

Digital Reflection as a Key to Developing Cultural Awareness: Qualitative and Quantitative Assessment of Study Abroad

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Your experience

- Please go to this URL and fill out the brief questionnaire.
- <https://tinyurl.com/n2o9unw>

Presentation Website **slides and handouts**

<https://tinyurl.com/yb8etm4n>

Learning Outcomes

- Identify the **principal elements of eportfolio pedagogy** that relate to developing cultural awareness.
- **Analyze reflective prompts** for how well they will scaffold student awareness
- **Design reflective prompts** appropriate for a specific program.

The IDI and eportfolios are both technology tools that can enhance study abroad experiences. The Intercultural Development Inventory is an ideal metric to measure intercultural development. Reflective eportfolios help students progress in this development. Administrators and instructors need these tools to do meaningful assessment of study abroad programs beyond satisfaction surveys.

Introduction

- **Goal:** Developing cultural awareness and the competence to participate
- **Challenge:** the personal and subjective nature of the experience.
- **Challenge:** students may not have the linguistic competence to be active participants in the host-culture (Pederson, 2010).

- **Assessment**
 - Satisfaction surveys
 - Intercultural Development Inventory
 - Reflections

Activity

During the session, participants design a **simple eportfolio with a program specific prompt** that they can build on for use in their respective programs. The audience will **design reflective prompts** appropriate for their specific programs based on the best practices outlined in the talk.

Participants will leave with an eportfolio shell that they have created and which includes their prompts.

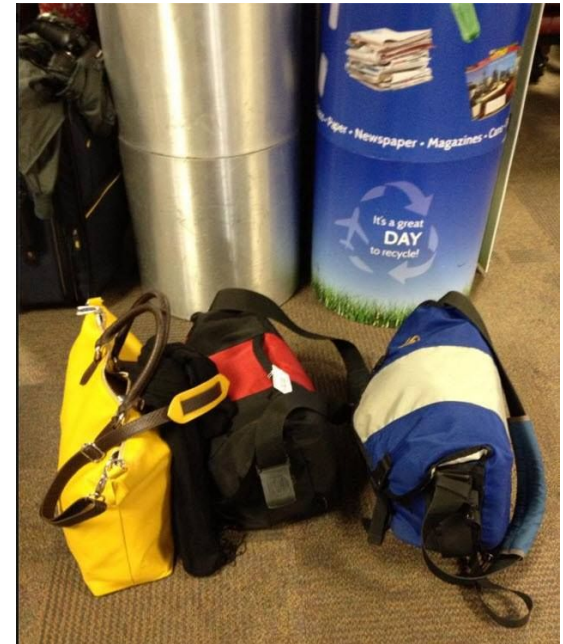
Study Abroad at UCBA

- Relationship with UC International, the International department on the Clifton campus
- UCBA's study abroad program is overseen by the Study Abroad and Exchange Programs Committee (SAEC)
- There are faculty program coordinators on this committee working with the faculty leading study abroad programs



The Role of the SAEC

- Solicit, evaluate and, eventually, select Faculty-led Study Abroad programs and student applications
- Develop procedures and documentation
- Help administer the UCBA programs
- Manage the SAEC budget



Short-term Study Abroad



- Can be a life-changing experience
- Structured reflection in sequenced prompts

Common Assessment Methods

- Qualitative and Quantitative **Surveys**
- **Rubrics** – for both homework and student evaluation
- **Interviews** with Students
- **Student journals** and social media

Prior Assessment at UCBA

- Student letters to future students
- Student satisfaction surveys
- Grades
- Program Coordinator reports



Example questions

- Satisfaction surveys with Likert scale responses.

How would you rate this program?

- Unguided writing reflection prompts

Write a blog post on...

The Higher Learning Commission

- Number of items asked for as supportive evidence in the Higher Learning Commission's reaccreditation documents
- Two stumbling blocks:
 - Evaluations, survey results, and a description of changes/improvements over time using these results
 - Examples from meeting minutes of changes and improvements suggested over time (highlighting any improvements)



Improved Assessment

Reflective Portfolios

Intercultural Development Inventory



The Intercultural Development Inventory

- What it is
- Cost (student, educational staff, corporate)
- Our results using it



**The Roadmap to
Intercultural Competence Using the
IDI**

IDI Processes

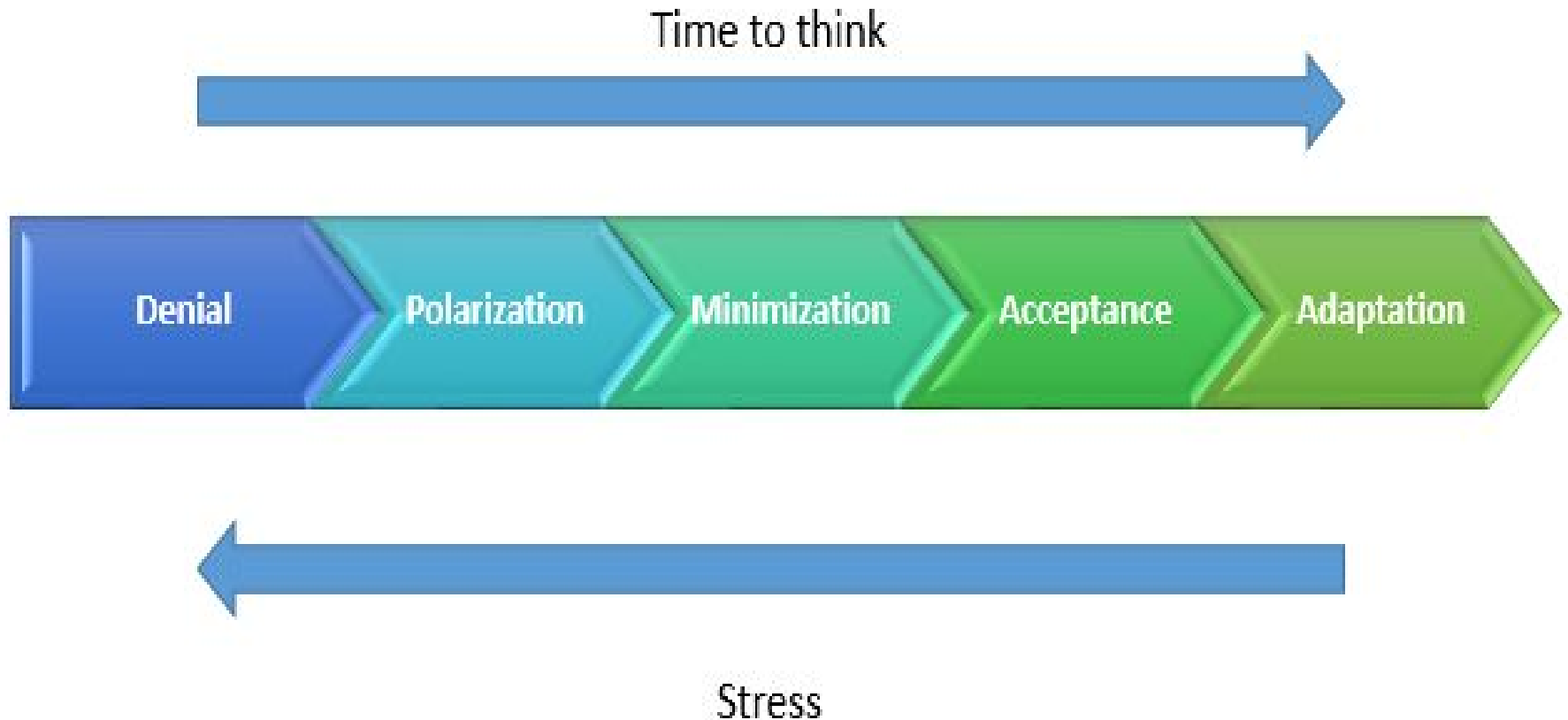
1. order the IDI
2. distribute login information
3. students take the IDI
4. **personal debriefing** with program coordinator

