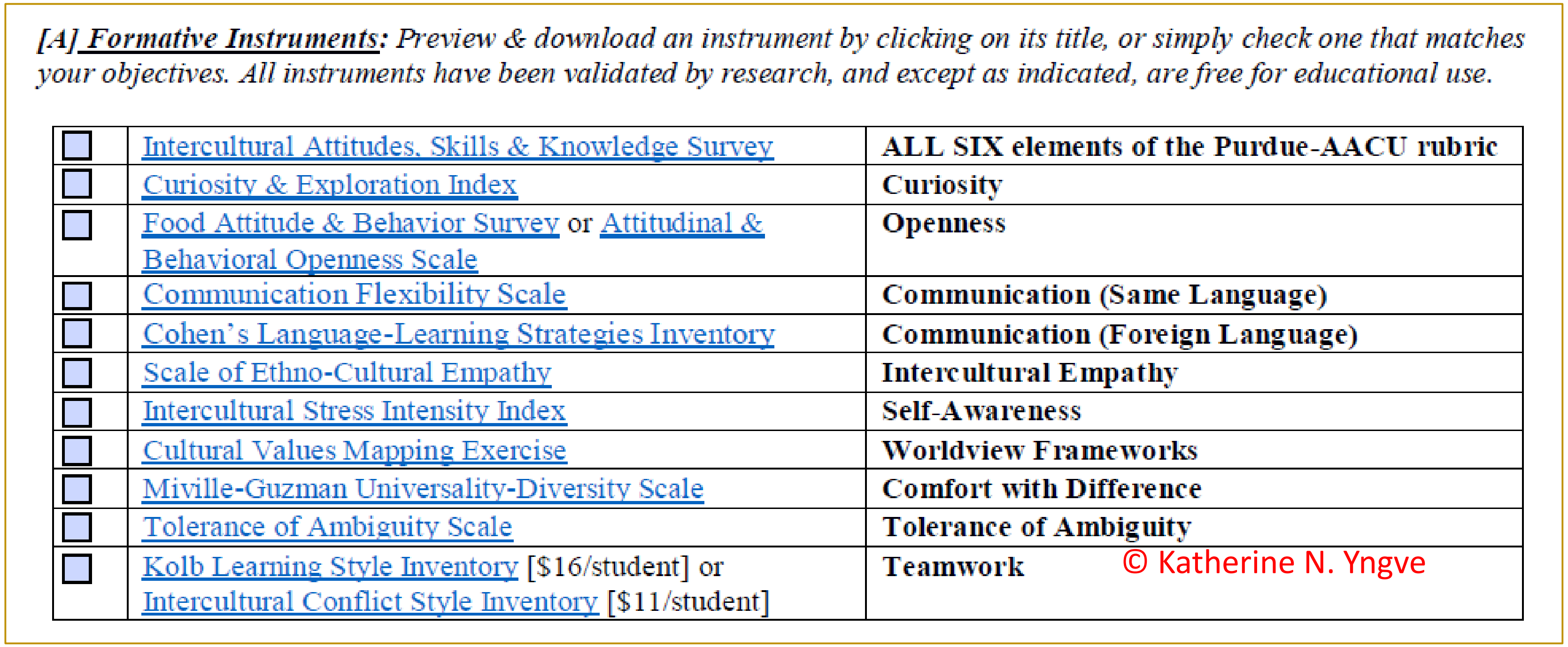
EXAMPLE	
Knowledge *Cultural self- awareness*	**Level Two:** Recognizes new perspectives about own cultural rules and biases.

Knowledge, Skill or Attitude	Proficiency Goal (please use verbiage from AAC&U rubric)
☐ Curiosity	

Short-Term Study Abroad @ Purdue
- 2012-13 = 61% Faculty-led [n=907]
- 2016-17 = 84% Faculty-led [n=1667]

Mastering Formative Assessment: Give Them Lots of Options!

https://www.studyabroad.purdue.edu/resource/InterculturalLearningWorksheet.pdf



*[A] **Formative Instruments**: Preview & download an instrument by clicking on its title, or simply check one that matches your objectives. All instruments have been validated by research, and except as indicated, are free for educational use.*

