Assessment of Global Learning: Performance Targets vs. Developmental Growth

Architecture for Global Learning – Series II

April 13, 2018
1:30-2:30 p.m. EDT
**Volume too low?** Check to ensure volume is turned on and up in **three** different places:

1. The Adobe Connect speaker icon
2. The volume on your speakers
3. The soundcard on your computer

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### Q&A Box
- Private – for Q&A Session
- Submit questions throughout the presentation
- Questions display only to the presenters

### Participant Chat
- Public
- Comments display to everyone

Have you downloaded your handouts?
How many people are participating at your site?

- 1
- 2-4
- 5-7
- 8-10
- 10-15
- More than 15
What is your experience level?

- 0-2 years
- 2-5 years
- 5-10 years
- More than 10 years

What is your role on campus?

Type your answers in the Participant Chat
A Program’s 100,000-foot View of Global Learning Assessment

Sandra Crenshaw, Ph.D.
Associate Provost
Arcadia University
PRESENTATION GOALS:

• Understand **why** intentional assessment of global learning is both necessary for effective program growth and useful to all stakeholders;

• Understand **what** larger questions shape global learning assessment at an institution.
WHY SHOULD WE ASSESS GLOBAL LEARNING?

In the last 25 years, universities have increasingly expected assessment of both global programs and institutional Student Learning Outcomes (SLO's), prompted by several parallel and convergent trends in higher education:

**External:**
- Accreditation expectations
- Growing complexity of demands on programs and students (ROI, Health & Safety, Equity & Accessibility)

**Internal:**
- Emphasis on the institutional culture of assessment
- Growing understanding of the effective use of assessment to validate and improve the work of international/global offices to concerned audiences both internal and external to the institution.
WHY SHOULD WE ASSESS GLOBAL LEARNING?

Global Learning Assessment Stakeholder Relationships

- Students
- Parents, Program, Peers, Faculty
- Provost, President, Board of Trustees
- Academic & Student Affairs
- Institutional Identity, Alumni, Social & Political Culture
WHY SHOULD WE ASSESS GLOBAL LEARNING?

Intentionality

-AAC&U, Assessing Global Learning, 1-4
Strategic Student Learning Assessment:

• Explores program student learning outcomes clearly;
• Uses a variety of appropriate evidence;
• Networks with other assessment plans;
• Cycles over time;
• Closes the Loop.

-Suskie, Assessing Student Learning
**Performance Targets vs. Developmental Growth**

<table>
<thead>
<tr>
<th>Desired level of performance, as measured by indicators that represent success at achieving program outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuanced progress, measured primarily by pre-/post- indicators that represents a snapshot of the student learning process over time.</td>
</tr>
</tbody>
</table>
THE SHAPE OF GLOBAL LEARNING ASSESSMENT

- Reflects program and institution Mission & Vision;
- Emerges from global learning goals of the program & institution (and reflects other Student Engagement assessment);
- Speaks out to a variety of Stakeholders;
- Is a living process.
Thank you

Sandra Crenshaw, Ph.D.
Associate Provost, Arcadia University


Andrew Law (2017) Education Abroad in a World Gone Totally Mad, Generation Study Abroad Summit, Washington D.C.


Global Learning Assessment Methodology: From 30,000 feet to the ground in 10 minutes

Jennifer L. Wiley

Managing Partner, CoreCollaborative International
LOGICAL BEGINNINGS

• Where do your outcome/performance goals come from?
• Which concepts in your goals need to be explicitly defined?
• Does everyone agree on definitions?
• What does a student who has met targeted outcomes look, act, sound like?
• What types of information is most desired by those who have influence over your process? Numbers, graphs, stories, photos, artifacts?
• What are our assumptions/beliefs about how change/learning occurs? Does everyone who is working on assessment of global learning share the same assumptions/beliefs?
Inputs (who students are, faculty skill/experience, etc.)

Activities (courses, programming, interactions, etc.)

Outputs (exam scores, participation rates, etc.)

Outcomes (changes in ability, understanding, etc.)

Impacts (the longer term influence)

Students develop and use their awareness and intercultural skill to navigate cultural complexities and make connections with people they perceive as different from them in some way.

“From this conversation I learned that when conversations like this arise it is better to not defend or argue, but to listen with all your might and to ask questions...This man clearly needed someone to hear this and in the end I’m grateful that he found me.”

