Assessing experiences and engagement that foster global learning and development

Higher Learning Commission
Chicago IL

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April, 2013
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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?
“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.”

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?

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>EXPERIENCES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum</td>
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<tr>
<td>Cognitive</td>
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<tr>
<td>Intrapersonal</td>
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<tr>
<td>Interpersonal</td>
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Defining Global Perspective-Taking
A Multidimensional Developmental Process

“How do I know?”

Cognitive
Intrapersonal
Interpersonal

“How do I relate?”

“Who am I?”

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

<table>
<thead>
<tr>
<th>Scales</th>
<th>Example Items</th>
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| **Knowing (9 items)**. Degree of complexity of one’s view the importance of cultural context in judging what is important to know and value. | • 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 | • I am informed of current issues that impact international relations.  
• I know how to analyze the basic characteristics of a culture. |
# Intrapersonal Scales

<table>
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<tr>
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<th>Example Items</th>
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| **Identity (5 items)**. Level of awareness of one’s unique identity, purpose, and meaningful philosophy of life. | • 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

<table>
<thead>
<tr>
<th>Scales</th>
<th>Example Items</th>
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<tbody>
<tr>
<td><strong>Social Responsibility (6 items).</strong></td>
<td>• I work for the rights of others.</td>
</tr>
<tr>
<td>Level of interdependence and social</td>
<td>• I consciously behave in terms of making a difference.</td>
</tr>
<tr>
<td>concern for others.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Interactions (6 items).</strong></td>
<td>• I intentionally involve people from many cultural backgrounds in my life</td>
</tr>
<tr>
<td>Degree of engagement with others who are</td>
<td>• I am open to people who strive to live lives very differently from my own</td>
</tr>
<tr>
<td>different from oneself and degree of</td>
<td>life style.</td>
</tr>
<tr>
<td>cultural sensitivity in living in pluralistic settings</td>
<td></td>
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</tbody>
</table>
Assessing Student Engagement in Effective Educational Practices

- **NSSE**
  1,500 Colleges & Universities in US & Canada

- **CCSSE**
  (2 year college survey)
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 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

Test 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]

a. When I notice cultural differences, my culture tends to have the better approach.
b. Most of my friends are from my own ethnic background.
c. I think of my life in terms of giving back to society.
d. Some people have a culture and others do not.
e. In different settings what is right and wrong is simple to determine.
f. 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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