

Holistic Approaches to Assessing Intercultural Agility

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Intercultural Agility In Action



Holistic Approaches to Assessing Intercultural Agility

Agenda:

- I. Our Assessment Knowledge
- II. Designing and Refining Assessments
- III. Your Assessment Plan

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Our Assessment Knowledge: Group Ideas

What single words describe the value or benefit of studying abroad?



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Reflection and Discussion

- **Individual Reflection:** What responses stand out to you? Why?
- **Turn and talk:** With your partner, select one to two values.
 - What would these values look like in action?
 - How could you verify growth in learning about these values?

- What evidence of student learning do we already have?
- What data are we already collecting?



Section II: Designing and Refining Assessments

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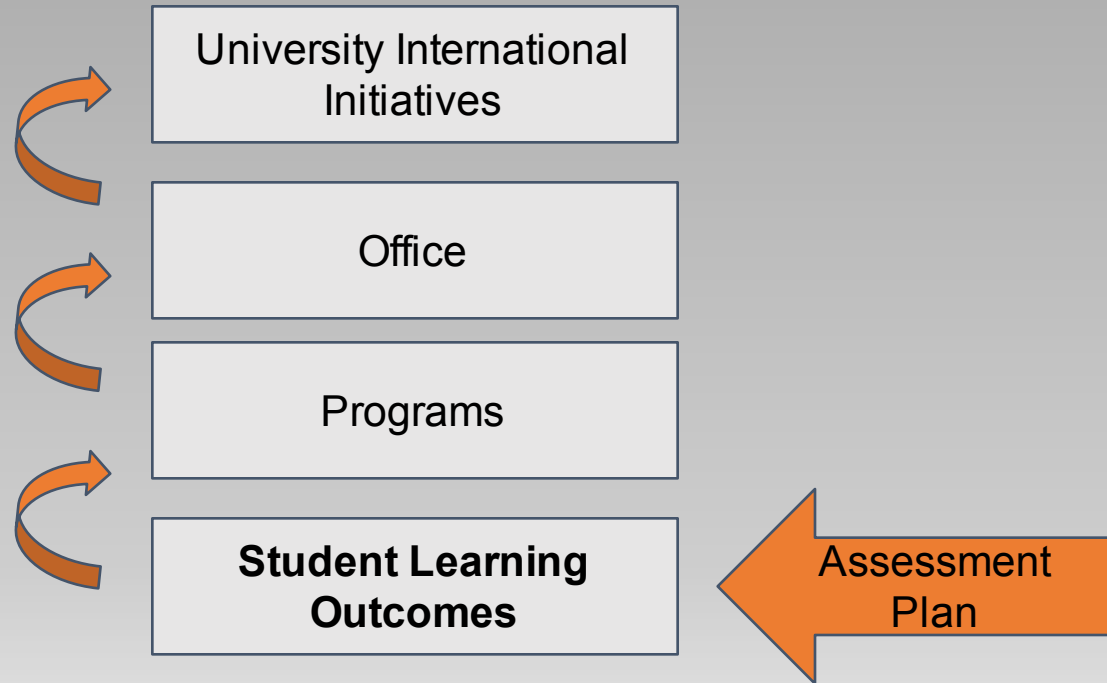
Assessment Cycle

- Assessment begins and ends with a mission
- Should be holistic and cyclical, with continual revisions



Levels of Assessment

While there are multiple levels of assessment, this workshop will focus on assessing learning outcomes



Sample SMART Learning Outcomes for IA

Table of KSA's for Intercultural Agility that are SMART and reflect Bloom's taxonomy.

1. **Knowledge** *Cultural Worldview Frameworks*

By the conclusion of a program, students demonstrate an increasing understanding of “culture” as a concept as well as specific elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

1. **Skills** *Verbal and Nonverbal Communication*

By the midway point of the program, students recognize and participate in culturally appropriate verbal and nonverbal communication, beginning to negotiate a shared understanding based on cultural differences.

