Creating a Common Assessment Tool for Virtual Global Learning

Presented in collaboration between the IUPUI Office of International Affairs and the Virtual Exchange Community of Practice

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# Virtual Global Learning at IUPUI

- Inclusive of technology-enabled global learning that represents a variety of formats, lengths, and components

- Using design principles from across the VE field, especially Stevens Initiative and COIL

- Ultimate goal is peer-to-peer global/intercultural learning

Purpose of Virtual Global Learning

- Provide a meaningful and substantive global learning experience to all students

- Accommodate students who can't go abroad

- Inspire students to go abroad

- Implement internationalization at-home

- Internationalize teaching collaborations, research, and scholarship

- Expand faculty and staff professional networks

- Create faculty and staff international experiences

Two Popular Terms in the Field

- Virtual Exchange
- COIL
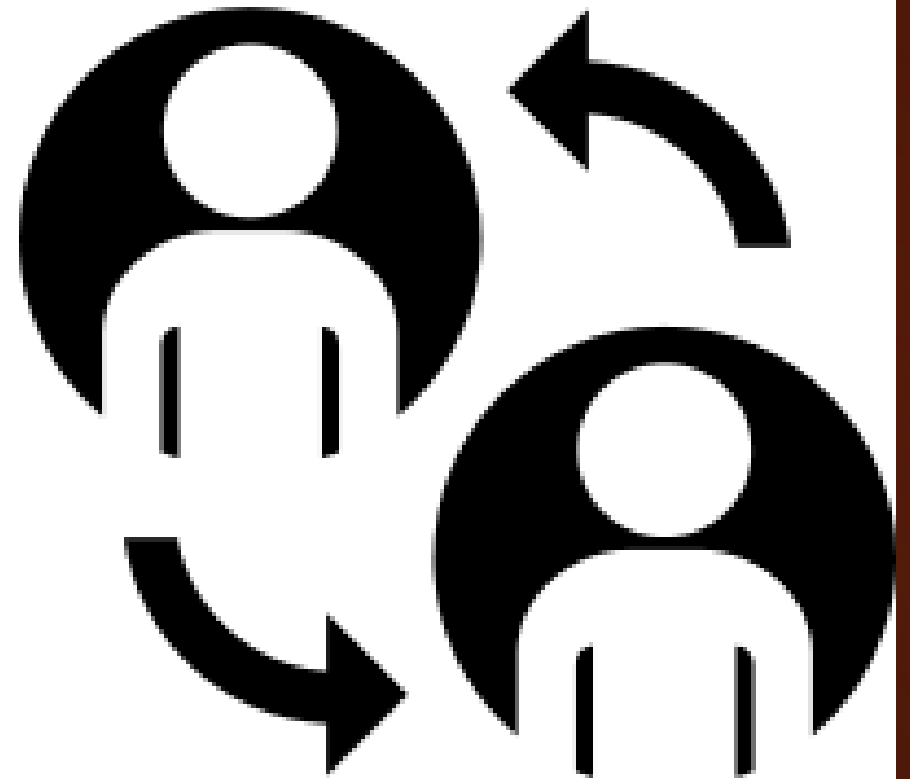
Virtual Exchange

"Technology-enabled, sustained, people-to-people education programs."

...connects young people from diverse places **using everyday technology** for collaborative learning and interaction through **sustained and facilitated** engagement.

COIL

Form of virtual exchange developed by SUNY (and a registered service mark)

Connects faculty, students and classes at IHEs around the world **for discussions, exploration and collaborative project work**

Embedded into the curriculum

Engages students and faculty in **significant intercultural interactions through applied and project-based learning**

What This Pedagogy Could Look Like in Practice

- See handout
- Progressive levels of complexity
- Goal is virtual exchange/COIL featuring project based learning and multinational teams

Importance of an Assessment Tool in Virtual Global Learning

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	Milestones 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.