☐	Intercultural Attitudes, Skills & Knowledge Survey	**ALL SIX elements of the Purdue-AACU rubric**
☐	Curiosity & Exploration Index	**Curiosity**
☐	Food Attitude & Behavior Survey or Attitudinal & Behavioral Openness Scale	**Openness**
☐	Communication Flexibility Scale	**Communication (Same Language)**
☐	Cohen's Language-Learning Strategies Inventory	**Communication (Foreign Language)**
☐	Scale of Ethno-Cultural Empathy	**Intercultural Empathy**
☐	Intercultural Stress Intensity Index	**Self-Awareness**
☐	Cultural Values Mapping Exercise	**Worldview Frameworks**
☐	Miville-Guzman Universality-Diversity Scale	**Comfort with Difference**
☐	Tolerance of Ambiguity Scale	**Tolerance of Ambiguity**
☐	Kolb Learning Style Inventory [$16/student] or Intercultural Conflict Style Inventory [$11/student]	**Teamwork**

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Worksheet includes links to 21 research-derived formative or summative assessment tools (in addition to the AAC&U rubrics); most of them free.

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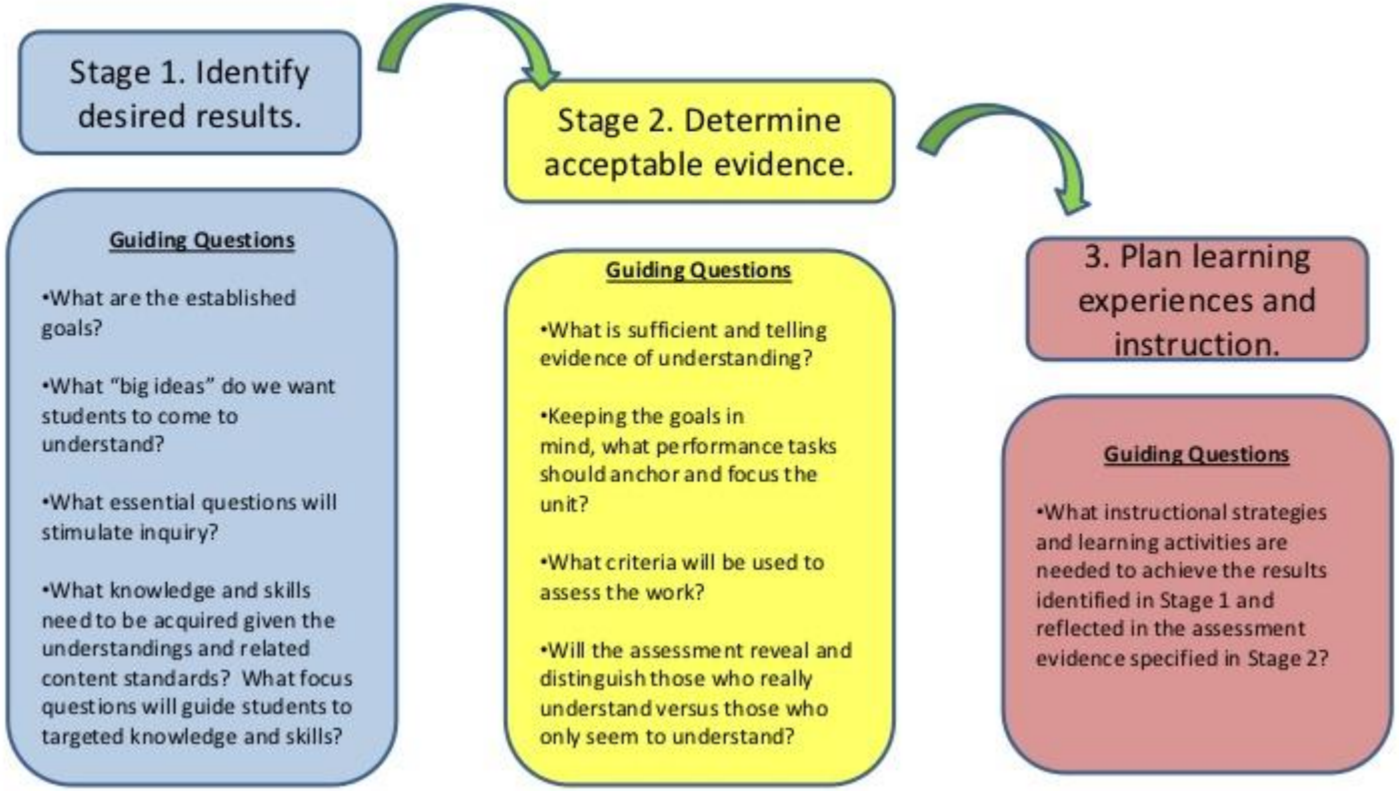
UbD: Stages of Backward Design



Stage 1. Identify desired results.

