

# 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.

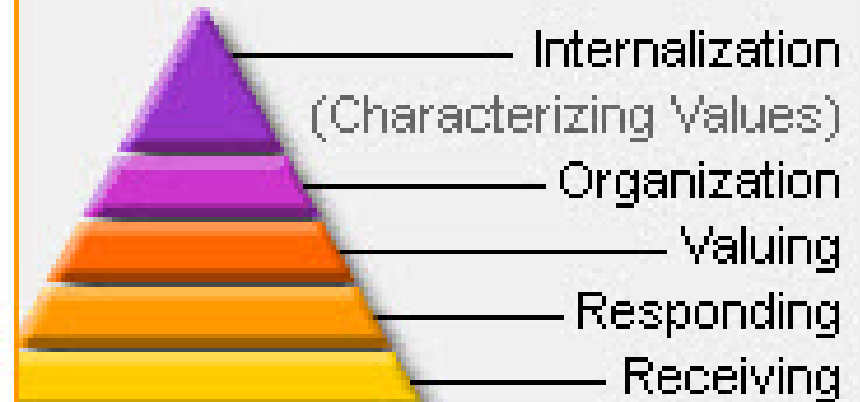
# Bloom's Taxonomy

Source: <https://www.google.com/search?q=images+blooms+affective+domain&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a>

## Bloom's Taxonomy for Cognitive Domain



## Bloom's Taxonomy for Affective Domain



# Bloom's Affective Domain & Study Abroad

Source: <https://www.google.com/search?q=images+blooms+affective+domain&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a>

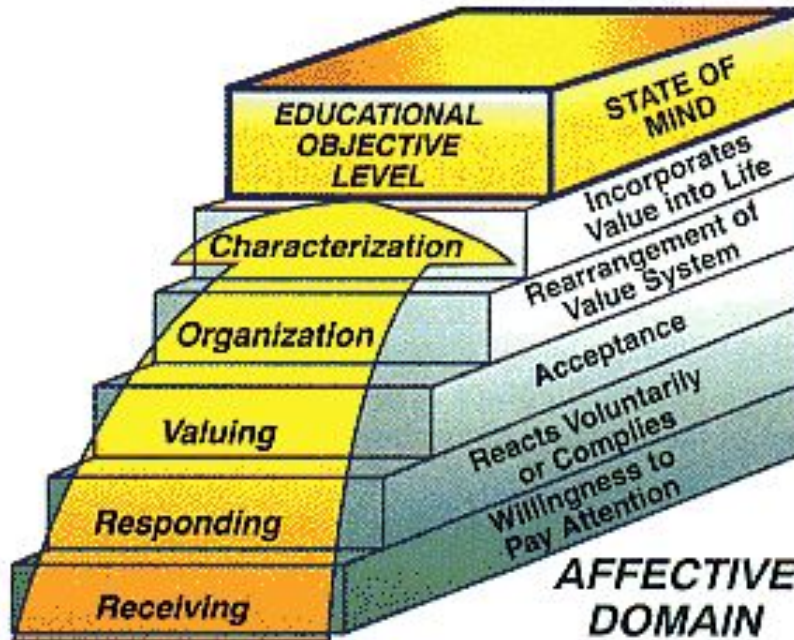


Figure 1-5. D. R. Krathwohl's hierarchical taxonomy for the affective domain (attitudes, beliefs, and values) contains five educational objective levels.

# 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

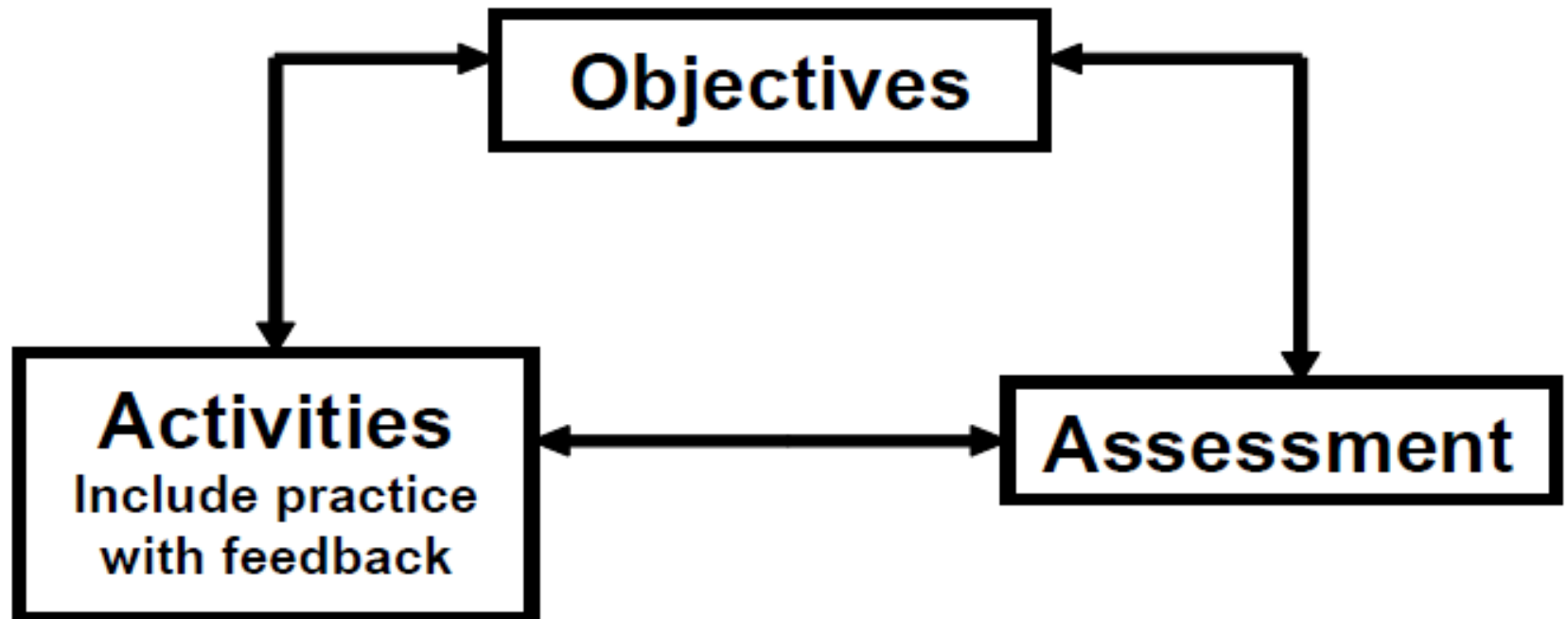
- Programs often:
  - Are structured to emphasize seeing the local sites and viewing them through a U.S. American lens
  - Lack in facilitated contact with local people
  - Are conducted primarily in English
  - Use housing that limits contact with local people
  - Provide limited knowledge of the local 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

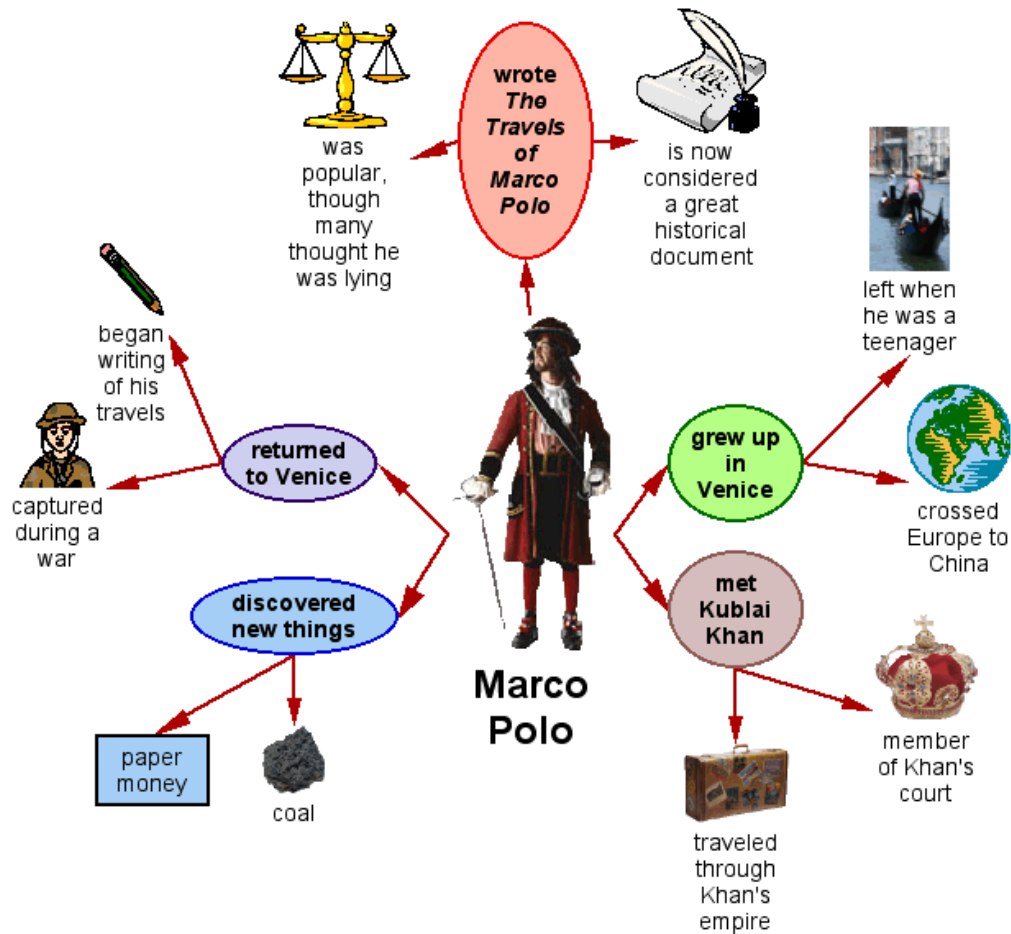




# Instructional Design & Learning Objectives

- **Presenting** Learning Objectives:
  - Objective first
  - Activities second
  - Assessment third
- **Designing** Learning Objectives: Any Order

# Sample Image Concept Map

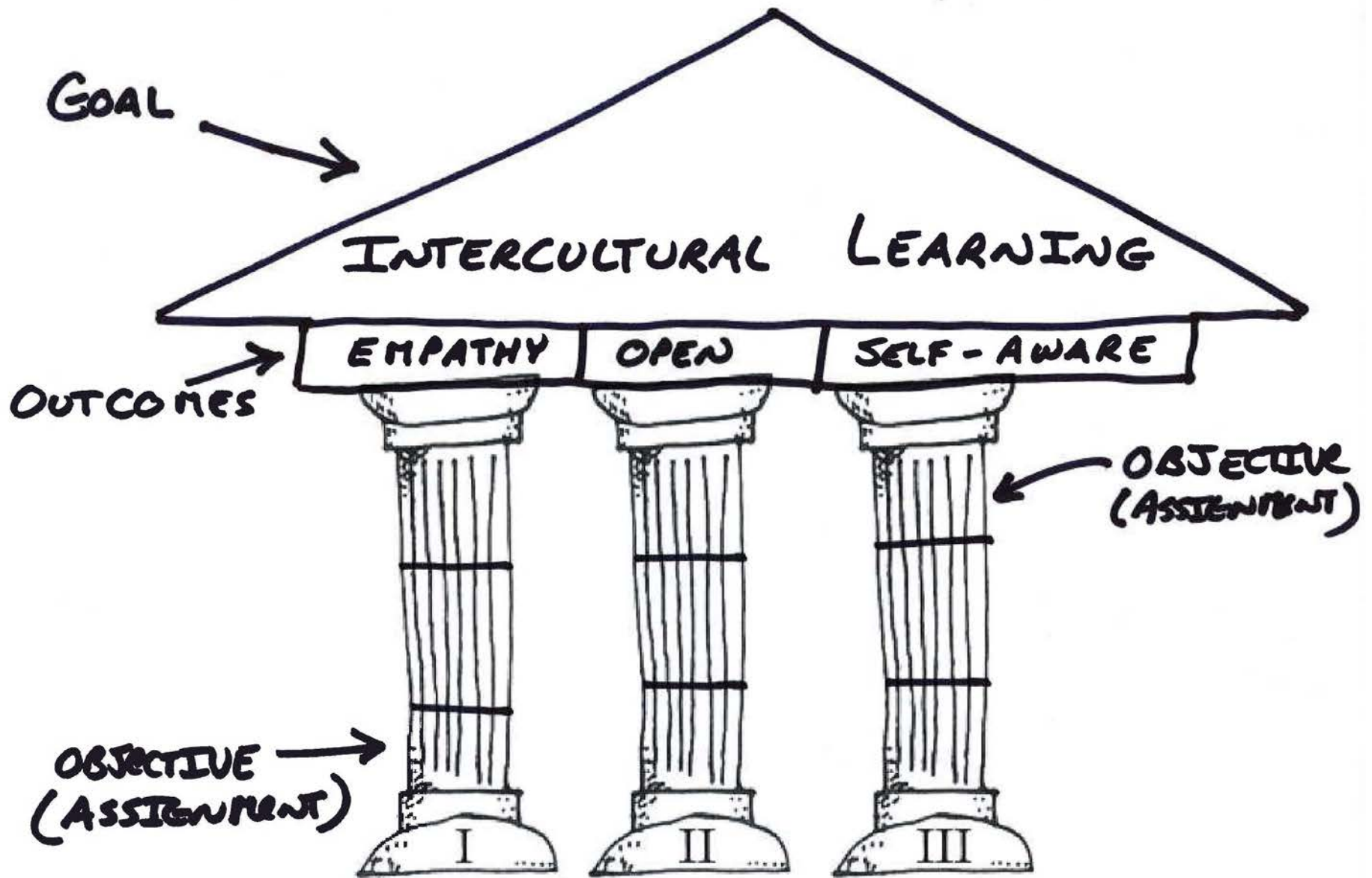


# Prezi Photo Concept Map

<https://prezi.com/9sizrfoeainap/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



# 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