
Assessing experiences and engagement that foster global learning and development

Higher Learning Commission Chicago IL



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Presenters

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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?

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).

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?

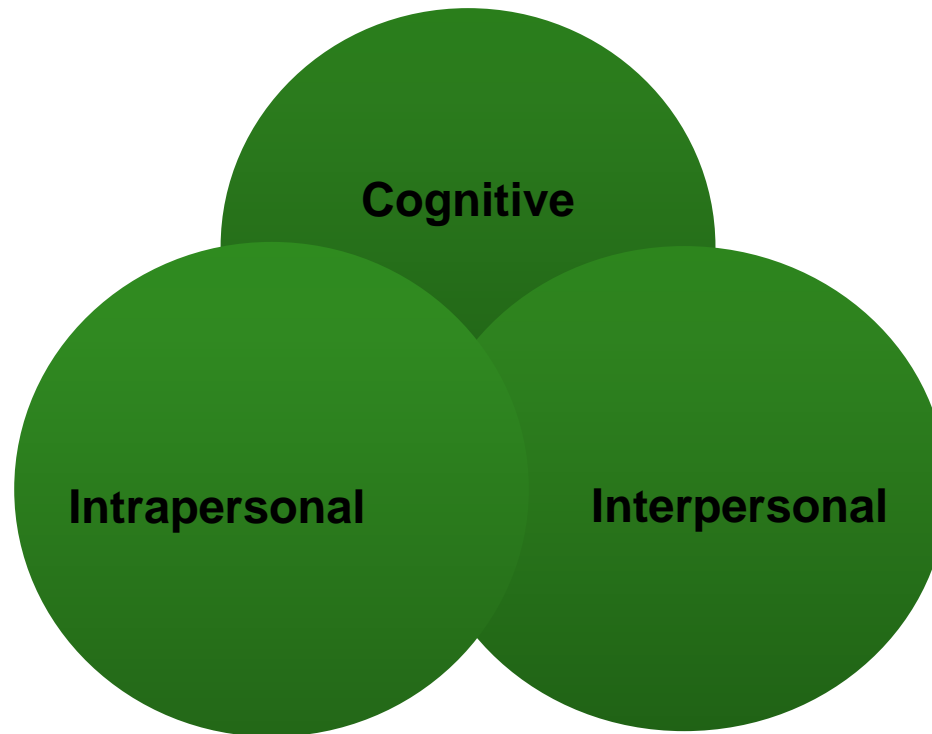
What can students experience in college that are most promising in fostering these desired student learning outcomes?

		EXPERIENCES		
		Curriculum	Co-curriculum	Community
OUTCOMES	Cognitive			
	Intrapersonal			
	Interpersonal			

Defining Global Perspective-Taking

A Multidimensional Developmental Process

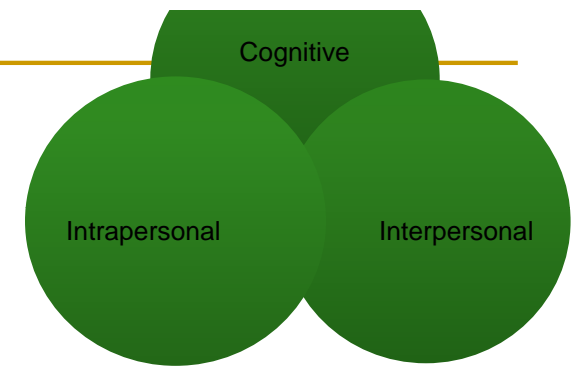
“How do I know?”



“Who am I?”

“How do I relate?”

Cognitive Scales



Scales

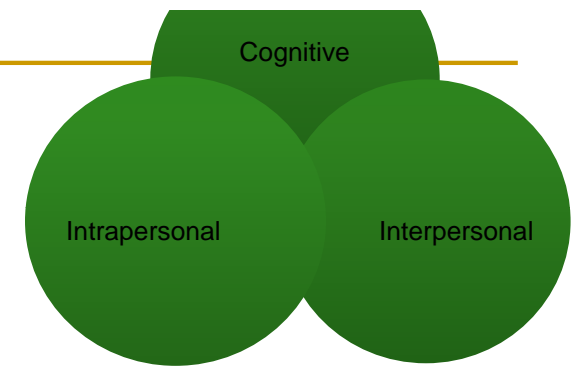
Knowing (9 items). Degree of complexity of one's view the importance of cultural context in judging what is important to know and value.

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

Example Items

- In different settings what is right and wrong is simple to determine.
- Cultural differences make me question what is really true.
- I am informed of current issues that impact international relations.
- I know how to analyze the basic characteristics of a culture.

Intrapersonal Scales



Scales

Identity (5 items). Level of awareness of one's unique identity, purpose, and meaningful philosophy of life.