Better Assessment: culturally sensitive/quantitative

- Intercultural Development Inventory (IDI)
 - Standardized
 - Reliable



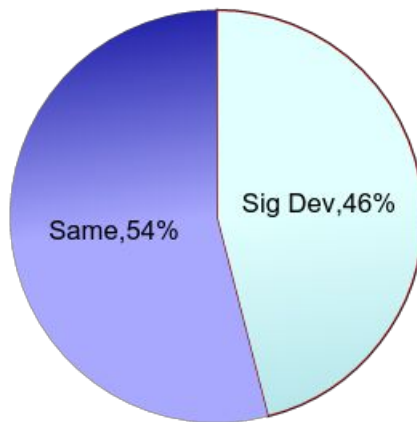
Intercultural Development: Experience of Difference



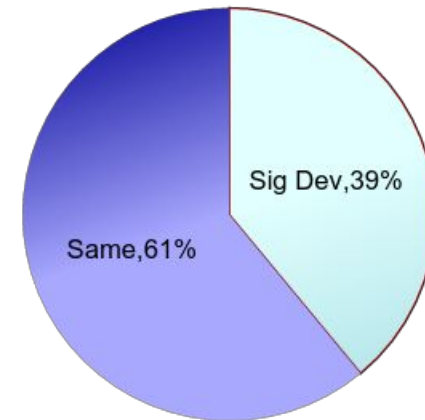
Student self-report on the IDI:
perceived and developmental
cultural awareness

