

International Cross-cultural Experiential Learning Toolkit Project

Informed Consent Form

The State University of New York is committed to increasing opportunities for international exposure both by sending students abroad as well through enriched global content in the curriculum. The course/trip/study abroad experience that you have registered will be participating in a SUNY-wide project that is working to make these types of international learning experiences more effective.

You are going to be asked, as part of this project, to fill out two questionnaires, one at the start of the course, and one at the end and submit an e-Portfolio. The first questionnaire will ask you for some background information about yourself, and about your expectations for the course. The one at the end will ask you to give us some information about your experiences, once the course/trip/study abroad experience is over.

Please read through the questions carefully, and answer them as honestly and openly as you can. Note that you will put your name at the bottom of the first page for each of these questionnaires, and not on in the body of the questionnaire itself. This is to protect the confidentiality of your responses. Your name will never be associated directly with any of your responses, and the data will be used in aggregated form only. The faculty member(s) teaching the course will not have access to any individual responses. The only reason we are asking you to put your name on the cover sheets, is to indicate your consent in participating in this project, and so that we can connect the initial questionnaires with the questionnaires filled out at the end.

The e-Portfolios will be completed as part of your course or experience. The project team will evaluate the portfolios for the presence of learning outcome identified by your teacher/study abroad advisor/faculty-led trip leader. The presence (or lack thereof) of these learning outcomes in the portfolios will not affect your course/experience grade/credits. You will be assigned an anonymous alphanumeric code for the evaluation purposes and this anonymous code will be used in any publication. The assessment team may choose to collect passages from your e-Portfolio for publication/assessment purposes. However, your identity will remain anonymous and you will only be referred to by your alphanumeric code.

If you have any further questions about the project or concerns about the questionnaire, please feel free to discuss the issue with your faculty member. If you wish to know more about the project itself or about the outcomes of the project, please contact:

(Each campus will provide a contact person: Bidhan Chandra at Empire State College, Runi Mukherji at Old Westbury, Susan Jagendorf at Cobleskill, Keith Landa at Purchase, Mary Schlarb at Cortland, and Richard Cattabiani at Ulster.

Consent statement:

I understand that my participation in filling out this questionnaire is voluntary. I may choose to withdraw at any time. I understand that my responses to the questions will be kept confidential and that my name will never be associated with individual responses. I have been assured that the data, if made public, will be in aggregated and anonymous form only.

Agree (Skip logic: display questions)

Do not consent (Skip to thank you screen)

Name: _____

Campus: Drop down menu of participating campuses; write in for pilot

Pre- Questionnaire

Please read through each of the questions below carefully and respond to each one. Remember: there are no right or wrong answers for many of the questions we are going to ask you. We want to know about you, your thoughts and opinions as related to this course.

- 1) Why did you choose to participate in this particular experience? Please read through each of the responses below and circle a number from which indicates how important that reason was to you. (Put in buttons after each choice)

1	2	3	4
NOT IMPORTANT/ NOT APPLICABLE	RELATIVELY UNIMPORTANT	SOMEWHAT IMPORTANT	EXTREMELY IMPORTANT

- | | |
|--|---------|
| a) Take classes not offered at home institution | 1 2 3 4 |
| b) Gain work experience through an internship | 1 2 3 4 |
| c) Interested in international/global issues | 1 2 3 4 |
| d) Travel and see new places | 1 2 3 4 |
| e) Enhance resume; increase employment opportunities | 1 2 3 4 |
| f) Meeting students from another culture | 1 2 3 4 |
| g) Increasing fluency in another language | 1 2 3 4 |
| h) Fulfill college-wide Or degree requirements OR
language proficiency requirements | 1 2 3 4 |

2) Self Description:

We are interested how you think about yourself. Please circle a point on the scale below that best represents your personality.

Loner	1	2	3	4	5	6	7	Joiner
Reserved	1	2	3	4	5	6	7	Outgoing
Trusting	1	2	3	4	5	6	7	Suspicious
Open-minded	1	2	3	4	5	6	7	Critical

Conscientious	1	2	3	4	5	6	7	Careless
Disorganized	1	2	3	4	5	6	7	Organized
Even-tempered	1	2	3	4	5	6	7	Temperamental
Emotional	1	2	3	4	5	6	7	Unruffled/Calm
Conventional	1	2	3	4	5	6	7	Creative
Like challenge	1	2	3	4	5	6	7	Prefer routine

3) **Expectations for Course:**

We would like to know what your expectations are for this course. Please enter a number that reflects the importance of each of these issues for you (*put in buttons for scale, with headings*).

1	2	3	4
NOT IMPORTANT/ NOT APPLICABLE	RELATIVELY NOT IMPORTANT	SOMEWHAT IMPORTANT	EXTREMELY IMPORTANT

- a) Growth in interpersonal skills
- b) learning to adapt to new situations and surroundings
- c) learning and understanding other ways of seeing the world
- d) growth in self awareness
- e) intellectual stimulation and development
- f) growth in maturity and self-confidence
- g) greater understanding of different cultures
- h) increase ability to communicate in a foreign language
- i) gain a different perspective on U.S. culture
- j) greater understanding of the role of the U.S. in world affairs and history
- k) learn about my country or parents country of origin
- l) understanding how to interact with people from different cultures

4) **International Interests and Activities:**

Please rate your level of agreement or disagreement with each of the following statements, as they relate to you as a person, and the activities you typically engage in. There are no right or wrong answers, so please answer as honestly as you can (*put in buttons for scale, with headings*).

