

GLOBAL LEARNING IN PRACTICE

ASSESSING INTERCULTURAL COMPETENCE DEVELOPMENT IN A FACULTY/STAFF WORKSHOP SERIES

IUPUI Assessment Institute

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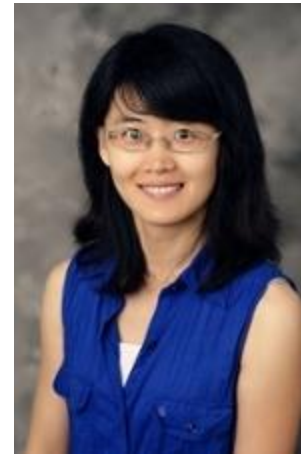
Center for Intercultural
Learning, Mentorship,
Assessment and Research



WELCOME!



Dr. Aletha Stahl
Senior Intercultural Learning Specialist
CILMAR



Dr. Lan Jin
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CILMAR

SURVEY

Why are you interested in global and/or intercultural learning outcomes?



<https://www.menti.com/alamparx1xon>
voting code **4285 2811**

Today's Learning Outcomes

By participating in this workshop, you will be able to . . .

- identify at least 2 assessment tools related to global learning and intercultural competence.
- describe advantages of retro-pre/post assessments that indirectly measure learning.
- apply a rubric to evaluate a qualitative data sample.

Our Study: Context

Little research on professional development of intercultural competence among faculty and staff

- Depth but not breadth of cultural exposure of staff linked to intercultural competence (Dias et al, 2017)
- Internationalization requires intercultural competence development of staff (Henningmoen and Solis, 2018)

CILMAR's Worldview Workshops

- 6 virtual sessions, 90 minutes each, opt-in, certificate
- Experiential activities and facilitated dialogue
- Instructional design -- learning outcomes of self-awareness, communication, empathy
- Facilitator: CILMAR Senior Intercultural Learning Specialist
- Results from 5 iterations (Spring 2020 to Fall 2021), 105 participants
- Mixed methods



Data Collection and Analysis

Quantitative

Paired
sample t-test

- Intercultural Attitudes, Skills, and Knowledge Short Scale (ASKS; adapted from AAC&U VALUE Rubric, Holgate, Calahan, & Parker, 2017)
 - "I am aware of my own cultural rules and biases."
 - "I welcome and initiate interactions with people who are culturally different from me."
 - "I seek answers to questions about cultural differences."

Qualitative

Thematic analysis
guided by
AAC&U rubrics

- Formative "quizzes" and reflection assignments
 - What do you most want to remember and apply from this session, and why is this insight important to you?
 - What identities that you listed on the Social Identity Wheel affect your own definition of and desire for self-care?
 - What single story has been assumed about you? About whom do you have a single story? What concrete actions can you take to ensure that you have more than one story? What evidence would tell you that you have developed more than one story?

Quantitative Results

Intercultural attitudes, skills and knowledge was significantly improved.

- Retro-pre mean: 64.32 (SD = 11.56)
- Post mean: 71.36 (SD = 12.43)
- $t = -3.39, p = .03$ (N = 92)

Qualitative Results: Emerging Themes

Cultural Self-Awareness

You have to start with your own personal journey and interrogate your own racial identity and then build on that knowing it's a process and a practice.

As a white person, I take for granted the amount of access I have to things like self-care, despite not feeling like I have time to do so... While I know I don't identify with certain identities, I am not sure that I know what I do identify with.

I definitely unconsciously use my own experiences to shape my perspective of situations and interactions with others, and that by only using my own experiences, I am limiting myself.

Qualitative Results: Emerging Themes

Communication

[T]his will help me not to take different styles of communication as negative or being unhappy with me. [S]ometimes I can interpret direct styles as angry or upset with me, when that is not really the case.

I better appreciate the variety of communication styles and differences not just between cultures, but between individuals and their preferences.

Some people like more direct than indirect communication styles. Try and ask what people prefer and use that communication style.

Qualitative Results: Emerging Themes

Empathy

I learned that it's easy for me to have these kinds of conversations with someone who is like me. It would be really interesting to watch this video with someone who doesn't share my progressive values, and then discuss it.

[I]t made me think of examples of privilege that I had not thought of before. Such as being denied healthcare, being blamed for the spread of a disease, or everyone thinking I should be or can answer for my entire "group" of people.

"Treat others the way they want to be treated" (different spin on the golden rule).



