

Sophia University

Tokyo, Japan

Lessons Learned: Implementing Student Learning Assessment in Study Abroad

Presenter: Takami Nieda (tnieda@sophia.ac.jp)
Assistant Professor, Department of English Studies
Sophia University

Focus of Poster

Defining outcomes of study abroad

Designing the assessment tool to measure student learning while abroad

Pilot assessment program (2014-2015)

Preliminary data and conclusions

Lessons learned and solutions

Sophia University's Study Abroad Program Outbound Program

Study Abroad Exchange Program

Languages of host countries: English, French, German, Spanish, Portuguese, Russian, Italian, Chinese, Korean

Destinations: 213 universities in 39 countries

● North America 66 ● Europe 82 ● Latin America 14
● Asia 35 ● Oceania 13 ● Africa 3

In-house requirements: min. 2.8 GPA, TOEFL score, personal essay and interview

Outbound exchange students: 273 (2015–2016)

Intensive English Programs

Destinations: 4 institutions in U.S. ▪ 1 institution in Australia

In-house requirements: . 2.8 GPA, TOEFL score, personal essay and interview

Outbound students: 19 (2015–2016)

Defining Outcomes of Study Abroad

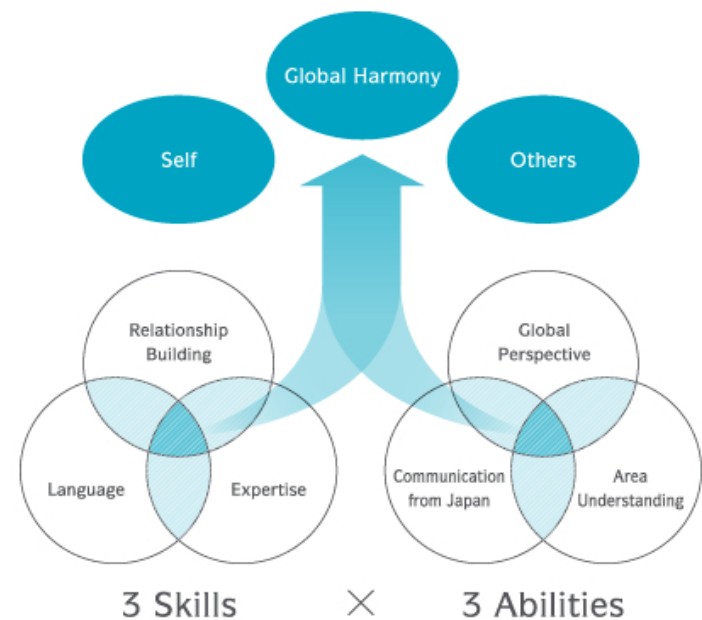
Sophia University's Model of Global Competency

3 Skills:

- **Language:** native language, English, languages of other countries
- **Expertise:** become an expert in chosen field
- **Relationship building:** use expertise to promote understanding

3 Abilities:

- **Communication from Japan:** become effective communicator for self and Japan
- **Area Understanding:** interact with people from other parts of world
- **Global Perspective:** view world from global and multicultural perspective



Assessment Criteria

- Knowledge of home culture
- Knowledge of host culture
- Consideration of multicultural perspectives
- Intercultural communication
- Language proficiency (speaking, listening, reading, writing)
- Openness

Sources Used to Design Assessment Tool

Association of American Colleges & Universities

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aaacu.org



Definition






Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions	Identifies components of other cultural perspectives but responds in all situations with own worldview	Views the experience of others but does so through own cultural worldview
Skills <i>Verbal and non-verbal communication</i>	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.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to those questions which reflect multiple cultural perspectives	Asks deeper questions about other cultures and seeks out answers to those questions	Asks simple or surface questions about other cultures	States minimal interest in learning more about other cultures
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspend judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.	Expresses openness to most if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Sources Used to Design Assessment Tool: CEFR rubric for language assessment

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

Study Abroad Self- Assessment Program

- Students evaluate their language learning and intercultural competency.
- Students set and modify goals for their experiences abroad.
- University can assess student perceptions of their learning abroad.

Pilot Program (2014-2015)

Self-assessment submission dates

1-semester students

- pre-departure assessment
-August 8, 2014
- midterm assessment
-October 31, 2014
- re-entry assessment
-January 10, 2015

1-year students

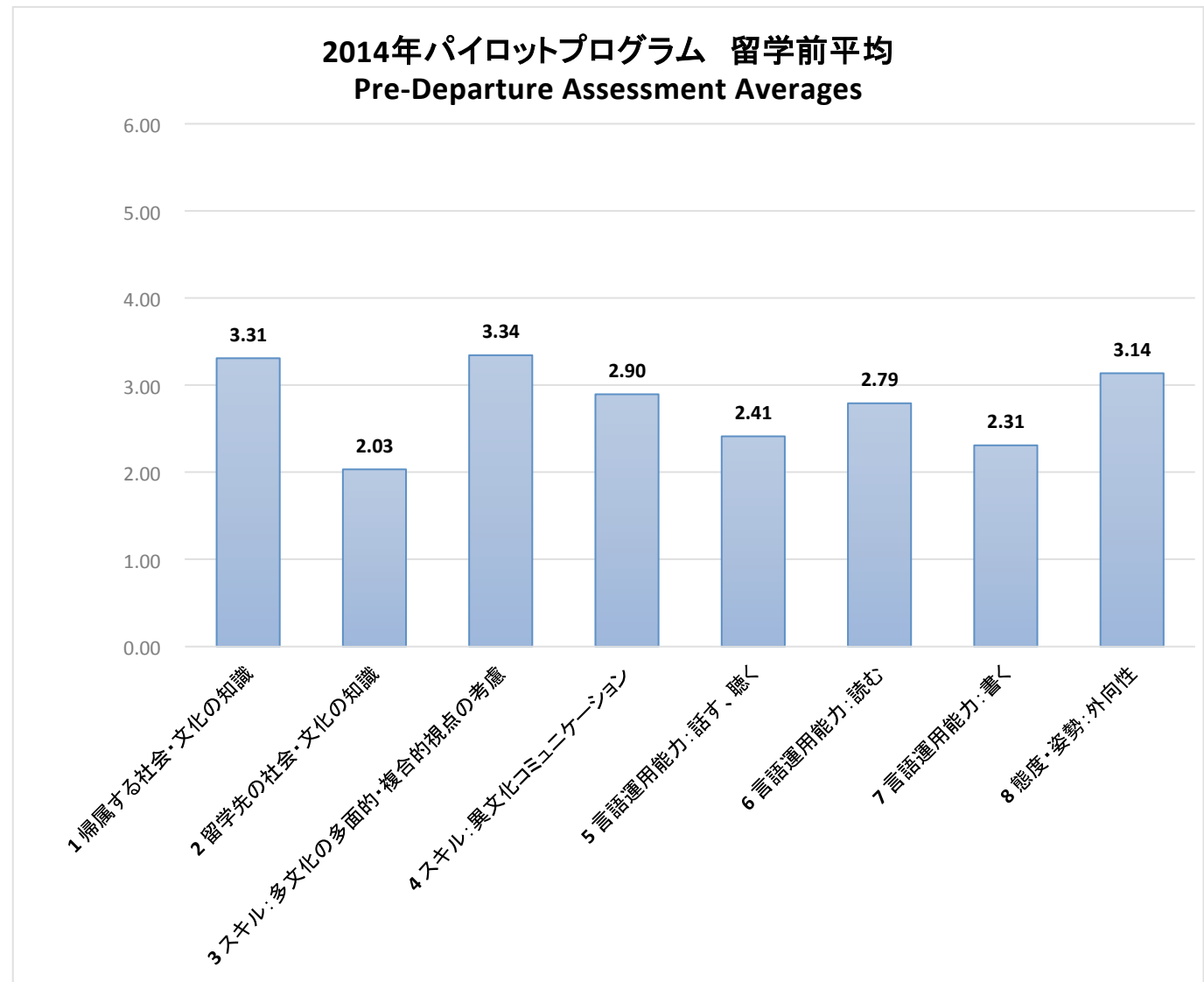
- ▶ pre-departure assessment
-August 8, 2014
- ▶ midterm assessment
-January 10, 2015
- ▶ re-entry assessment
-May 31, 2015

Preliminary Data from Pilot Program

Pilot Program

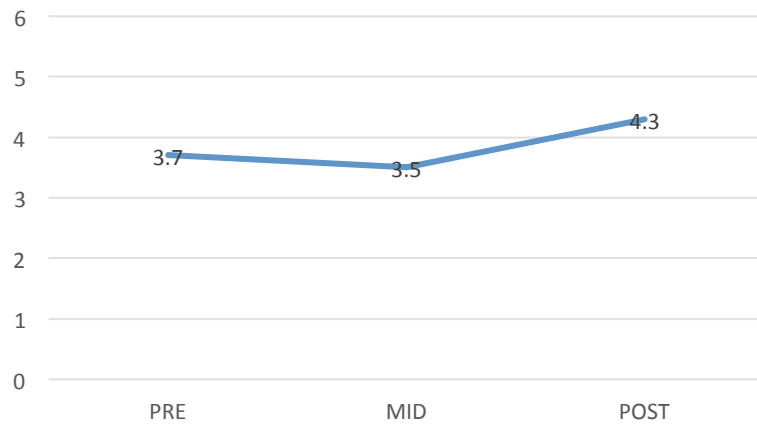
(2014–2015):

- Participants: 29
- Pre-departure Assessment: 29
- Midterm Assessment: 10
- Post-study Assessment: 10
- Assessment scale 1–6
- Assess 8 areas

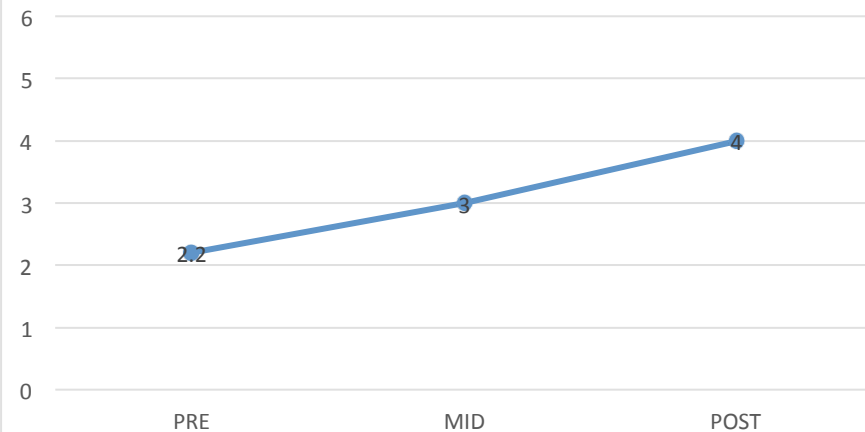


Self-assessment averages 10 students (pre, mid, post)

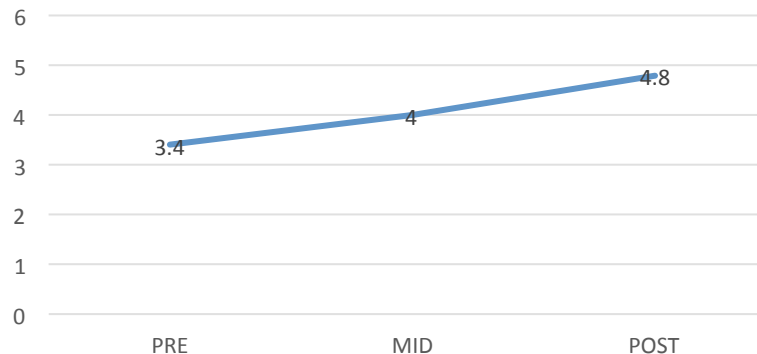
1 帰属する社会・文化の知識
Knowledge of home culture



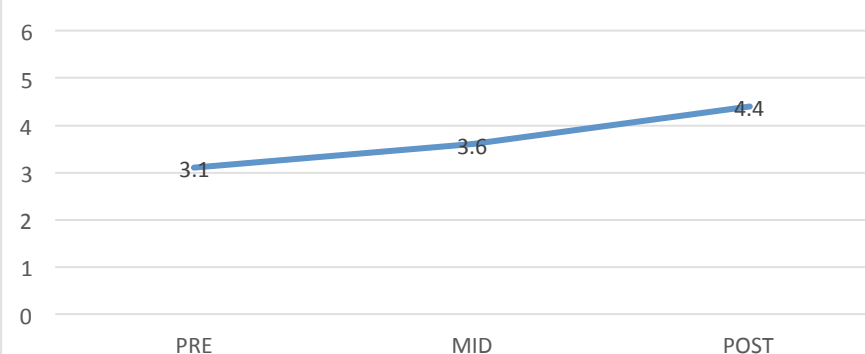
2 留学先の社会・文化の知識
Knowledge of host culture



3 多文化の多面的・複合的視点の考慮
Consideration of Multicultural
Perspectives

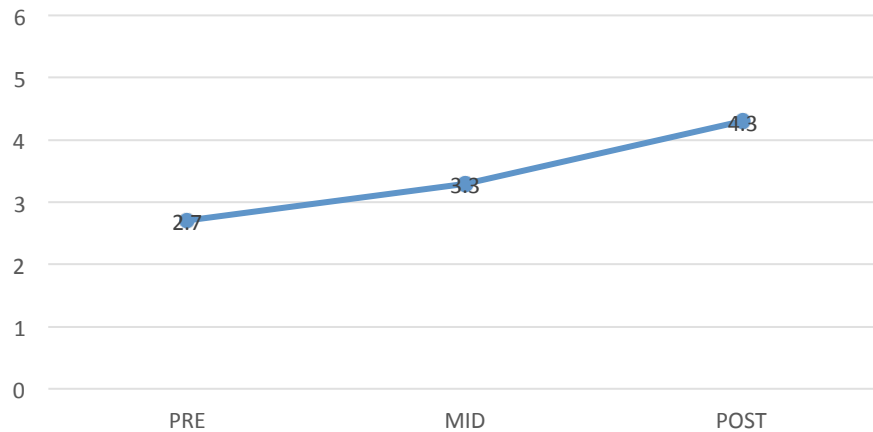


4 異文化コミュニケーション
Intercultural Communication

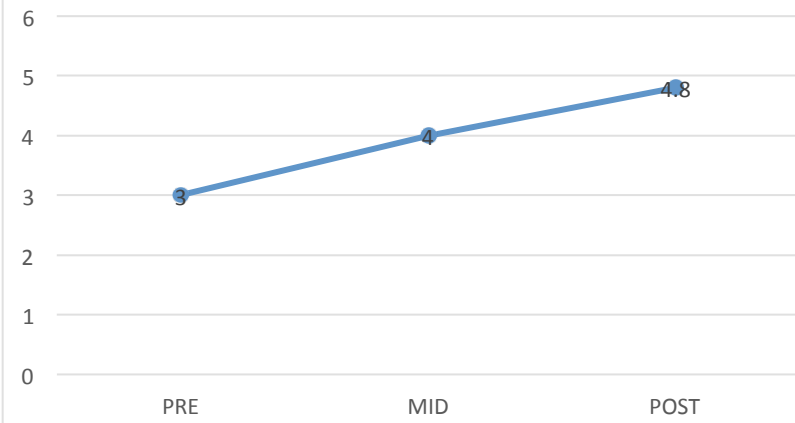


Self-assessment averages 10 students (pre, mid, post)

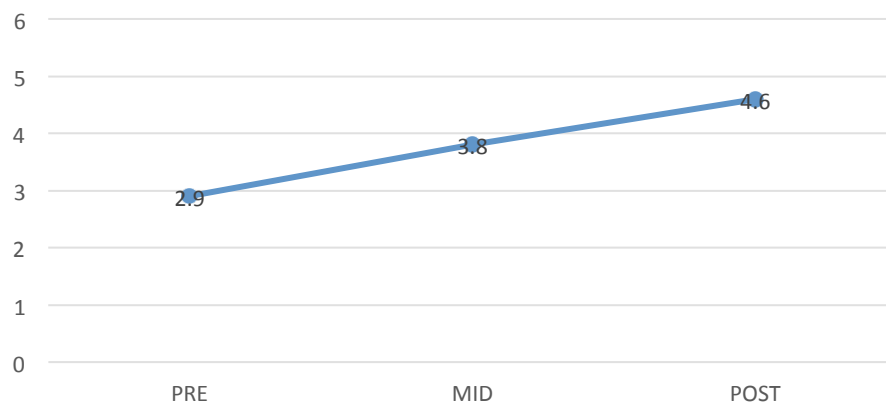
5 言語運用能力:話す、聴く
Speaking and listening host language



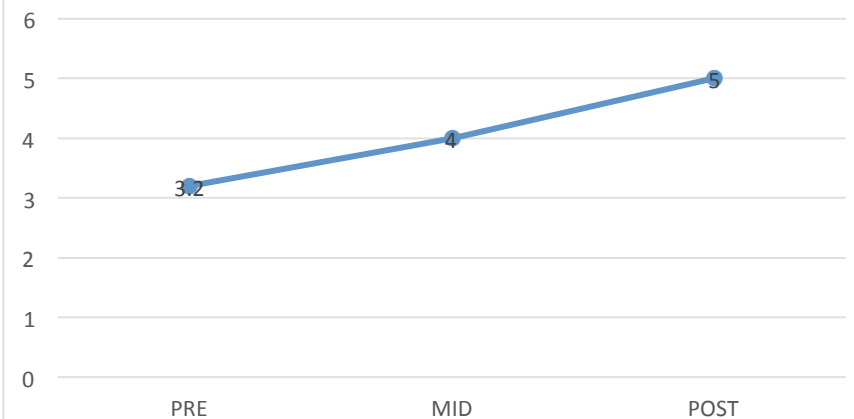
6 言語運用能力:読む
Reading host language



7 言語運用能力:書く
Writing host language



8 態度・姿勢:外向性
Openness



Significant findings:

1. Biggest perceived improvements:
 - Openness $(3.2 \rightarrow 5)$ attitude—seeking out interactions and developing more active
 - Knowledge of host culture $(2.2 \rightarrow 4)$
 - Reading in language of host culture $(3 \rightarrow 4.8)$
2. Perceived improvement in language of host country in all areas: speaking, listening, reading, writing.
3. Slight regression in knowledge of own culture at midterm. $(3.7 \rightarrow 3.5)$
4. All students mentioned the benefit of being exposed to other points of view inside and outside of class.
5. Experienced personal growth: “taking care of myself” “independent,” “seek help,” “find solutions.”
6. Greater desire to know more about own country and host country.
7. Desire to use study abroad experience in the future (i.e. job hunting).

Why such a low response rate for the post-assessment?

1. Students are immersed in their study abroad lives; little time to do self-assessment.
2. E-portfolio system (Mahara) is not user-friendly; difficult to submit assessments.
3. The rubric was not user-friendly.
4. Students may not be used to reflection and self-assessment.
5. Little incentive: students overwhelmed with multiple assessments and reports—language proficiency scores, study abroad report, course evaluations—for which there is little personal benefit.

Lesson learned

Online platform and self-assessment should be user-friendly.



Solution

Revised rubric to a 25-question Likert scale questionnaire

Lessons learned

1. Students need to be a part of the process of university's internationalization.
2. Students need to “buy in” to the idea that self-assessment benefits them. Other incentives.
3. Students need to be better prepared for reflective practices and self-assessment.



Solution

Beginning Spring 2016, university will offer 3 study abroad classes:

1. Pre-departure students (in Japanese)
2. Re-entry students (in Japanese)
3. Maximizing Study Abroad (pre-departure & re-entry; in English)

Next Steps


2015-2016:

150 students participating in Study
Abroad Self-Assessment Program



2016-2017:

Offering 3 study abroad classes (pre-
departure, re-entry)



Next Challenge:

Leverage findings from assessment to
push for internationalizing curriculum

Study Abroad Self-Assessment Questionnaire

Study Abroad Learning Self-Assessment

学習自己診断アンケート

	6 strongly agree	5 agree	4 rather agree	3 rather disagree	2 disagree	1 strongly disagree
Knowledge of Home Culture 1) I am knowledgeable about the various elements important to my home culture, which may include history, politics, economics, popular culture, food culture, communication styles, values, beliefs or practices. 2) I have first-hand experiences that may challenge stereotypes or complicate my understanding of the various elements important to my home culture, which may include history, politics, economics, popular culture, food culture, communication styles, values, beliefs or practices. 3) I can describe how my views have been shaped by my own cultural rules or biases.						
Knowledge of Host Culture 4) I am knowledgeable about the various elements important to the host culture, which may include history, politics, economics, popular culture, food culture, communication styles, values, beliefs or practices. 5) I have first-hand experiences that may challenge stereotypes or complicate my understanding of the host culture, which may include history, politics, economics, popular culture, food culture, communication styles, values, beliefs or practices.						
Skills <i>Consideration of multicultural perspectives</i> 6) I use a perspective different from my own to understand the views or actions of members of other cultures. 7) I act and speak in a respectful manner that recognizes the feelings and differences of members of other cultures. 8) I negotiate and at times, actively facilitate intercultural interactions to achieve but shared understanding.						
Skills <i>Intercultural Communication</i> 9) I use my knowledge of elements important to members of the host culture in interactions. These elements may include history, politics, economics, material culture (popular culture, architecture, etc.), communication styles, values, beliefs or practices. 10) I adapt my behavior according to cultural differences in nonverbal and verbal communication.						

<p>Language Proficiency: Listening</p> <p>11) I can understand messages related to personal information: school, leisure and family.</p> <p>12) I can understand extended speech and lectures usually encountered in school, leisure, and work situations.</p> <p>13) I can understand news and current programs on TV and films.</p>					
<p>Speaking</p> <p>14) I can use simple phrases and sentences to describe familiar subjects: school, leisure and family.</p> <p>15) I can participate in unprepared interactions in topics that are familiar, of personal interest, or about everyday life (family, school, leisure).</p> <p>16) I can participate in discussions in familiar contexts and express my views.</p> <p>17) I can interact flexibly with native speakers in social and professional settings.</p> <p>18) I can reword ideas differently when necessary to achieve shared understanding.</p>					
<p>Reading</p> <p>19) I can read and understand texts comprising mainly everyday language and experiences.</p> <p>20) I can read and understand articles that present a particular attitude or viewpoint about modern-day issues and contemporary literature.</p>					
<p>Writing</p> <p>21) I can write clear texts describing experiences and reactions.</p> <p>22) I can write clear texts, such as informative essays and research papers, descriptions, and summaries.</p> <p>23) I can write clear texts with increasing rhetorical complexity, such as analyses, literary criticism, and persuasive essays and research.</p>					
<p>Attitude</p> <p>Openness</p> <p>24) I am open to, but may not engage in, improving my understanding of my own culture and the cultures of others.</p> <p>25) I seek and engage in improving my understanding of my own culture and the cultures of others.</p>					
<p>Select three statements from numbers 1 to 25 that you believe are the most relevant to you. In the spaces provided below, write a paragraph explaining why these items are relevant to your study abroad experience, using specific examples and details.</p>					



Statement # (write number): _____

Statement # (write number): _____

Statement # (write number): _____

Adapted from AAC&U Intercultural Knowledge and Competence VALUE Rubric, 2009
Adapted from the Common European Framework of Reference for Languages (CEFR)

Lessons Learned: Implementing Student Learning Assessment in Study Abroad

Sources Used:

- AAC&U Intercultural Knowledge and Competence VALUE Rubric
(<https://www.aacu.org/value/rubrics/intercultural-knowledge>)
- Common European Framework of Reference for Languages—Self-assessment grid
(http://www.coe.int/t/dg4/linguistic/Manuel1_EN.asp)
- Purdue University Center for Instructional Excellence (<http://www.purdue.edu/cie/learning/global/toolkit/>)
- Washington State University, Global Learning Program Outcome and Assessment Rubrics
(has been removed from their website)
(<http://ip.wsu.edu/global-learning/education-abroad/faculty/program-assessment-rubric.html#L06>)
- Presenter: Takami Nieda (tnieda@sophia.ac.jp)
Assistant Professor, Department of English Studies
Sophia University