

Assessing and Addressing Student Readiness for Intercultural Learning

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Session Outcomes

- Practical ways to assess ICL
- Practical ways to understand where large groups of students are ICC
- Where do students start
- Pre-Post across multiple students/disciplines third party
- Student readiness assessment and engagement in talking ICC

Session Goals/Desired Outcomes

Essential Questions:

- Why is intercultural competence important to your students? Ultimate goals?
- What evidence is needed to demonstrate learning/understanding?
- How do you know what skills students already have before they begin?
- How can you differentiate your program/curriculum to account for varying degrees of readiness?

Desired Understandings:

- Program theory helps you maintain fidelity to what is important.
- Assessment should help align program goals.
- Who students are as they enter the program will impact capacity to participate and gain from activities.

IFSA's Exploring Community & Culture (C&C)

Community-----Culture-----Context

- Engage more fully with the communities in which they are living
- Understand contemporary social, political, economic issues in an historical context
- Develop a good understanding of their own cultural identities and how those shape their world views
- Gain skills to analyze and appropriately and productively navigate cultural complexities

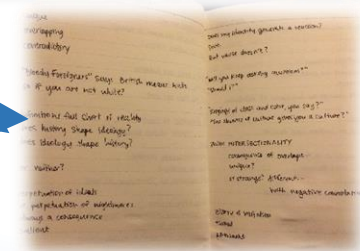
Input/
Resources

Activities

Outputs

Outcomes

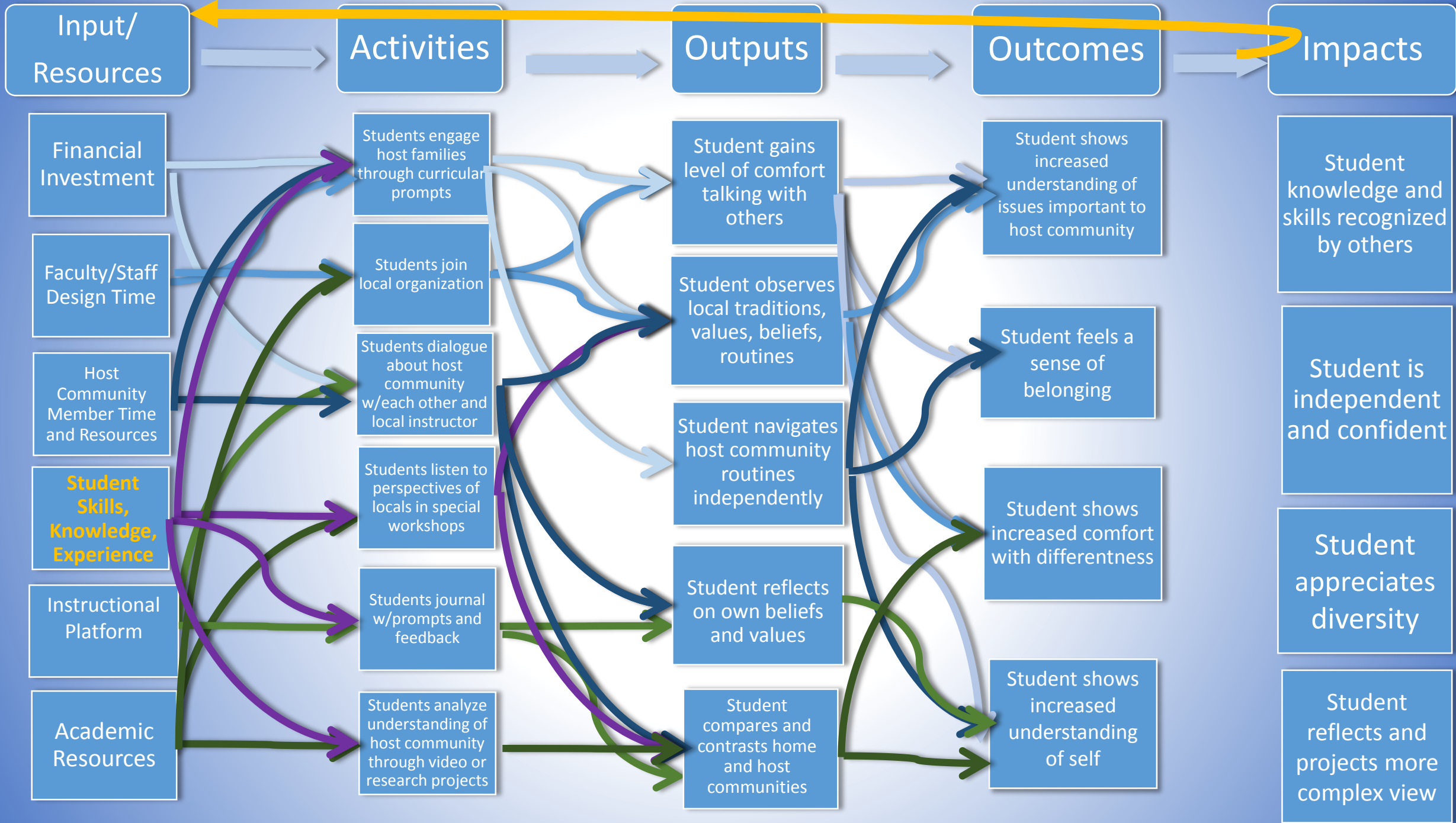
Impacts



“From this conversation I learned that when conversations like this arise it is better to not defend or argue, but to listen with all your might and to ask questions...What do you think? Why? This man clearly needed someone to hear this and in the end I'm grateful that he found me in the end.”

“I have recognized that I am not the center of the universe. Sometimes I forget.”

Students who are comfortable engaging people who are different from them in some way and having successful interactions.

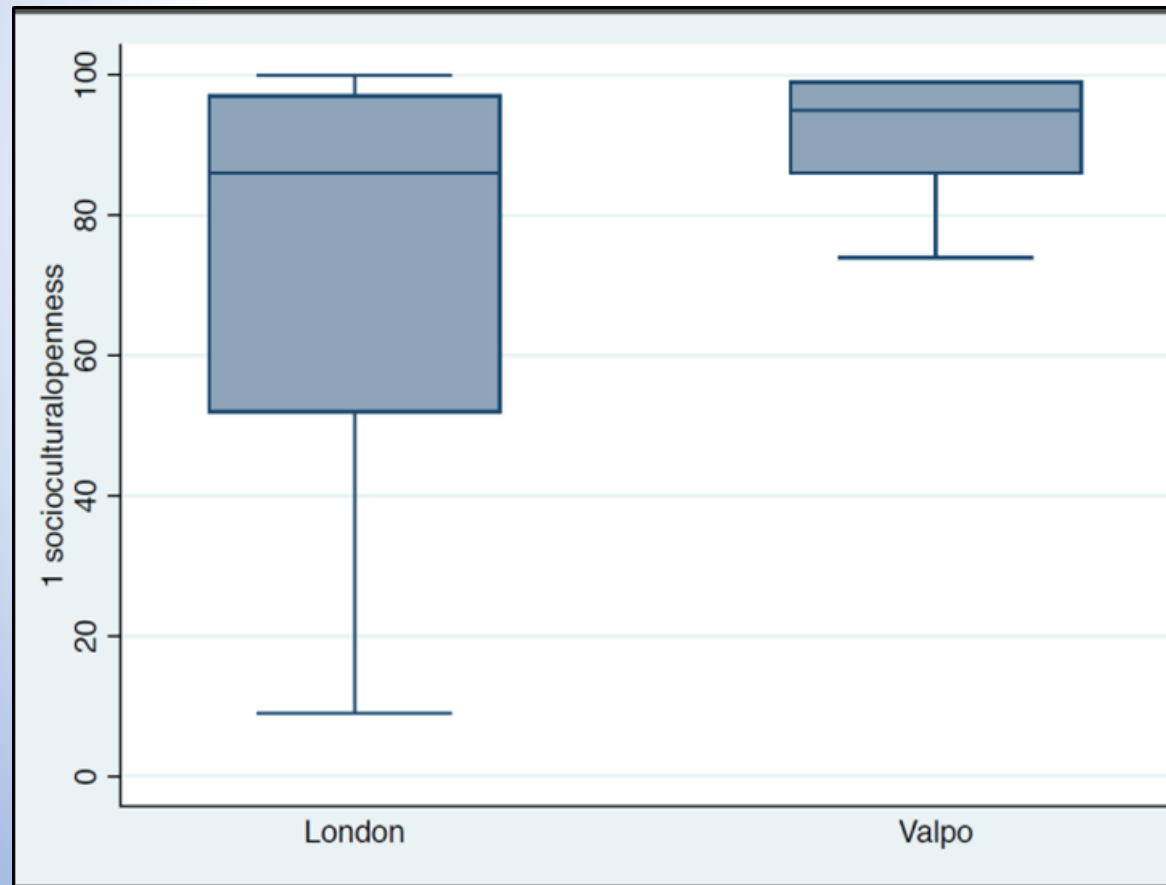


Differences in Sociocultural Openness

Student openness to difference.