I have recognized that I am not the center of the universe. Sometimes I forget.”
INTERACTIONS BETWEEN STUDENTS AND LEARNING EXPERIENCES

Student pre-experience:
- Worldview
- Prior experience
- Demographics
- Ways of Knowing
- Behavior
- Capacity
- Ways of Being

Program/EA Experience:
- Cohort Interaction
- Depth of Experience
- Engage Difference
- Location
- Duration
- Design

Student post-experience:
- Worldview
- Prior experience
- Demographics
- Ways of Knowing
- Ways of Being
- Behavior
- Capacity
- Student post-experience
ASSESSMENT AS A SYSTEMATIC CYCLE, NOT LINEAR PROCESS

Image Credit: Lehman College SUNY
<table>
<thead>
<tr>
<th>GL Constructs/Concepts</th>
<th>Potential Tools</th>
<th>Outputs</th>
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<tbody>
<tr>
<td>Intercultural Awareness</td>
<td>IDI, BEVI, GPI, IES, Focus Group, Interview</td>
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<tr>
<td>Self Awareness</td>
<td>BEVI, EIQ, Interview, Text Analysis</td>
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<tr>
<td>Belongingness</td>
<td>Mapping Protocol, Interview, Text Analysis</td>
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## Setting Up the Methodology

<table>
<thead>
<tr>
<th>Focal Areas</th>
<th>Research Questions</th>
<th>Tools</th>
<th>Use</th>
<th>Who will use this information? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Sense of Self and Other</strong></td>
<td>To what extent does Global Studies coursework influence students' sense of self?</td>
<td>Pre/Post BEVI, Curriculum Review for themes</td>
<td>To generate a reliable and valid snapshot of student worldviews prior to participation in the degree program, including the identification of motivation for enrollment and responsiveness to program content.</td>
<td>Dean of Global Studies in a report to admissions and the provost regarding who chooses this program.</td>
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<tr>
<td></td>
<td>How do students' sense of self change between first and last year of their GS degree program?</td>
<td>Pre/Post BEVI, Exit interviews, focus groups of students</td>
<td>To generate a reliable and valid description of the extent to which the GS degree program has student identity development, including participant perspective on the influence of extracurricular components.</td>
<td>Presentation to faculty members and dean so they better understand student experiences and points for improvement of the learning experience.</td>
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<td></td>
<td>To what extent do first semester programs impact students' sense of belongingness to the department?</td>
<td>Pre/Post BEVI reflective response</td>
<td>To generate a reliable and valid understanding of the intersection of identity and program influence related to extent of connection the department.</td>
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<tr>
<td><strong>Student Sense of Belongingness</strong></td>
<td>How do students view/describe their role in the program?</td>
<td>Mapping Exercise, Focus Groups</td>
<td>To generate a visual representation of the ways in which students orient themselves within the program and which aspects of the experience that are most prominent.</td>
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<td>Month/Year</td>
<td>England</td>
<td>Morocco</td>
<td>Argentina</td>
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<td>July 2014</td>
<td>• Communicate data needs</td>
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<td></td>
<td>• Send consent to study documents to HQ</td>
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<td></td>
<td>• Provide IRB language</td>
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<td></td>
<td>• Send study protocols to Director Sp. Programs</td>
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<tr>
<td>Aug 2014</td>
<td>• Receive student data and signed consent to study letters</td>
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<td>• Begin Time 1 IDI deploy</td>
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<td>Sept 2014</td>
<td>• Study Orientation for Staff</td>
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<td>• Monitor Completion</td>
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<td>Oct 2014</td>
<td>• Begin Alumni Survey</td>
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<td></td>
<td>• Coordinate on-site itinerary</td>
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<tr>
<td>Nov 2014</td>
<td>• Monitor Alumni Survey</td>
<td>• Communicate data needs</td>
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<tr>
<td></td>
<td>• Interview students, lead focus groups</td>
<td>• Send consent to study documents</td>
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<td>• Interview staff and instructors</td>
<td>• Provide IRB language</td>
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<td>• Communicate data needs</td>
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<td>• Send consent to study documents</td>
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<td>• Provide IRB language</td>
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<td>• Send study protocols to Director Sp. Programs</td>
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</table>
WHERE ARE YOUR RESOURCES?

