Creating System-Wide Standards and Badges to Recognize Students’ Intercultural Skills

APLU Commission on International Initiatives
CII 2019 Summer Meeting
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Learning Objectives

Recognizing Students’ Intercultural Learning

Strategic Thinking for our Future: How Public Universities Develop Collaborative Structures that Create Sustainable Global and Local Impact

- Understand the rationale for developing badges for global and intercultural learning at a system-wide level
- Review the criteria and characteristics of microcredentials
- Learn how SUNY and its institutions
  - Determine the selection of specific intercultural skills to credentialize
  - Develop assessment criteria and characteristics
  - Align skill based global learning badges with institutional internationalization strategies
- Explore how multiple pathways to earning these credentials can ensure that students from every institutional type have the ability to achieve them
- Obtain ideas and inspiration about how microcredentials can be implemented and replicated at other institutions and systems.
What brings you here today?

- What do you hope to learn?
- Where are you in the process?
Introduction to Microcredentials

- Microcredentials = badges, verified certificates, milestones, etc.
- Digital tokens that attest to acquisition of knowledge or skills gained formally (coursework) or informally (experience)
- Can include personalized, individual evidence by linking to learner created artifacts (such as e-portfolio, website, etc.)
- Can be displayed and shared as earned, giving an up to date picture of skills and knowledge
Introduction to Microcredentials

Open Badges

**THERE’S DATA INSIDE!**

- badge name
- badge URL (description)
- badge criteria
- badge image
- issuer
- issue date
- recipient
- tags
- alignment (standards)
- expiration date
- evidence URL

Open Badges Peeled by [Bryan Mathers](https://twitter.com/bryanmathers) (Used under CC-BY-ND License). See more of Bryan’s badges work on [#OB101](https://github.com/ob101).
Introduction to Microcredentials

1. Recognize Mastery of “Chunks” of Content = Academic microcredentials
   Often stackable, leading towards course credit or onramp to a certificate/degree

2. Recognize Community Engagement
   · Badge given to recognize frequency of contributions to an online community
   · Badge given for participation in events, such as speaking at a conference
   · Badge given as an award

3. Recognize Attainment of Skills = Skills or competency badges
   Complementary to academic achievement, enhancement of formal education
Recognition of Durable Skills

Microcredentials verify skills acquisition with the endorsement of a trusted institution.

Personalized evidence of the ability to apply these skills can be linked to the digital badge.

Allows students to customize their skills portfolio based on their career and personal goals.
Micro-credentials are trending in higher education


Digital Badges in Education: Trends, Issues, and Cases
https://books.google.com/books/about/Digital_Badges_in_Education.html?id=bbnO_CwAAQBAJ

Future of Higher Education: Micro-Credentials & Badging– Part 1

An exploration of the utility of digital badging in higher education settings,
Alignment with Internationalization Efforts

Badges value global learning and intercultural skill building in multiple contexts on and off campus.

They require self reflection about intercultural competencies and areas for improvement.

They encourage faculty to add more global/cultural content or virtual exchange to courses.

Students will seek out intercultural experiences on and off campus to build their competencies and skills.

Badges make building intercultural competencies accessible to all students.
Global Learning Badges at SUNY

Intercultural competencies are often cited as essential 21st Century skills, yet there are no generally accepted standards or ways to show that students have attained these competences.

SUNY’s establishment of badges and milestones have created defined skill areas for global learning along with assessment criteria and characteristics that provide evidence of skill attainment.

