

Assessing International, Multicultural, and Transformative Learning: Guiding Principles and Best Practices

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An initial point to ponder...

Too often, the topic of assessment is experienced as daunting, dreary, and distressing. When done right, assessment research and practice can and should be experienced in precisely the opposite manner – accessible, fascinating, and essential.

<https://www.nafsa.org/professional-resources/learning-and-training/craig-shealy-interview>

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Assessing International,
Multicultural, and Transformative Learning

Guiding Principles

Assessing International, Multicultural, and Transformative Learning

Principle 1

*You can't know where to go
if you don't know where you are.*

- There is no way to improve “student learning outcomes” if you don’t assess such outcomes. That is, you can’t know if your students are “improving” if you don’t gather data regarding where they “start” and where they “end.”
- But, neither is it as simple as that...

Assessing International, Multicultural, and Transformative Learning

Principle 2 *Define your terms.*

- What do we mean by phrases such as “international learning,” “intercultural development,” “global citizenship,” or “student success”?
- These are constructs, any one of which may be defined as “a concept or a mental representation of shared attributes or characteristics, and it is assumed to exist because it gives rise to observable or measurable phenomena” (Hublely & Zumbo, 2013, p. 3).

Assessing International, Multicultural, and Transformative Learning

Principle 3

***Assess complex constructs
in an ecologically valid manner.***

- Institutions and organizations may differ wildly not only in their definitions of such constructs, but may – and do – go about measuring them in radically different ways, and with methods that may or may not meet minimal standards of assessment best practice.
- So, even if measurement occurs, the data that are gathered regarding the effectiveness of a particular learning intervention (e.g., a course, a program of study, an international learning experience, institutional learning goals) may be uninterpretable, or worse yet, uninterpretable but interpreted nonetheless.

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Principle 4

*Good assessment practice
is good assessment research.*

- To understand whether, how, for whom, and under what circumstances “improvement” is occurring, we must assess longitudinally (i.e., over time and on more than one occasion) the complex and interacting mediators and moderators of such change (e.g., life history, affective capacity, attributional tendencies, self / other awareness, and the like).
- If we do not assess in this manner, there is no way to determine if the “student learning outcomes” we observe are due to our learning interventions, the attributes and experiences our students bring to the learning process, or more likely, interactions between these different levels of analysis.

Assessing International, Multicultural, and Transformative Learning

Principle 5

***Good assessment practice
should be meaningful, relevant, and fascinating.***

- Assessment often has a “bad name” for many reasons:
 - lacks necessary and sufficient reliability and validity
 - implemented in a de-contextualized, culturally-insensitive, or oversimplified manner
 - artificially reduces human complexity
 - too face valid or unidimensional to capture and illuminate interacting phenomena
 - theoretically underdeveloped, which impedes operationalization, measurement, analysis, and interpretation
 - not translated into understandable terms for non-assessment experts
 - too far removed from whatever processes or outcomes it is designed to assess
 - insufficiently attendant to real world implications and applications
- It is possible – indeed necessary – to assess complex phenomena such as “global learning” in ways that are meaningful, relevant, and fascinating.

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Assessing International,
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Best Practices

Assessing International, Multicultural, and Transformative Learning: Beginning Best Practice Points to Ponder

- Reliability and validity are integral to assessment best practice.
- By definition, reliable and valid measures are demonstrably able to account for, explain, and/or predict that which is different and similar across countries, cultures, and contexts.
- The single biggest problem with assessment practice – all over the world – occurs when people without sufficient awareness of the guiding principles and best practices of assessment make up measures based upon what seems to make sense and then impose those measures upon others.
- The single biggest problem with assessment measures – all over the world – is that they are inadequately conceptualized; that is, their underlying theory about “who humans are” and/or “why they do what they do” is simplistic or inadequate vis-à-vis what the measure ostensibly measures.

Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

- Practice 1 Gain deep familiarity with literatures and interventions regarding human functioning, development, and change.
- Practice 2 Ensure competence in the big five of assessment practice:
1) psychometric theory, 2) research design, 3) statistical analysis,
4) measurement usage, and 5) impact evaluation.
- Practice 3 Convene your assessment team, review models and methods for developing an assessment plan, and commit to long-term collaboration.
- Practice 4 Review learning outcomes that are relevant and measurable (e.g., external and internal to your institution or organization).
- Practice 5 Operationalize constructs in an ecologically valid manner, accounting for mediators and moderators that affect processes and outcomes.
- Practice 6 Select mixed methods measures that are demonstrably able to evaluate and facilitate change across cultures, countries, and contexts.
- Practice 7 Analyze and report data in a transparent and accessible manner to illuminate what works, what doesn't, and why, and to improve courses, programs, and interventions.

Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

Practice 2 Ensure competence in the big five of assessment practice: 1) psychometric theory, 2) research design, 3) statistical analysis, 4) measurement usage, and 5) impact evaluation.



<https://www.apadivisions.org/division-5/resources/journals/index>

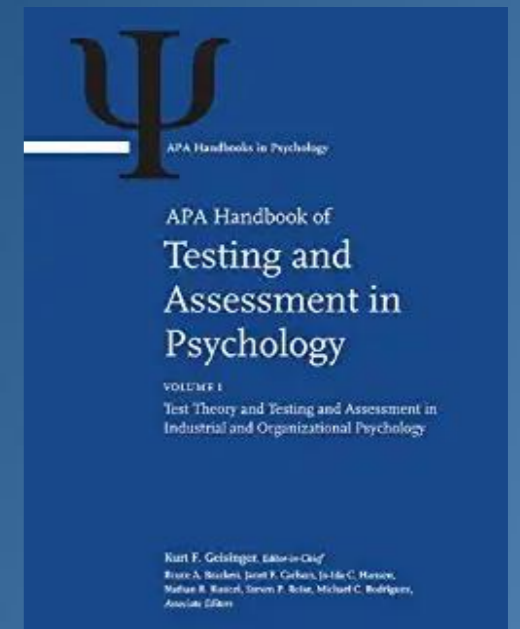
Developed jointly by:

- American Educational Research Association (AERA)
- American Psychological Association (APA)
- National Council on Measurement in Education (NCME)

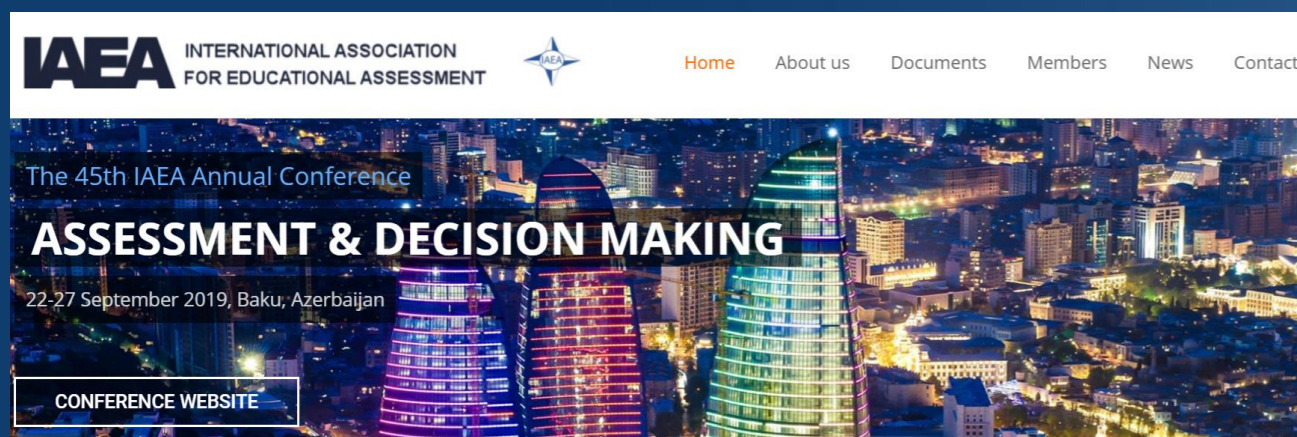


The "Standards for Educational and Psychological Testing" were approved as APA policy by the APA Council of Representatives in August 2013. The 2014 edition of the "Standards for Educational and Psychological Testing" is now available. The Testing Standards are a product of the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education. Published collaboratively by the three organizations since 1966, it represents the gold standard in guidance on testing in the United States and in many other countries.

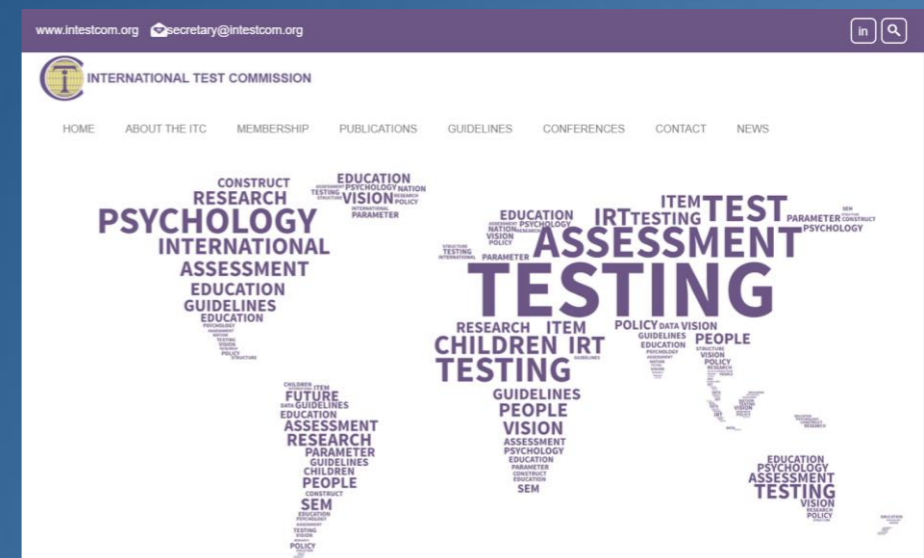
<https://www.apa.org/science/programs/testing/standards>



<https://www.apa.org/pubs/books/4311510>



<https://www.iaea.info>



<https://www.intestcom.org>

Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

Practice 3 Convene your assessment team, review models and methods for developing an assessment plan, and commit to long-term collaboration.

Six Recommendations for Collaborative Success

<https://oia.osu.edu/presentations/2566-international-program-evaluation-the-power-of-collaboration.html>

1. **Assess Deeply** (e.g., encourage innovation; integrate mixed methods; strive for ecological validity; evaluate interactions, mediators, and levels of analysis);
2. **Address Challenges** (e.g., political, time, economic; science/humanities split; not knowing what one doesn't know);
3. **Secure Support** (e.g., institutional/organizational; develop functional team; identify and pool resources);
4. **Ensure Expertise** (e.g., theory/data link; research design; psychometrics; statistical);
5. **Develop Plan** (e.g., specify assessment goals and outcomes; select measures; assign roles and responsibilities; monitor/correct processes); and
6. **Value Collaboration** (e.g., recognize team talents; appraise/meet local needs; facilitate buy in; solicit input/feedback).

Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

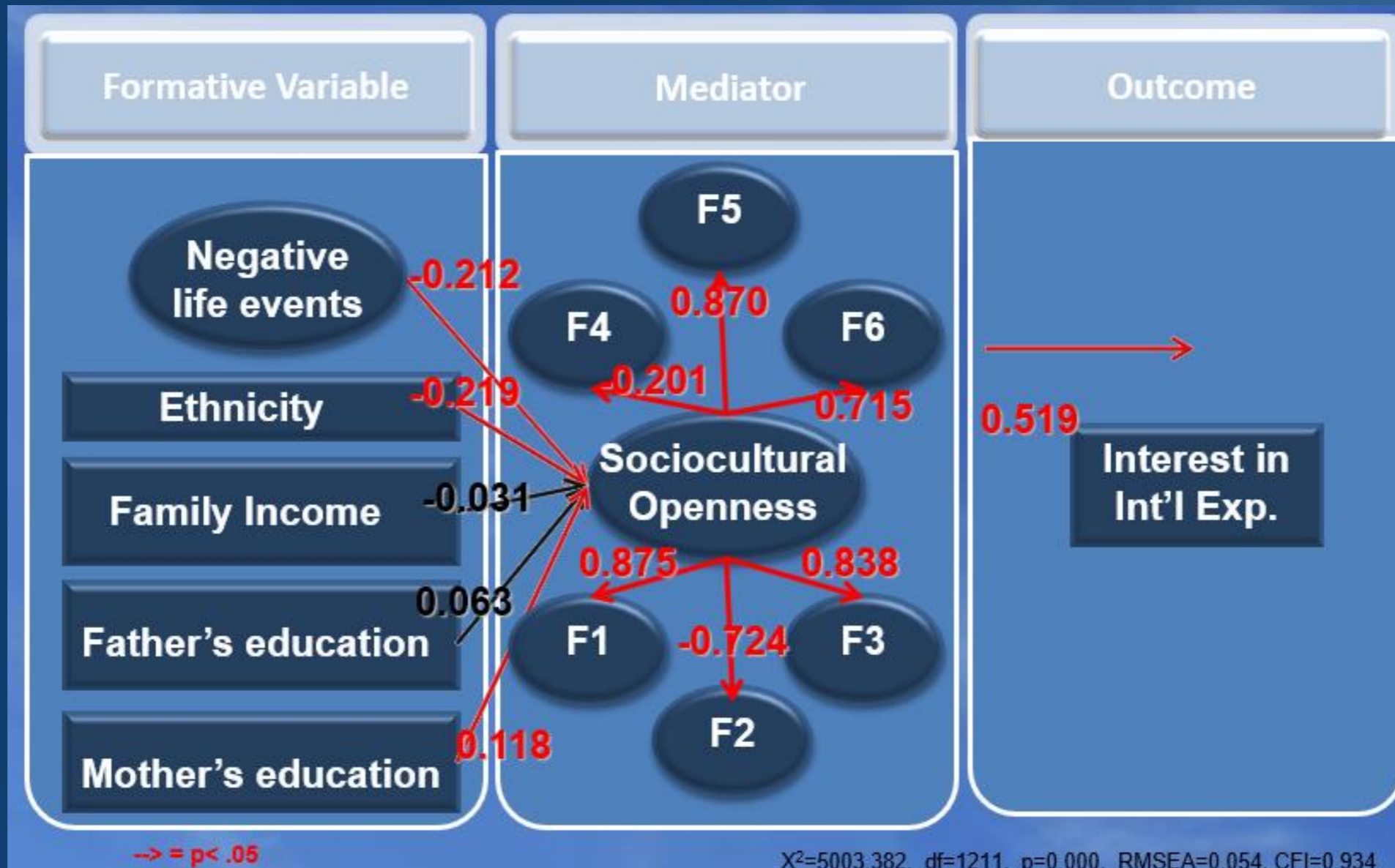
Practice 4 Review learning outcomes that are relevant and measurable (e.g., external and internal to your institution or organization).

The screenshot shows a web browser window with the URL <https://www.aacu.org/value/rubrics/global-learning>. The page header features the AACU logo and the text "Association of American Colleges & Universities" with the tagline "A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY". A navigation bar includes links for Home, About, Meetings, Publications & Research, Programs, and Press, along with a search box. The breadcrumb trail reads: Home > VALUE > VALUE Rubric Development Project > Global Learning VALUE Rubric. The main content area is titled "Global Learning VALUE Rubric" and includes a sub-section "OTHER PAGES IN THIS SECTION" with a link to "VALUE". Below this are social media icons for Facebook, Twitter, Google+, Pinterest, Email, and Print. The main text describes the VALUE rubrics, stating they were developed by faculty experts and are intended for institutional-level use in evaluating and discussing student learning. To the right, there is a "LEAP" logo with a star and a button labeled "Learn More about LEAP". A sidebar on the left is labeled "Browse Resource Hubs". At the bottom right, there is a list of links under the heading "ABOUT VALUE": VALUE Overview, VALUE FAQ, Parts of a VALUE Rubric, Access Rubrics, Additional Campus Rubrics, and Current VALUE Project Staff.

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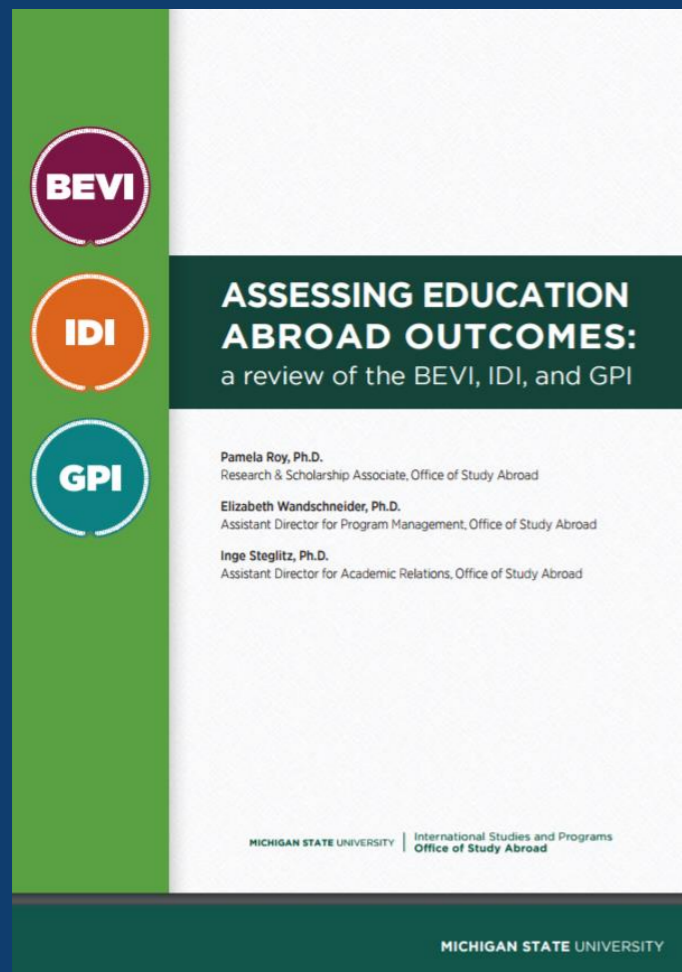
Practice 5

Operationalize constructs in an ecologically valid manner, accounting for mediators and moderators that affect processes and outcomes.



Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

Practice 6 Select mixed methods measures that are demonstrably able to evaluate and facilitate change across cultures, countries, and contexts.



https://educationabroad.isp.msu.edu/files/2914/9486/1612/Assessing_EA_Outcomes_WhitePaper.pdf

Assessment Tools of Intercultural Communicative Competence	
© Alvino E. Fantini, Brattleboro, VT 2007, 2015	
American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Scale	This scale assesses the level of language attainment achieved. (Liskin-Gasparro, 1982)
Assessment of Intercultural Competence (AIC)	This self-assessment tool, designed in a YOGA Format (self- and other assessment) charts the development of intercultural sojourners over time, and provides normative, formative, and summative indicators. (See preliminary version at <www.sit.edu/publications> in the SIT Occasional Papers Series, Inaugural Issue, Spring 2000, scroll down to pp.25-42, "A Central Concern: Developing Intercultural Competence) For a more complete and updated version, 2015, contact: alvino.fantini@sit.edu .
Australian Second Language Proficiency Ratings (ASLPR)	This scale, developed by Ingram and Wylie in 1982, groups various components of language use together in a single band descriptor to assess second language proficiency.
Behavioral Assessment Scale for Intercultural Communication (BASIC)	Olebe, M., & Koester, J. (1989). Exploring the cross-cultural equivalence of the Behavioral Assessment Scale for Intercultural Communication. <i>International Journal of Intercultural Relations</i> , 13(3), 333-347. Eight scales; validated with 263 university students.
Beliefs, Events, and Values Inventory (BEVI)	Craig N. Shealy, PhD. James Madison University shealycn@jmu.edu . Designed to identify and predict a variety of developmental, affective, and attributional processes and outcomes that are integral to Equilintegration Theory (ET), which seeks to explain the processes by which beliefs, values, and 'worldviews' are acquired and maintained, why their alteration is typically resisted, and how and under what circumstances their modification occurs. In context of EI theory, the BEVI would appear to be highly suitable for the assessment of international learning. Ultimately the BEVI is designed to determine whether, how and to what degree people are (or are likely to be) "open" to various transformational experiences such as international education. http://www.acenet.edu/programs/international/fipse/PDF/BEVI_Abstract.pdf
Counseling Inventory: A self-report measure of multicultural competencies	<i>Journal of Counseling Psychology</i> , 41(2), 137-148. Developed for the counseling milieu. Emphasizes behaviors. Four factors. Large sample.
Cross-Cultural Adaptability Inventory (CCAI)	Dr. Colleen Kelley & Dr. Judith E. Meyers. CCAI is designed to help participants understand the qualities that enhance cross-cultural effectiveness, whether or not to work in a culturally diverse company, whether or not to live abroad, and how to prepare to enter another culture. Measurement: The CCAI measures 4 variables: Emotional Resilience, Flexibility and Openness, Perceptual Acuity, and Personal Autonomy. <i>Intercultural Press</i> 1.800.370.2665
The Cross-Cultural Assessor	A personal navigator for successful communication across cultures. This multimedia program measures, builds and manages cross-cultural skills and characteristics, through the use of exercises and questionnaires.

https://img1.wsimg.com/blobby/go/f45de281-2261-47b7-97ae-c2731863baa7/downloads/1ci88cuvc_559255.pdf?ver=1568733079601



<http://us.sagepub.com/en-us/nam/the-sage-handbook-of-intercultural-competence/book232239>

Assessing International, Multicultural, and Transformative Learning: Seven Best Practices

Practice 7 Analyze and report data in a transparent and accessible manner to illuminate what works, what doesn't, and why, and to improve courses, programs, and interventions.

**Changes in beliefs and values
about self, others, and the world at large
appear determined largely by the 7Ds**

1. ***duration*** (i.e., how long an international, multicultural, or transformative education experience occurs);
2. ***difference*** (i.e., how different the experience is from what the “self” of the experiencer is accustomed);
3. ***depth*** (i.e., what the capacity of the learner is to experience all that the intervention is able to convey);
4. ***determine*** (i.e., through formal and informal assessment, how well the intervener understands his / her audience);
5. ***design*** (i.e., based upon knowledge of the audience and careful deliberation and development, what the quality of the intervention is);
6. ***deliver*** (i.e., how well the intervener can fulfill the transformative potential of the intervention); and,
7. ***debrief*** (i.e., before, during, and after the intervention, how deeply the intervener assesses the nature of the learning experience, and uses such feedback to improve future interventions).

A concluding point to ponder...

Too often, the topic of assessment is experienced as daunting, dreary, and distressing. When done right, assessment research and practice can and should be experienced in precisely the opposite manner – accessible, fascinating, and essential.

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Thank you!