

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,
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Guiding Principles



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Principle 1

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

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Principle 2 *Define your terms.*

or a mental representation of shared attributes or characteristics, and it is assumed to exist because it gives rise to observable or

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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 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).

attributes and experiences our students bring to the learning process, or more likely, interactions between these different levels of analysis.

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Principle 5

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

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

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Best Practices



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

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- 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 programs, and interventions.

Assessing International,

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.

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

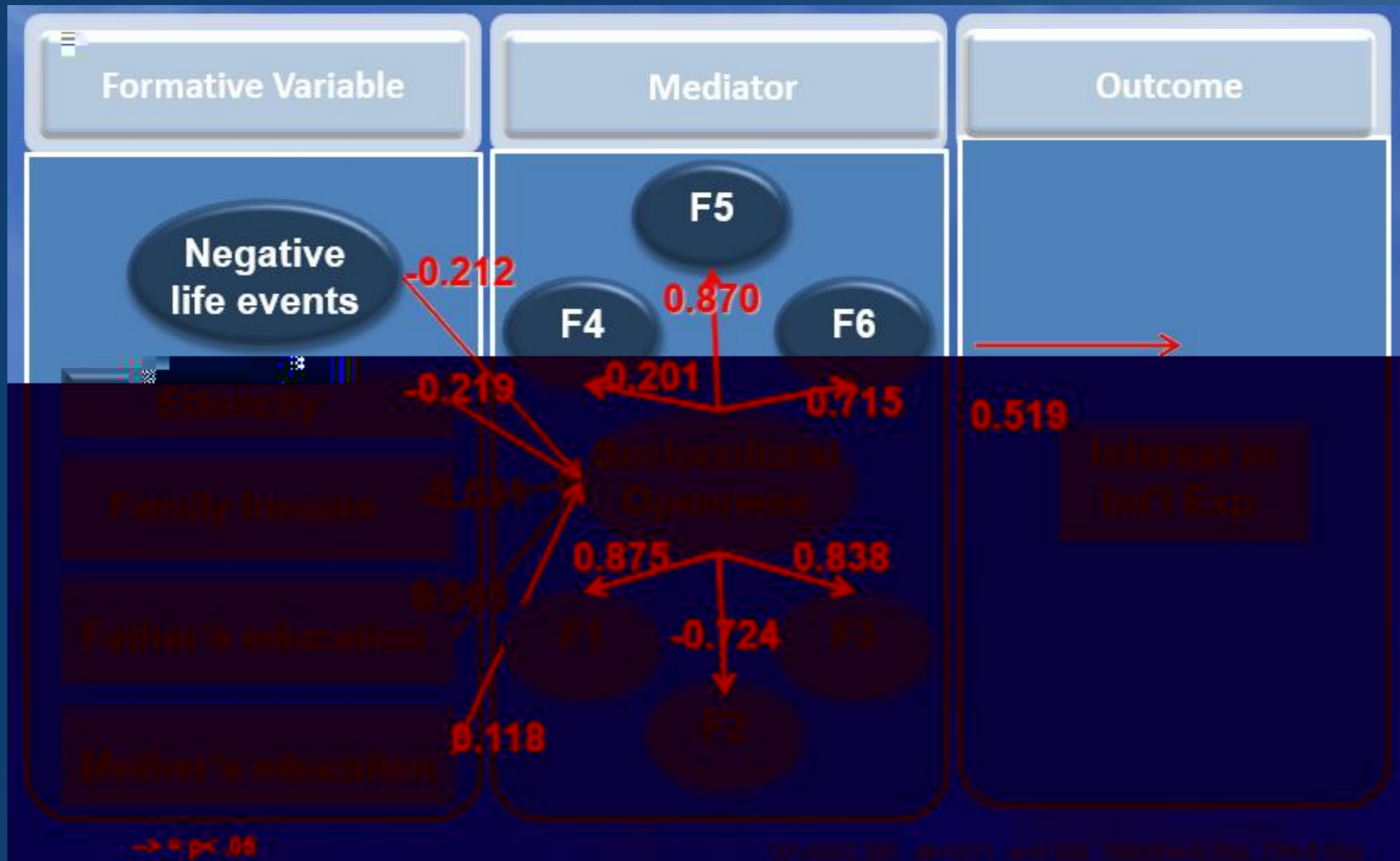
Six Recommendations for Collaborative Success

<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).