• Does your department have the resources to assess?
• Does your department have relationships with:

- Technosphere of Assessment Specialists and Others Specialists
- Strategic Apex: Board of Governors and Presidents
- Midline Managers of Provosts and Deans
- Support Staff: Education Abroad and International Student Services
- Support Staff: Multicultural Affairs or Diversity & Inclusion

Traditional Operating Core of Faculty Members: Content-Specific Degree Programs and Research Outputs
Jennifer L. Wiley
Managing Partner,
CoreCollaborative International
Jennifer.corecollaborative@gmail.com
Assessment of Global Learning and the Beliefs, Events, & Values Inventory (BEVI):
What We’ve Learned About Learning Through 25 Years of Research and Practice

Craig N. Shealy, PhD
Professor and Executive Director,
James Madison University and International Beliefs and Values Institute
GLOBAL LEARNING IS LOCAL LEARNING

Why We’re All the Same and How We’re Different
Around the World

• To illustrate this central point, here is a brief intro to the BEVI along with five “lessons learned” in the real world in order to make the arc between “performance targets” and “developmental growth.”
Craig N. Shealy

BELIEFS, EVENTS, AND VALUES INVENTORY (BEVI)

Oh, everyone believes
From emptiness to everything
Oh, everyone believes
And no one's going quietly

Belief
—John Mayer

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<tr>
<th>Model Fit Information for BEVI Scales</th>
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</tbody>
</table>
The BEVI is designed to assess a number of relevant processes and constructs including (but not limited to):

• Basic Openness
• Receptivity to Different Cultures, Religions, and Social Practices
• Tendency (or not) to Stereotype in Particular Ways
• Self and Emotional Awareness
• Preferred but Implicit Strategies for Making Sense of Why ‘Other’ People and Cultures ‘Do What They Do’ (Shealy, 2005, p. 99).
HOW IS THE BEVI USED?

1. **evaluating learning experiences** (e.g., study abroad, multicultural courses, training programs, service learning, etc.);
2. **understanding learning processes** (e.g., who learns what and why, and under what circumstances);
3. **promoting learning objectives** (e.g., increased awareness of self, others, and the larger world);
4. **enhancing teaching and program quality** (e.g., which experiences, courses, programs have what impact, and why);
5. **facilitating growth and development** (e.g., of individuals, groups, and organizations);
6. **conducting research** (e.g., how, why, and under what circumstances people become more “open” to different cultures);
7. **addressing organizational needs** (e.g., staff/leadership development); and,
8. **complying with assessment and accreditation requirements** (e.g., linking objectives to outcomes).
Five Lessons Learned

&

Why They Matter for the Assessment of Global Learning

• We become as we became.
• We see how we were seen.
• We know when we are known.
• We learn what we may learn.
• We grow if we can grow.
Lesson 1:

- We become as we became.
• Draws upon a wide range of theoretical, empirical, and applied perspectives.

• Explains 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.

• Designed to identify and predict a variety of developmental, affective, and attributional processes and outcomes that are integral to EI Theory and the EI Self.

(Shealy, 2004; 2006; 2016)
CORRELATION MATRIX FINDINGS

Correlation Matrix Findings Above .40 Between Sociocultural Openness and Other BEVI Scales

- Needs Closure (-.90)
- Ecological Resonance (.88)
- Socioemotional Convergence (.82)
- Basic Closedness (-.81)
- Identity Closure (-.71)
- Emotional Attunement (.77)
- Socioreligious Traditionalism (-.62)
- Hard Structure (-.58)
- Negative Life Events (-.57)
- Divergent Determinism (-.50)
Interpreting Correlation Matrix Findings:

Overall, Individuals High on Sociocultural Openness

- are more likely to indicate that core needs (e.g., for attachment, affection) were met in a “good enough” manner (Needs Closure);
- are more likely to be concerned about or invested in matters that have to do with the environment and natural world (Ecological Resonance);
- appear more able to experience the world in complex “shades of gray,” rather than in black and white terms (Socioemotional Convergence);
- are less likely to deny or ignore fundamental thoughts, feelings, or needs that generally are experienced as “normative” regarding human existence or functioning (Basic Closedness);
- are less likely to express feelings of confusion and entrapment regarding their current existence and future prospects (Identity Diffusion);
- are more likely to indicate the capacity and inclination to experience affect in self and other, and to value its expression (Emotional Attunement);
- are less likely to endorse a traditional worldview regarding the nature and purpose of religion and its centrality to one’s own life (Socioreligious Traditionalism);
- are less likely to express very strong certitude regarding the correctness of one’s own way of seeing self, others, and the larger world, while denying doubts or weakness (Hard Structure);
- are less likely to report the experience of a high degree of unhappy life experiences during childhood/adolescence or generally in life (Negative Life Events); and,
- are less likely to adopt a reflexively contrarian posture regarding the nature of “truth” or “reality” (Divergent Determinism).
FIVE LESSONS LEARNED

Lesson 2:

• We see how we were seen.
• Key finding: Life history/background influences openness to different cultures, beliefs, and practices, which influences learning interest.
Three BEVI Decile Profiles from students in three different countries/regions.

