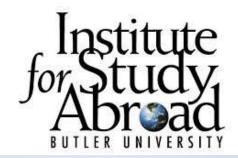
# Assessing and Addressing Student Readiness for Intercultural Learning

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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



#### Outcomes

"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."

Impacts

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

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

#### Input/ Activities Outputs Outcomes Resources Students engage Student shows Student gains Financial host families increased level of comfort through curricular Investment understanding of talking with prompts issues important to others host community Students join Faculty/Staff local organization Student observes **Design Time** local traditions, values, beliefs, Student feels a Students dialogue routines sense of about host Host belonging Community /each other and **Member Time** local instructor Student navigates and Resources host community Students listen to routines perspectives of independently locals in special Student shows workshops ncreased comfort with differentness Student reflects Students journal Instructional on own beliefs w/prompts and Platform and values feedback Student shows Students analyze increased understanding of compares and Academic understanding host community contrasts home of self Resources through video or and host research projects

Student

Impacts

knowledge and skills recognized by others

Student is independent and confident

Student appreciates diversity

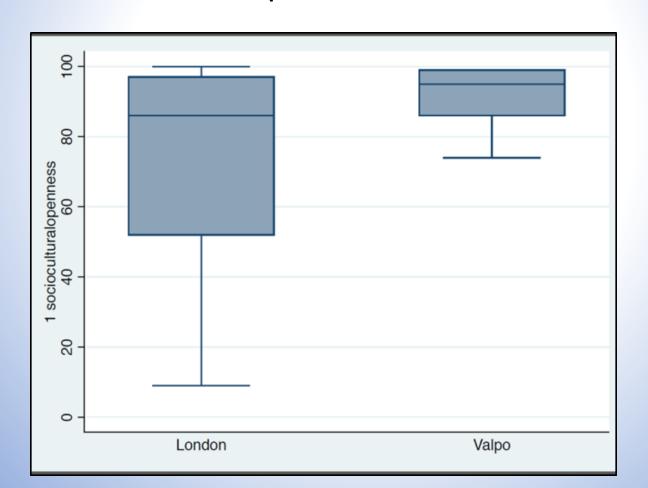
Student reflects and projects more complex view

## 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-oneappreciate-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 7domains:

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



town that 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." ANDES relationship People have with the earth ingluences characteristics Which wants have ARTE PARAISO Home mura 15 surface JJ S CHENCHO HELLEN twin Spirit. PLAZACI PLAZA / Police ocean personality ocean

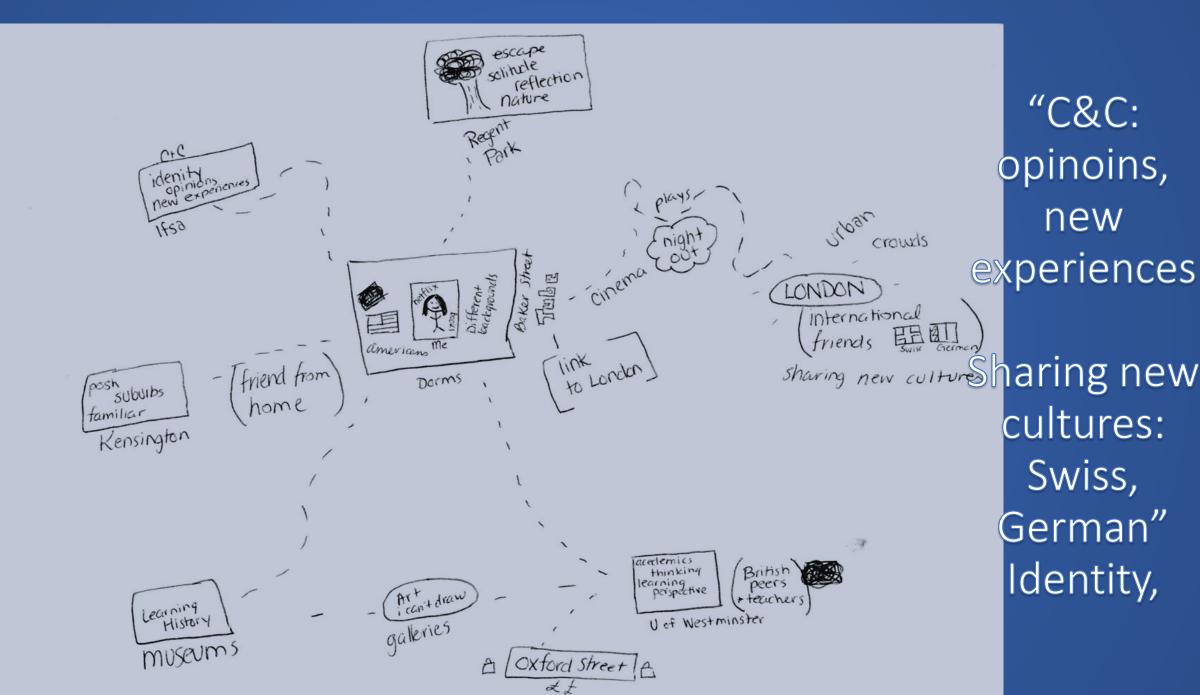


When asked to describe the host community, this student began describing her host family,

"...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.

more good/less proper where Igo to class 3 times a week (where my housing) 15) Business, suits, money, area, weekerds

"Hyde Park peace, my escape" Business, suits, money... What I look up

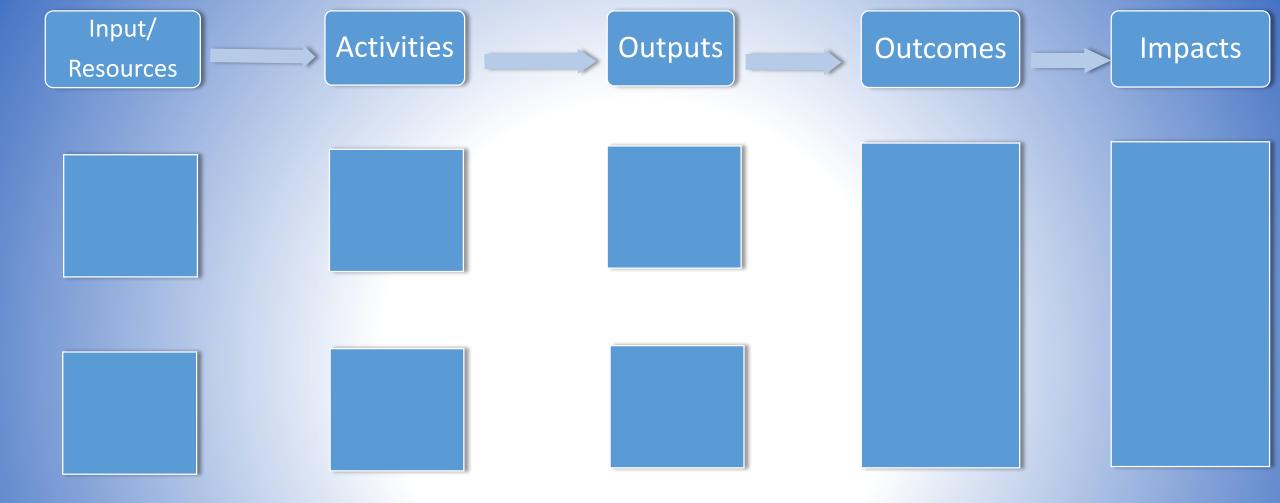


"C&C: opinoins, new experiences

> 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





