

Assessing experiences and engagement that foster global learning and development

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A fundamental challenge for us as educators

How can we assist and guide students in their journey so they effectively and meaningfully live, work, and contribute in a pluralistic global society?



Questions for the Audience

- Where does global learning occur on your campus?
- How do you know it is occurring?



Connecting means with ends

“A fundamental purpose of assessment and evaluation ... is to learn as much as possible about how to structure educational environments so as to maximize talent development.”

Source: A. Astin, who uses the terms -- inputs, environment, and outputs - in his book, *Assessment for Excellence*, (p. 18, 1991).

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Connecting Experiences to Outcomes: The 3x3 Chart

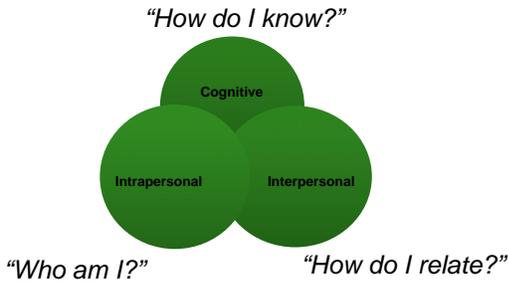
What do we want students to be and become in terms of their developing a holistic and global perspective?

What can students experience in college that are most promising in fostering these desired student learning outcomes?

		EXPERIENCES		
		Curriculum	Co-curriculum	Community
OUTCOMES	Cognitive			
	Intrapersonal			
	Interpersonal			

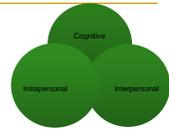
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Defining Global Perspective-Taking A Multidimensional Developmental Process



Source: Braskamp et al., 2010; Kegan, 1994; King & Baxter Magolda, 2005

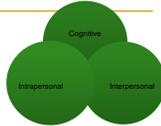
Cognitive Scales



Scales	Example Items
Knowing (9 items). Degree of complexity of one's view the importance of cultural context in judging what is important to know and value.	<ul style="list-style-type: none"> In different settings what is right and wrong is simple to determine. Cultural differences make me question what is really true.
Knowledge (5 items). Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language	<ul style="list-style-type: none"> I am informed of current issues that impact international relations. I know how to analyze the basic characteristics of a culture.

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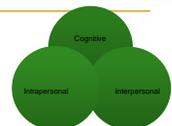
Intrapersonal Scales



Scales	Example Items
Identity (5 items). Level of awareness of one's unique identity, purpose, and meaningful philosophy of life.	<ul style="list-style-type: none"> I have a definite purpose in life. I can explain my personal values to people who are different from me.
Affect (9 items). Level of respect for and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations, which reflects an "emotional intelligence" that is important in one's processing encounters with other cultures.	<ul style="list-style-type: none"> I often get out of my comfort zone to better understand myself. I feel threatened around people from backgrounds very different from my own

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Interpersonal Scales



Scales	Example Items
Social Responsibility (6 items). Level of interdependence and social concern for others.	<ul style="list-style-type: none"> I work for the rights of others. I consciously behave in terms of making a difference.
Social Interactions (6 items). Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings	<ul style="list-style-type: none"> I intentionally involve people from many cultural backgrounds in my life I am open to people who strive to live lives very differently from my own life style.

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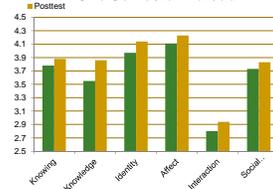
Intercultural Wonderment Scale

- How often did you intentionally push yourself out of your comfort zone?
- How often did you feel immersed in the culture of the host country?
- How often did you on your own explore new habits and behaviors while studying abroad
- How often did you interact with individuals from the host country outside of the classroom?