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree/Agree	Strongly Agree
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5

5) **Past International and related Experiences**

- a) Have you ever traveled outside the United States? YES NO (Skip logic if YES)
 - (i) How many times? (Drop down menu choices 1, 2-4, 5 or more)
 - (ii) What was the average duration of this/these trips (Drop down menu choices less than 1 week; 1 - 2 weeks; 2 weeks - 1 month; over a month)

- b) What types of international activities have you been involved in the past? (check as many as apply)
- International service learning project
 - Performance/competition abroad
 - International conference
 - Actively involved in internationally-focused groups at the university or in my community
 - Summer youth trip abroad (sports/cultural/etc.)
 - High school exchange program/Family home stay in foreign culture
 - Spend time visiting relatives who reside outside the US (OR outside the country within which I currently reside)
 - Research or internship abroad
 - Previous short faculty- led trip abroad
 - Previous study abroad at an academic Institution outside US

6) Individual Demographic:

- i) Gender M F
- ii) Age (drop down) _____ month _____ year
- iii) Academic status (Drop down menu: Freshman Sophomore Junior Senior)
- iv) # credits taken so far _____
- v) Major:
- vi) Estimated graduation date:(drop down menu year)
- vii) What is your race/ethnicity?
- (i) Hispanic, Latino or Spanish origin Yes No (Skip logic, If NO go to
- (ii) Drop down menu:

- White
- Black or African American
- American Indian or Alaska Native – Print name of enrolled or principal tribe.
- Asian/Pacific Islander
- Other

7) Family Demographic

- a) Were your parents born in the United States?
- i) Mother YES NO
- (1) If NO, where was she born? (**Drop down menu with choices: Canada; Europe; Middle East; Central America; South America; Africa; Asia)
- ii) Father YES NO

(2) If NO, where was he born? (**Drop down menu as above)

b) Were you born in the United States? YES NO (skip logic)

i) If NO, where were you born (**Drop down menu as above)

8) Language: What language(s) are spoken at your family home? (Check off as many as apply:

Only English

English AND (drop down menu choices:

Spanish

European Language such as German or Ukranian

Middle Eastern language such as Arabic or Farsi

Asian/Pacific Islander language such as Hindi, Togalog, or Chinese

African language such as Swahili or Wolof

9) Current Course information:

a) Course Name and Number: (write in) _____

b) Name of Faculty member(s) teaching this course: _____

c) Type of course: Study Abroad (at a non-US academic Institution or Faculty-led trip outside the US) YES NO (If YES, skip logic to Duration)

(i) Duration: ___ weeks ___ semester(s) ___ year (s)

(iv) Name of Faculty Member (s) teaching/leading this course

d. If NO: drop down menu with choices:

- Internship or Independent Study
- Community Service or Service Learning course based in US
- Academic course (e.g. Political Science, Sociology etc.)

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Post Questionnaire

Confidentiality Assurance: *Please be assured that your responses will remain confidential. All data from this study will be reported in aggregated form only. Your name will never directly associated with the data. The faculty member teaching your course will not have access to individual responses to any of the questionnaires. We are asking for your name here only so that we can link all your responses together to assist our analyses.*

Name: _____

Campus: _____

Post Questionnaire

Please read through each of the questions below carefully and respond to each one. Remember: there are no right or wrong answers for many of the questions we are going to ask you. We want to know about you, your thoughts and opinions as related to this course.

1) **Reasons for choosing course:**

Why did you choose to participate in this particular experience? Please read through each of the responses below and circle a number from which indicates how important that reason was to you (add buttons in place of numbers for Survey Monkey)

1	2	3	4
NOT IMPORTANT/ NOT APPLICABLE	RELATIVELY UNIMPORTANT	SOMEWHAT IMPORTANT	EXTREMELY IMPORTANT

- | | |
|--|---------|
| a) Take classes not offered at home institution | 1 2 3 4 |
| b) Gain work experience through an internship | 1 2 3 4 |
| c) Interested in international/global issues | 1 2 3 4 |
| d) Travel and see new places | 1 2 3 4 |
| e) Enhance resume; increase employment opportunities | 1 2 3 4 |
| f) Meeting students from another culture | 1 2 3 4 |
| g) Increasing fluency in another language | 1 2 3 4 |
| h) Fulfill college-wide Or degree requirements OR
language proficiency requirements | 1 2 3 4 |

2) **Did this course require travel to a country outside the US? YES NO (skip Logic)**

- a) **If YES:** To what extent do you think that traveling to another country and being in another country/environment had an effect on your learning and your expectations for this course. Please read through each of the responses below and circle a number from which indicates how some of your expectations for an intercultural experience were met through the experience of going to another country/environment (*put button next to each statement*)

