

Comprehensive Internationalization: Vision and Practice

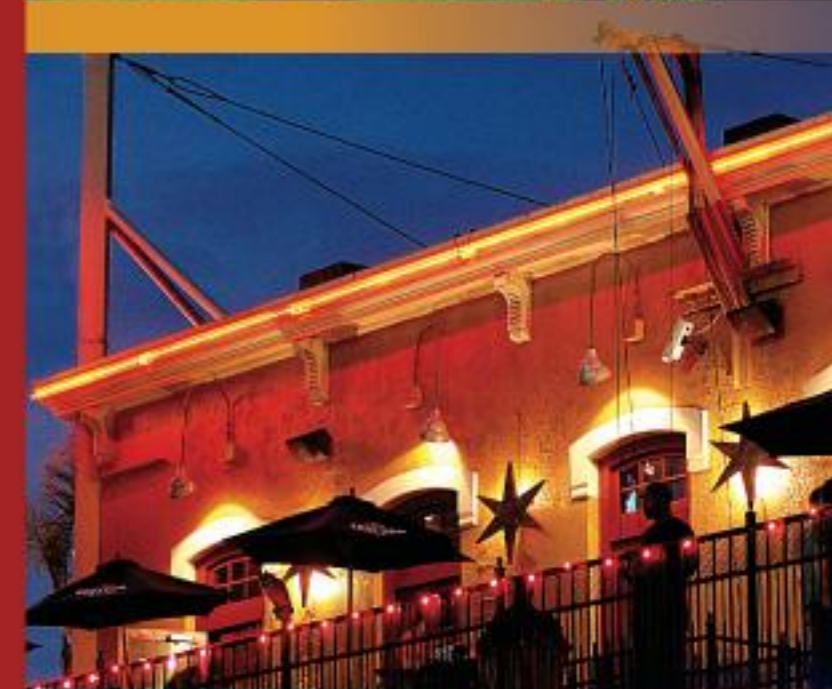
NAFSA 2012 ANNUAL CONFERENCE & EXPO

MAY 27-JUNE 1, 2012 • HOUSTON, TEXAS, USA • GEORGE R. BROWN CONVENTION CENTER

Assessing Globally Competent Teaching



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Assessment & Teacher Education

- **Assessment** is *not* a four letter word



Assessment & Teacher Education

- Assessment is *not* a four letter word
- Plenty of “baggage” associated with this term