1. **Perspectives** *Openness*

Before returning to their home institution, students begin to initiate and develop interactions with culturally different others, sometimes suspending judgment in valuing her/his interactions with culturally different others.

How can the direct and indirect evidence we have help us to shape student experiences and assess student learning?

Direct: Evidence of student learning

Summative: Evidence of achievement of learning objectives

Formative: Evidence gathered during learning to check progress and adjust

Application Essays

Behavioral Observation

Narrative Journal Entry

*IDI Pre-Test**

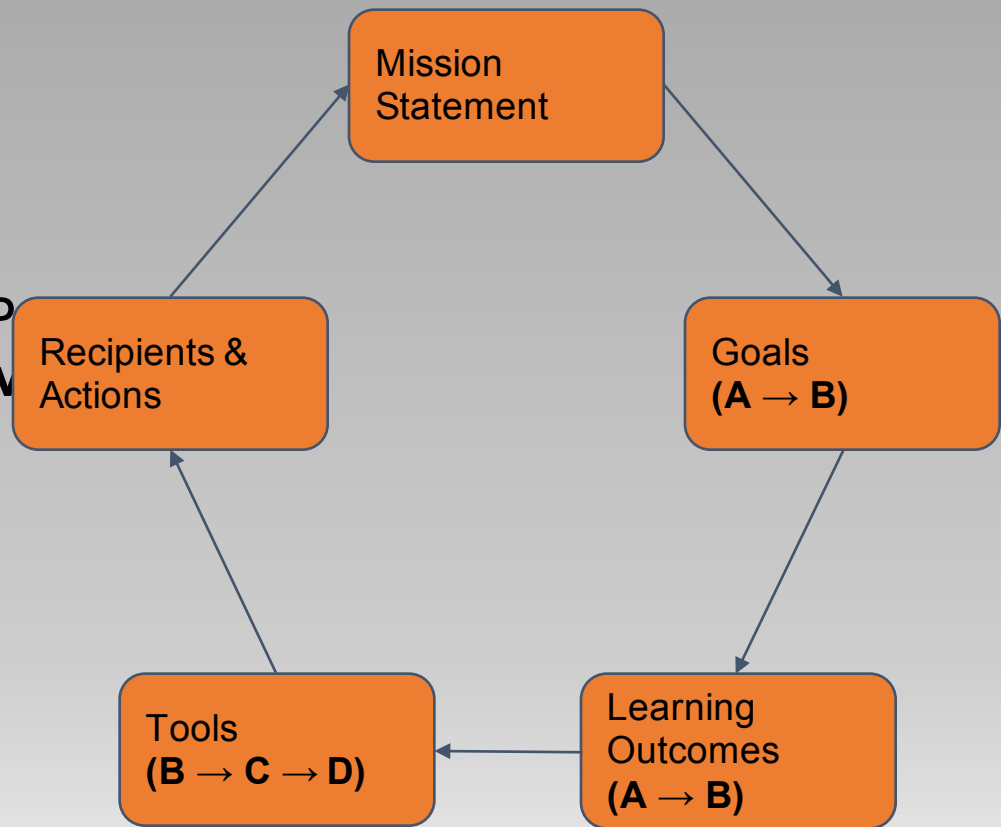
*IDI Post-Test**

Indirect: Student perception of their competencies

Addressing the Goal of Increasing Intercultural Agility

Choose One Activity:

- A. Making Learning Objectives SMART - **Emelye**
- B. Application Essays to Program Prompts - **Dave**
- C. Rubric Norming for Assignment Review - **Heather**
- D. Satisfaction Survey Refinement - **Nick**



Section III: Your SMART Assessment Goals

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Compose three SMART goals related to developing a holistic assessment system

Short Term: By end of Summer	Mid Term: By end 2018	Long Term: Before IFSA Conf 2019

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