1	2	3	4
Not applicable	Had no effect	Had some effect	Had great effect

- a) Growth in interpersonal skills
- b) learning to adapt to new situations and surroundings
- c) learning and understanding other ways of seeing the world
- d) growth in self awareness
- e) intellectual stimulation and development
- f) growth in maturity and self-confidence
- g) greater understanding of different cultures
- h) increased ability to communicate in a foreign language
- i) gain a different perspective on U.S. culture
- j) greater understanding of the role of the U.S. in world affairs and history
- k) learn about my country or parents country of origin
- l) understanding how to interact with people from different cultures

b) If NO: To what extent did taking **this course (course materials, class interactions, readings and other course-based activities)** have an impact on your expectations for this course? Please read through each of the responses below and circle a number which indicates how some of your expectations for an intercultural experience were met. *(put button next to each statement)*

1	2	3	4
Not applicable	Had no effect	Had some effect	Had great effect

- a) Growth in interpersonal skills
- b) learning to adapt to new situations and surroundings
- c) learning and understanding other ways of seeing the world
- d) growth in self awareness
- e) intellectual stimulation and development
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- k) learn about my country or parents country of origin

l) understanding how to interact with people from different cultures

3) **4. Self Description:**

We are interested how you think about yourself. Please circle a point on the scale below that best represents your personality.

Loner	1	2	3	4	5	6	7	Joiner
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Conscientious	1	2	3	4	5	6	7	Careless
Disorganized	1	2	3	4	5	6	7	Organized
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Conventional	1	2	3	4	5	6	7	Creative
Like challenge	1	2	3	4	5	6	7	Prefer routine

4) **International Interests and Activities:**

Please rate your level of agreement or disagreement with each of the following statements, as they relate to you as a person, and the activities you typically engage in. There are no right or wrong answers, so please answer as honestly as you can (*put button next to each statement*)

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree

- a. I often read about world news and events 1 2 3 4 5
- b. If I were to go to a foreign country, I would go to one

- where most people speak and understand my language. 1 2 3 4 5
- c. I can locate and name at least 15 nations on a world map. 1 2 3 4 5
- d. Knowledge of other cultures helps me better understand my own. 1 2 3 4 5
- e. I am hesitant about traveling internationally, because I worry about safety outside my home country. 1 2 3 4 5
- f. Learning about another culture or learning another language will better prepare me for the global workforce 1 2 3 4 5
- g. I think there would be difficulties working on projects with someone from a different cultural background than my own. 1 2 3 4 5
- h. Because I speak English, I don't have to learn a new language to be able to speak with people from other countries. 1 2 3 4 5
- i. Cultural differences can be understood if people are open minded about people from other cultures. 1 2 3 4 5
- j. I have a lot to learn from people with cultural backgrounds that are different than my own. 1 2 3 4 5
- k. I purchase songs or CDs with music that is sung in a language other than my own. 1 2 3 4 5

Cross Cultural Experiential Learning Assessment Rubric

This rubric contains definitions that are adapted from and inspired by AACU rubrics (Runi insert the relevant two rubrics). Some definitions are almost verbatim, many are combined from more than one definition, and many are paraphrased. If a rubric element is not observed, a scorer can provide the score NI (no information). In addition, the team that created this rubric also added a "0" score to note when the complete absence of an element. The examples are adapted from student work, though some were made up to provide a strong illustration of a particular element.

1.0 Openness

Definition: Open to new perspectives

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
Openness	Unaware. Not Receptive	Unaware of own judgment, but receptive	Receptive, aware of judgment, but not initiating interactions and opportunities	Initiates interaction to try to learn other cultural perspectives	Seeks out, assesses, and accepts as valid, other cultural perspectives
Example	I do not feel that this project will change me personally or professionally because it does not seem like there will be anything that could cause me to change within these projects.	I am looking forward to meeting new people from another country. I am sure that they will have very strong opinions about Americans.	I am looking forward to going to France. However, I really don't like French food very much, so I'll probably go out to eat at McDonalds or KFC whenever possible.	I am hoping to have an opportunity to observe consumer and business trade processes and practices, as well as possibly be immersed in cultural traditions that are interwoven into everyday scenarios in Turkey yet possibly taken for granted by the 'locals.'	I believe I became more open minded and more open to new experiences. I tried all these different foods that I would have never tried if the Turkish students hadn't pushed me and reassured me I would like them. I also want to travel more, and learn about more new cultures and people and everything else! I find these experiences completely amazing!

