

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.”

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.

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

EXAMPLE	
Knowledge <i>Cultural self- awareness</i>	Level Two: Recognizes new perspectives about own cultural rules and biases.

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):**

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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}	ALL SIX elements of the rubric
	Curiosity & Exploration Index {P/P}	Curiosity
	Food Attitude & Behavior Survey <i>or</i> Attitudinal & Behavioral Openness Scale {P/P}	Openness
	Communication Flexibility Scale (English) <i>or</i> Cohen's (Foreign) Language-Learning Strategies Inventory <i>or</i> Intercultural Conflict Style Inventory [\$11/student]	Communication (Verbal)
	Effective Listening, Teamwork & Leadership Inventory {P/P}	Communication (Non-Verbal)
	Abridged Scale of Ethno-Cultural Empathy {P/P} <i>or</i> On-line version of Toronto Empathy Questionnaire {P/P}	Intercultural Empathy
	Intercultural Stress Intensity Index <i>or</i> On-line VARK Learning Style Inventory <i>or</i> Tolerance for Ambiguity Scale (Herman et al; p. 63)	Self-Awareness
	Cultural Values Mapping Exercise On-line Linking Values to Behavior Quiz	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)	Any or all elements of the rubric
	Journal-Blog Rubric (used to review adaptation over time)	Communication, Worldview, Adaptation
	ACTFL Performance Descriptors Rubric <i>or</i> NCSSFL-ACTFL Global Can-Do Benchmarks <i>or</i> Sign Language Performance Rubric	Communication (Foreign Language) or Communication (Sign Language)
	Ruben's Behavioral Inventory <i>or</i> Yngve's Behavioral Rubric	Empathy, Openness (Respect for Others), Communication, Tolerance for Ambiguity
	Critical Reflection Rubric	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.

	M-GUDS	PAS	COS	Global Learning Scale	BEVI (free due to site license)	IDI [\$22/student]	IES [\$20/student]
Curiosity							
Openness							
Communication							
Intercultural Empathy							
Cultural Self-Awareness							
Worldview							

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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:

Citron, J.L. (2003), *US Students Abroad: Host Culture Integration or Third Culture Formation?* In Grunzweig, W. & Rinehart, N. (Eds.), *Rockin’ in Red Square: Critical Approaches to International Education in the Age of Cyberculture*, LIT Verlag: Munster.

Vande Berg, Connor-Linton & Paige (2009); *The Georgetown Project: Interventions for Student Learning Abroad*: <http://files.eric.ed.gov/fulltext/EJ883690.pdf>