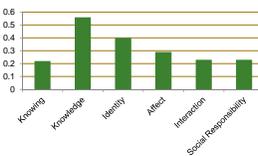
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Semester Changes across GPI Outcomes

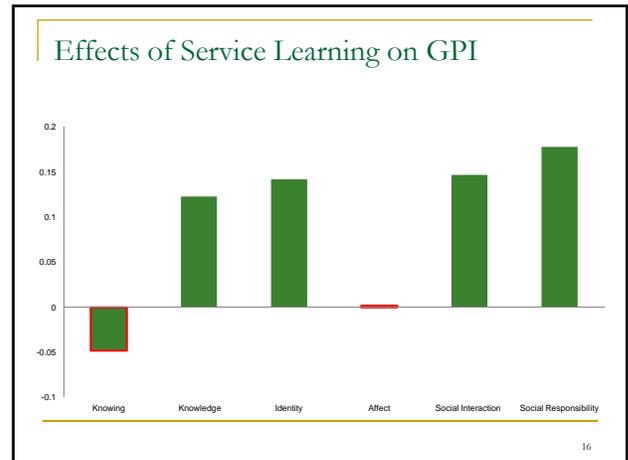
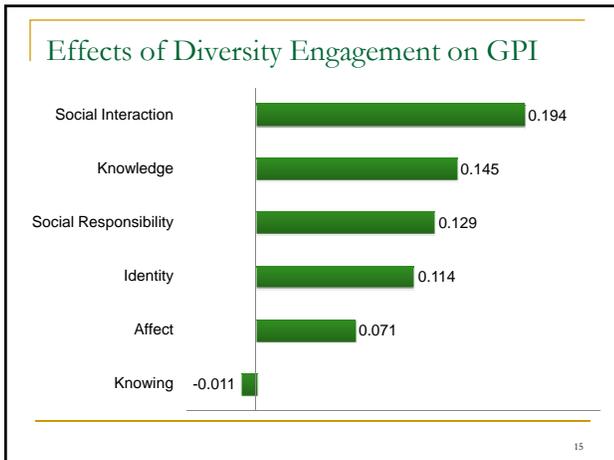
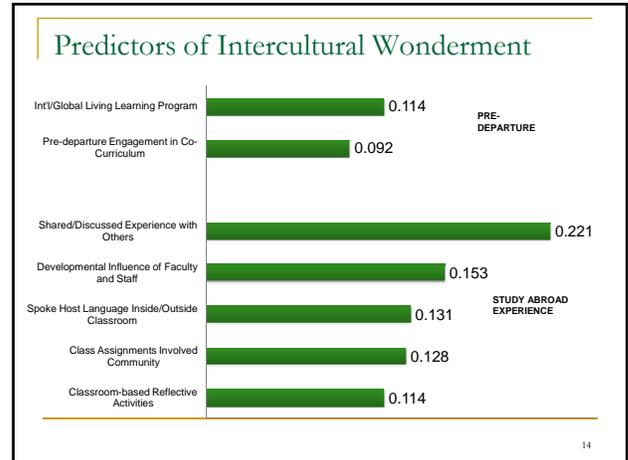
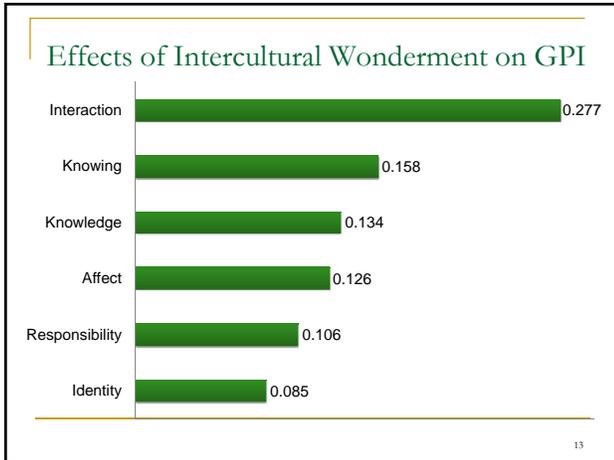
Changes in GPI Outcomes Over One Semester Abroad



Effects Sizes in GPI Differences Over One Semester Abroad



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Assessing Student Engagement in Effective Educational Practices

- **NSSE**
1,500 Colleges & Universities in US & Canada
- **CCSSE**
(2 year college survey)

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What is Student Engagement?

Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes

OK, but what *is* Engagement?