2.0 Cultural Worldview and Knowledge

Definition: How culture contributes to one's view of the world

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
Cultural Worldview and Knowledge	Does not appear to understand how culture contributes to one's world view	Appears to understand how culture contributes to one's worldview	Provides at least one example of how culture contributes to one's view of the world. No analysis present.	Provides obvious examples of how culture contributes to one's view of the world. There is limited analysis present.	Provides complex and insightful examples with an <i>integrated</i> analysis of how culture contributes to one's view of the world
Examples	I think that all people should believe that FGM is wrong.	I understand that the societies they live in are different; the way they practice things is normal to them but the way we do things seems out of place to them.	This demography study helped me understand Kenyan culture and the way in which the country has changed over time. I was able to get a newperspective on agricultural practices, environmental issues, and other cultural practices.	A better understanding of global issues in general will be a great benefit. With our rapidly changing world and business practices that reach throughout most countries, exposure to Turkey will be a great learning experience for me.	I am hoping to gain insights into how the Turkish economy is 'emerging'. From corporate entities, finance, women in the workplace (and management positions), to the impact that religion, traditions and government presence have on the society ... being immersed in the day-to-day life should give me an idea how Turkish business partners may approach projects when working collaboratively with the US or other countries on projects

3.0 General connection of experience to personal growth

Definition: Connects cultural experiences to their personal lives and culture to personal growth and development

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
General connection of experience to personal growth	Makes no connections. Treats cultural experience as unconnected to personal life	Identifies cultural experiences that are related to one's own life experiences	Identifies and connects to cultural experiences that similar to <u>and</u> different from one's own.	Effectively selects and develops examples of cultural experiences that connects to impacts personal lives	Meaningfully applies cultural experiences to deepen understanding of self .
Examples	This trip abroad didn't change me much. I got to eat lots of good food and see some beautiful buildings.	I have also learned a lot more Spanish than I ever thought possible and gained the ability to go with the flow a lot more	Some new skills I think I will pick up from this experience include being able to relate one culture to the other. Later in life if I ever travel I could have background information on certain cultures to make connections with people abroad easier.	This experience will further open me to meeting people outside the US without being afraid . I think I will gain a tremendous number of skills including self-confidence, street smarts, independence, better money management. I will be less fearful and paranoid and more open minded.	This experience should provide insights into social situations, economic structures, politics, religions, and traditions that differ from mine. I plan to gain understanding and new perspectives which will lead to the ability to connect more readily on a personal and business level if/when the opportunity arises again. I look forward to meeting the Turkish people and learning how they do business, how they live, how they celebrate, and what they strive for in life.

4.0 Connection of Cultural Experiences to Academic Context

Definition: Connects cultural experiences to academic context/concepts/course content

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
Connection of Cultural Experiences to Academic Context	Makes no connections of cultural connections to academic experience	Identifies connections from cultural experiences to academic context	Compares and contrasts similarities and differences to cultural experiences and academic concepts	Applies cultural experiences to academic content and can take academic constructs and apply them to understand cultural experiences	Integrates cultural experiences to broaden the understanding of theoretical concepts and other complex activities
Examples		My trip to Costa Rica was so amazing. Going to visit a rainforest really made the concepts from my course in biodiversity come to life.	In my international trade course we are learning about comparative advantage. Now I am in Spain and I see all these farmers growing olives. I can see why they have olive oil in all their foods	This demography project helped me have a better appreciation for the environment and showed how important it is to preserve what is left of the wildlife. This project also helped me realize that industrialized nations are affecting the climate and environment negatively all around the world.	The professor's lecture about the life cycle of consumer products can be applied to our personal and professional lives. Life is continually changing and it is better to adjust to change by having the willingness to be flexible. In my current job, every day is subject to learning new information and better procedures to improve our work product with the ultimate goal of satisfying our customers.

5.0 Cultural Self Awareness

Definition: Having insight into own cultural rules and biases

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
Cultural Self Awareness	<i>Has no awareness of cultural influences on attitudes</i>	Shows minimal awareness of own cultural preferences and biases	Shows awareness of own cultural preferences and biases and indicates a preference for one's own	Recognizes the way others view one's own culture; and is comfortable with "other" perspectives.	Acknowledges that exposure to different perspectives has caused shifts in one's self description
Examples	Even though she's from the South, I have no idea why she is still so touchy when it comes to discussing slavery. That period in U.S. history was so long ago.	I understand that the societies they live in are different; the way they practice things is normal to them but the way we do things seems out of place to them.	As an older student with sons the ages of the students, I have discovered that the students are not any different than my own sons. They are respectful to others and have a love for their families and friends. They are aspiring to better themselves through education with the intentions of earning an honest living.	Rather than being fearful or skeptical of unfamiliar practices, foods, traditions, norms, or languages, everyone should take a moment to try to understand and consider how our own culture may seem odd to other people!	Emerging countries have high standards to achieve in an effort to become successful. This also implies that US citizens must not become complacent in regard to our own efforts. Americans cannot simply sit on laurels of the past ... we must continue to strive to remain strong as 'one nation, under God, indivisible, with liberty and justice for all'.

