

# GLOBAL AND INTERCULTURAL LEARNING

## ASSESSMENT FRAMEWORK

### GLOBAL MINDSET

#### DO YOU BELIEVE GLOBALLY?

Attitudes and values that increase students' respect for other cultures and the likelihood they will engage in intercultural contact.

*Sub-dimensions:*

- *Openness to and respect for diversity and other cultures*
- *Tolerance for ambiguity*

### GLOBAL COMMUNICATION

#### DO YOU COMMUNICATE GLOBALLY?

Skills that allow students to communicate across cultural differences.

*Sub-dimensions:*

- *Social monitoring*
- *Verbal and nonverbal communication skills*

### GLOBAL THINKING

#### DO YOU THINK GLOBALLY?

Knowledge of other cultures and contexts, and ability to adopt other perspectives to analyze global issues in relation to the self.

*Sub-dimensions:*

- *Self-awareness*
- *Perspective taking*
- *Cultural knowledge and application*

### GLOBAL ACTION

#### DO YOU ACT GLOBALLY?

Ability to translate global thinking into individual and collective action or problem-solving, and to understand how those actions affect local and global communities.

*Sub-dimensions:*

- *Cultural adaption*
- *Social responsibility*

## Guttman Global and Intercultural Learning Assessment Framework

**Global learning** is a critical analysis of and an engagement with interdependent global issues, systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability (AAC&U Global Learning VALUE rubric, 2009). **Intercultural learning** is the process of acquiring knowledge, attitudes and skills needed to support effective and appropriate interaction in different cultural contexts (see Deardorff, 2006).

Learning Dimension	Sub-dimensional learning outcome
<b>GLOBAL MINDSET</b> Attitudes and values that increase students’ respect for other cultures and the likelihood they will engage in intercultural contact	<b>Openness to and respect for diversity and other cultures:</b> Being open-minded to, curious about, and respectful of other cultures or diverse environments.
	<b>Tolerance for ambiguity:</b> Ability to effectively navigate uncertain or volatile situations and contexts.
<b>GLOBAL COMMUNICATION</b> Skills that allow students to communicate across cultural differences	<b>Social monitoring:</b> Ability to infer social norms and cultural differences.
	<b>Verbal and nonverbal communication skills:</b> Understanding cultural differences in verbal and nonverbal communication and ability to overcome those differences to build a shared understanding.
<b>GLOBAL THINKING</b> Knowledge of other cultures and contexts, and ability to adopt other perspectives to analyze global issues in relation to the self	<b>Self-awareness:</b> Ability to identify one’s own culture, values, preferences and biases, along with one’s identity in a global context.
	<b>Perspective taking:</b> Ability to engage in and learn from perspectives or experiences different from one’s own.
	<b>Cultural knowledge and application:</b> Understanding of other countries/cultures; the interdependence of local, national and global issues, events and contexts; and its application to the natural, social, cultural, economic, or political world.
<b>GLOBAL ACTION</b> Ability to translate global thinking into individual or collective action, and to understand how those actions affect local and global communities	<b>Cultural adaptation:</b> Ability to engage in culturally appropriate behavior.
	<b>Social responsibility:</b> Ability to recognize ethical dimensions of global issues, and the role of the individual in shaping global issues and events.

Notes: Dimensions are adapted from [Griffith et al.’s \(2016\) Framework for Intercultural Competence](#), AAC&U’s [Global Learning](#) and [Intercultural Knowledge and Competence](#) VALUE rubrics.

## Global and Intercultural Learning Assessment Framework with Aligned Pre/Post Survey Questions

Learning Dimension	Sub-dimensional learning outcome	Survey item ( <i>items in italics are adapted from <a href="#">International Cross-Cultural Experiential Learning Evaluation Toolkit</a> and still in pilot phase</i> )
GLOBAL MINDSET	Openness to and respect for diversity and other cultures	<ul style="list-style-type: none"> <li>To what extent do you value cultures that are different from yours and perhaps even completely foreign to you?</li> <li>I often spend time with people from cultures different than my own.</li> <li><i>Learning about another culture or learning another language will better prepare me for the global workforce.</i></li> <li><i>I have a lot to learn from people with cultural backgrounds that are different than my own.</i></li> </ul>
	Tolerance for ambiguity	<ul style="list-style-type: none"> <li>I often engage in activities that get me outside of my comfort zone.</li> <li>To what extent do you tolerate unfamiliar environments or unpredictable situations?<sup>1</sup></li> </ul>
GLOBAL COMMUNICATION	Social monitoring	<ul style="list-style-type: none"> <li>When in a new or unfamiliar place, to what extent do you listen and observe before you make interpretations?</li> </ul>
	Verbal and nonverbal communication skills	<ul style="list-style-type: none"> <li>How effective are you at overcoming language and/or cultural barriers to communicate or interact with people who have different backgrounds than you?<sup>2</sup></li> </ul>
GLOBAL THINKING	Self-awareness	<ul style="list-style-type: none"> <li>I have a clear sense of myself and my place in the world.</li> <li>I often think about my own cultural background and how it has shaped me.</li> <li><i>Knowledge of other cultures helps me better understand my own.</i></li> </ul>
	Perspective taking	<ul style="list-style-type: none"> <li>When confronted with world issues I often take into account various perspectives before taking a stance.</li> <li>I often seek out media sources that are NOT American websites, newspapers, shows, social media groups, etc.<sup>3</sup></li> </ul>
	Cultural knowledge and application	<ul style="list-style-type: none"> <li>I find it easy to identify ways that global issues connect to me as an individual.</li> <li>I have an in-depth understanding of the issues relevant to other countries or cultures.<sup>4</sup></li> <li><i>I can locate and name at least 15 countries on a world map.</i></li> </ul>
GLOBAL ACTION	Cultural adaptation	<ul style="list-style-type: none"> <li>When in a new environment to what extent do you try to truly adapt to the new surroundings?</li> </ul>
	Social responsibility	<ul style="list-style-type: none"> <li>To what extent do you feel a responsibility to give back to your community?</li> <li>To what extent do you feel responsible to contribute to solving global issues?</li> </ul>