- **Challenging academic work**
 - High expectations
 - Deep approaches to learning
- **Quality involvement with faculty**
- **Enriching activities and high-impact practices**
 - Active and collaborative learning
 - Powerful educational experiences
- **Supportive peers, faculty, staff, campus**



Behavioral Measures of Effective Educational Practice

- Asked questions in class or contributed to class discussions
- **Made a class presentation**
- Prepared 2+ drafts of a paper or assignment
- **Worked with other students on projects during class**
- Worked with classmates outside of class on assignments
- **Time spent studying**
- Participated in a community-based project as part of course
- **Talked about career plans with a faculty member or advisor**
- **Discussed ideas from classes with faculty outside class**
- **Received prompt feedback on your academic performance**
- Worked harder than you thought
- **Worked with faculty on activities outside coursework (committees, student life, etc.)**
- Discussed ideas from readings/classes with others
- Had serious conversations with students of a different race or ethnicity and those who differ from you – religious beliefs, political opinions, or personal values



Testing a NSSE GPI module

- Tested short, module in 2013 derived from GPI
- Focused on GPI cognitive and social dimensions that align with engagement
- Test at 42 schools suggested good reliability
 - Alphas .65-.82 for 4 scales

Global Perspectives Inventory	
Cognitive Knowledge	
GP1212a	"When I notice cultural differences, my culture tends to have the better approach?"
GP1212b	"Some people have a culture and others do not?"
GP1212c	"In different settings, what is right and wrong is simple to determine?"
GP1212d	"I take into account different perspectives before drawing conclusions about the world around me?"
GP1212e	"I consider different cultural perspectives when evaluating global problems?"
GP1212f	"I fully appreciate the differences in how values are held in the world?"
GP1212g	"I readily perceive what I have been taught about the world around me?"
Cognitive Knowledge	
GP1212h	"I am satisfied of current issues that impact international relations."
GP1212i	"I understand the reasons and causes of conflict among various of different cultures."
GP1212j	"I understand how various cultures of the world connect socially."
GP1212k	"I have been to multiple the basic characteristics of a culture."
GP1212l	"I can discuss cultural differences from an informed perspective."
Interpersonal Social Responsibility	
GP1212m	"I think of my life in terms of giving back to society."
GP1212n	"I work for the rights of others."
GP1212o	"I put the needs of others above my own personal wants."
GP1212p	"I consistently behave in ways of making a difference."
GP1212q	"I volunteering is not an important priority in my life."
Interpersonal Social Interaction	
GP1212r	"Most of my friends are from non-white ethnic backgrounds?"
GP1212s	"I consistently seek the people from other cultural backgrounds in my life."
GP1212t	"I frequently interact with students from a different country than your own."
GP1212u	"I frequently interact with students from a non-white group different from your own."

*Items are intended for purposes of scale construction.
 †Items were found into factor based on conceptual understanding of scale and not included in the factor analysis.

NSSE's new Global Perspectives module

- Offered Global Perspectives module option to all NSSE schools in 2014
 - Module probes the cognitive and social elements of global perspective, asking about student experiences with global learning and their views on intercultural understanding.
 - 75 institutions elected module

Value of Connecting NSSE and GPI

- NSSE results can point to broad, campus based experiences that relate to holistic measures of global learning
 - Results might suggest effective practices to retain & strengthen in the undergraduate program
- May help corroborate value of intensive educational practices including integrated & reflective, and community-based learning



What engagement practices might be associated with global learning & development?

hunch

- Expect positive correlation between NSSE's experiences with diversity and GPI's social interaction
- Wonder about the relationship between NSSE collaboration with peers and faculty items and GPI cognitive and interpersonal scores
- Guess that NSSE's integrative and reflective learning experiences contribute to GPI intrapersonal and identity scores

Campus Example: Elmhurst College



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An interesting combination

- ❖ **Global Perspectives Inventory**
- ❖ **National Survey of Student Engagement**

- ❖ **GPI**
 - Nationally used instrument – normed, reliable, useful
 - Questions tend toward higher level reflection
 - Some direct questions about types of engagement
 - Main focus on holistic development
- ❖ **NSSE**
 - Nationally used instrument – normed, reliable, useful
 - Questions tend toward more basic actions
 - Some focus on holistic development
 - Main focus on types of engagement

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Growth in GPI Cognitive Domain: Knowing Some Strong NSSE Item Correlations

- Had quality relationships with faculty*
- Received prompt feedback from faculty*
- Discussed grades/assignments with faculty