6.0 General transfer of knowledge and skills

Definition: Transfers skills and knowledge learned in one cultural context to apply to another cultural context

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
General Transfer of knowledge and skills	Is unable to identify a transferable skill	Is able to identify a transferable skill	Basic acknowledgement of a new skill(s) and its (potential) use in a new situation	Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues	Adapts and applies abilities, theories, or methodologies gained in one situation to new situations to solve or explore complex problems
Examples	I'm not sure how learning about Islam will help me teach about evolution.	Learning how to use demographic information in Kenya might come in handy somewhere else.	I think it is important to know that some students may have different beliefs, and after doing this research paper I feel more comfortable teaching evolution to students who may not believe in it.	In conclusion, what matters most is the fact that this cultural group has a strong belief in God. These people would say that God is the creator of all existence, not nature. Others would argue that the ability to predict events depends on science.	I chose to discuss the perspectives on evolution held by Islam. First, Islam is one of the most widely followed religions globally.... Second, Islam is considered to be an Abrahamic religion (monotheistic). Most of the concepts in evolution can potentially come into conflict with the core beliefs of Islam since the Quran states that Allah is the all-powerful ruler and creator. On the other hand, proponents of evolution deny the concept of intelligent design and give much (if not all) the credit to nature.....

7.0 Understanding of Global Context and Impact

Definition: Understands how the individual and people in general impact the larger world

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
Global Self Awareness	Does not understand one's impact on the world	Identifies some connections between an individual's personal decision-making process and certain local and global issues.	Analyzes ways that human actions influence the natural and human world.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.
Examples	I don't bother recycling. What's the use? What difference can one person make?	The meal that we will be preparing for our project will consist of grilled cheese sandwiches with tomato soup. This meal is affordable and simple to prepare for those who lack culinary skills. It also highlights a major problem with the food industry today. Because of the popularity of fast food restaurants, most of our meals are already prepared for us.	From this demography project I learned about the major issue of deforestation in Brazil and how the United Nations and World Wide Fund for Nature have helped Brazil slow down the process of deforestation. This project has also made me more aware of Brazil's top crops, its rural poverty, and the corruption plaguing the government.	These journalists discuss evidence suggesting that the chicken population has greatly increased. According to the journalists, this increase is due to human interference; corporations mass produce chickens for their meat and eggs. Our dependence on chicken meat and eggs has led to this huge population increase and an even larger problem involving physical mistreatment and denial of natural rights. Food corporations are benefitting from this abuse of chickens, and the public suffers with lesser quality meats in exchange for capital gain.	Having traveled abroad I now feel like I am a citizen of the world. I care about what happens in other countries and want to pursue a career working for the United Nations or another international organization.

8.0 Effective Communication

Definition: Ability to communicate effectively across contexts and cultures, including the use of technologically mediated communication

Element	0	Benchmark 1	2	Milestone 3	Capstone 4
<i>Ability to Communicate effectively across cultures</i>	Cannot negotiate across cultural differences	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	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.
Examples	I don't plan to learn another language. Everyone should just speak English.	After our first skype call we assumed that we would remain in contact throughout the assignment and work together. Because of a lack of communication between the US students and AU students, our project became something	After some time I got used to the way Europeans interacted and realized that just because someone was staring at me didn't mean they wanted to abduct me, the behavior was simply a	..Now I have an ability to work more effectively in a second language and feel comfortable addressing potential "road bumps," conflicts, or troublesome situations in a polite and professional manner. In the past, any sort of confrontational situation made my knees shake and sent me	The way people greet each other reveals so much about their culture. Orthodox Jews won't shake the hand of someone from the opposite sex. They place a high value on modesty.

		<p>less than a collaboration. The first problem that arose from the fact that the AU students tried to contact the US students over WikiSpaces without the US students' knowledge. The US students had no idea that communication was attempted. Another problem was that our second skype call never happened (US students tried calling AU students but got no response); this absence of contact weakened our collaboration as well. The assignment resulted in solo projects by the US students and the AU students because of lack of communication.</p>	<p>part of their culture</p>	<p>running to the nearest exit.</p>	
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CROSS-CULTURE EXPERIENTIAL RUBRIC ACTIVITY GUIDE

The following Guide contains activities that a faculty member could add to a course, pre-departure orientation, experiential learning activity, or guided trip abroad to help students build cross-cultural skills noted in the Cross-Cultural Experiential Rubric. Please note that every skill in the rubric does not have sample activities. Also, some activities are listed under more than one skill.

2.0 Cultural Worldview and Knowledge

Rubric Level 1: Appears to understand how culture contributes to one's worldview

Sample Assignment: Face Game

Find 5 pictures (of varying ethnicity and gender) on the internet. Find faces associated with news stories or announcements about them that contain some biographical information.

Print one image per sheet and distribute them in the class. After passing the pictures out to the students, ask students to study the picture and write a paragraph or two description of the person based on their perception of the person from the picture. The description must include:

- Name
- Age
- Occupation
- Family life
- Educational background
- Socio-economic status

Potential religious background/beliefs

optional data: mood state, personal characteristics such a number of friends.

introvert/extrovert

music preferences

Put the pictures up on the screen, and ask the students to read out the descriptions they wrote. Students need to explain how they came to those descriptions of the person and the relationship of the description to their personal experiences or the physical appearance of the person.

Explanation: This is a benchmark level 1 assignment because no research is done on the actual culture, it is just supposition or knowledge the student currently has on the ethnicity of the person in the image.

Rubric level 2: Provides at least one example of how culture contributes to one's view of the world. No analysis present.

Sample Assignment: Information Report Writing Assignment

Each student will develop an information report describing the international issue they learned about from the interview. The report should include the following sections:

Issue Summary – 1 to 2 paragraphs

- Who?
- What?
- Where?
- When?