Diversity & Inclusion FLC Results

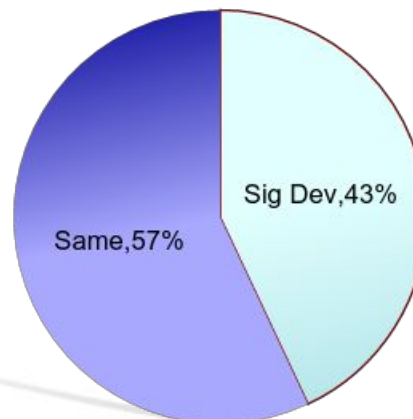
Study Abroad 2013



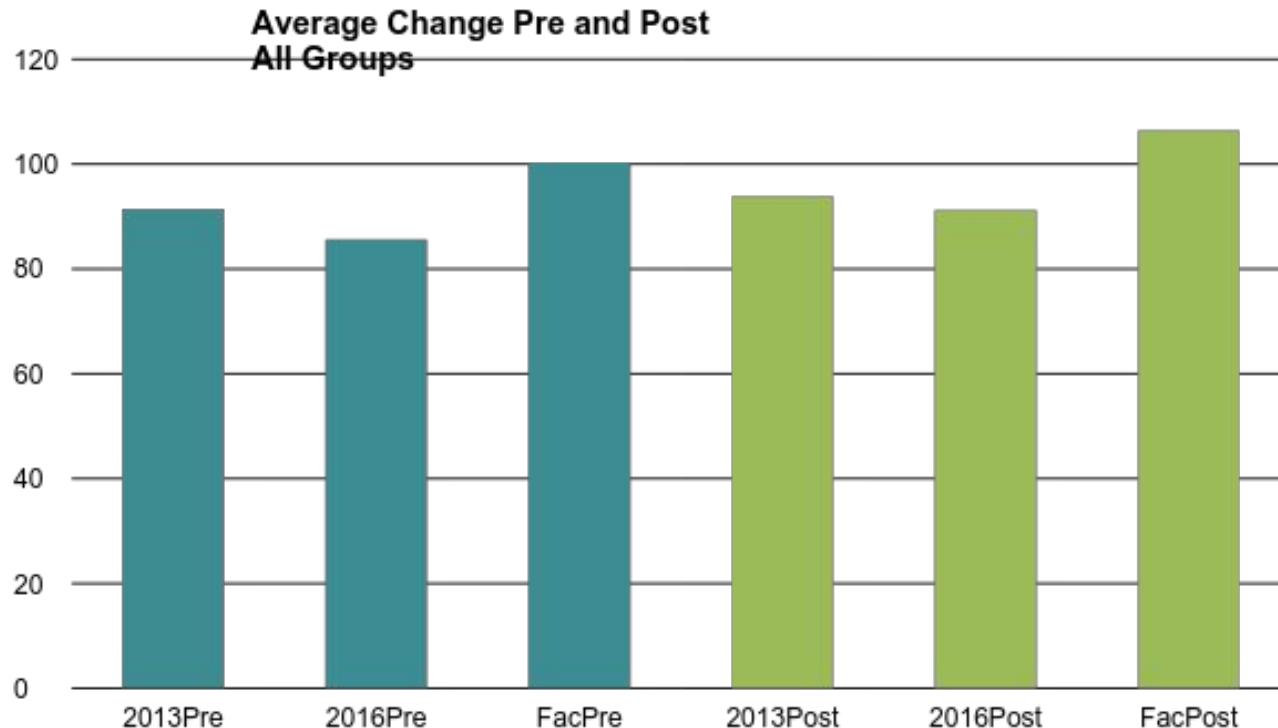
Study Abroad 2016



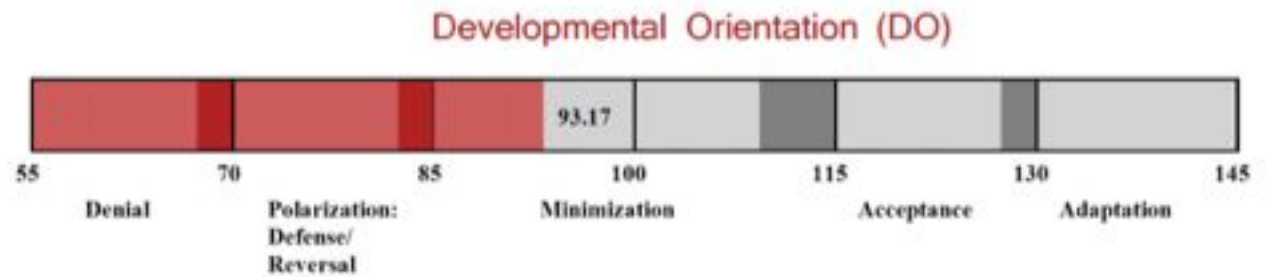
Faculty Learning Community



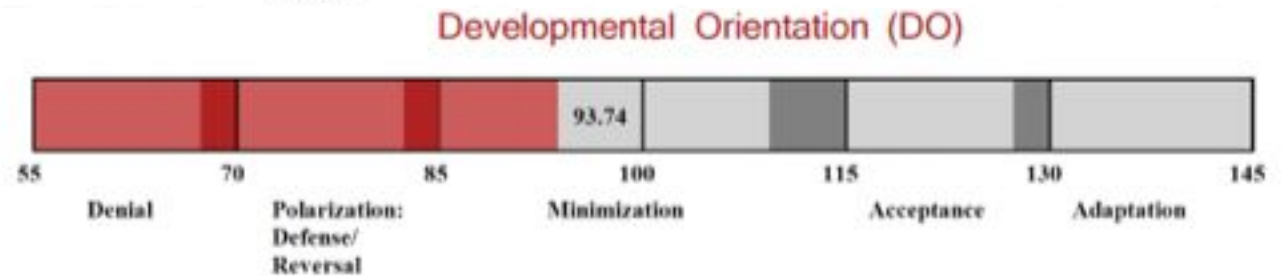
How does intercultural development progress?