Development of these badges involved community colleges, research universities and comprehensive colleges and universities across the SUNY system in an effort to develop global learning standards system-wide.
Concept for SUNY Global Learning Badges

**Opportunity:** Create a microcredential for global learning at a system level

**Guiding Concepts:** Create clear, measurable criteria, award badges based on demonstration of skill achievement, regardless of experiences used to gain the skill, making badge earning accessible to all students, across all campuses

*A credential defined at the system level sets a state-wide standard for global learning as well as puts SUNY at the leading edge of certifying global learning competencies.*
System-wide task group

Steering Committee
Mary Lou Forward, COIL Center
Helen Gaudette, FIT
Susan Jagendorf-Sobierajski, Cobleskill
Jan McCauley, COIL Center
Allison Nyamuame, Binghamton
Ann Pearlman, Brockport
Hope Windle, Ulster

Badging Task Group
Sam Cardamone, Geneseo
Cyan Corwine, Alfred State
Erin Lassial, SUNY Canton
Jim Pasquill, SUNY Global
Chilton Reynolds, Oneonta
Cathy Roche, Rockland
Christian Speedling, SUNY Global
Christian Wilwohl, New Paltz
What’s out there?

NACE Career Readiness Definition of Global/Intercultural Fluency

AAC&U’s Intercultural Knowledge and Competence VALUE Rubric

Ed Design Lab Intercultural Fluency Badge

SUNY’s International Cross-Cultural Experiential Learning Evaluation Toolkit

SUNY’s Microcredentials Initiative

*Example, NACE’s definition:* Value, Respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact with all people and understand individuals’ differences.

➤ We needed to translate competencies into measurable criteria and divide them into discrete badges
**Definition** - Ability to communicate effectively across cultures, including the use of relevant technology.

**Criteria to be assessed**

- Expresses thoughts and ideas clearly and effectively inside and outside one’s own culture (in written and oral communication).
- Demonstrates ability to identify different cultural landscapes and communicate appropriately, both verbally and non-verbally.
- Demonstrates ability to adapt communication style to a variety of modes of communication.
**Criteria 1:** Ability to express thoughts and ideas clearly and effectively inside and outside one’s own culture (in written, nonverbal and oral communication).

**Highly Competent:**
- Demonstrates sensitivity to cultural norms in written, visual and/or oral communication.
- Recognizes multiple cultural perspectives present in a situation.
- Uses appropriate body language, distance and physical interaction behaviors in other cultural contexts.

**Competent:**
- Recognizes and embraces cultural differences in verbal and nonverbal communication.
- Discerns two or more cultural perspectives reflected in a given situation (including one’s own).
- Analyzes the effect of body language and other non-verbal communications.
Developing:
- Identifies basic cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences but does not adjust communication style.

Needs to Show Progress Towards:
- Improving communications in interpersonal communication by taking into account cultural differences.

Beginning:
Begin to recognize the existence of cultural differences in verbal and nonverbal communication.

Needs to Show Progress Towards:
- Developing a greater awareness of cultural differences.
- Recognizing an awareness that communication misunderstandings can occur based on cultural differences.
Definition-- Capacity to operate in different cultural contexts with awareness of one’s own cultural background and characteristics.

Criteria to be assessed—
- Analyzes how culture contributes to one’s identity and view of the world.
- Demonstrates awareness of one’s own culture contributions to an intercultural situation.
- Demonstrates curiosity about one’s own and other cultures and desire to expand intercultural engagement.
- Incorporates diverse perspectives in decision making.
Criteria 2: Demonstrates awareness of one’s own cultural contributions to an intercultural situation.

Highly Competent:
• Provides insightful examples of how one’s own cultural worldview contributes to an intercultural situation.
• Consistently adjusts behavior based on cultural context.
• Recognizes when others are modifying their behavior in response to the cultural context.
• Regularly seeks additional input/information in cases where appropriate behavior is unclear.

Competent:
• Demonstrates how one’s own cultural worldview contributes to an intercultural situation by giving multiple examples.
• Often adjusts behavior based on cultural context.
• Usually seeks additional input/information in cases where appropriate behavior is unclear.
Developing:
• Has a developing awareness of how one’s own cultural worldview can contribute to an intercultural situation, and can give examples.

Needs to Show Progress Towards:
• Demonstrating awareness of how cultural norms dictate behavior.
• Seeking information about appropriate behavior in different cultural situations.
• Modifying their own behavior based on cultural context.