Guiding Questions

- What are the established goals?
- What "big ideas" do we want students to come to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.

Guiding Questions

- What is sufficient and telling evidence of understanding?
- Keeping the goals in mind, what performance tasks should anchor and focus the unit?
- What criteria will be used to assess the work?
- Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Questions

- What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?

https://jaymctighe.com/resources/

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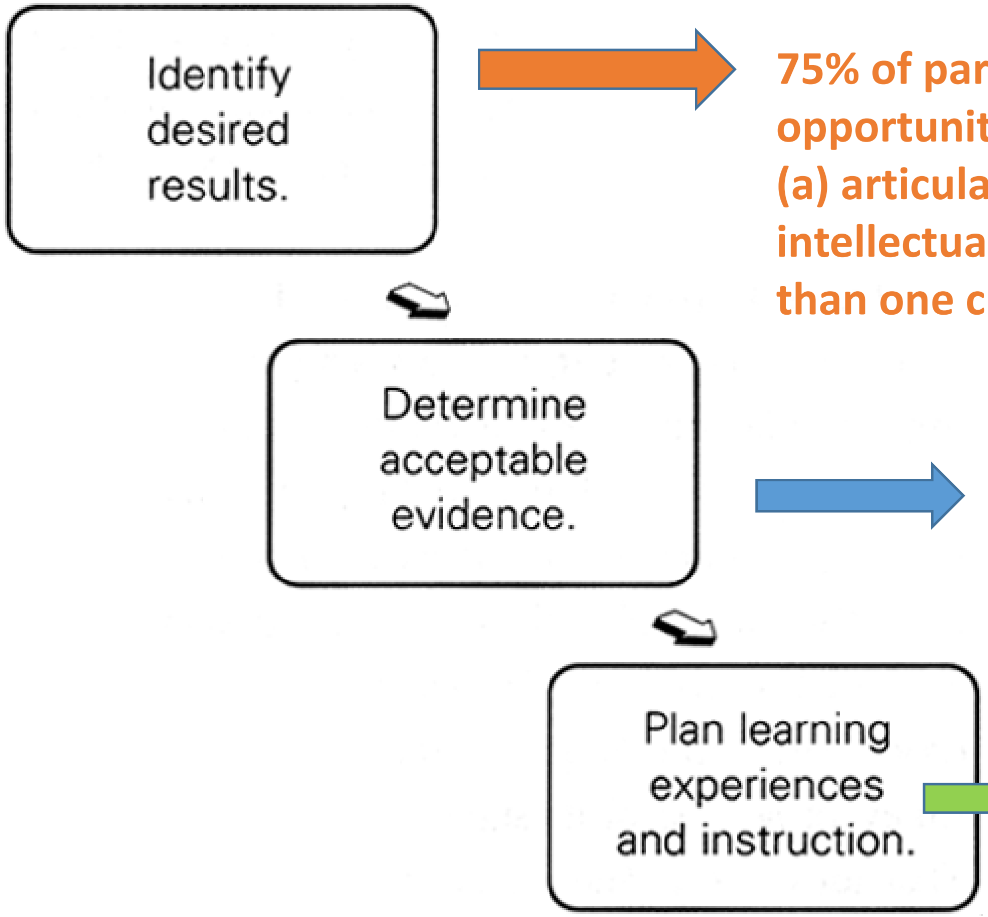
How might this look in practice?


Identify desired results.
Determine acceptable evidence.
Plan learning experiences and instruction.

75% of participants in this 2-week Study Abroad opportunity will be able to:
(a) articulate & respond appropriately to intellectual AND emotional dimensions of more than one cultural worldview

Empathy definition; AACU Intercultural Rubric; Level Three

As measured by written evaluation of each participants’ teamwork skills by other-culture partners and team members at beginning of Week Two.