Country/Region 1:

<table>
<thead>
<tr>
<th>1. Negative Life Events</th>
<th>9%</th>
<th>17%</th>
<th>4%</th>
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<td>4. Identity Diffusion</td>
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<td>4%</td>
<td>9%</td>
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<td>9%</td>
<td>13%</td>
<td>17%</td>
<td>9%</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>17. Global Resonance</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td>9%</td>
<td>17%</td>
<td>13%</td>
<td>39%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Deciles: 1 2 3 4 5 6 7 8 9 10
Three BEVI Decile Profiles from students in three different countries/regions.

Country/Region 2:

<table>
<thead>
<tr>
<th>Decile</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
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<tr>
<td>1. Negative Life Events</td>
<td>4%</td>
<td>25%</td>
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<td>12%</td>
<td>4%</td>
<td>12%</td>
<td>4%</td>
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<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>2. Needs Closure</td>
<td>50%</td>
<td>8%</td>
<td>17%</td>
<td>12%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Needs Fulfillment</td>
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<td>4%</td>
<td>12%</td>
<td>12%</td>
<td>4%</td>
<td>12%</td>
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<td>8%</td>
</tr>
<tr>
<td>4. Identity Diffusion</td>
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<td>29%</td>
<td>21%</td>
<td>0%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>8%</td>
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<tr>
<td>5. Basic Openness</td>
<td>0%</td>
<td>17%</td>
<td>4%</td>
<td>29%</td>
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<td>4%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>6. Self Certitude</td>
<td>4%</td>
<td>25%</td>
<td>4%</td>
<td>17%</td>
<td>0%</td>
<td>17%</td>
<td>4%</td>
<td>21%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>7. Basic Determinism</td>
<td>21%</td>
<td>12%</td>
<td>0%</td>
<td>21%</td>
<td>4%</td>
<td>12%</td>
<td>12%</td>
<td>4%</td>
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<tr>
<td>8. Socioemotional Convergence</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
<td>0%</td>
<td>21%</td>
<td>8%</td>
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<td>21%</td>
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<tr>
<td>9. Physical Resonance</td>
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<td>0%</td>
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<td>38%</td>
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<tr>
<td>10. Emotional Attunement</td>
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<tr>
<td>11. Self Awareness</td>
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<td>0%</td>
<td>17%</td>
<td>4%</td>
<td>8%</td>
<td>12%</td>
<td>8%</td>
<td>25%</td>
<td>25%</td>
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<tr>
<td>12. Meaning Quest</td>
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<td>4%</td>
<td>21%</td>
<td>12%</td>
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<td>4%</td>
<td>8%</td>
<td>21%</td>
<td>8%</td>
<td>0%</td>
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<tr>
<td>13. Religious Traditionalism</td>
<td>4%</td>
<td>33%</td>
<td>12%</td>
<td>12%</td>
<td>17%</td>
<td>8%</td>
<td>8%</td>
<td>4%</td>
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<tr>
<td>14. Gender Traditionalism</td>
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<td>21%</td>
<td>0%</td>
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<td>12%</td>
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<tr>
<td>15. Sociocultural Openness</td>
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<td>8%</td>
<td>17%</td>
<td>12%</td>
<td>12%</td>
<td>42%</td>
</tr>
<tr>
<td>16. Ecological Resonance</td>
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<td>4%</td>
<td>8%</td>
<td>17%</td>
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<td>8%</td>
<td>4%</td>
<td>4%</td>
<td>12%</td>
<td>17%</td>
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<tr>
<td>17. Global Resonance</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>8%</td>
<td>17%</td>
<td>50%</td>
<td>8%</td>
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Three BEVI Decile Profiles from students in three different countries/regions.