Issue Background– 1 to 2 paragraphs

- How long has it persisted?
- What is/are the primary causes of the issue?
- What (if any) are the secondary causes of the issue?
- What is/are the primary effects of the issue?
- What (if any) are the secondary effects of the issue?

Proposed Solutions – 1 to 2 paragraphs

- Have there been proposed solutions to the issue?
- Have they been implemented?
- If yes, what have been the results?
- If no, why not?
- What alternative solutions may be applied?

Explanation: This assignment requires students to demonstrate a complex understanding of a particular issue. Depending on answers, students could probably achieve a higher milestone.

Rubric Level 3: Provides obvious examples of how culture contributes to one's view of the world. There is limited analysis present.

Sample Assignment: Global Services Lesson 6 Student Presentations of Haiti Leisure Programs

You are employees of the Rochester YMCA, which is sending a team of volunteers to Port au Prince, Haiti for one week to provide recreational services and supplies to Haitian children, young adults, families, and seniors. The Rochester YMCA received a grant from Dick's Sporting Goods to fund this trip. As members of this volunteer team, you will develop a preparation plan that demonstrates to your funding source that you have adequately prepared for this cross-cultural experience and that the recreational services and supplies you will be delivering will be well-received by the Haitian people. This preparation plan should take into consideration cultural elements including (but not limited to): history, religion, gender, power relations, norms and values, time orientation, politics, and economic systems.

To read the full assignment:

<http://www.global-workforce.globalization101.org/global-services-lesson-6-student-presentations-of-haiti-leisure-programs/>

Explanation: This assignment requires a sophisticated understanding of Haiti to be able to propose a leisure program that will be "well-received by the Haitian people."

3.0 General connection of experience to personal growth

Rubric Level 2: Identifies and connects to cultural experiences that similar and different to one's own

Sample Assignment: Diversity Assignment

Interview ONE person who is from a different country. You would need to prepare a power point presentation. Images from the country you are researching should be included based on the relevant information.

STEP 1

Each student is required to choose a specific country and conduct a country analysis using sites like CIA World Factbook and other Web-based resources to gather information on the following areas:

STEP 2

Provide a brief description on the background of your interviewee without disclosing his

or her name. Don't forget to mention that their name and identity will not be disclosed during your interview.

Step 3

Based on the communication, develop a culturally sensitive inclusive leisure program considering the background of the individual and identify the major components that helped both of you to make the decision.

Step 4

Summarize any similarities or differences between you and the interviewees. Speculate as to the reasons for these similarities or differences.'

Step 5

Identify your idea of the country before and whether it changed based on the interview. If so, what were some of your thoughts that changed?

Step 6

Articulate your thought on the overall experience with the interview and judge the effectiveness of this assignment on building awareness on a culture that is different from their own. You will need to hand over this one page summary along with the PowerPoint presentation.

To read the full assignment:

<http://www.global-workforce.globalization101.org/diversity-assignment-2/>

Explanation: This assignment requires that students learn about another culture through their own cultural lens. One of the steps requires students to identify cultural experiences that might be similar or different to their own, which is why the assignment could reach a level 2.

4.0 Connection of Cultural Experiences to Academic Context

Rubric Level 3 or 4: (3) Applies cultural experiences to academic content and can take academic constructs and apply them to understand cultural experiences or (4) Integrates cultural experiences to broaden the understanding of theoretical concepts and other complex activities

Sample Assignment: Demographics Lesson 6 Conclusion

Write a brief response to the following questions. If one has time, share with 1-2 neighbors.

1. How well do the family histories analyzed in our class correspond with the following quote?

Among the main reasons explaining why it is so difficult to generalize about the causes and consequences of migration are the diversity and complexity of the phenomenon as well as the difficulty of separating migration from other socio-economic and political processes. Moreover, it is often difficult to combine macro- and micro-level theories of migration. This has led scholars to conclude that there will probably never be a general theory on migration. — Hein de Haas, 2008

2. What difference would it make if our class sampling was more globally representative, rather than primarily US-focused?

For more on the assignment:

<http://www.global-workforce.globalization101.org/demographics-lesson-6-conclusion/>

Explanation: This reflection activity requires students take personal family histories and examine how they reflect larger migration trends and socio-economic and political processes. They can infer similarities and perspectives other than their own if they answer the second question by reflecting on how the family histories might differ if the class had a more globally-representative make-up.

5.0 Cultural Self Awareness

Rubric Level 2: Shows awareness of own cultural preferences and biases and indicates a preference for one's owns

Sample Assignment: Name Game

Ask each student their name and then ask them the following:

Why were you given that name?

Is it linked to another person in the family? how?

What are the naming conventions in your family? is that convention related to your cultural background?

What does your name mean?

Do you like your name?

If you could rename yourself, would you?

Do you think your name affects the way people interact with you?

Explanation: This is a great activity for helping students start to gain some surface awareness of their own culture.