Annual Assessment

- Improved alignment of outcomes, assessment, and learning activities
 - Change in assessment questions
 - Change in learning activities, particularly those related to race and class
- Persistence in learning when changed from in person to virtual
- Increased frequency of workshop series

Research

- Professional development of intercultural competence for staff and faculty can be fostered in person or virtually
- World events may shift learner needs; ongoing assessment is important
- Effectiveness of incentivized (certificate) opt-in vs. mandatory remains a question (Cheng et al, 2019)
- Need for research to understand impact of increased intercultural competence on sense of belonging

AAC&U Intercultural Knowledge & Competence VALUE Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases...	Recognizes new perspectives about own cultural rules and biases...	Identifies own cultural rules and biases...	Shows minimal awareness of own cultural rules and biases...
Knowledge <i>Cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements...	Demonstrates adequate understanding of the complexity of elements...	Demonstrates partial understanding of the complexity of elements...	Demonstrates surface understanding of the complexity of elements...
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview...	Recognizes intercultural and emotional dimensions of more than one worldview and sometimes uses more than...	Identifies components of other cultural perspectives but responds in all situation with own worldview	Views the experience of others but does so through own cultural worldview
Skills <i>Verbal & nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication...	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate...	Identifies some cultural differences in verbal and nonverbal communication and is aware that...	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication...
Attitudes <i>Curiosity</i>	Asks complex questions about other culture, seeks out and articulates answers to these...	Asks deeper questions about other cultures and seeks out answers to these questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
Attitudes <i>Openness</i>	 Initiates and develops interactions with culturally different others...	 Begins to initiate and develop interactions with culturally different others...	Expresses openness to most, if not all, interactions with culturally different others...	Receptive to interacting with culturally different others. Has difficulty suspending...

AAC&U Global Learning VALUE Rubric

	Capstone	Milestones	Benchmark	
	4	3	2	1
Global Self-Awareness				
Perspective Taking				
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility				
Understanding Global Systems				

Your Turn for Analysis: Applying AACU VALUE Rubrics

Alone or with a partner...

1. Select an AACU VALUE rubric to apply: Intercultural Knowledge and Competence, Global Learning
2. Choose a data sample on the handout. *Code* it (annotate) for phrases that align with specific domains on your rubric, e.g., curiosity, cultural diversity, etc.
Hint: Focus on only 1-2 domains.
3. If you have time, *rate* your sample, e.g., curiosity level 3, cultural diversity level 2.

Qualitative analysis gets easier with practice. Establishing inter-rater reliability – a high degree of agreement between two or more raters – is useful.

STUDENT 27 AB

For my background, my grandparents have combed through a large amount of genealogical databases to be able to track many of our ancestors back centuries. While this is only one pair of my grandparents, it does give a pretty good indication of the naming practices and how they changed generationally. For example, there is one line of my lineage where the descendants were either named William or James as they alternated each generation. **My culture doesn't differentiate much from common American naming practices, so thankfully answers are pretty easy to find.** As for other cultures, it is fortunate that I have connections to many people from around the globe that I can look to for answers. Additionally, I can also potentially reach out to a person who is an expert in that culture to look for answers on naming practices and connotations behind names.

I would consult the internet to make sure there isn't a large consensus I am missing, but other than that I would potentially reach out to friends who are familiar with that culture or potentially experts in that culture. Otherwise, it is not difficult to get into contact with a citizen of most cultures on the internet and talk to them about naming practices, culture, and their background. If I do not know the name and my internet and personal searches do not pan out, asking the person in question about their name, pronunciation, and naming practices is a solution. **This is not a great solution, as I can imagine it gets irritating to have to explain a culture to others often; but it is much better than the alternative, which is ignorance. Additionally, it always makes sense to ask someone how they pronounce their name and verify the pronunciation if unsure.**

I definitely think there is a link between curiosity and intercultural competence; as a curiosity to find more information can lead to a better understanding of other people, places, and cultures. In my experience, many of the people who choose to not learn more about other cultures are often the ones who are purposefully or accidentally insensitive to others. **I personally enjoy being with and around people with a variety of backgrounds, and I think it is important to be respectful of, understanding of, and open to others' cultures and values. I think it is important to treat others with respect, and a basic understanding of someone's background seems like the most basic way to do that.**

Additional Assessment Tools

Intercultural and Global Learning Short Scales (A.S.K.S2, G.L.S2)

- Developed using domains identified on the AACU VALUE rubrics
- 6-point Likert scale
- Formative use: prime students for learning outcomes, invite reflection
- Summative use: indirect measure of learning, best used with retrospective-pre/post method

Retrospective-Pre and Post Assessment

Advantages

- Reducing response shift bias
- Validity
- Versatility
- Convenience

Limitations

- Recall period
- Self-report

Your Turn to Assess Yourself

Experiencing Retrospective-Pre/Post with A.S.K.S2 or G.L.S2

1. Select a survey to complete: ASKS2, GLS2.
2. Think of an intercultural or global learning experience (e.g., study abroad, intercultural course, or this workshop) that significantly impacted you.
 - Complete the In Retrospect questions (purple page), imagining yourself at the start of the experience.
 - Complete the After Experience questions (blue page), imaging yourself at the end of that experience.
3. Consult the Constructs Key (first page) and determine your average for each domain.