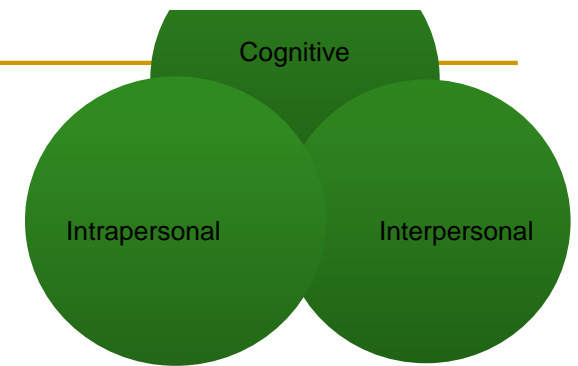
Example Items

- 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.

- I often get out of my comfort zone to better understand myself.
- I feel threatened around people from backgrounds very different from my own

Interpersonal Scales



Scales

Social Responsibility (6 items).

Level of interdependence and social concern for others.

Example Items

- 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

- 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.

Assessing Student Engagement in Effective Educational Practices

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



National Survey of Student Engagement 2012
The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some-times	Never		Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
i. Tutored or taught other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 two or more 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**

What engagement practices do we associate with global learning & development?

- 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

Value of Exploring NSSE and GPI

- Points to the broad, campus based experiences (NSSE) that relate to holistic measures of global learning
 - Results might suggest effective practices to retain & strengthen in the undergraduate program
- Corroborates value of intensive educational practices including integrated & reflective, and community-based learning



Campus Example: Elmhurst College



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
-

Growth in GPI Cognitive Domain: Knowledge

Some Strong NSSE Item Correlations

- Made a class presentation
- Wrote papers or reports of length between 5 and 19 pages
- Completed problems sets of length one hour or more
- Spent many hours preparing for class
- Voting in local, state, or national elections

Growth in GPI Intrapersonal Domain: Identity

- Made a class presentation
- Papers or projects that required integrating ideas or information from various sources
- Included diverse perspectives in class discussions or writing assignments
- Discussed ideas from readings or classes with faculty outside of class

Growth in GPI Intrapersonal Domain: Affect

- Made a class presentation
- Received prompt written or oral feedback on your academic performance
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Wrote papers of short or medium length
- Completed lengthy problem sets
- Attended campus events and activities
- Developed speaking skills
- Developed ability to work effectively with others

Growth in GPI Interpersonal Domain: Social Responsibility

- Worked with other students on projects during class
- Wrote papers of length 5 to 19 pages
- Spent considerable time preparing for class
- Institutional emphasis on spending significant amounts of time studying and on academic work

Growth in GPI Interpersonal Domain: Social Interactions

- Received prompt feedback from faculty on your academic performance
- Wrote papers of length 5 to 19 pages
- Had friendly and supportive relationships with other students
- Worked for pay off campus
- Institutional emphasis on providing good academic support
- Voting in local, state, and national elections

NSSE Items that Correlate with Many GPI Scales

- Made a class presentation
 - Cognitive – Knowledge
 - Intrapersonal – Identity
 - Intrapersonal – Affect

- Received prompt feedback from faculty on your academic performance
 - Intrapersonal – Affect
 - Interpersonal – Social Interaction

NSSE Items that Correlate with Many GPI Scales

- Wrote papers or reports of length 5 to 19 pages
 - Cognitive – Knowledge
 - Intrapersonal – Affect
 - Interpersonal – Social Responsibility
 - Interpersonal – Social Interaction

- Completed problem sets requiring one hour or more of time
 - Cognitive – Knowledge
 - Intrapersonal - Affect

NSSE Items that Correlate with Many GPI Scales

- Spent considerable time preparing for class
 - Cognitive – Knowledge
 - Interpersonal - Social Responsibility

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

Exploring the Potential for a NSSE GPI module

- Testing a GPI 21-item set at about 42 institutions

Global Perspectives: Cognitive & Social

You are requested to answer some additional questions regarding your undergraduate experience. These questions take about 2 minutes to answer. Your continued participation is voluntary. How much do you agree or disagree with the following statements?

[RESPONSE OPTIONS: 5=Strongly Agree/ 4=Agree/ 3=Neutral/ 2=Disagree/ 1=Strongly Disagree]

- When I notice cultural differences, my culture tends to have the better approach.
- Most of my friends are from my own ethnic background.
- I think of my life in terms of giving back to society.
- Some people have a culture and others do not.
- In different settings what is right and wrong is simple to determine.
- I am informed of current issues that impact international relations.

A Generalization of Our Research Findings

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

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

Encounters with difference— Your experiences

- **What “encounters with difference that make a difference” have you personally experienced recently?**

Discussion

What are your questions, concerns, and challenges at your campus in fostering global learning and development?

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