Considerations
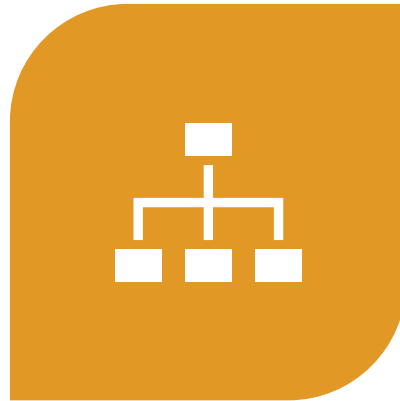
TERMINOLOGIES   TAXONOMIES   LEARNING OUTCOMES

Reflective Assessment Practices

- ePortfolio and reflection-based assessment tools
  - Direct evidence
  - Levels of student efforts
  - Engage students in meaningful self-reflections

Course-level Customized Assessment Practices

- Customized authentic assessments
  - Direct evidence
  - Attracting faculty participation in assessment
  - Time and efforts to educate, facilitate, promote, collect, interpret, and update the customized tool
  - Concerns over the validity and effectiveness

To start this task, we invite you to attend the live Metaverse experience in the area designated in your Campus. This session is moderated by a Tec Professor, which will grade the activity accordingly.

Access the special scene for social interaction in the date and time selected. Reunite with your team members in the area of your choosing. Make sure you activate your audio settings to communicate with the rest of the team.

After presentations, please go to this site on your computer or mobile: https://www.virtuesproject.com. Once you access this site, do the following:
- Scroll down and click where it says *Do a virtues card pick*
- Read carefully the card you draw

Ok! Let's keep working! Once you have arrived, present yourselves:
- Name
- Birthplace
- Major
- Hobbies
- Speak about the virtue you draw and mention if you have that virtue in your daily life or if you need to work to incorporate it.

Evaluation Criteria:
The enthusiastic attitude of the participant is taken into account and that they have the ability to briefly mention all the points that are indicated.

Survey Practices

- Surveys
  - Pre- and post-
  - Available widely commercially or free
  - Can be customized
  - Indirect evidence

Creating a Common Assessment Tool

Survey Development Process

Begin with the IUPUI Global Dimensions of Learning

Select dimensions with broad application

Identify relevant surveys and rubrics

Match survey questions to dimensions

Pre-test and Re-test survey

Final survey

Selected IUPUI Global Dimensions of Learning

- Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.

- Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.

- Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world.

- Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests.

- Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems

Select Two Global Dimensions

- Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.

- Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.

Identify Relevant Surveys and Rubrics

- AAC&U Global Learning VALUE Rubric
- AAC&U Intercultural Knowledge and Competence VALUE Rubric
- Cultural Competence Self-Assessment Awareness Checklist
- Global Competencies Inventory (GCI)
- Global Perspective Inventory (GPI)
- Purdue Intercultural Knowledge and Competence

Issue to consider: Cost involved in using some instruments

Survey Organization

- Based on relevancy to university global learning objectives
- Created a chart in Word where the most relevant components from these assessment tools were inserted as they related to the two global dimensions of learning
  - Divided the list among community of practice members
  - Each community member copy and pasted into the chart those components that were most relevant

Example of Chart

Global Dimension of Learning: Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.

Our questions to assess the above global learning objective	Name of existing rubric survey and corresponding existing rubric item or question item

Drafted Corresponding Questions

Round 1:

Collectively created the questions so they are applicable:

- Across disciplines
- To different types of products and interactions that may be produced through the global learning

Adjusted faculty-oriented language so it is more student-oriented

Round 2:

Refined the language of the questions based on previous experiences conducting virtual exchanges to better access elements of global learning that were pertinent

Example of Chart

Global Dimension of Learning: Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.

Our questions to assess the above global learning objective	Name of existing rubric survey and corresponding existing rubric item or question item
I understand that communication with individuals from other cultures and backgrounds is influenced by one's history, values, politics, and economy.	AACU Value Rubric Intercultural Knowledge Knowledge - Cultural Worldview 3: • 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.

How to Pilot Your Own Assessment

Assessment Piloting Process

- Pre-test and re-test survey to reduce items and determine factors
  - Investigators assess initial content validity of items
  - Pre-test: 10 respondents for each item
  - Exploratory Factor Analysis: Reduce items and extract factors
  - Re-test with a different sample: 20 respondents per item
  - Confirmatory Factor Analysis: Relationships between observed and latent variables

Questions?