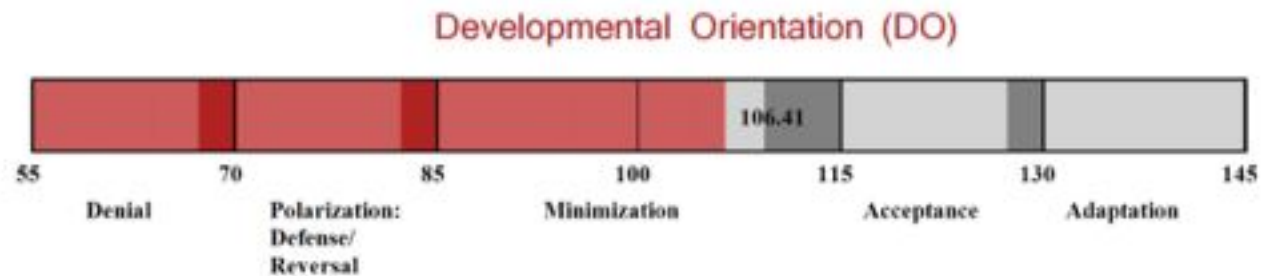
2013
students

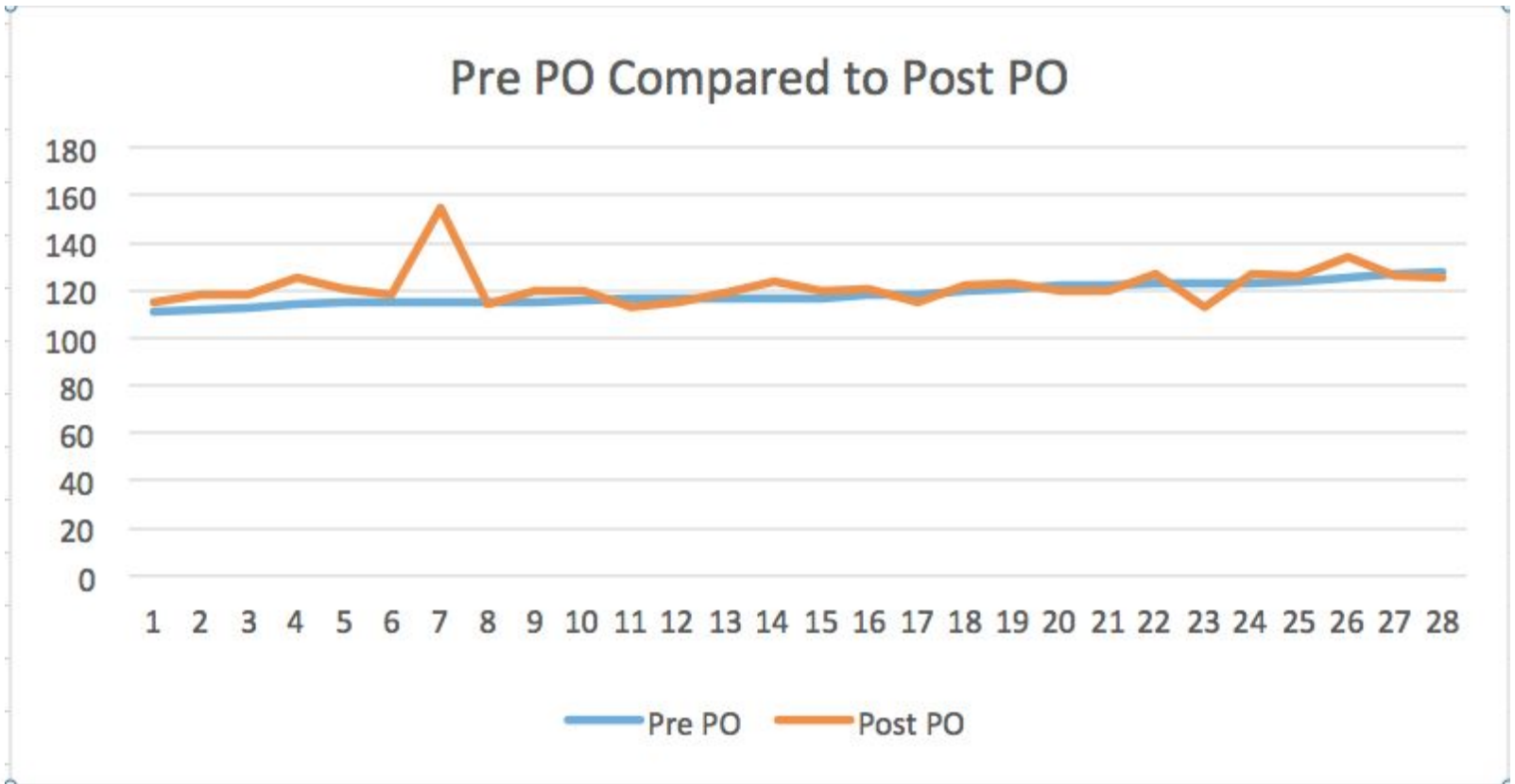


2016
students

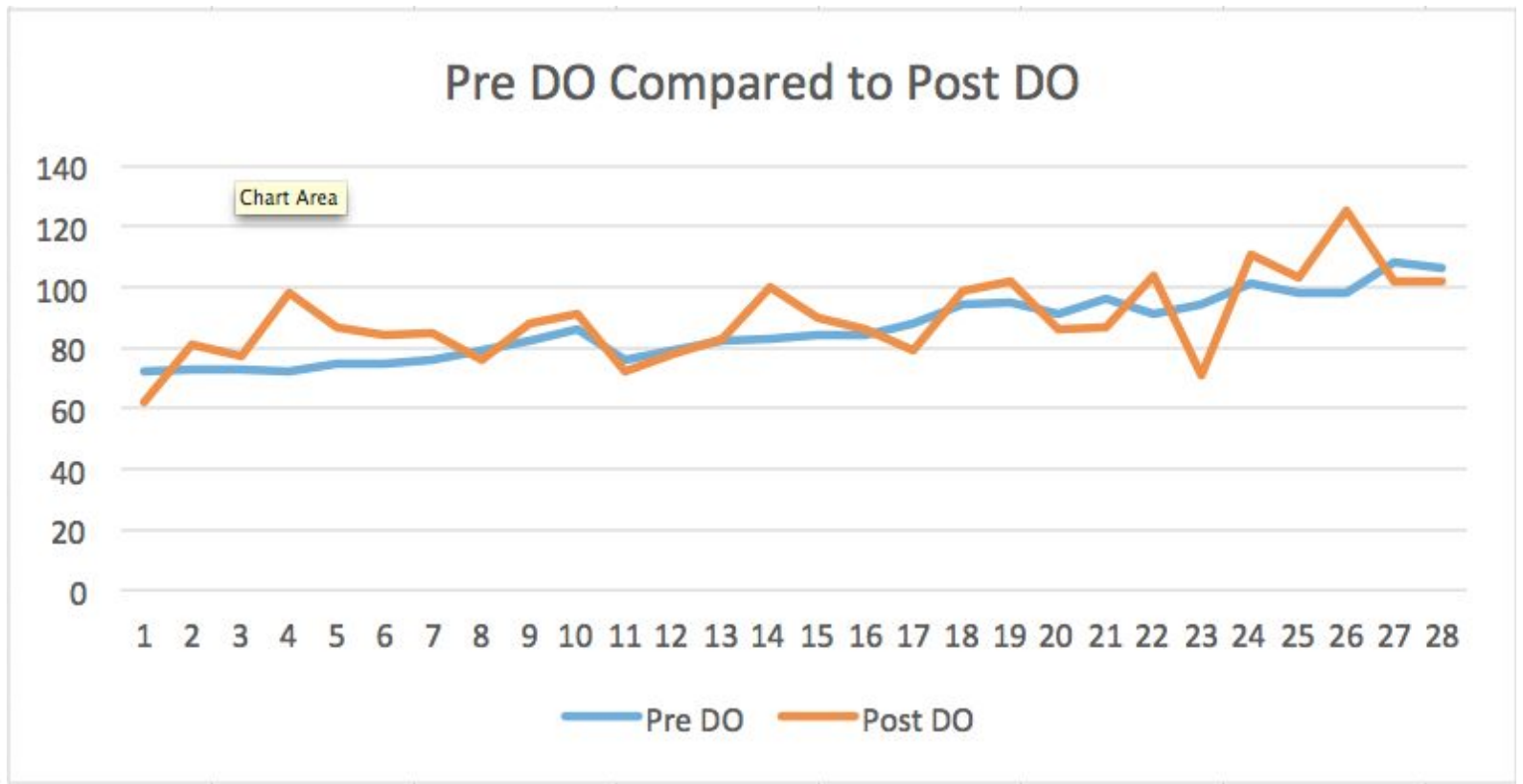