When asked to offer three words that describe their experience, London students commonly offered:

Challenging
Exciting
Surprising
Independence
Makes-one-appreciate-home
Hard
Opportunities



“[Valparaiso] is not as completely different as I expected...there are all the luxuries of home...it is just exhausting because there is a different language.”

The initial experience was “underwhelming”.

Assessment Tools

Targeted Constructs:

- Changes in Student Sense of Self and Other
- Student Sense of Belongingness
- Student Willingness to Engage Host Community

Instrument Used:

- Beliefs, Events, and Values Inventory (BEVI) and Focus Groups
- Mapping Activity, Focus Groups
- BEVI, Mapping Activity, Focus Groups

BEVI: Beliefs, Events, Values Inventory

17 subscales grouped into 7 domains:

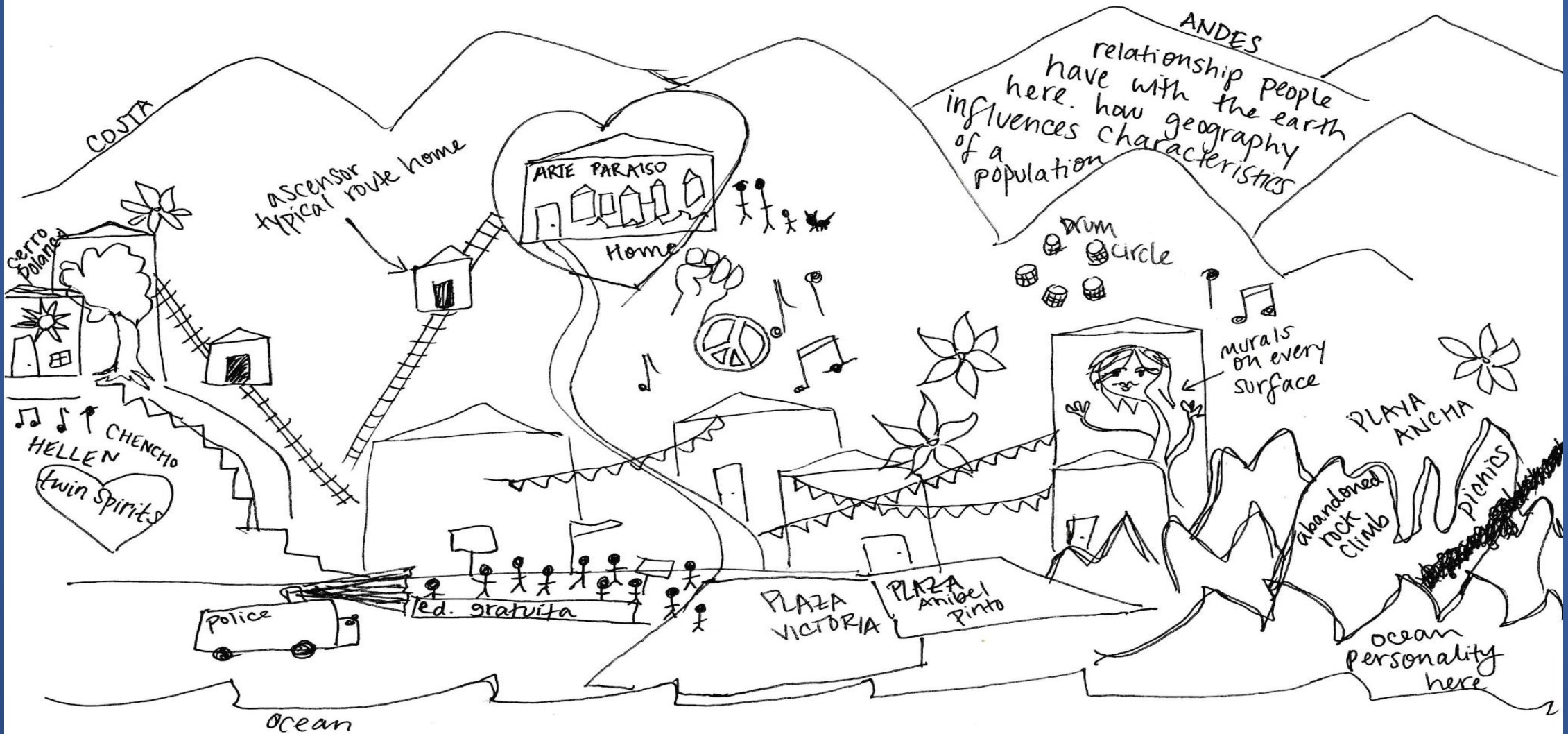
- Formative Variables
- Fulfillment of Core Needs
- Tolerance of Disequilibrium
- Critical Thinking
- Self Access
- Other Access
- Global Access



town that never sleeps



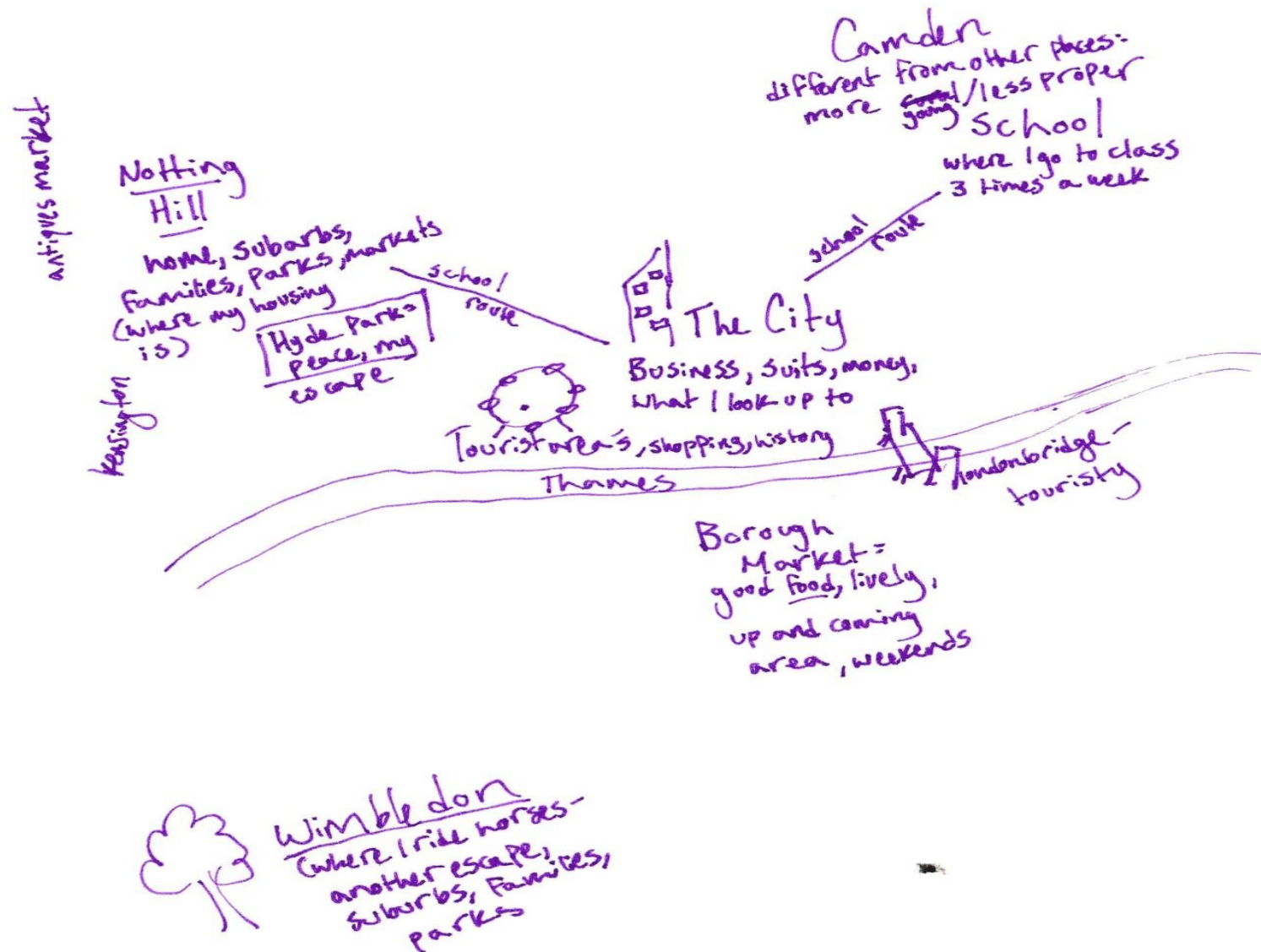
"Two skills I gained abroad were independence and self actualization. I was able to realize fully who I was as a person and my ability to adapt to many different environments and flourish. I put myself in a situation way out of my comfort zone. I didn't know a single person in my program before going and it was the best decision I ever made. I found strength within myself I didn't know I had."



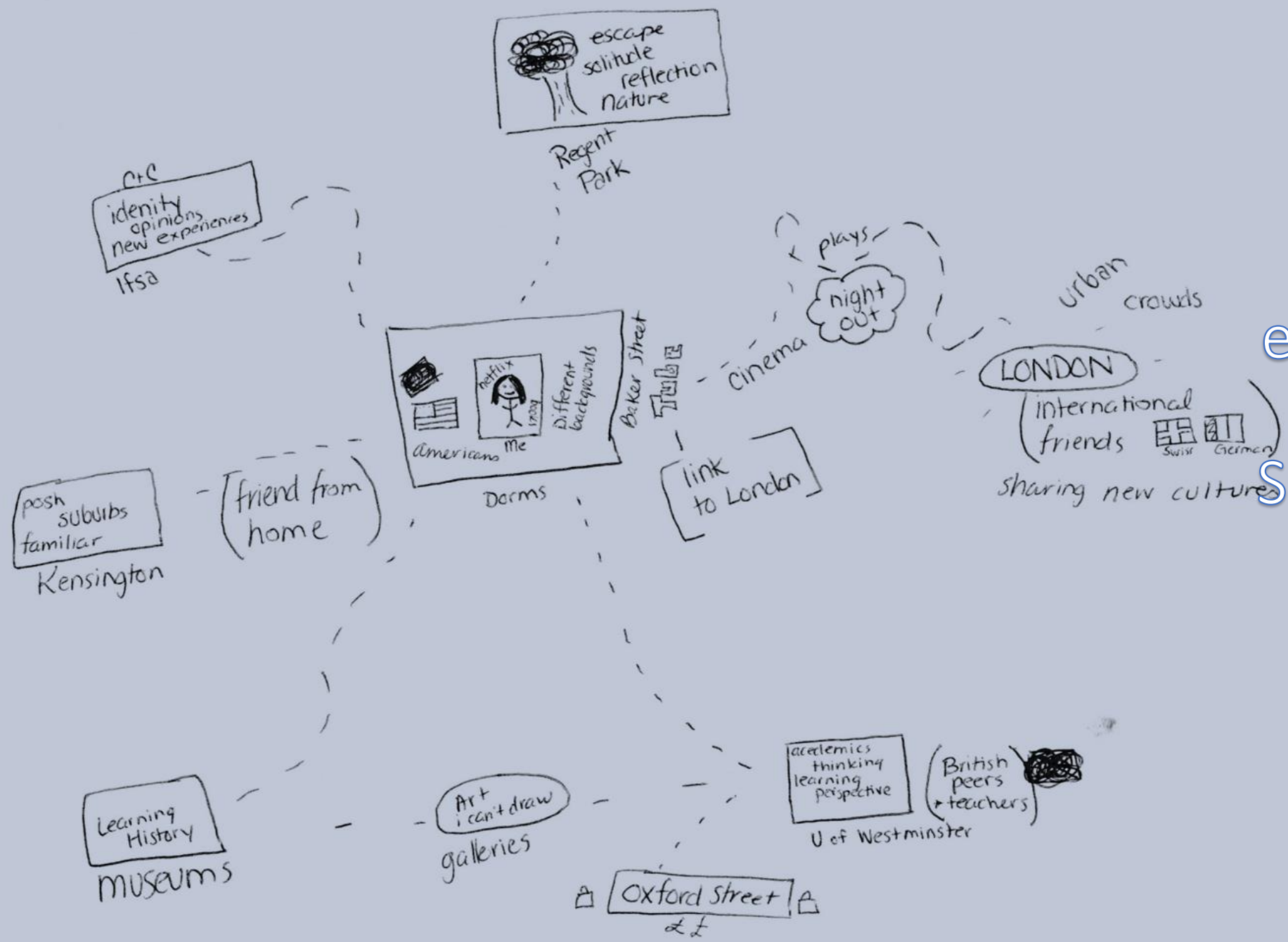


When asked to describe the host community, this student began describing her host family,

"...their family structure is so different [from mine]. Um, and then here I have a host mom who's about 68, and her daughter, and they both live in this house, and her daughter has three sons, two of whom live outside of the house, and they're about my age, a little bit older, and one of those sons has two children already.