- Applied concepts in new settings
- Was challenged by exams & course work

- Used technology to support academic work

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Growth in GPI Cognitive Domain: Knowing Some Strong NSSE Item Correlations (continued)

- Had experiences which fostered:
 - A broad general education
 - Writing, speaking & quantitative skill development
 - Critical thinking skill development
 - Learning to work effectively with others and independently
 - Understanding people of different backgrounds
 - Development of a personal code of ethics

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Growth in GPI Cognitive Domain: Knowledge Some Strong NSSE Item Correlations

- Made a class presentation
- Worked with other students outside of class
- Wrote papers or reports of significant length
- Completed problems sets of significant length*
- Spent many hours preparing for class
- Had meaningful conversation with someone with different religious beliefs or political stance
- Did or planned to do community service
- Voted in local, state, or national elections*

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Growth in GPI Intrapersonal Domain: Identity

- Discussed ideas from readings or classes with faculty outside of class
- Discussed career plans with a faculty member
- Used technology to support academic work
- Included diverse perspectives in class discussions or writing assignments*
- Attended an art exhibit, play, or performance
- Exercised
- Did or planned to do community service
- Worked to develop a personal code of ethics*

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Growth in GPI Intrapersonal Domain: Affect

- Received prompt feedback from faculty
- Discussed ideas with faculty
- Discussed career plans with faculty
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Participated in a learning community*
- Used technology to support academic work*
- Attended campus events and activities
- Received support for non-academic activities
- Developed speaking and problem solving skills
- Voted in local, state, or national elections
- Worked to develop a personal code of ethics

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Growth in GPI Interpersonal Domain: Social Responsibility

- Worked with other students on projects during class*
- Worked harder than you ever expected*
- Wrote papers of length 5 to 19 pages
- Made a class presentation
- Used technology to support academic work
- Received support for non-academic responsibilities
- Worked for pay off campus

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Growth in GPI Interpersonal Domain: Social Interactions

- Had good relationships with faculty*
- Received prompt feedback from faculty on your academic performance
- Attended an art exhibit, play, or performance
- Worked for pay off campus
- Voted in local, state, and national elections*
- Developed the ability to learn independently
- Institution emphasized academic work and provided good academic support*

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NSSE Items that Correlate with Many GPI Scales

- Quality interactions with faculty
 - Cognitive – Knowing
 - Intrapersonal – Identity
 - Intrapersonal – Affect
 - Interpersonal – Social Interaction
- Preparing for class and working harder than expected
 - Cognitive - Knowledge
 - Intrapersonal – Affect
 - Interpersonal – Social Responsibility

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NSSE Items that Correlate with Many GPI Scales

- Significant writing assignments & problem sets
 - Cognitive – Knowledge
 - Intrapersonal – Affect
 - Interpersonal – Social Responsibility
- Class presentations
 - Cognitive – Knowledge
 - Interpersonal – Social Responsibility
- Attending performances
 - Intrapersonal - Identity
 - Interpersonal – Social Interaction

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NSSE Items that Correlate with Many GPI Scales

- Using technology to support learning
 - Cognitive – Knowing
 - Intrapersonal - Identity
 - Intrapersonal – Affect
 - Interpersonal – Social Responsibility
 - Interpersonal – Social Interaction
- Support for non-academic responsibilities
 - Intrapersonal – Affect
 - Interpersonal – Social Responsibility
 - Interpersonal – Social Interaction

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NSSE Items that Correlate with Many GPI Scales

- Voting in local, state, or national elections
 - Cognitive – Knowledge
 - Intrapersonal - Affect
 - Interpersonal – Social Interaction

- Developing a personal code of ethics
 - Cognitive – Knowledge
 - Intrapersonal – Identity
 - Intrapersonal - Affect

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A Generalization of Our Research Findings

***Create Encounters with
difference that make a
difference in global learning
and development***

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Encounters are ...

More than exposure, or observation, or touring

Requires direct engagement that questions, provides something new, creates a cognitive dissonance, requires one to readjust, adapt, alter existing ideas, views, relationships, and sense of self, interactions with others

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Discussion

- How intentional is your campus in emphasizing opportunities for global learning? How is this communicated to students, faculty, and staff?
- **What are questions, concerns, and challenges at your campus in fostering global learning and development?**
- What are you learning from your assessment of global experiences and learning?
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