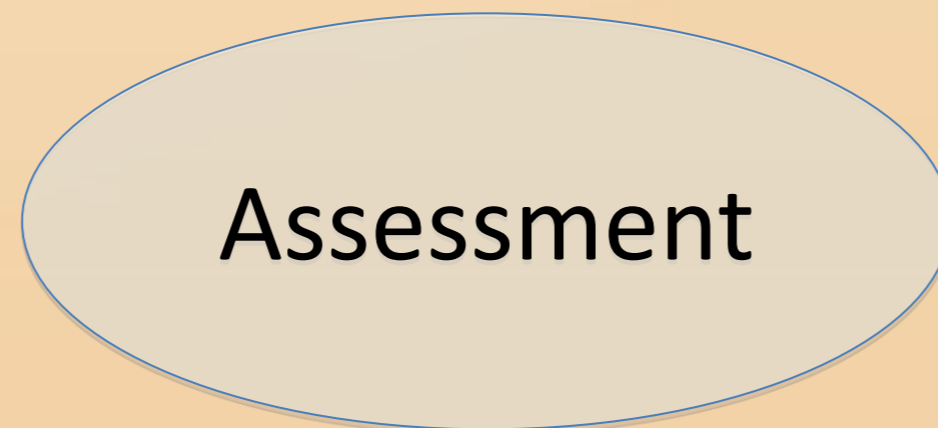
Assessment



Assessment & Teacher Education

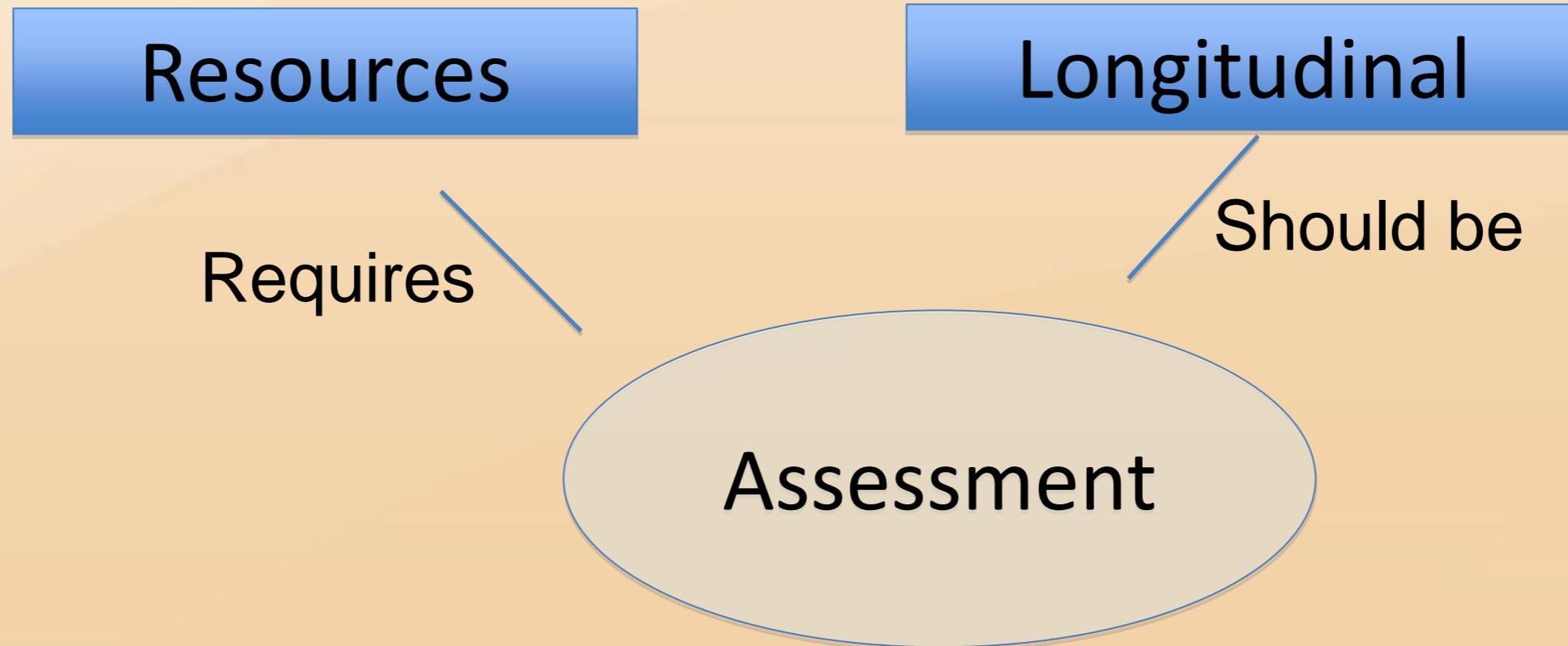
Concept Mapping Exercise

- Associated concepts & connections with linking words

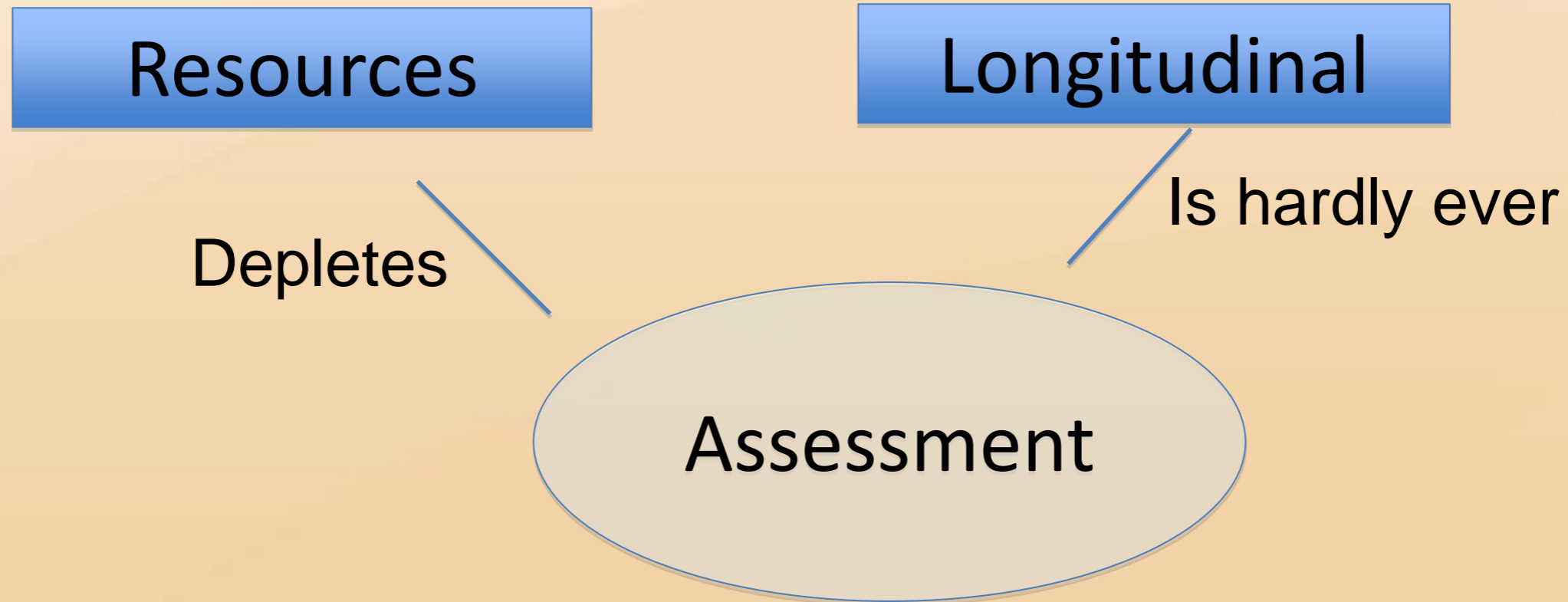


Novak & Gowin (1984). *“Learning how to learn”*

Assessment & Teacher Education



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1. In groups of 3-5 persons...begin with “Assessment” and brainstorm 5-6 associated concepts

Assessment

2. Build your Concept Map with linking words



Assessment & Teacher Education

- **Assessment vs. Accountability**



Assessment & Teacher Education

- **Assessment vs. Accountability**

Assessment is a facet of learning

- an evaluation or estimation

Accountability is being responsible to someone

- placing value on data



Teacher Education & Accountability

- **Accountable to whom?**
 - NCATE
 - Our Teacher Education Candidates
 - K-12 Schools
 - State Departments of Education
 - Federal Funders
 - Ourselves
 - Each Other (peer review)



Methodological Considerations

- False dichotomy of paradigms
- Large Scale (policy) vs. Context (learning)
- Validity – measuring what it claims to measure
 - corresponds accurately to the real world



Performance Assessment

- **Authentic or Alternative Assessment**



Performance Assessment

- **Assessments within and across domains**
 - Cognitive
 - Motivational
 - Affective
- **Engagement (*Experiential - reflect & analyze*)**
 - Portfolios
 - Projects
 - Performance



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GLOBAL COMPETENCE MATRIX: Communicating & Taking Action

(Asia Society, 2011) "*Educating for Global Competence:
Preparing Our Youth to Engage the World*"



Performance Assessment

- **Prior to a project**
 - Evaluating prior knowledge, skills and/or dispositions
 - Evaluating goals and plans
 - Evaluating questions
- **During a project**
 - Evaluating the process of creating
 - Evaluating the evolution of the learner's ability to learn
 - Evaluating the product as it is being created
- **Completion of a project**
 - Evaluating summative knowledge, skills, and/or dispositions
 - Evaluating the final product
 - Evaluating questions

Adapted from Moss et al. (2008) "*Interdisciplinary Education in the Age of Assessment*"



Performance Assessment

Assessment for IMPACT

- Impact on learner and others
- Consideration of concepts in context
- Promotes Transfer
 - From the classroom to everyday life

Bransford & Schwartz, 1999 in
“Preparing Teachers for a Changing World”



Globally Competent???