“Hyde Park— peace, my escape”
 Business, suits, money...
 What I look up to.”

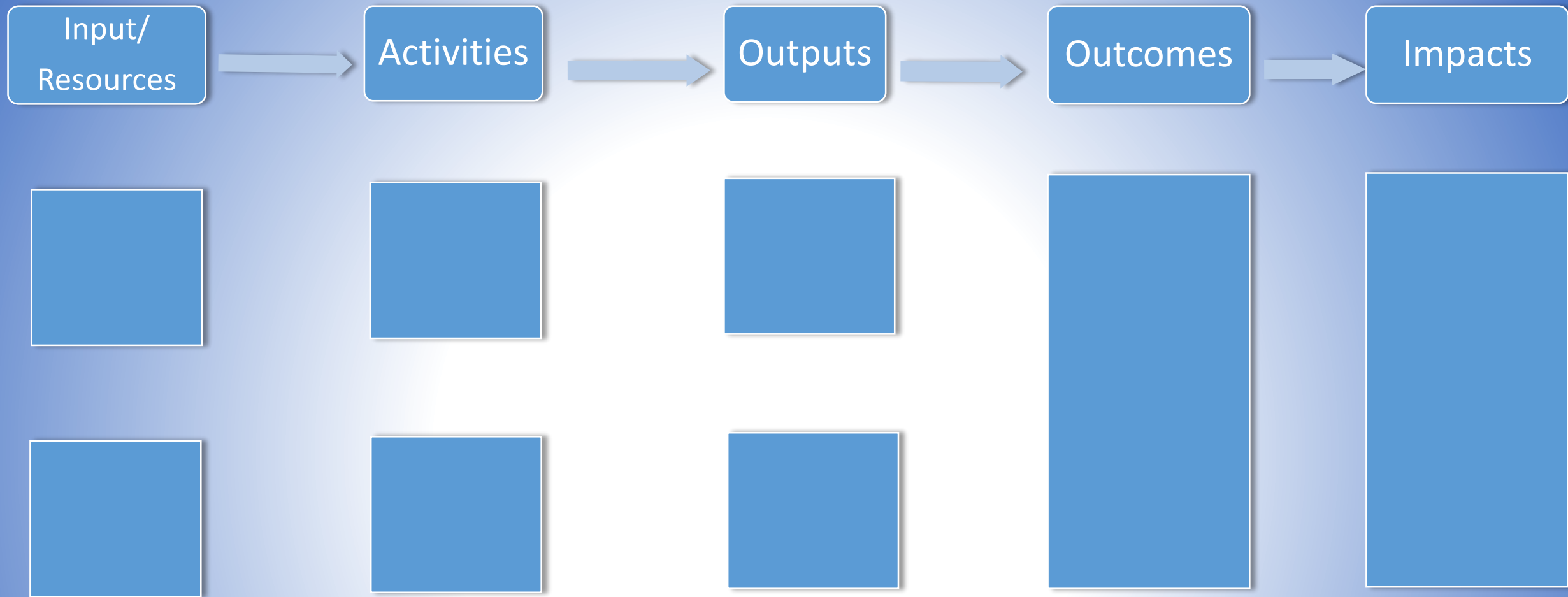


“C&C:
opinoinis,
new
experiences

Sharing new
cultures:
Swiss,
German”
Identity,

C&C Outcomes as a Feedback Loop

- Student readiness
- Differentiated learning
- Tight controls/loose couplings
 - Circle back to tighten up learning outcomes
 - Staff and faculty training
- Continuous feedback loop



Begin by writing in a desired outcome of your program. Work your way to the left. What evidence/skills/behaviors/outputs would you need to see to say you had achieved your goal? What activities would students need to do to learn/practice/gain understandings? What resources do you need to accomplish those activities?

IFSA Mission Alignment to Program Goals

We seek to shape citizens who value and embrace cultural diversity.

- Advancement of academic achievement
- Appreciation for diversity
- Growth of independence and self-confidence
- Personal understanding and respect for others
- Commitment to cultural exchange and discussion



*Program designed to help students critically reflect on experience:

- Gain knowledge of local context
- Demonstrate basic understanding of intercultural concepts
- Demonstrate willingness to face challenges
- Engage with local community

*Taken from the C&C syllabus in Ireland