Faculty
Learning
Community

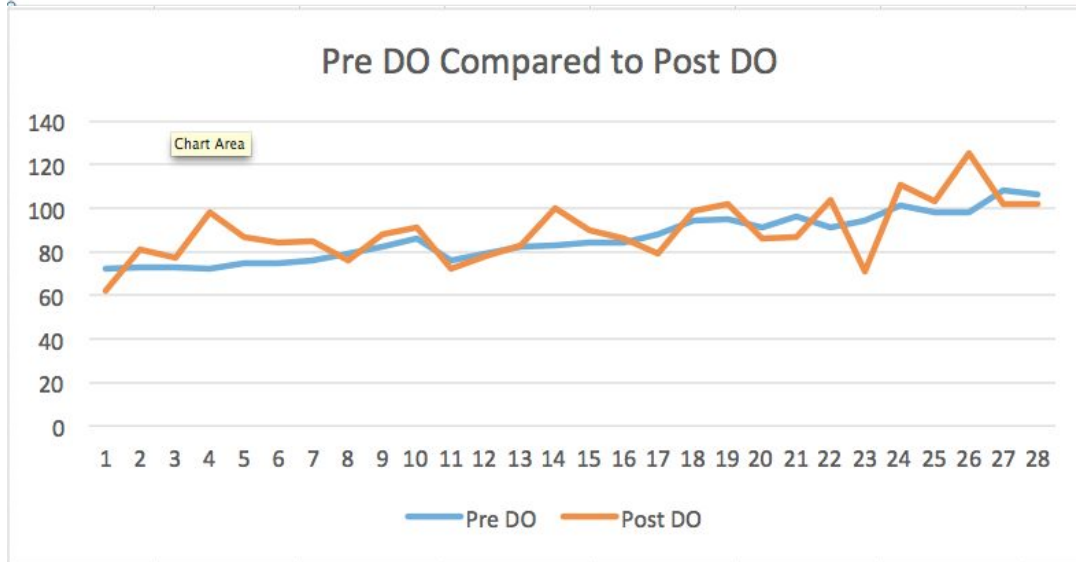
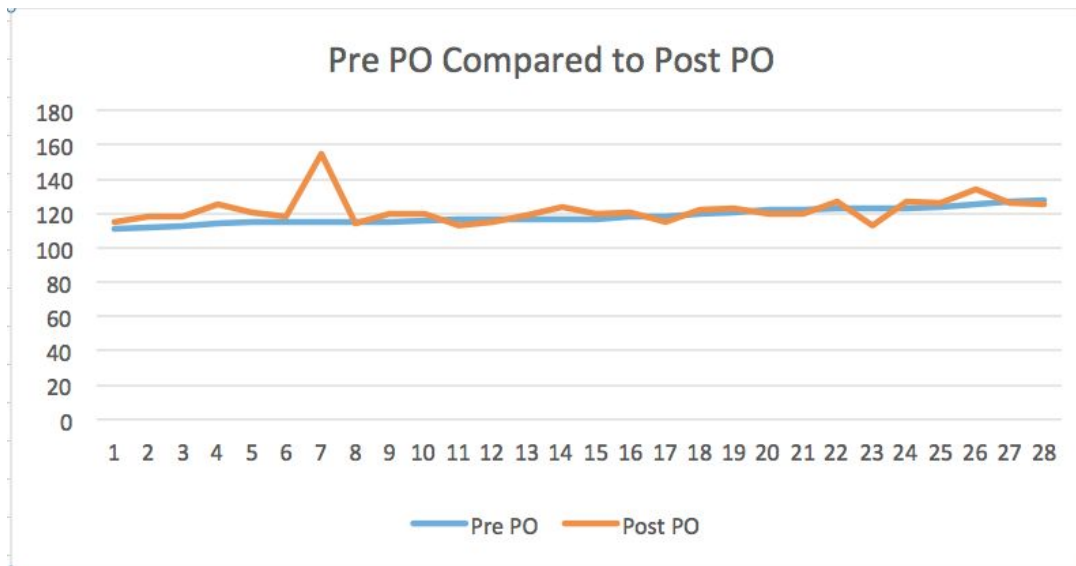




