PURDUE INTERCULTURAL LEARNING WORKSHEET

Name of Program Leader: ___________________________ College or Dept.: ______________________
Program Title: ____________________________

As of 2012, the Faculty Senate-approved Purdue Undergraduate Core Curriculum includes “Intercultural Effectiveness” as a required embedded outcome for all students. Yet, only rarely does intercultural effectiveness happen simply by virtue of time spent abroad (cf. Citron, 2003; Vande Berg, Connor-Linton & Paige, 2009). According to data collected after 2015 & 2016 short-term programs, Purdue study abroad students “find it easy” to be curious and to practice openness but they struggle with the higher-order skills of effective cross-cultural bridge building.

While our students often improve in terms of confidence to travel more and motivation to “get better” at cross-cultural communication (and usually declare these to be “transformative” outcomes), rarely do they improve in the skills of leadership & teamwork defined in the Core Curriculum goals; e.g. self-awareness, empathy, comfort with difference, communication-style flexibility, active listening &/or ability to shift perspectives.

The purpose of this worksheet is to help all Purdue program leaders use backwards design and formative assessment to get higher-order intercultural effectiveness outcomes more reliably than “rarely.”

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1. Begin here:

A. First, please take a moment to review the components of the Purdue intercultural competence rubric.
B. Second, pick the single square on the rubric which (a) comes closest to aligning with your course content &/or planned co-curricular activities and (b) will stretch (but not stress out) the majority of your students. (NOTE: Purdue leaders’ experience suggests that even first-time travelers can attain level two or three on at least one rubric skill in a week’s time.)
C. Third, using the verbiage from that square and the table below, articulate a goal statement for this year’s program.

Example:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Level Two: Recognizes new perspectives about own cultural rules and biases.</th>
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</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
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</tbody>
</table>

Goal Statement: I would like ______ percent of my students this year to reach the target indicated below:

Elements of the Rubric

| Proficiency Level Target (please summarize verbiage from rubric) |
|---|---|
| Curiosity | |
| Openness | |
| Communication | |
| Intercultural Empathy | |
| Cultural Self-Awareness | |
| Worldview Frameworks | |

2. Research indicates that multiple Core Curriculum Embedded Outcomes correlate to study or work abroad. You may review rubrics for said outcomes here and indicate your interest in designing learning outcomes around them below; after program approval, CILMAR will contact you to provide assistance specific to these domains.

- Civic Engagement
- Creative Thinking
- Critical Thinking
- Ethical Reasoning
- Global Citizenship
- Integrative Learning
- Leadership & Teamwork
- None of these related competencies

3. If there is an assessment tool which you regularly use for measuring students’ development of intercultural skills & you’d like to use it again with this program, please list it below. Otherwise, please move on to item #4. Note that a number of exciting new assessment instruments were added to the next page of this worksheet as of July 2018.

I regularly use this/these assessment instrument(s): ______
4. If you have no preferred instrument yet, please choose one instrument from any one section below (A, B, or C) which aligns with your chosen intercultural effectiveness target. If circumstances permit, a better research design would include an instrument from two different groupings. (One each from Group A + Group B or A + C, etc.)

[A] **Formative Instruments:** Usually given once, at beginning of program. Designed to be used primarily for feedback (instructor-to-student or peer-to-peer), or to identify learning needs and adjust teaching appropriately. Some of these, but not all, are also validated for pre/post survey usage as well; these are indicated below with the designation {P/P}.

- Intercultural Attitudes, Skills & Knowledge Survey {P/P}
- Curiosity & Exploration Index {P/P}
- Food Attitude & Behavior Survey or Attitudinal & Behavioral Openness Scale {P/P}
- Communication Flexibility Scale (English) or Cohen’s (Foreign) Language-Learning Strategies Inventory or Intercultural Conflict Style Inventory [$11/student]
- Effective Listening, Teamwork & Leadership Inventory {P/P}
- Abridged Scale of Ethno-Cultural Empathy {P/P} or On-line version of Toronto Empathy Questionnaire {P/P}
- Intercultural Stress Intensity Index or On-line VARK Learning Style Inventory or Tolerance for Ambiguity Scale (Herman et al; p. 63)
- Cultural Values Mapping Exercise or On-line Linking Values to Behavior Quiz
- Communication (Verbal)
- Communication (Non-Verbal)
- Intercultural Empathy
- Self-Awareness
- Worldview Frameworks

[B] **Summative Evaluation:** Usually used once, at end of program. Download item by clicking on the title.

- AAC&U Rubric (used to rate competence as demonstrated through an final essay, reflection or project)
- Journal-Blog Rubric (used to review adaptation over time)
- ACTFL Performance Descriptors Rubric or NCSSFL-ACTFL Global Can-Do Benchmarks or Sign Language Performance Rubric
- Ruben’s Behavioral Inventory or Yngve’s Behavioral Rubric
- Critical Reflection Rubric
- Communication, Worldview, Adaptation
- Communication (Foreign Language) or Communication (Sign Language)
- Empathy, Openness (Respect for Others), Communication, Tolerance for Ambiguity
- Openness, Self-Awareness, Empathy, Communication

[C] **Recommended Pre/Post Surveys:** Download or read about item by clicking on title. Use of the BEVI, IDI or IES requires a trained administrator. Consult with CILMAR after program approval for information or logistical assistance.

<table>
<thead>
<tr>
<th>M-GUDS</th>
<th>PAS</th>
<th>CQS</th>
<th>Global Learning Scale</th>
<th>BEVI (free due to site license)</th>
<th>IDI [$22/student]</th>
<th>IES [$20/student]</th>
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5. Finally, review the following program leader requirements and sign or initial the statement below.

A) **Each primary program leader or team is required** to participate in one consultation with a pedagogy/assessment staff person in the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR). This consultation must occur sometime between receiving word of program approval and the first orientation meeting or pre-departure class for participating students.

The purpose of this consultation is to review, strategize about and/or revise the initial intercultural learning plan contained within this document as well as to co-formulate an action plan for well-supported, simple and useful assessment of students’ intercultural development. Katherine Yngve, CILMAR’s Associate Director for Assessment will inform primary program leaders how to sign up for a consultation after program approval has been obtained.

B) After completion of every program (meaning students’ submission of final assignment), each program’s leadership team **is required to submit a brief assessment report** which includes analysis of data about the students’ intercultural learning and a brief reflection on the students’ learning process.

A Qualtrics link to the report form will be shared with each batch of instructors just prior to Winter Break, Spring Break or the end of Spring semester. Better-practice findings from these reports will be shared with faculty leaders no later than the end of fall semester.

- **Deadlines for submission of the report (absent extenuating circumstances) follow:**
  - Winter Break programs = February 1st
  - Spring Break programs = May 1st
  - Maymester programs = June 15th
  - Summer programs (other than Maymester) = August 5th

- **Statement: I have read & understand my assessment role as a Study Abroad Program Leader:**

  (Initials or Signature) 

**Cited Research:**