Revisiting Key Terms

- Global
- International
- Cross Cultural
- Multi-national
- Worldly
- Others?



Intercultural Competence

- Denial
- Defense
- Minimization

Ethnocentric Stages

- Acceptance
- Adaptation
- Integration

Ethno-relative Stages

Adapted from Bennett (1986)



Doing What We Already Do... But *Global*

NCATE

“The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.”



Experiences Working with Diverse Candidates

- Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups.
- The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice.
- Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.



Assessments that deal with issues of global thinking or pedagogy?

- **What assessments do you have in place?**
 - Scope and nature of the assessments?
 - Where do they reside in your program?
 - Who is responsible for managing the data?
 - Limitations to your assessments?
 - What works well?
 - Are any performance-based?
- **What assessments are needed - but do not exist?**



“Tools” for Assessment

- **Intercultural Development Inventory (IDI)**
 - Intercultural competence – 50 items
- **Global Awareness Profile (GAP Test)**
 - World knowledge of geography, culture, etc...
- **Cross-cultural Adaptability Inventory (CCAI)**
 - Assess individual potential – 50 items

See Deardorff (2009) “*Handbook of Intercultural Competence*”

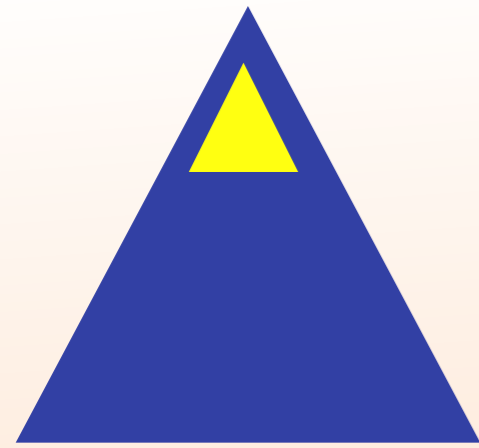


Cultural Awareness Profile

www.nafsa.org/mycap

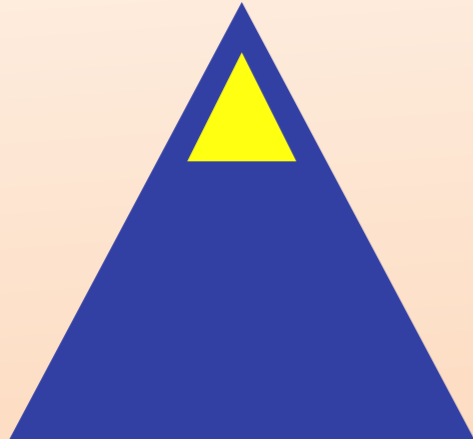
LONGVIEW FOUNDATION