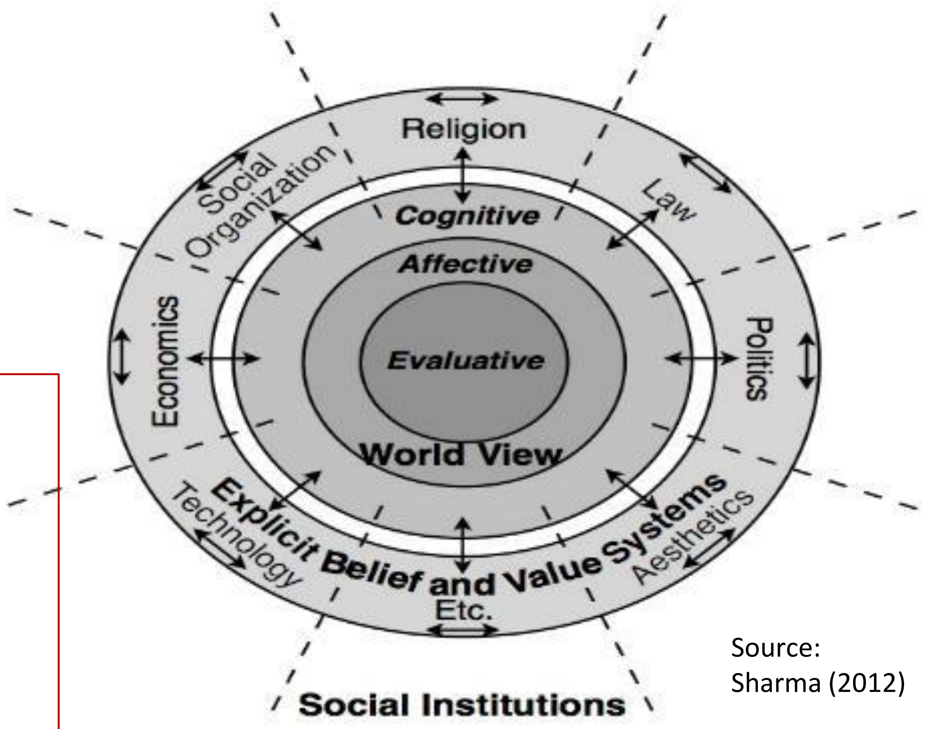
1. Cross-cultural Service-learning
2. Intercultural Conflict Style Training
3. Daily Group Emotional Hot Buttons Debriefings during Week One.

Professors' Desired Learning Outcomes for Short-Term Study Abroad {in 2015}

- **Cultural Worldview**– 62
- Openness &/or Curiosity – 59
- Communication – 50
- Cultural Self-Awareness – 44
- Intercultural Empathy – 38

- <u>First Choice Item</u> (by College)
    - AGRI – Worldview
    - Liberal Arts – Worldview
    - EDUC – Curiosity & Openness
    - ENGR – Worldview & Self-Awareness
    - Health & Human Sciences – Worldview & Communication
    - MGMT – Worldview & Openness
    - Polytech– Openness

A Model of World View



Source: Sharma (2012)

To what extent can a complex topic like worldview be taught in a two-week or six-week program? (While also teaching engineering!)

Faculty Intercultural Pedagogy "Challenge"

2015-16 Report on Intercultural Learning Outcomes

- 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.

- The intercultural effectiveness skills which Purdue students struggled most to master while participating in study abroad were:

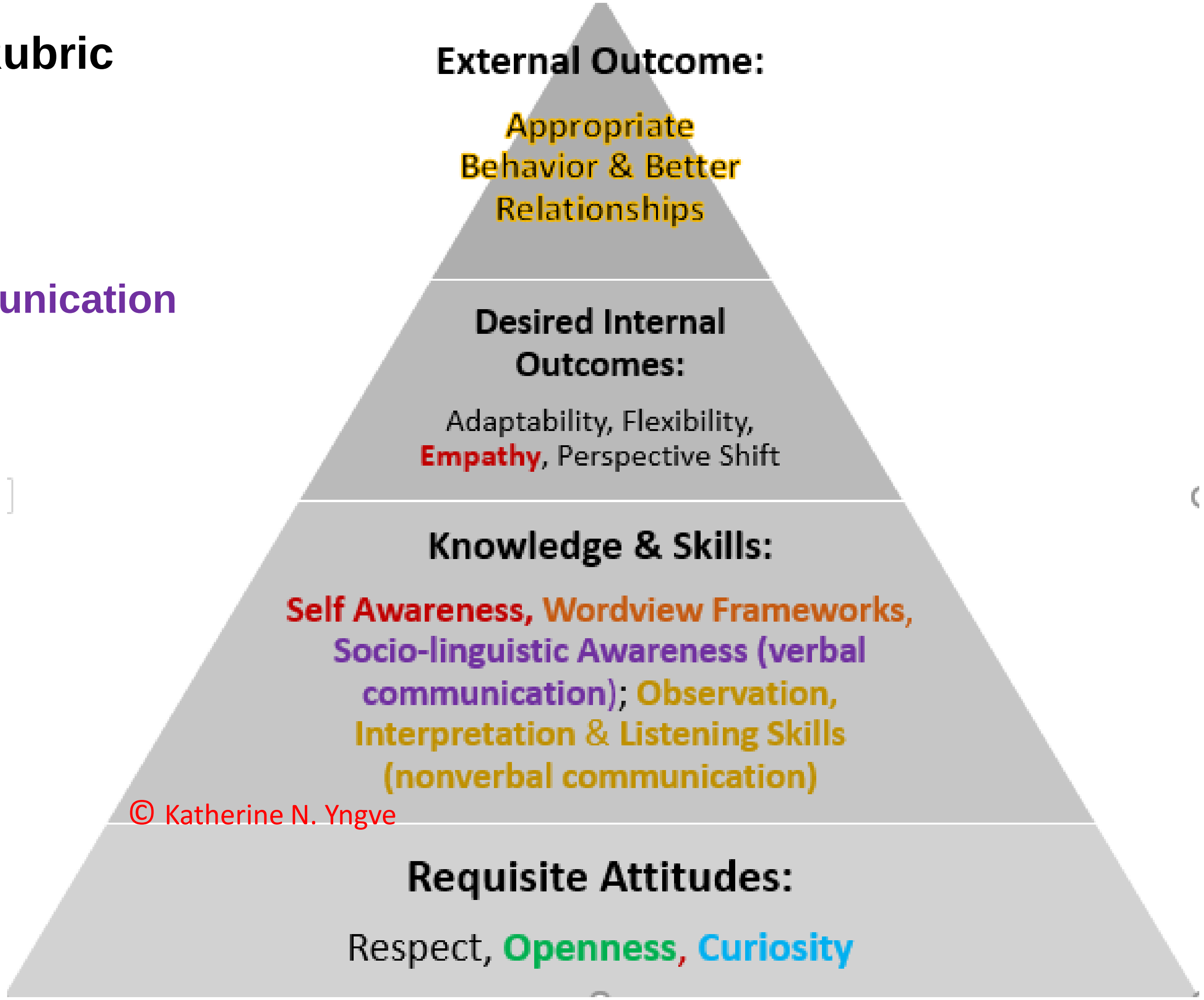
    o understanding non-verbal and indirect communication,
    o intercultural empathy and
    o cultural self-awareness.

- **Spring 2016**
- **I8 participants**

- Become qualified administrators of a rigorous intercultural competence assessment instrument
- Complete 5 one-hour meetings w/assigned Intercultural Mentor
- Attend 3 additional workshops in which you:
    - Learn Intercultural Training Activities & Formulate Teams
    - Plan & Execute a Video-taped Training Workshop for peer faculty and/or staff
    - Debrief the Videos and the Training Practicum as a Group
- Lead & Assess 2016 Spring break or Summer Study Abroad program

Intercultural Competence Rubric

- Cultural **Self-Awareness**
- **Worldview Frameworks**
- **Empathy**
- **Verbal & Non-verbal Communication**
- **Curiosity**
- **Openness**



External Outcome:

Appropriate Behavior & Better Relationships

Desired Internal Outcomes:

Adaptability, Flexibility, **Empathy**, Perspective Shift

Knowledge & Skills:

Self Awareness, Wordview Frameworks, Socio-linguistic Awareness (verbal communication); Observation, Interpretation & Listening Skills (nonverbal communication)

Requisite Attitudes:

Respect, **Openness, Curiosity**

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Pyramid of Intercultural Competence
(adapted from Deardorff, 2006)