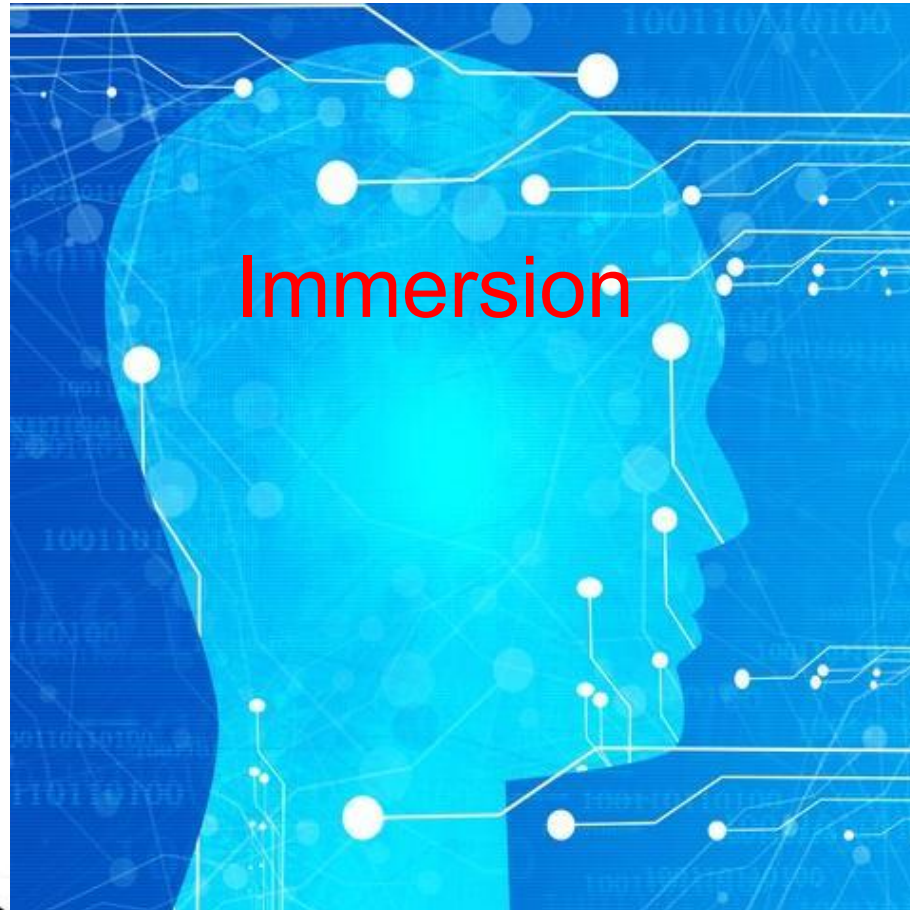
Pre DO Compared to Post DO



Student Reports



Advancing Interculturality



Advancing Interculturality

Reflection and Metacognition

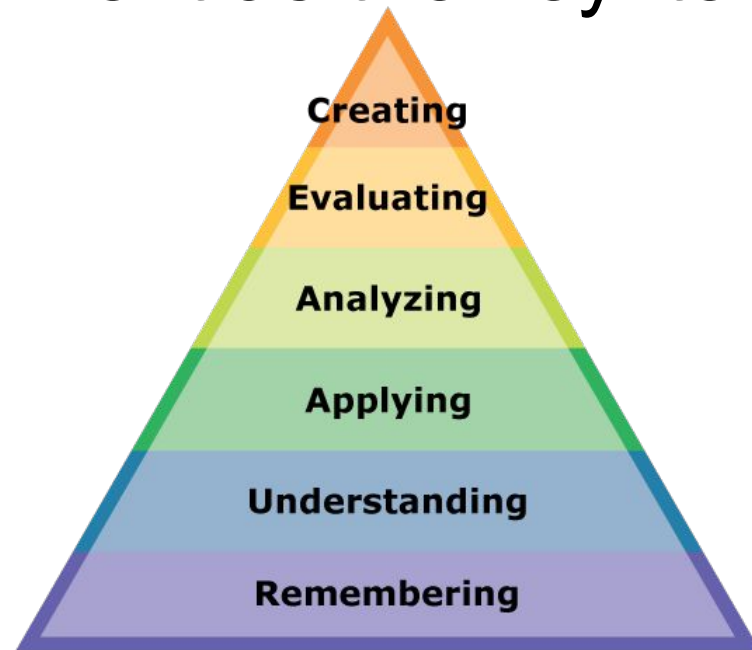


Faculty interpretation of student reflections



Reflective writing: cultural awareness in qualitative data

Rescored with level on IDI and Bloom cognitive development as the key items



Denial

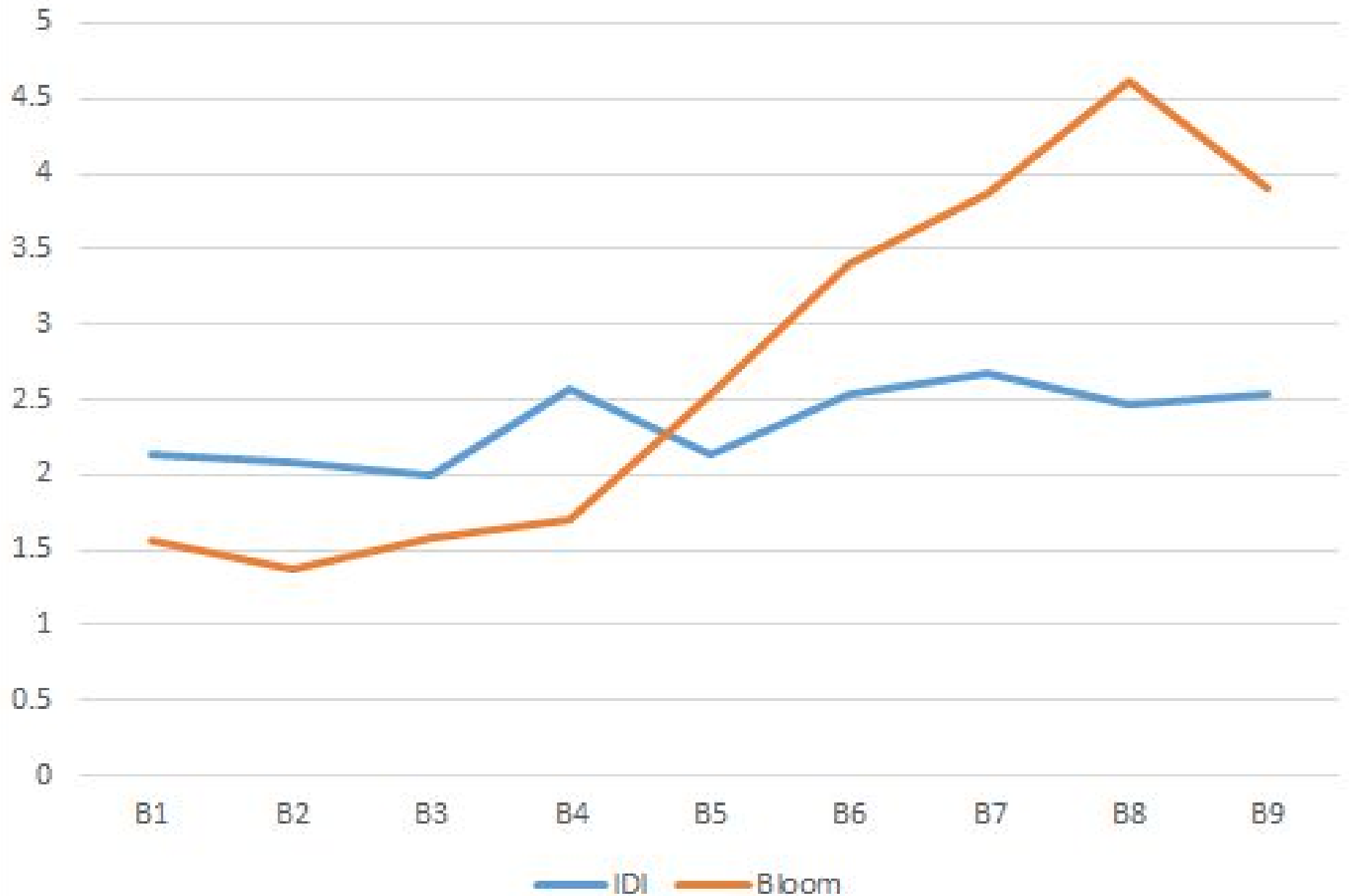
Polarization

Minimization

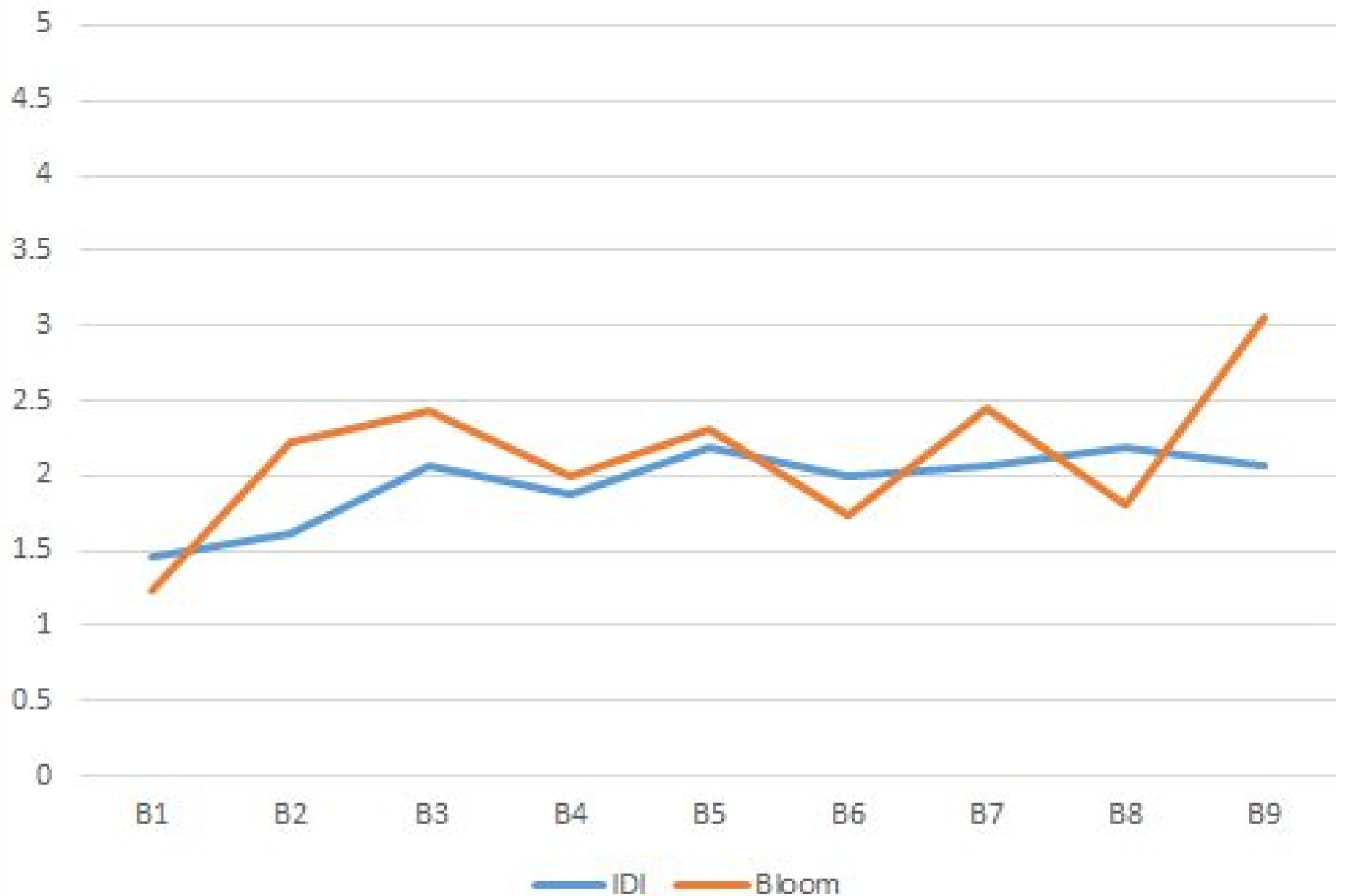
Acceptance

Adaptation

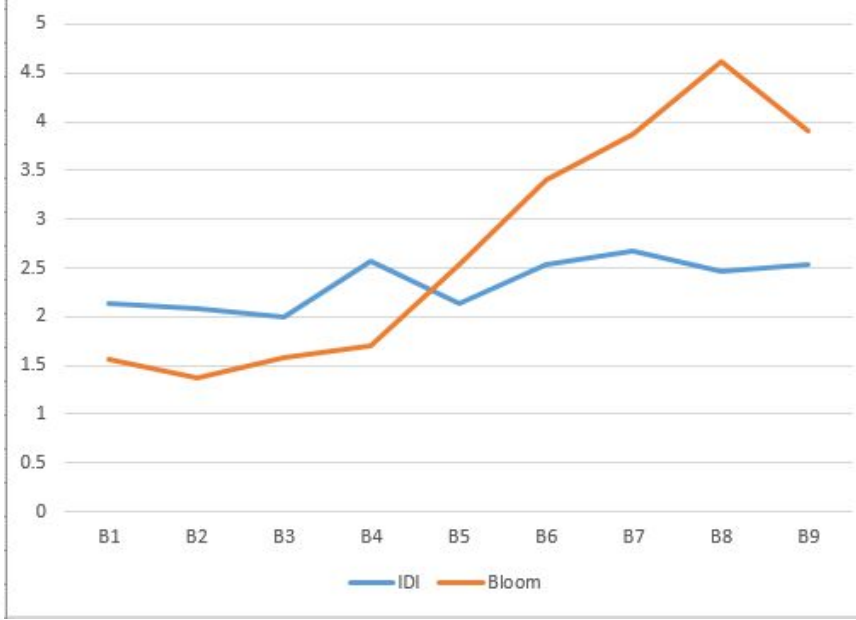
2013 Comparison of IDI and Bloom Rubric Scores



