The Instructional Design of Intercultural Learning Assignments in Study Abroad for Assessment and Accountability Based on the AAC&U VALUE Rubric

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Session Learning Outcomes

• Participants will **evaluate** study abroad learning assignments based on the six constructs of the AAC&U Intercultural Knowledge and Competency VALUE Rubric.

• Participants will **create** study abroad learning assignments based on the six constructs of the AAC&U Intercultural Knowledge and Competency VALUE Rubric.
Bloom’s Taxonomy

Bloom’s Affective Domain & Study Abroad

Challenges for Intercultural Learning Abroad, 1

• Students are *often*:
  – Unprepared to interact with local people
  – Lacking in language skills
  – Lacking in awareness of differences in how people act/behave, non-verbal communication and other aspects of subjective culture
  – Live in a “study abroad bubble” and remain online
  – Unprepared to learn experientially
  – Uninterested in getting outside their comfort zone
Challenges for Intercultural Learning Abroad, 2

• Programs often:
  – Are structured to emphasize seeing the local sites and viewing them through a U.S. American lens
  – Lack in facilitated contact with local people
  – Are conducted primarily in English
  – Use housing that limits contact with local people
  – Provide limited knowledge of the local context
  – Lack structure for reflective or integrative learning

(see Engle & Engle, “Study Abroad Levels” article on program types in *Frontiers* v. 9, 2003)
Challenges for Intercultural Learning Abroad, 3

• The local people (environment) often:
  – Perceive study abroad students as tourists and therefore not worth the time or effort
  – Operate on their own time schedules
  – Operate in a different language
  – Have their own priorities and cultural values
  – Perceive study abroad students as privileged, loud, uninterested in local issues, etc.
Instructional Design & Learning Objectives

- Objectives
  - Activities
    - Include practice with feedback
  - Assessment
Instructional Design & Learning Objectives

• **Presenting** Learning Objectives:
  – Objective first
  – Activities second
  – Assessment third

• **Designing** Learning Objectives: Any Order
Sample Image Concept Map

**Marco Polo**

- **wrote The Travels of Marco Polo**
  - was popular, though many thought he was lying
- **grew up in Venice**
  - crossed Europe to China
  - became a member of Khan's court
- **met Kublai Khan**
  - traveled through Khan's empire
- **discovered new things**
  - paper money
  - coal
- **returned to Venice**
  - began writing of his travels
  - captured during a war
- **wrote The Travels of Marco Polo**
  - is now considered a great historical document
  - left when he was a teenager
Prezi Photo Concept Map

https://prezi.com/9szrfoeainap/marina-abramovic/
Specific Learning Objective

- **Objective**: Students identify key religions and faith traditions of study abroad destination
- **Activities**: Design 3 concept maps using photos and images of:
  - Map 1: Leaders of major religions or faith systems
  - Map 2: Key religious beliefs or faith traditions
  - Map 3: Beliefs on life, death, and interactions with others
- **Assessment**: Presentations of 3 concept maps
Intercultural Learning

Outcomes

Goal

Empathy

Open

Self-Aware

Objective

Objective

I

II

III

Objective

Objective
Knowledge of Cultural Worldview

• **General Learning Outcome:** Students present knowledge on the complexity of elements important to members of another culture (see the Intercultural Knowledge and Competency AAC&U VALUE Rubric)

• **Specific Learning Objective:** Students present a pictorial concept map of the key religions and faith traditions for their study abroad destination
Turning theory into practice, Round 1

• Assess the two sample student assignments (both submitted for a “while abroad” cross-cultural engagement course in Fall 2014) on the six different domains of the AAC&U rubric for Intercultural Knowledge and Competence
  – What evidence do you see for areas of knowledge, skills and attitudes?
Turning theory into practice, Round 2

• Develop an intercultural learning activity or assignment, using good instructional design, that you would like your students to do
  – Use Bloom’s cognitive and affective domains
  – Simulate the intercultural learning assessment mapping process
  – “Think – Pair – Share” with others at your table