Assignment: Study Abroad/Faculty-led Trip Reflection

Post study abroad questions allowing for reflection on the experience:

1. Goals and outcomes of the trip: be bold and flexible; type of course offered lends itself to openness of; goals—teach the course; get students to see what they learn from each other; challenge them in ways never challenged before; deal with small and large problems
2. Reflections on student self-awareness
3. Extent of learning from others
4. Level of cross-cultural understanding gained
5. Student/faculty plans for the future

Explanation: Students are required to reflect on the experience, though these prompts do not specifically guide the student to higher levels of awareness as noted in the rubric.

Assignment: Icebreaker Discussion for COIL Activity

Please use this blog space to post an introduction that includes:

- Your name
- Where you live (rural area, town, city)
- What you're studying in college
- Your career aspirations
- One question you have about each other's countries
- Post a picture of one or more of the following:
 - Favorite quote or saying
 - Favorite place to visit/vacation
 - Favorite food/cuisine
 - Favorite work of art
 - Favorite book
 - Favorite movie or theatrical production
 - Favorite hobby/sport and/or other pastime

Describe and share what makes your favorite meaningful to you.

Please read and respond to at least 4 of your (local and international) class colleagues' introductions by:

- Sharing commonalities and/or differences
- Asking questions

Explanation: This assignment asks student to identify commonalities and differences in the answers. Responses could reach the third level of this skill if they adequately recognize new perspectives.

Rubric Level 3: Recognizes the way others view one's own culture; and is comfortable with "other" perspectives.

Sample Assignment: Cultural Compass Activity

Pass out "Cultural Compass" to the students.

To students: "Your readings describe the enormous influence that culture can have on health and the ways in which people interact with health resources. This exercise will help students think about their own culture(s) and the cultural messages that these cultures may impart about health.

Instructions for the Cultural Compass:

- "First identify the culture(s) to which you belong. Culture can be based on many things such as: race or ethnicity, religion, the area in which you live (e.g. city or farm culture, your occupation (e.g. student culture), hobbies or abilities (e.g. gaming culture).
- "After you have listed all of the cultures with which you identify, circle one that is very important to you, or one from which you received lots of health-related messages.
- "In each corner of the compass, list the beliefs or messages that you received as a member of your culture about these things. What messages, for instance, did you receive about what you should do or be as a man or a woman? How do people in your culture act when someone they love is very ill or dies? What about mental illness, which is emphasized in our readings and videos?

Once students have completed the activity, lead a discussion in the messages that they received and the ways in which those messages have influenced their lives and health-related behaviors.

To read the full assignment:

<http://www.global-workforce.globalization101.org/health-lesson-4-cultural-compass-activity/>

Explanation: Students are required to recognize how different cultures, including their own address health issues.

7.0 Understanding of Global Context and Impact

Rubric Level 2: Analyzes ways that human actions influence the natural and human world.

Sample Assignment: Sustainability: Olympic Bid Project

Students will deliver a presentation and written report from the perspective of a bid city organizing committee. The goal is to persuade the audience to vote for your city to host the 2020 Olympic summer games. Presentations and reports will be based on 5 elements for hosting the Olympics:

1. National/Regional/Bid City Characteristics
2. Marketing
3. Environmental Protection
4. Olympism, Culture and Legacy
5. Facilities, Venues, Infrastructure, and Accommodations

To view the complete assignment:

<http://www.global-workforce.globalization101.org/sustainability-olympic-bid-project/>

Explanation: This assignment requires that students explain the interconnectedness among local and global communities, and the natural and physical world. Since it does not require a position on how the student relates the world, this assignment only reaches the level of Milestone 2. If a third element was added to the assignment requiring the student to reflect on he or she relates to the issues at hand, this assignment could reach level 3 or 4 in the rubric.

Rubric Level 3: Evaluates the global impact of one's own and others' specific local actions on the natural and human world

Sample Assignment: Sustainability Lesson 6 Hook

Place students in pairs or groups. Have them compare and discuss the results of their Personal Energy Meter evaluations.

As a class: On the board (or map) chart some of the countries compared and share some of the results.

Individual quick response: Briefly explain to your "citizen for comparison" from another country why your energy usage compares to theirs as it does.

Related Resource:

National Geographic Society, "Personal Energy Meter" found midway down "The Great Energy Challenge" webpage (n.d.). Retrieved from:

<http://environment.nationalgeographic.com/environment/energy/great-energy-challenge/?source=NavEnvEnergy>

For more on the assignment: <http://www.global-workforce.globalization101.org/sustainability-lesson-6-hook/>

Explanation: This assignment requires that students respond to a series of statements about their personal sustainability choices and compare them with the choices made by others living in another country. The level of self-analysis and reflection makes this activity a Milestone 3 activity for global self-awareness.

FACULTY GUIDE

Introduction

This guide provides materials to help faculty develop assignments that strengthen cross-cultural skills through experiential learning activities inside and outside classroom.

Experiential learning activities can include, but are not limited to, globally-focused projects with students from another country or culture, study abroad, faculty-led trips to a foreign country, service learning activities with people from a different culture, online intercultural courses (COIL) and more.

