

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading.

Framing Language

The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, and compare and contrast them with others. The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno-relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266).

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

UIW MOD OF VALUE RUBRIC – GLOBAL & HISTORICAL CONSCIOUSNESS (G&HC) VER.3

Students will be able to *to analyze the historical forces that shape the diversity of the human experience as influenced by geographical location, ethnicity, cultural and religious traditions, gender, and class.*

Evaluators are encouraged to assign a zero to any student work that does not meet minimal (cell one) performance, or which exhibits evidence of plagiarism.

OUTCOMES	CRITERIA			
	Full Integration 3	Progress 2	Minimal Learning 1	No Learning or n/a 0
Content: <i>knows the cultural frameworks of:</i> history, values, politics, communication styles, economy, beliefs and practices, symbols, and personal bias	Demonstrates sophisticated articulation of the complexity of cultural frameworks listed on the left	Demonstrates adequate articulation of the complexity of cultural frameworks listed on the left	Demonstrates surface articulation of the complexity of cultural frameworks listed on the left	
Application: <i>recognizes and analyzes multiple cultural constructs</i>	Interprets and integrates intercultural experience from the perspective of more than one worldview	Engages in the intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions	Identifies components of other cultural perspectives; responds in all situations with own worldview	
Approach: <i>values multiple cultural perspectives</i>	Acknowledges the values of other cultures and consistently respects the points of view of other cultural groups	Examines more than one dimension of another culture	Identifies basic issues or expresses interest in other cultures	