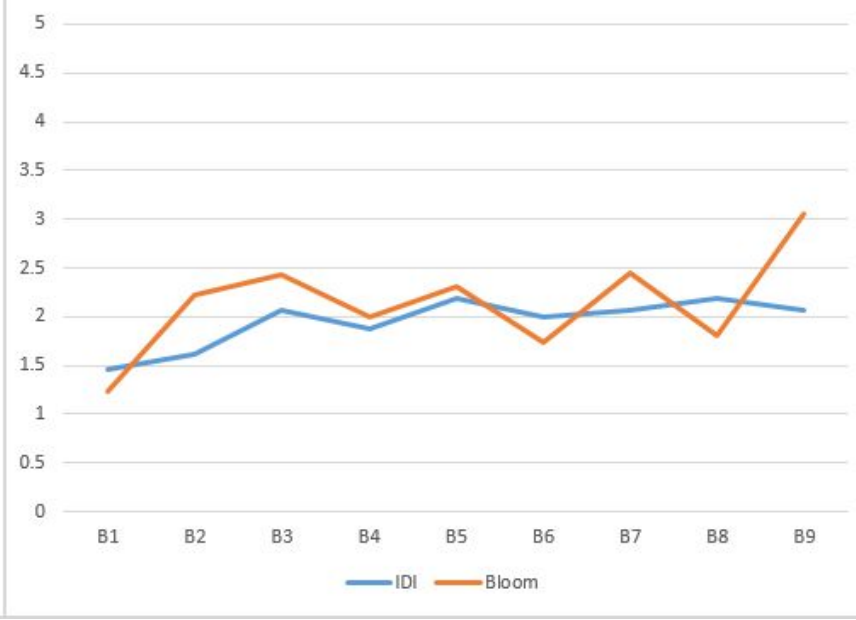
2016 Comparison of IDI and Bloom Rubric Scores



2013 Comparison of IDI and Bloom Rubric Scores



2016 Comparison of IDI and Bloom Rubric Scores



Structured activities tied to course learning outcomes



Facilitating Reflection

No Direction



**Cognitive
Direction**



**Cultural Awareness
Direction**

Lower quality of student reflection

I knew that I always wanted to travel, and I was hoping that this much traveling would be okay for a while. However it has had the opposite effect. I don't know how I'll ever be able to stop traveling. Which isn't a bad thing, I am just so amazed at all the wonderful cultures and beautiful cities. I want to see and experience it all.

Higher quality of student reflection

I get the impression that the people of Vienna are held up to high expectations for behavior and conduct. While I see this order, I feel that there is a darker, less controlled world lingering under the surface. Unfortunately some of my experiences with locals were not the best, such as when a bicyclist rode by and spit at our feet.

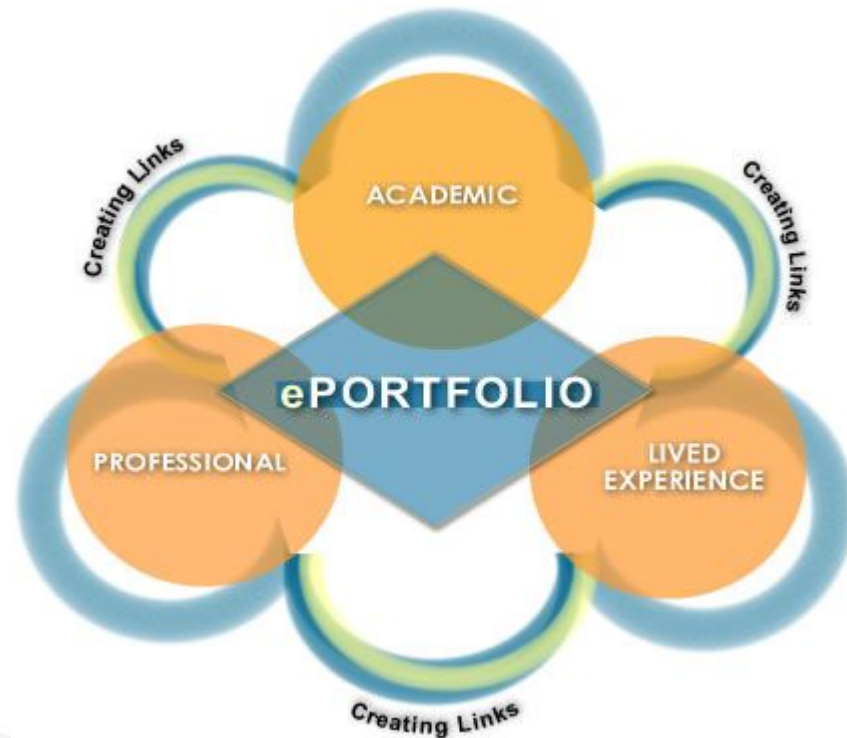
Your turn: Designing Reflective Cognitive Development Prompts

- Describe X
- Compare/explain X and Y
- New insights you have about X and/or Y

Share your prompt with a neighbor

Portfolios

- Facilitated reflection



Portfolio Pedagogy

- student control
- reflection over time
- feedback and revision



Best Practice for Reflection

- Guided Prompts result in deeper reflection
- Example:
 - Describe
 - Compare/contrast
 - Hypothesize/what new insight did you gain

Creating a place for reflection

Google Sites

WordPress

Wix

Weebly

eBlogger

Paper on which you sketch your plan (to be implemented in electronic format later).

Sample Reflective Sites

[GoogleSite](#)

[eBlogger](#)

[Weebly](#)

[WordPress](#)

Considerations: What needs to be on the leader's website

- Welcome page
- Page with all the student URLs
- Prompts

You Create a website

- Select one of the platforms
- Create a site
 - Personalize it to you (title, introduction)
 - Create a page with prompts
- Insert the prompt you wrote earlier

Your turn: Peer Consultation

With that same person you shared with before, show them the site and the prompt you made.

Debrief the Questionnaire Responses

Conclusion:

- Faculty can integrate the technology of the IDI and the reflective eportfolio to improve global learning outcomes and teaching effectiveness.
- Students can observe a wide range of situations outside the classroom in which they may not be participating.
- ePortfolio reflection helps them to acquire the metacognitive skills to be aware of their intercultural development, how they learn, and what they need to do to progress.

Recommendations

- Do not use satisfaction surveys for assessment.
- Use standardized instruments to measure intercultural development.
- Structure more complex reflections for gains in intercultural development.
- Use this data for program assessment and reaccreditation.

Thank you for your attention.

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