These experiential learning activities can build a range of cross-cultural skills, such as cultural self-awareness, cultural worldview and knowledge, effective communications, and other skills. These skills are identified in a series of rubrics created by the American Association of Colleges Universities (AACU). A team of cross-cultural experts from across SUNY have combined the rubrics to create a super rubric that will be used as an assessment instrument. The rubrics contain definitions, as well as benchmarks for each skill.

This guide will provide examples to integrate reflections into your classrooms and experiential learning activities. Appropriately worded reflective assignments are crucial to assessing the attainment level of your chosen cross-cultural skills.

Learning Contract

The following guide developed by UC Berkeley can be used to plan an Experiential Learning Activity for a course.

Learning Objective(s) (How will the experiential learning be linked to course concepts?)	Tasks to Accomplish Objectives (papers, reports, journals, presentations, etc)	Outcome Measures (How will the student be evaluated? What does success look like?)

About Guided Reflections

To learn whether or not students have gained cross-cultural skills, you will need to ask the students to reflect on what they have learned from the experience/course.

Reflections can ask the student to connect the experience to course content, readings, and to other outside experiences. Students should be asked to think critically about the experiences and examine how they have impacted them, their identity and their attitudes towards others. Reflections can be done as a group, though this format will make it difficult to assess the individual's' attainment of one or more skills as their responses will be influenced by their peers.

When would you use the Cross Cultural Experiential Rubric

1. To determine the level of cross-cultural skills in your class (could be done at the start, middle, or end of the course)
2. To measure skills gained during the course/experience
3. To help design and assess the effectiveness of activities/assignment for their ability to enhance cross-cultural competencies
4. To develop a better pre-departure orientation for study abroad
5. To enhance a faculty- led, overseas course that includes cross-cultural components
6. To assess the effectiveness of different kinds of cross-cultural experiences
7. To give faculty the ability to develop learning outcomes for cross-cultural experiential course, cross-cultural service learning, etc.
8. To support strategic plans and accreditation plans that include cross-cultural competencies

Procedure

1. Identify which learning outcomes apply to the course/experience.

The Rubric contains a list of 8 skills, their definitions and a rubric for measuring skill alignment. Choose which skill(s) are relevant to your experiential learning activity(s), courses, and/or assignment.

2. Create/adapt course assignments that align with specific skill (s) you have identified. Add the skill to your course/assignment learning outcomes (LO).

Examine the wording of your assignment(s)/activity(s). Make sure that the students will be able to achieve the identified skill upon completing the activity(s). Often the activity itself, for example, a student interview with a person from another culture, is not witnessed by the faculty member. To ascertain whether the student has gained any cross-cultural skills from the experience, a reflection should accompany the activity.

The reflection activity should relate directly to the definitions of the rubric element for the learning outcome of the assignment or course. For example, consider the learning outcome of cultural self-awareness.

Your reflection activity could be the name game:

Sample Assignment: Name Game

Ask each student his/her name and then ask the following:

Why were you given that name?

Is it linked to another person in the family? how?

What are the naming conventions in your family? Is that convention related to your cultural background?

What does your name mean?

Do you like your name?

If you could rename yourself, would you do that?

Do you think your name affects the way people interact with you?

For other activities, see [Activity Guide](#).

TECHNOLOGY GUIDE

Mahara e-Portfolios

The following short videos provide tutorials about the Mahara e-Portfolio system:

Welcome/overview

Video URL: https://www.youtube.com/watch?v=RvE_Qu7QVmc

Welcome/overview: “collect, reflect, select”; logging in; dashboard page access; document upload, journal reflections, portfolio page creation; messaging system; dashboard access to shared pages; etc. (Please ignore the background squeaking at the end of the video.)

Setting up a journal for reflection

Video URL: https://www.youtube.com/watch?v=rj_iPvMDprk

Setting up a journal for reflection: accessing your journal space; updating your account settings to allow multiple journals; creating a new journal, adding posts to your journal, tagging posts

Uploading and organizing files

Video URL: <https://www.youtube.com/watch?v=etnFkkM6FCI>

Uploading and organizing files: accessing your file space, setting up folders, selecting files to upload, dragging & dropping files onto your Mahara file space, adding file descriptions

Assembling a portfolio page

Video URL: <https://www.youtube.com/watch?v=y-3r4Qj8tNc>

Assembling a portfolio page: accessing Portfolio -> Pages section of your account; Dashboard and Profile system pages; creating new pages; editing title & description; setting the layout of your page; adding content blocks by dragging & dropping; text blocks; adding files/folders; image galleries; journals and journal postings; external media and other resources

Sharing a portfolio page

Video URL: <https://www.youtube.com/watch?v=W3glbsR0Pso>

Sharing a portfolio page: privacy of content materials, and for pages until they are specifically shared; accessing the page sharing section of your portfolio; adding access for individuals, friends; groups, logged in users or public at large; how to set time restrictions; controlling commenting and other advanced sharing settings; reviewing access controls on your pages; setting up secret URLs for access to off campus users.

Guides for other technology tools can be found here:

- [SUNY Global Workforce Project Technology Guide](#)
- [SUNY Global Workforce Curriculum Online Training Program - Technology](#)