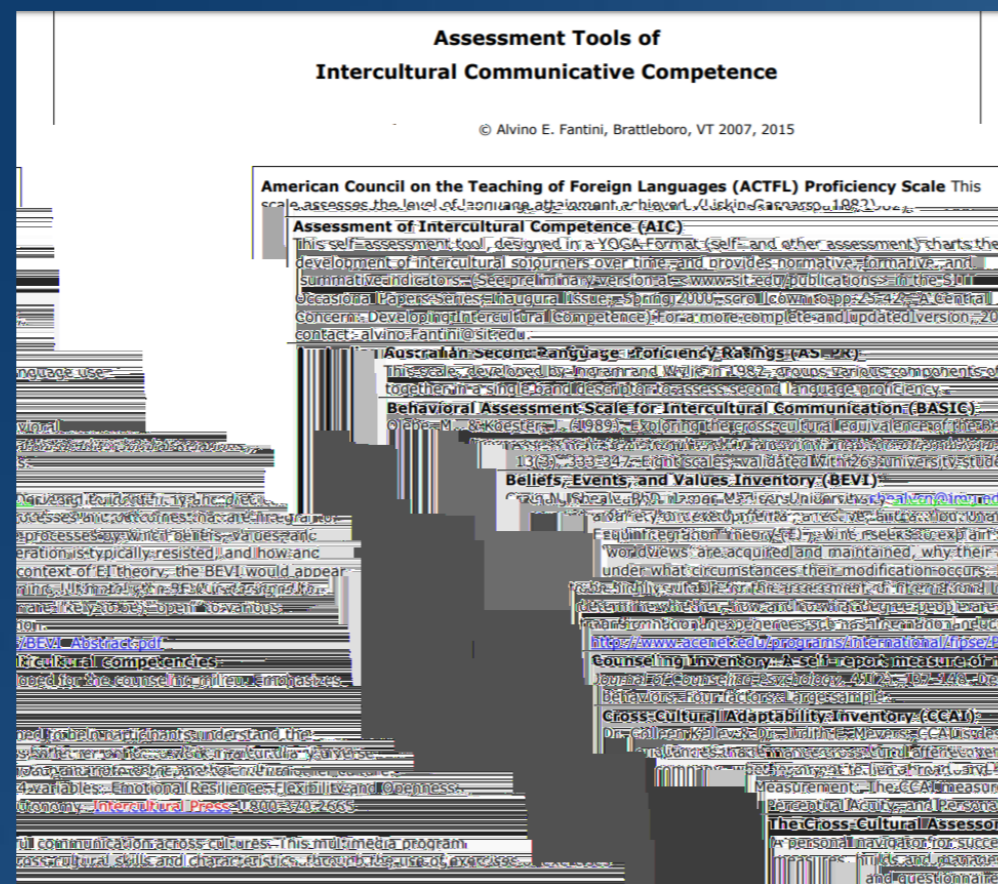
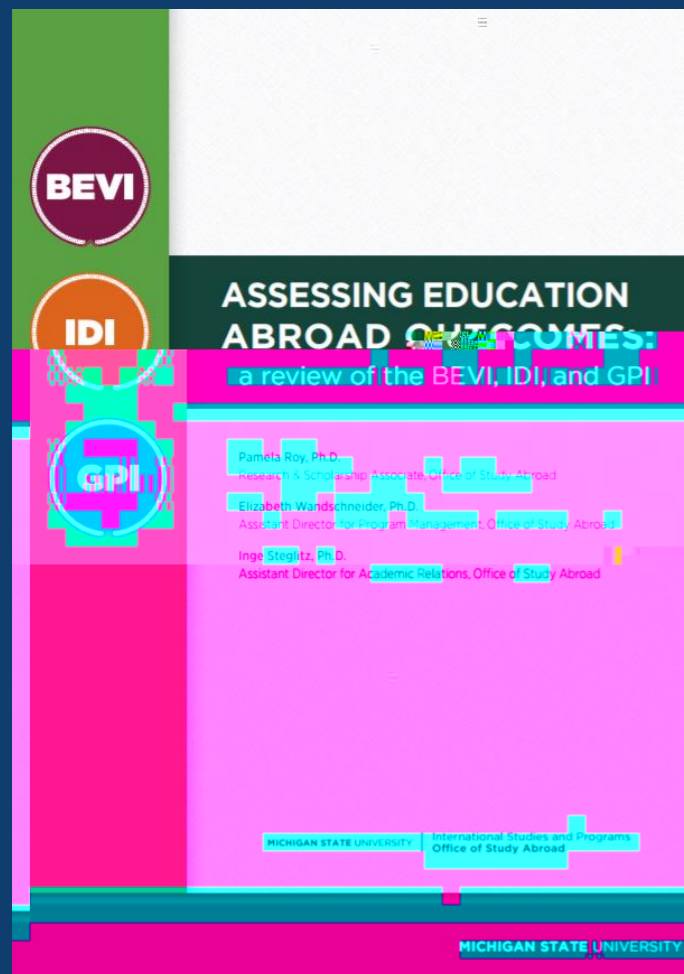
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Practice 5 Operationalize constructs in an ecologically valid manner, accounting for mediators and moderators that affect processes and outcomes.



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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

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>

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Practice 7 Analyze and report data in a transparent and accessible manner to 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., how well the intervener can determine the nature of the learning experience, and uses such information to improve future interventions);
5. **design** (i.e., based upon knowledge of the audience and context, what the quality of the intervention is);
6. **deliver** (i.e., how well the intervener can fulfill the transformative intervention); and,
7. **debrief** (i.e., before, during, and after the intervention, how the intervener assesses the nature of the learning experience, and uses such information to improve future interventions).

A concluding point to ponder...

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Thank you!