Discussion of Tools

- Which tool are you likely to use?
- In what context?
- How would you use it?
- What would you hope to gain by using it?

Final Evaluation Survey

Qualtrics survey



<https://bit.ly/3qoDFij>

References

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Holgate, H. A., Parker, H., & Calahan, C. A. (2017). Global learning short scale. <https://www.purdue.edu/innovativelearning/download/global-learning-short-scale-pdf/>

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



for more information, please contact rubric@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M., 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Woodlan, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgement in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgement in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

GLOBAL LEARNING SHORT SCALE (G.L.S²)

CONSTRUCTS KEY

Please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how MY local actions toward the natural and human world can have a global impact.						GLOBAL SELF-AWARENESS
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.						GLOBAL SELF-AWARENESS
3. I consider <i>different cultural, personal, and social perspectives</i> to understand natural and human systems.						PERSPECTIVE TAKING
4. I consider <i>different disciplinary, environmental, local and global perspectives</i> to understand natural and human systems.						PERSPECTIVE TAKING
5. I discuss the importance of ethics and moral reasoning in a society.						CULTURAL DIVERSITY
6. I examine different ways I can contribute to the local, national and global society.						CULTURAL DIVERSITY
7. I examine the influence of power structures in society to understand inequalities among different groups.						PERSONAL AND SOCIAL RESPONSIBILITY
8. I ask questions without making judgements about people from other cultures.						PERSONAL AND SOCIAL RESPONSIBILITY
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.						UNDERSTANDING GLOBAL SYSTEMS
10. I identify the interrelationships among global systems to formulate solutions for change in society.						UNDERSTANDING GLOBAL SYSTEMS
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.						APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.						APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-12 were adapted from the AAC&U VALUE Rubric: <http://www.aacu.org/value/rubrics/globallearning.cfm>
 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

GLOBAL LEARNING SHORT SCALE (G.L.S²)

BEFORE EXPERIENCE

As you begin this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

AS YOU BEGIN...

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how MY local actions toward the natural and human world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I discuss the importance of ethics and moral reasoning in a society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I examine different ways I can contribute to the local, national and global society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I ask questions without making judgements about people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-12 were adapted from the AAC&U VALUE Rubric: <http://www.aacu.org/value/rubrics/globallearning.cfm>
 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.



GLOBAL LEARNING SHORT SCALE (G.L.S²)

IN RETROSPECT

Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

REFLECTING BACK...

1 not at all
I am not aware of or do not recognize this behavior.

2 low degree
I am only aware of and recognize this behavior.

3 somewhat low degree
I cooperate or comply with this behavior if required by others.

4 somewhat high degree
I recognize the value of and prefer this behavior.

5 high degree
This behavior is an important priority to me.

6 very high degree
This behavior is natural to me, is habitual to me, and embodies who I am.

1. I reflect on how MY local actions toward the natural and human world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I discuss the importance of ethics and moral reasoning in a society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I examine different ways I can contribute to the local, national and global society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I ask questions without making judgements about people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-12 were adapted from the AAC&U VALUE Rubric: <http://www.aacu.org/value/rubrics/globallearning.cfm>
SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

GLOBAL LEARNING SHORT SCALE (G.L.S²)

AFTER EXPERIENCE

As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

Where are you now?

1 not at all I am not aware of or do not recognize this behavior.
2 low degree I am only aware of and recognize this behavior.
3 somewhat low degree I cooperate or comply with this behavior if required by others.
4 somewhat high degree I recognize the value of and prefer this behavior.
5 high degree This behavior is an important priority to me.
6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.

1. I reflect on how MY local actions toward the natural and human world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I discuss the importance of ethics and moral reasoning in a society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I examine different ways I can contribute to the local, national and global society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I ask questions without making judgements about people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-12 were adapted from the AAC&U VALUE Rubric: <http://www.aacu.org/value/rubrics/globallearning.cfm>
 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.



ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S²)

CONSTRUCTS KEY

Please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	ATTITUDE: OPENNESS					
2. I reserve judgment during interactions with people culturally different from me.	ATTITUDE: OPENNESS					
3. I ask questions about other cultures different than my own.	ATTITUDE: CURIOSITY					
4. I seek answers to questions about cultural differences.	ATTITUDE: CURIOSITY					
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	SKILL: COMMUNICATION					
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	SKILL: COMMUNICATION					
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	SKILL: EMPATHY					
8. I act in a supportive way that recognizes the feelings of different cultural groups.	SKILL: EMPATHY					
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	KNOWLEDGE: WORLDVIEW					
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	KNOWLEDGE: WORLDVIEW					
11. I am aware of my own cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
12. I can describe my personal cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
13. I actively seek to improve my understanding of the complicated differences among cultures.	KNOWLEDGE: SELF-AWARENESS					
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	KNOWLEDGE: SELF-AWARENESS					

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-14 were adapted from the AAC&U VALUE Rubric: <https://www.aacu.org/value/rubrics/intercultural-knowledge>
 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

Please answer the following additional questions:

What is your favorite color? [Click here to add text](#) _____

Which month of the year were you born? [Click here to add text](#) _____

What is your favorite food? [Click here to add text](#) _____

What is your favorite movie? [Click here to add text](#) _____



ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S²)

BEFORE EXPERIENCE

As you begin this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

AS YOU BEGIN...

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

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 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

Please answer the following additional questions:

- What is your favorite color? [Click here to add text](#)
- Which month of the year were you born? [Click here to add text](#)
- What is your favorite food? [Click here to add text](#)
- What is your favorite movie? [Click here to add text](#)



ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S²)

IN RETROSPECT

Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

REFLECTING BACK...

1 not at all
I am not aware of or do not recognize this behavior.

2 low degree
I am only aware of and recognize this behavior.

3 somewhat low degree
I cooperate or comply with this behavior if required by others.

4 somewhat high degree
I recognize the value of and prefer this behavior.

5 high degree
This behavior is an important priority to me.

6 very high degree
This behavior is natural to me, is habitual to me, and embodies who I am.

1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please answer the following additional questions:

What is your favorite color? [Click here to add text](#)

Which month of the year were you born? [Click here to add text](#)

What is your favorite food? [Click here to add text](#)

What is your favorite movie? [Click here to add text](#)



As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

Where are you now?

1 not at all I am not aware of or do not recognize this behavior.
2 low degree I am only aware of and recognize this behavior.
3 somewhat low degree I cooperate or comply with this behavior if required by others.
4 somewhat high degree I recognize the value of and prefer this behavior.
5 high degree This behavior is an important priority to me.
6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.

1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

Please answer the following additional questions:

What is your favorite color? [Click here to add text](#)
 Which month of the year were you born? [Click here to add text](#)
 What is your favorite food? [Click here to add text](#)
 What is your favorite movie? [Click here to add text](#)



Sample Data Analysis Practice

1. When put on paper in front of me, there are identifies [sic] that don't even make a blip on my radar, compared to how important they are to other people. Separately, when reading the difference between race and ethnicity, it surprised that I feel like I know little about my ethnicity, and that's something I'd be interested in exploring more. The things I cared about the most seem so superficial: age, gender and socio-economic status. The rest of my group might prioritize religion and race, and that seems so much deeper than what I was focused on.

Dimension:

Score:

Notes:

2. How to better improve communication between individuals with different communication styles. I felt I did a good job of this in my professional life but found that I often fail to interject comments when I have something to say - typically, the turn-taker. However, seeing how the overlapper works, knowing that many of my coworkers and superiors communicate in this style, and understanding more that it is okay for me to force my thoughts into the conversation. But, also, the converse. Understanding that silence is acceptable between ideas, especially with individuals who may not understand English as well as a native-speaking person like me.

Dimension:

Score:

Notes:

3. I discuss this with one of my co-workers. I have never had any discussion about race before. It is a complicated topic for me. I am not very comfortable to discuss it. We discussed the disparities in educational resources, good school districts, private schools, income, family legacy, and so on. My co-worker is white and said something about race at high school. Bully issues between different races. Education about race starting from a very young age may help.

Dimension:

Score:

Notes:

4. For ensuring that I do not have more than a single story about Russians, I would continue to watch films and look into the various cultures that make up Russia. I would assume I had successfully developed more than one story when I hear someone is from Russia, that I do not have an immediate picture of what they may do or may live, but I am wanting to ask questions to get to know them.

Dimension:

Score:

Notes: