

Jan 8th, 1:00 PM - 1:45 PM

Pilot Assessment Plan: Intercultural and Global Learning

Amy Anderson

University of Dayton, aanderson2@udayton.edu

Sangita Gosalia

University of Dayton, sgosalia1@udayton.edu

Zoe Krzywda

University of Dayton, krzywdaz1@udayton.edu

Kelly Trail

University of Dayton, ktrail1@udayton.edu

Kelly Bohrer

University of Dayton, kbohrer1@udayton.edu

Follow this and additional works at: https://ecommons.udayton.edu/learnteach_forum



Part of the [Curriculum and Social Inquiry Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), [International and Intercultural Communication Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Anderson, Amy; Gosalia, Sangita; Krzywda, Zoe; Trail, Kelly; and Bohrer, Kelly, "Pilot Assessment Plan: Intercultural and Global Learning" (2021). *Learning and Teaching Forum*. 18.
https://ecommons.udayton.edu/learnteach_forum/2021/events/18

This Interactive Presentation is brought to you for free and open access by the Ryan C. Harris Learning Teaching Center at eCommons. It has been accepted for inclusion in Learning and Teaching Forum by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

University of Dayton

Pilot Assessment Plan - Intercultural and Global Learning

Spring, Summer, Fall 2021

During the 2019-2020 academic year, Amy Anderson, Kelly Bohrer, Sangita Gosalia, Zoe Krzywda and Kelly Trail teamed up to review tools for intercultural and global learning and assessment. Our objective was to consider opportunities to support student growth and development and assess student learning at the program and/or institutional levels. We looked at some instruments we currently use, along with several others. In addition, we reviewed several content platforms that support student learning. An overview of the instruments and content platforms we reviewed can be found [here](#). While each had its pros and cons, we identified three tools for a pilot:

- Assessment - The Global Engagement Survey
- Content platform - Solidarity Modules
- Content platform - Global Competency Certificate

The following provides additional information on the tools, the pilot plan and information on joining the Community-based Global Learning (CBGL) Collaborative.

[The Tools](#)

[Global Engagement Survey \(GES\)](#)

[Interdependence: Global Solidarity and Local Actions](#)

[Global Competency Certificate](#)

[Pilot Plan for 2020-2021](#)

[Goals for the pilot](#)

[Timeline and Consultations](#)

[Other considerations](#)

[The CBGL Collaborative](#)

[Membership](#)

[The CBGL Collaborative Commitment - Organizations and Institutions](#)

The Tools

Global Engagement Survey (GES)

For several years, the CBGL Collaborative has utilized the Global Engagement Survey.

“The Global Engagement Survey (GES) is a multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014), with adaptations particularly relevant to community-engaged global learning . **The GES therefore considers global learning in respect to the three components of global citizenship, cultural humility, and critical reflection.**”

In Summer 2020, the ETHOS Center piloted the GES with their students who were engaged in virtual placements.

The cost of the GES is included with membership in the Community-based Global Learning Collaborative (formerly globalsl) now known as “CBGL Collaborative”. (Details below.)

Interdependence: Global Solidarity and Local Actions

The Community-based Global Learning Collaborative fosters a community of public and participatory scholars, activists, and educators who aim to improve our capacities to live and flourish together, in harmony with future generations and the earth. A series of modules are collected, curated, and edited by staff, administrators, and faculty representing a range of institutions and organizations, including the University of Dayton. They are maintained and edited through the Community-based Global Learning Collaborative housed in the Haverford College Center for Peace and Global Citizenship and can be found here:

<http://globalsolidaritylocalaction.sites.haverford.edu/about/>

The resources are organized under the following categories.

Interdependence and Global Thinking

- Global Citizenship, Local Actions, and Community-building
- How is Global Citizenship Enacted – How Are These Values Advanced?
- Are You a Helper? An Advocate? An Organizer? A Rebel?
- Structural Violence
- Sustainable Development Goals
- Defining and Applying Sustainability

Cultural Humility

- Cultural Humility and Power

With and From – Fair Trade Learning

- Applying Fair Trade Learning

With and From – Participatory Methods

- Research for What? For Whom?
- Identity, Positionality, and Story-Sharing
- How Can We Ensure Co-Construction Through All Phases of the Research Process?

Place-based Inquiry & Action

- Justice, Inclusivity, Sustainability – #Philly Region
- Sustainability in #Philly
- What is Structural Racism, and How Has it Affected the #Philly Region?
- Decarceration in the #Philly Region – Where to Start?
- Social Change and Activism in Europe
- 1968 in Europe: Youth Movements, Protests, and Activism
- Contemporary Activism in Europe

Each module has content (articles, videos, blogs, etc) and activities. We propose to use specific content from this site to build a pilot site in Isidore. The modules are open-access and can be utilized free of charge.

Global Competency Certificate

AFS has developed two Global Competency Certificates--one for education abroad and one for US use (GCC at Home). The GCC came out of Georgetown Consortium project for education abroad that identified the following as crucial for development in intercultural competence:

- Guided facilitated experience with qualified professionals
- Progressive challenge

They use an experiential/flipped classroom approach with videos, case studies and guided reflection. The GCC includes:

- Online modules with videos subtitled in multiple languages
- Online forum space for reflecting with peers from around the world
- Quizzes and assignments to ensure learners understand the materials
- A comprehensive training program for GCC Qualified Facilitators
- Guided reflection sessions run by a Qualified Facilitator
- Global Competence Certificate upon completion

Sangita and Kelly B participated in the training and are hoping to pilot the GCC-Home (US version) along with the GES this year. Module topics include:

- Stereotypes and generalizations
- Empathy and listening
- When difference collides
- Power and privilege
- Microaggressions
- And more....

The cost of the GCC depends on the total number and ranges from \$75-95 per person for one year.

Pilot Plan for 2020-2021

For 2020-21, we would like to join the Collaborative and expand the use of the GES as a way to assess student learning in our programs, and pilot the two content platforms to advance student learning.

Goals for the pilot

Goals for the pilot include:

- Gaining experience with the three tools across a variety of programs and populations
- Leverage the experience and the data to engage others in dialogue about intercultural assessment.
- Developing a clearer understanding of how we might use them to develop a more comprehensive assessment plan for intercultural development
- Joining the CBGL Collaborative and advancing our engagement around key themes.

The following chart provides a summary:

Program	Learning Tool	Assessment Tool	Estimated # Students	Timeframe
ETHOS Immersions	Global Competency Certificate (GCC)	GES In house tool	15-20	Spring 2021 and Summer 2021
CIP - Global Learning Academy	Solidarity Modules (CBGC Collaborative)	GES In house tool	60-120	Summer 2021
CIP - Faculty-Led Programs	None	GES In house tool	130-150	Summer 2021
Graduate Assistants Program	Global Competency Certificate (GCC)	GES In house tool	10-15 students	Spring 2021
CIP- Cross Cultural Connections (CCC)	Global Competency Certificate (GCC)	GES In house tool	20-30 students	Fall 2021

Timeline and Consultations

It will be important to share this pilot plan with key campus stakeholders to both raise awareness and seek feedback/ideas for post pilot review and planning. This will also serve as an opportunity to discuss UD membership in The Collaborative and the plans to advance signing of the statement as an institution. We have identified the following groups and meetings.

- October 13 - CIP liaisons (Associate Deans and others)
- October 26 - UD Education Abroad Coalition (UDEAC)
- November 24 - International Education Council
- December - EL Advisory Group, IDEA Committee, DZ Advisory, ODI Staff/UIEC Executive committee

Other considerations

The Solidarity Modules will be curated within Isidore.

We are looking at the options of creating a zero credit course to make the GCC transcriptable. It will also be helpful to think about this work in relation to other conversations on microcredentials.

The CBGL Collaborative

During the summer of 2020, the network formerly known as GlobalSI became the Community-based Global Learning Collaborative. *Through a network of educational institutions and community organizations, The Collaborative advances ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities.* The Collaborative is hosted in the Center for Peace and Global Citizenship at Haverford College, and funded through member contributions.

In May 2019, a cross-sectional group of campus representatives (Kelly Bohrer, ETHOS; Castel Sweet - Fitz Center; Tony Talbott - HRC; Kelly Trail - CIP; Mary Niebler - CSC) planned and offered the Midwest Institute: Community Partnerships and Global Learning for Human Rights. This two and a half day workshop included UD colleagues, as well as participants from community organizations and other universities. This workshop was developed with the Collaborative (GlobalSI at the time) and focused on ethical engagement and using the SDG's and Human Rights as a framework.

Several UD colleagues have also attended and presented at Summits, hosted by the Collaborative.

Since 2019, Kelly Trail has been a member of the Collaborative Steering Committee and serves on the Knowledge Mobilization and Advocacy subcommittee. She will be taking a lead in work with the Forum on Education Abroad, on behalf of the Collaborative, to advance their efforts around training and credentialing, as it relates to Fair Trade Learning standards and best practices in ethical community-engaged learning.

Membership

The CBGL is actively moving to a [membership model](#). As a member, we can use the GES for an unlimited number of programs and students. The planned pilot for the coming year has us using the GES with 250-400 students. Joining the Collaborative and utilizing the GES is certainly the most economical way to assess large numbers of programs and students. The pilots will provide further clarity on how useful this assessment tool is and whether it is the right one for UD.

The CBGL requests that organizations and institutions sign the Collaborative Commitment which could be signed at multiple levels (office, center, institution). We recommend reviewing and vetting it for institutional consideration. The Commitment is aspirational and aligns well with our Catholic and Marianist values, and the work for Inclusive Excellence and Anti-racism.

The CBGL Collaborative *Commitment* - Organizations and Institutions

The following Commitment can be signed at any level (center, unit, entire university). We would like to advocate for UD to sign at the university level, especially given the number of centers across the university that have engaged in the work of the Collaborative. The commitment language is as follows:

Through a network of educational institutions and community organizations, The Community-based Global Learning Collaborative advances ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities.

By joining The Collaborative, or re-affirming membership, we commit to partnership-building that exhibits these characteristics. As a program, office, center, or organization working within larger structures, we recognize that several of these commitments are challenging. But we see the importance of them and commit to working with other network members to achieve them in our context and beyond.

By signing below, our center, office, organization, or institution commits to working in good faith toward Fair Trade Learning principles as strategic areas of effort that advance this broader mission. These principles require us, our institution, and our network to work toward partnerships that exhibit:

- Common purposes: Partners including un-affiliated community members, community organizations, and educational institutions share common vision(s) at the intersection of education and community-building.
- Leadership from those who are most affected: Through teaching, research, and project development, systematic efforts are made to amplify the voices, questions, insights, and leadership of individuals most affected by dominant discourses and project interventions.
- Protections for members of vulnerable populations: We are doing all that we can to ensure our organization will not engage in short-term volunteering in orphanages or residential care centers for vulnerable children, nor in any form of medical or professional volunteering that program participants are not qualified to do in their home countries. Across settings, we do all we can to advance our commitment to ensuring systematic protections for individuals in vulnerable populations.
- Participation opportunities among those who are most affected: Particularly in respect to educational programs designed to teach about a place or issue in a specific place, clear efforts are made to ensure that individuals from that place have opportunities to participate, through invitation, credentialing opportunities, scholarships, or some combination thereof.
- Consciousness and evaluation efforts regarding theories of change: Recognizing that community-based global learning often simultaneously seeks goals regarding both participant learning and external community outcomes, my organization takes steps to clarify our theories of change and to evaluate the efficacy of our efforts in light of those theories.
- Ethical representation: We regularly review our materials to ensure that efforts to represent our programming serve an educative function, avoiding reliance on simplistic stereotypes that reproduce dichotomies and hero narratives.
- Intentional environmental and economic impacts and transparency: Through program purchasing, contracting, and arrangement of housing, learning spaces, transportation, or other necessary program components, my institution works to ensure just remuneration, consciously distributed across networks, and with consideration of the environmental impacts of purchasing decisions. Throughout, we work to maximize transparency.
- Critical visioning of how we move toward more just, inclusive, sustainable communities and global community: Through informal and formal educational environments, we work with others to systematically analyze the world(s) we inhabit today, building our

capacities to address our greatest challenges, while also envisioning and enacting the steps we need to build more just, inclusive, and sustainable communities nearby and as members of an interdependent planet.

(End of Commitment language)

Team

Amy Anderson, Associate Provost for Global and Intercultural Affairs

Kelly Bohrer, Director of Community Relations; Acting Director, The ETHOS Center

Sangita Gosalia, Director of Campus Engagement, Center for International Programs

Zoe Krzywda, Programs Coordinator, Office of Education Abroad

Kelly Trail, Director, Office of Education Abroad