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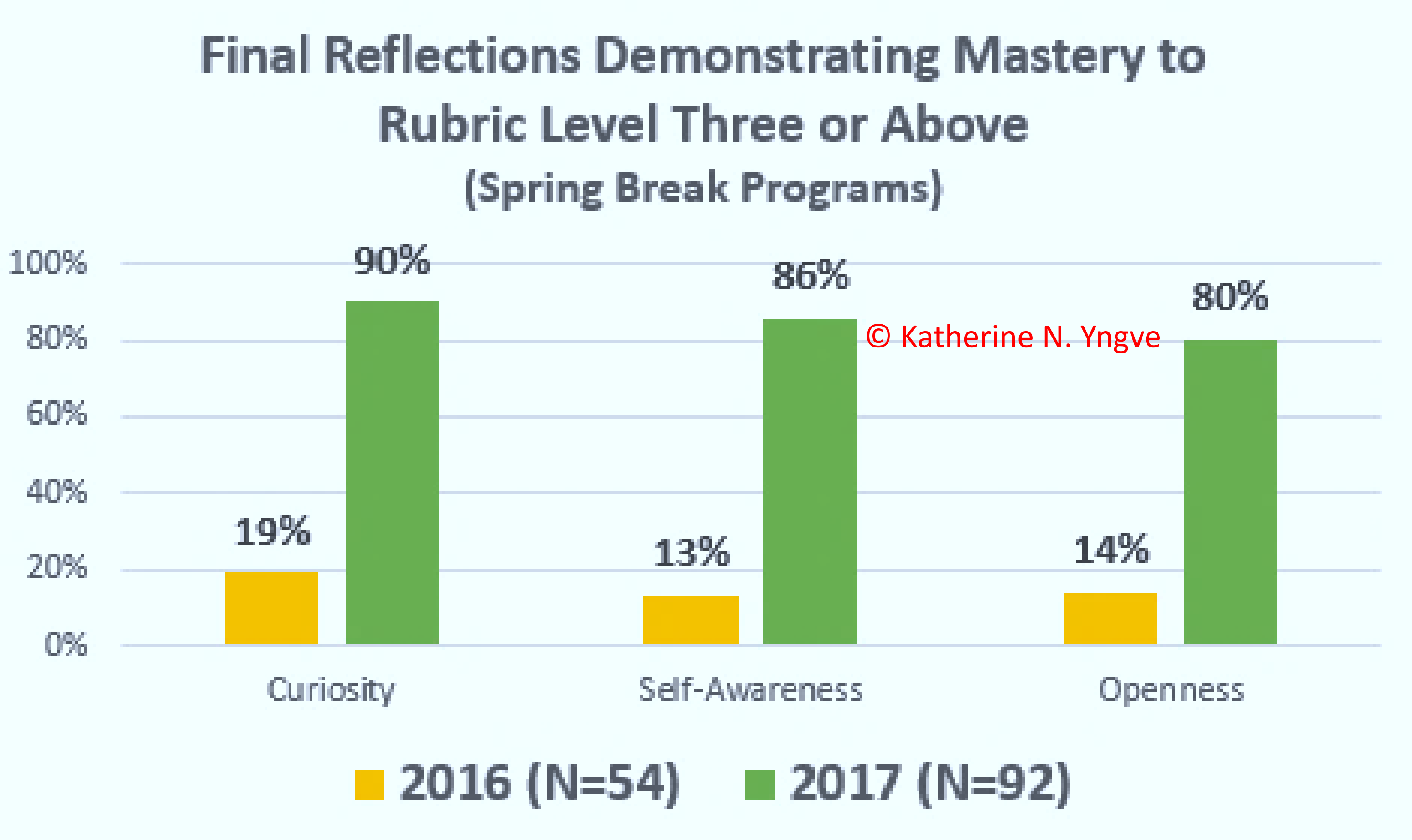
2016-2017 program evaluation findings, which used rubric-based analysis of final essays or projects, indicated improvements by trained faculty in terms of ability to mentor students towards foundational skills of intercultural competence (see next slide for developmental model).


Final Reflections Demonstrating Mastery to Rubric Level Three or Above (Spring Break Programs)

Faculty Intercultural Pedagogy “Challenge”

- **Fall 2016**
- **~100 study abroad leaders**

- Take IDI & get individual debrief
- Complete on-line readings & quiz on IDI research
- Complete 4 two-hour workshops combining theory & experiential intercultural learning activities
- Using Backwards Design techniques, make an action plan for incorporating above into SA program
- Implement plan & report assessment outcomes
- **EARN Discretionary Award**

- **Fall 2017**
- **Advanced IPG**

- Complete 4 two-hour workshops on:
  - Teaching Reflective Learning
  - Aligning Intercultural Activities to Your Discipline
  - Scholarship of Teaching, Learning & Mentoring
- Using Backwards Design techniques, make an action plan for incorporating above into SA program
- Implement plan & report assessment outcomes
- **EARN Discretionary Award**

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But, Did They Really:
[A] Learn to Value Rubrics &
[B] Become Better Intercultural Mentors for Their Students?