<sup>1</sup> Original wording is “When visiting a new place, what is your degree of tolerance for entering an environment that is unfamiliar and foreign to you?”

<sup>2</sup> Original wording is “When in a new environment to what extent do you try to communicate with others despite language or cultural barriers”

<sup>3</sup> Original wording is “I often seek out news sources that are NOT American online newspapers blogs etc.”

<sup>4</sup> Original wording is “I have an in-depth understanding of the issues relevant to the country(ies) or culture(s) I’ll be learning about.”

## QUALITATIVE REFLECTION QUESTIONS

*Note: Below are pre- and post- reflection questions to assess impact on global learning outcomes, as well as a list of sample reflection prompts to assess personal impact. Questions can be modified or adapted to fit the learning experience. The associated global learning sub-dimension is noted in parentheses.*

### Pre-reflection questions

1. Describe the ways in which your day to day life is connected to global issues. (Global self-awareness)
2. Briefly explain a time when you were faced with a perspective other than you own and how you dealt with it. (Perspective taking)
3. Describe your own cultural heritage and how it influences you. Also, explain why you are interested in a cultural heritage that is very different than your own. (Openness to and respect for diversity)
4. Do you feel a sense of responsibility to your community, your city, your country or the global world? Explain. (Social responsibility)
5. What aspects of the country or culture in [INSERT OTHER COUNTRY] are you familiar with already (e.g. their people, values, culture, economy, politics, society and/or environment)? (Cultural knowledge)
6. What would you like to learn or gain from this experience?

### Post-reflection questions

Impact on global learning outcomes:

1. How has this experience changed the way you think about your own connection to global issues, and your perspective on the world? (Global self-awareness)
2. Describe a scenario during the activity or program when you had to adapt to a new custom, ethic or perspective. How did you react and respond? What did you learn from this? Also, how has your view of the other country, as well as of America and New York, changed after this trip? (Perspective taking; Cultural adaptation)
3. In what ways is the culture [INSERT OTHER COUNTRY] different and similar from your own? Has this project changed the way you view your own cultural background and heritage? (Openness to and respect for diversity)
4. How do your actions affect both local and global communities? Do you feel a different sense of personal and social responsibility after this experience? (Social responsibility)
5. Describe a global issue, event or context that you learned about through this project. How did you connect with it personally? If it's a global issue, what kinds of solutions can you generate to address this particular issue? (Cultural knowledge and application; Social responsibility)

Personal impact:

6. Review your notes and think about what you learned about the other country and culture. Was there anything that surprised you? Was there anything you expected?

7. Did your perspective on the course subject(s) change as a result of participating in the global experience? Please use specific examples to illustrate your point(s).
8. Did the global experience you participated in illuminate anything new about your own culture? What about the culture of your international peers?
9. Did you have to adjust your communication habits when building a connection with your international peers? Why or why not? Think about whether/how your written, oral, body languages had to be modified to communicate successfully.
10. How has this project helped you develop as a learner (e.g. your communication, reasoning, critical thinking skills)?
11. What aspect of this experience was challenging for you?
12. What is the most important thing you learned from this experience?
13. What are your future career, education and life plans? How has this project changed your perspectives on your future life and/or academic plans?
14. Is there something more you'd like to do or learn as a result of this experience?

#### **ADDITIONAL QUANTITATIVE POST-SURVEY QUESTIONS**

*adapted from [International Cross-Cultural Experiential Learning Evaluation Toolkit](#)*

To what extent did learning about another country/culture affect your: (1=It had no effect; 2=It had a little effect; 3=Neutral; 4= It had some effect; 5=It had a great effect)

1. Growth in interpersonal skills?
2. Learning to adapt to new situations and surroundings?
3. Learning and understanding other ways of seeing the world?
4. Growth in self-awareness?
5. Understanding of different cultures?
6. Ability to interact with people from different cultures?
7. Ability to communicate in a foreign language?
8. Understanding of the role of the US in world affairs and history
9. Intellectual stimulation and development?
10. Growth in maturity and self-confidence?