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- Virtual Exchange Community of Practice
  - Lamia Scherzinger (lnuseibe@iu.edu) and Rob Elliott (Elliott@iu.edu)

Creating a Common Assessment Tool in Virtual Global Learning
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Presenters: Leslie Bozeman, Audrey Ricke, Lamia Scherzinger,
Frank Wadsworth, and Lin Zheng
Resources and References

Links to Rubrics

- The Global Learning VALUE Rubric

https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning

- The Intercultural Knowledge VALUE rubric

https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-intercultural-knowledge-and-competence

- Cultural Competence Self-Assessment Awareness Checklist

https://www.lacrosseconsortium.org/uploads/content_files/files/Awareness_self_assessment.pdf

- Global Competencies Inventory (GCI)

https://www.kozaigroup.com/global-capabilities/

- Global Perspective Inventory (GPI)

https://www.gpi.hs.iastate.edu/

- Deardorff, D. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization, *Journal of Studies of International Education*. https://journals.sagepub.com/doi/abs/10.1177/1028315306287002

- Anonymous, Intercultural Attitudes Skills and Knowledge Short Scale (A.S.K.S), Center for Instructional Excellence, Purdue University. Found at: https://www.purdue.edu/cie/globallearning/Intercultural%20Knowledge%20and%20Competence.html

References

Bozeman, L. A., Whitehead, D. M., Deardorff, D. K., and Latz, G. (2019). Evolving Practices in the Development and Assessment of global. In Stephen P. Hundley and Susan Kahn (Ed.) *Trends in*

Assessment: Ideas, Opportunities, and Issues for Higher Education (pp. 45-59). Sterling, Virginia: Stylus Publishing LLC.

Boateng G., Neilands T., Frongillo E., Melgar-Quiñonez H., and Young, S. (2018). Best Practices for Developing and Validating Scales for Health, Social, and Behavioral Research: A Primer. Frontiers in Public Health, 6(149). https://doi.org/10.3389/fpubh.2018.00149

Hair, J., Gabriel, M., de Silva, D., and Junior, S. (2019). Development and Validation of Attitude Measurement Scales: Fundamental and Practical Aspects. RAUSP Management Journal, 54(4), 490-507. https://doi.org/10.1108/RAUSP-05-2019-0098

Virtual Global Learning@IUPUI

The Office of International Affairs uses the term ***virtual global learning*** to refer to a wide array of global learning activities facilitated by technology including virtual exchange (VE) and COIL (collaborative online learning).

Virtual global learning can be implemented in different ways and to different degrees of complexity. This document is meant to provide examples of how virtual global learning ***could*** be implemented and is not exhaustive.

1. Virtual global learning could take place between educators and student groups in at least two countries1-2 times per semester. Learning activities would be collaboratively designed by educators in each country, facilitated by videoconferencing or another tech tool, and could include:

    a. Synchronous and/or asynchronous icebreakers to facilitate introductions and help students get to know each other

    b. Presentation, discussion, or other synchronous or asynchronous activity based on course topics

    c. Reflection on the virtual global learning experience

    d. No collaborative project needed

2. Virtual global learning could take place between educators and student groups in at least two countries as a 2-4-week module. Learning activities would be collaboratively designed by educators in each country, facilitated by videoconferencing or another tech tool, and could include:

    a. Synchronous and/or asynchronous icebreakers and other interactive activities to facilitate introductions, help students get to know each other, and begin to develop trust.

    b. Multiple synchronous or asynchronous comparative learning activities based on course topics

    c. Possible collaborative project*

    d. Reflection on the virtual global learning experience

3. Virtual global learning could take place during a 4- (or more) week module to full semester between student groups in at least two countries. Learning activities would be collaboratively designed by educators in each country, facilitated by videoconferencing or another tech tool, ***also referred to as virtual exchange or COIL,*** this type of virtual global learning could include:

a. Synchronous and/or asynchronous icebreakers and other interactive activities to help students get to know each other and begin to build a trusting, collaborative working relationship

b. Multiple synchronous and/or asynchronous comparative learning activities based on course topics

c. Collaborative, project-based learning by teams/groups of students comprising both countries

d. Display/demonstration of collaborative project

e. Reflection on the virtual global learning experience

*Collaborative activities and projects will vary depending on what makes sense for the learning context. Some examples are: Paper, poster, video, artistic expression/presentation, website, social media campaign, etc., join lessons, shared itinerary, Google Earth tour