Country/Region 3:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17% 20% 13% 8% 6% 14% 3% 6% 9% 4%</td>
<td>54% 15% 9% 7% 3% 3% 3% 3% 1% 1%</td>
<td>2% 2% 3% 7% 6% 11% 9% 20% 19% 22%</td>
<td>36% 18% 17% 0% 11% 0% 0% 6% 3% 9%</td>
<td>6% 8% 6% 11% 7% 11% 15% 8% 18% 12%</td>
<td>12% 9% 10% 14% 9% 9% 9% 15% 6% 7%</td>
<td>20% 17% 19% 9% 8% 9% 7% 2% 5% 4%</td>
<td>1% 4% 3% 5% 10% 7% 11% 14% 23% 23%</td>
<td>0% 0% 0% 1% 1% 1% 5% 3% 13% 58% 20%</td>
<td>6% 3% 7% 9% 8% 17% 9% 13% 18% 10%</td>
<td>1% 0% 0% 1% 1% 1% 3% 18% 8% 27% 42%</td>
<td>4% 3% 13% 8% 8% 10% 8% 10% 10% 14%</td>
<td>0% 25% 18% 6% 18% 8% 8% 8% 6% 4%</td>
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<td>2% 3% 1% 3% 6% 6% 6% 9% 15% 11%</td>
<td>5% 2% 6% 7% 15% 15% 11% 9% 8% 23%</td>
<td>2% 5% 6% 8% 0% 7% 7% 13% 13% 17%</td>
</tr>
<tr>
<td>Deciles</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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</tbody>
</table>
Lesson 3:
- We know when we are known.
Comparative results before and after completion of a course designed to increase intercultural understanding.

<table>
<thead>
<tr>
<th>Scales</th>
<th>Time</th>
<th>Gender</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>F</td>
</tr>
<tr>
<td>Causal Closure</td>
<td>1.229</td>
<td>1.317</td>
<td>7.780</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(1, 133)**</td>
</tr>
<tr>
<td>Basic Determinism</td>
<td>1.718</td>
<td>1.856</td>
<td>9.187</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1, 134)***</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1, 133)**</td>
</tr>
<tr>
<td>Global Engagement</td>
<td>2.647</td>
<td>2.579</td>
<td>4.454</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1, 134)*</td>
</tr>
</tbody>
</table>

Note: * p<0.05, ** p<0.01, *** p<0.001
Sample comparison of Time 1 and Time 2 for two different instructors of the same course on Negative Life Events, Self Awareness, and Global Engagement.
Lesson 4:

- We learn what we may learn.
• Key finding: life history/background influences beliefs regarding who males and females are and should be, which influences GPA.
BEVI full scale score Time 1/ Time 2 differences for student leaders from the Middle East.

Figure 12: MEPI Student Leader’s Program T1/T2 Aggregate Profile Contrast: Identity Diffusion, Basic Determinism, Socioemotional Convergence, Meaning Quest, and Global Resonance Scales
Lesson 5:

• We grow if we can grow.
THE 7 D’S

Why and When Change Occurs

Changes in beliefs and values about self, others, and the world at large seems determined largely by the 7Ds (duration, difference, depth, determine, design, deliver, and debrief).

- Overall, from an EI perspective and on the basis of BEVI data, the amount of “change” that is facilitated and measurable is a function, at least in part, of the “7Ds” (Shealy, 2016) including:
  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 is the capacity of the learner to experience all that the intervention is able to convey);
  4. **determine** (i.e., through formal and informal assessment, how well does the intervener understand his/her audience);
THE 7 D’S

Why and When Change Occurs

Changes in beliefs and values about self, others, and the world at large seems determined largely by the 7Ds (duration, difference, depth, determine, design, deliver, and debrief).

• 5. **design** (i.e., based upon knowledge of the audience and careful deliberation and development, what is the quality of the intervention);

• 6. **deliver** (i.e., how able is the intervener to fulfill the transformative potential of the intervention);

• 7. **debrief** (i.e., before, during, and after the intervention, how deeply does the intervener assess the nature of the learning experience, and use such feedback to improve future interventions).
THANK YOU

Craig N. Shealy, Ph.D.
James Madison University
Department of Graduate Psychology
MSC 7401
Harrisonburg, Virginia, USA
craigshealy@gmail.com
Q&A SESSION

Q&A Box

- Type your questions into the Q&A Box
- Press Enter
- Your questions display only to you and the presenters
- Presenters will read the questions aloud and respond as time allows
Q&A SESSION

Moderator
Sandra Crenshaw, PhD
Arcadia University

Presenter
Jennifer Wiley,
CoreCollaborative
International

Presenter
Craig Shealy, PhD
James Madison University
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• Global Learning Colloquium: STEAM’D
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