Faculty Learning Outcomes

“When I enrolled in the Intercultural Pedagogy program, I did so with the assumption that I was an “advanced” entrant. I spent 2 of my formative years living in Spain, and have spent nearly as much time abroad as in the US over the past 3 years. I also teach intercultural communication for Purdue’s Brian Lamb School of Communication. The training was exceptional…. It helped me shift from teaching students how understand the unfamiliar cultures around them, to teaching students how to place themselves within unfamiliar cultures around them. It also helped me move beyond my US-centered orientation to teaching—an aspect of my teaching I had not realized was so prevalent. In short, I believe that anyone teaching in an intercultural setting needs this training.”

-- Tenured Male Professor of Intercultural Communication

“I've been doing study abroad programming for eight years, but this is the first time I've deliberately given assignments focused on intercultural learning. I was excited to see the student responses to the reflections. I felt throughout the semester that we were making an impact, but the assessment results provided me with quantitative evidence that we did.”

--Tenure-track Female Professor of Animal Sciences

Student Learning Outcomes

- 24 Faculty-led Short-term Study Abroad Programs
- Roughly 20% of total 2017-18 Purdue departmental programs
- 61% of students were Engineering majors
- 94% were STEM majors
- Measured using pre/post administration of Intercultural Development Inventory (IDI)
- Regression analysis suggests that:
  - Strongest predictor of IDI growth is beginning stage (lower = greater growth potential)
  - Next strongest predictor of IDI growth is pedagogy
  - Length of program is *negatively* correlated to IDI growth (shorter is better)
  - Gender of student does NOT correlate to IDI growth

Pedagogy Cluster	Total # of Programs	Faculty Trained?	Intercultural Interventions?	Total # of Students	Initial Mean DO	Change in Mean DO
Group A -"Not"	7	N	None	85	90.15	-1.30
Group B – "Partial"	8	Y	Some	92	87.15	6.29
Group C – "Intent"	9	Y	Intensive	130	85.14	13.77

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Intercultural Development

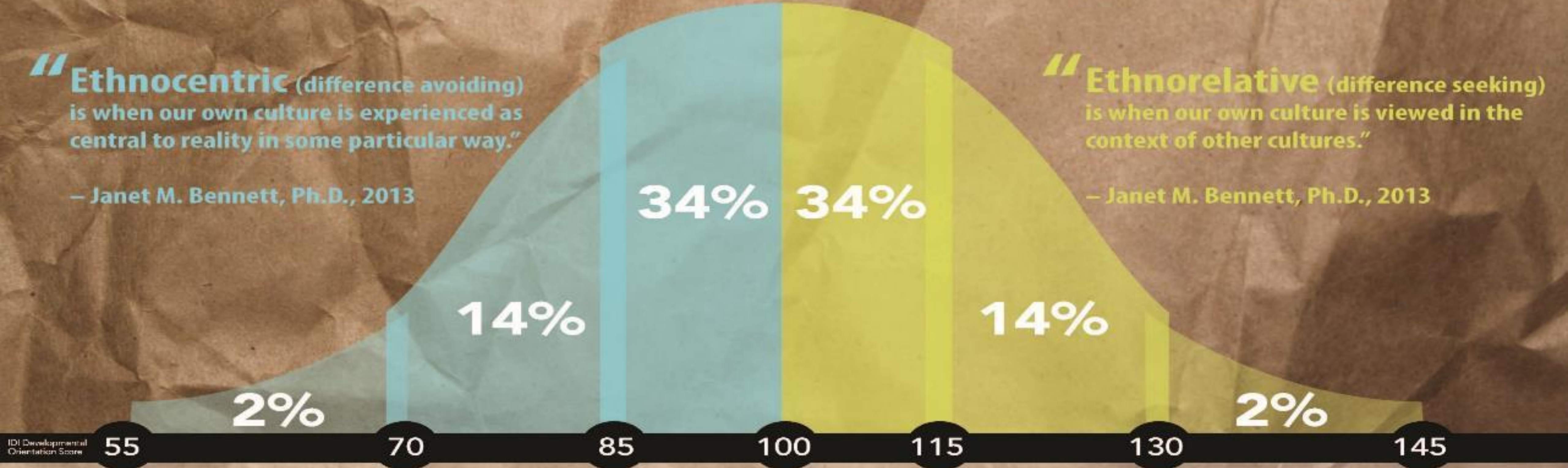
The material found in this graph is adapted from The Intercultural Development Inventory (IDI) by Charles A. Calahan.

“**Ethnocentric** (difference avoiding) is when our own culture is experienced as central to reality in some particular way.”

– Janet M. Bennett, Ph.D., 2013

“**Ethnorelative** (difference seeking) is when our own culture is viewed in the context of other cultures.”