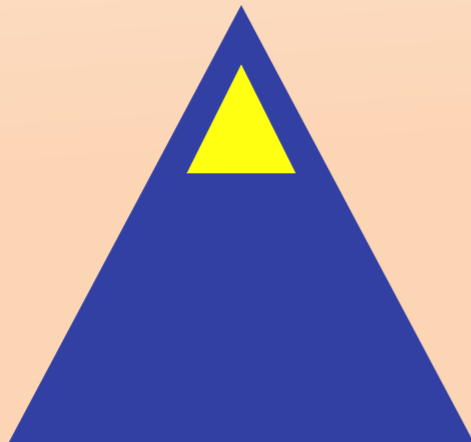
DIMENSION 1

Exploring the Global Context



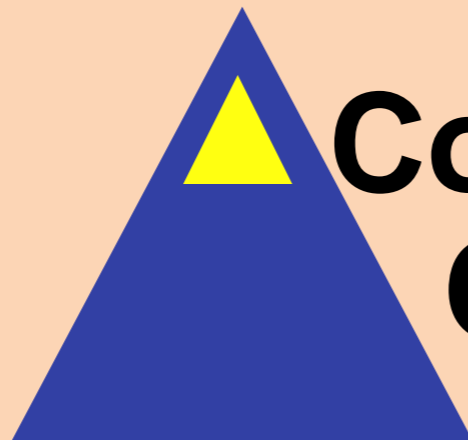
DIMENSION 2

Learning About Different Cultures



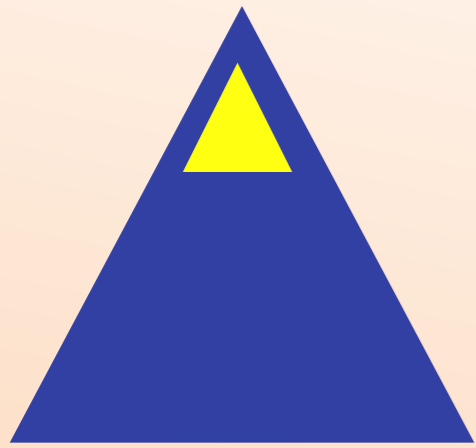
DIMENSION 3

Knowing Ourselves As Cultural



DIMENSION 4

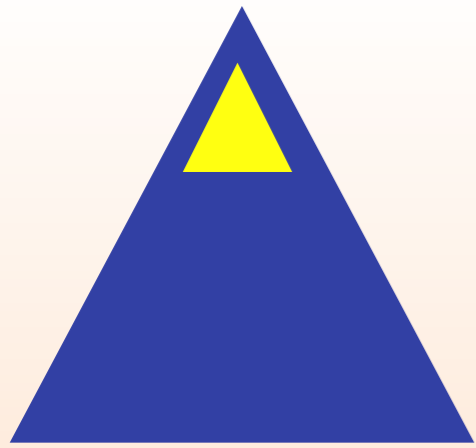
Communicating Across Cultural Differences



DIMENSION 1

Exploring the Global Context

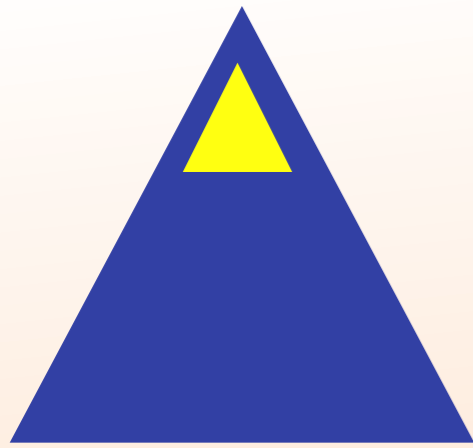
- Global Perspective
- Systems Thinking
- Local and Global Connections
- Global Citizenship



DIMENSION 2

Learning About Different Cultures

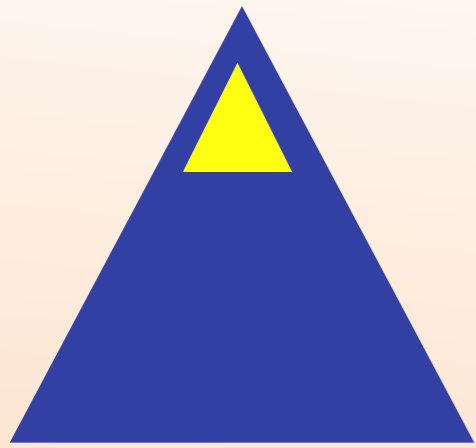
- Knowledge of Other Culture Groups
- Diversity of Cultural Practices
- Cultural Inquiry



DIMENSION 3

Knowing Ourselves As Cultural

- Develop Own Cultural Identity
- Understand Cultural Context
- Accept and Affirm Cultural Differences
- Confront Issues of Power and Privilege



DIMENSION 4

Communicating Across Cultural Differences

- Develop Cultural Empathy
- Understand Cultural Perspective
- Verbal and Non-verbal Communication
- Adapt own Communication Styles



Cultural Learning Action Plan (CLAP)

myCAP CONNECTION

PRESERVICE TEACHER ACTION

CULTURAL CONTEXT

TIMELINE

EVIDENCE OF LEARNING



Assessing Global Competency in Teacher Education

- **Developed over time and requires direct experiences**
- **Students actively involved in their learning process**
- **Requires opportunities for self-reflection and engagement**
- **Assessments must complement learning models**