– Janet M. Bennett, Ph.D., 2013



DENIAL: An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.

POLARIZATION: A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of either an uncritical view or a critical view of our own cultural values and practices.

MINIMIZATION: An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.

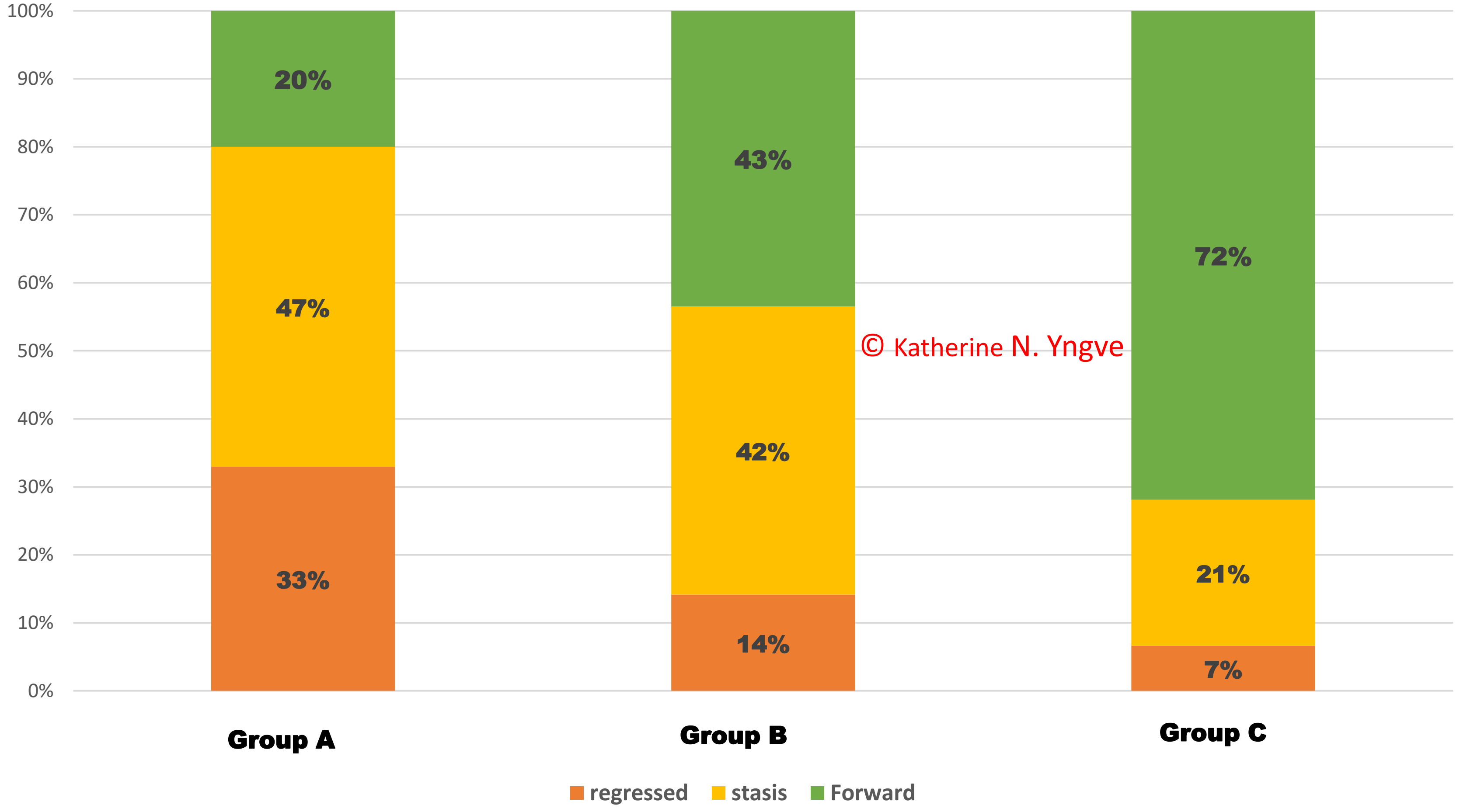
ACCEPTANCE: An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.

ADAPTATION: An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

Student Learning Outcomes

Group A is no faculty training & thus no intentional intervention; Group B is trained faculty and partial intervention; Group C is trained faculty and full-bore intentional intercultural intervention (such as using a multi-stage guided reflection and action plan with individualized instructor feedback).

Percentage of Learners showing Pre-Post Change of 7 or more IDI points



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