Beginning:
• Has rudimentary awareness of how one’s own cultural worldview contributes to an intercultural situation, but can’t give any examples.

Needs to Show Progress Towards:
• Recognizing that there are cultural differences and analyzing the impact of these differences on interactions.
• Asking questions about appropriate behavior in new cultural situations.
**Definition**-- Individual is able to build collaborative relationships and work within a team structure that includes persons from diverse backgrounds (cultures, ages, genders, religions, lifestyles and/or viewpoints).

**Criteria to be assessed—**
- Demonstrates awareness of different work styles and their cultural underpinnings.
- Builds collaborative relations and manages conflicts within a team.
- Actively contributes to meeting a diverse team’s goals.
Criteria 1: Demonstrates awareness of different work styles and their cultural underpinnings.

Highly Competent:
• Identifies and clearly articulates multiple work styles and the basis for these styles.
• Recognizes when different cultural styles impacts teamwork and is able to explain how.
• Analyzes how team dynamics are affected by different work styles.

Competent:
• Identifies multiple work styles and the basis for these styles.
• Recognizes when different cultural styles impacts teamwork.
• Identifies how team dynamics are affected by different work style.
Developing:
• Recognizes that there are different cultural styles but not yet able to identify how it impacts teamwork.
Needs to show progress toward:
• Identifying more work styles
• Understanding more consistently when different cultural styles affect teamwork.
• Articulating how cultural differences affect teamwork.

Beginning:
• Begins to recognize that there are different cultural styles, but have not yet been able to apply this awareness to teamwork.
Needs to show additional progress toward:
• Identifying different work styles
• Understanding when different cultural styles affect teamwork.
• Articulating how cultural differences affect teamwork.
Process

1. Student visits website, determines readiness to meet badge criteria.

1. Student completes online form with reflective evidence, with guidance from faculty or coordinator.

1. Point person on campus reviews materials, completes and signs off on the assessment form.

2. When process is complete, campus point person sends to either campus or SUNY global point person for badge award
Next Steps

1. Pilot these badges with selected institutions in 19-20 academic year.
2. Work with the identified campuses to develop pathways of skill development for badges.
3. Train campus point person/people.
4. Workshops to promote and educate.
5. Gather feedback, analyze and modify.
6. Scale.
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➢ Prepares students to acquire the essential Knowledge, Skills, and Perspectives for their success in a globalized world – to become **Globally Competent**
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LANGUAGE STUDY

INTERNATIONAL IMMERSION

GLOBAL DISTINCTION
GLOBALLY-ORIENTED COURSEWORK

- 3 courses focused on
  - Culture: Culture/Area studies or Intercultural Competency
  - Transnational: International Relations, Migration, or Human Rights
  - Development: International Development or Economics
- ‘Capstone’ Research Project, in the student’s major, approached with a global lens
2 years (4 semesters) of foreign language acquisition, or demonstrated equivalent in proficiency

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- French
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- Hebrew
- Italian
- Japanese
- Korean
- Portuguese
- Russian
- Spanish
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  PLUS
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CUSTOMIZED MAPS

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PRE-HEALTH PROGRESSION PLAN

COMPUTER SCIENCE B.S.
GLOBAL DISTINCTION MAJOR ACADEMIC PLAN (MAP)
Sample Progression Plan

DIGITAL FORENSICS B.S.
GLOBAL DISTINCTION MAJOR ACADEMIC PLAN (MAP)
Sample Progression Plan

PUBLIC HEALTH B.S.
GLOBAL DISTINCTION MAJOR ACADEMIC PLAN (MAP)
Sample Progression Plan

EAST ASIAN STUDIES B.A.
GLOBAL DISTINCTION MAJOR ACADEMIC PLAN (MAP)
Sample Progression Plan

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CAROLINE

**Education:** Major in Bio-Chemistry & Molecular Biology

**Internship and Research:** China (medical shadowing) & Germany (DAAD research)

**Languages:** French & English

**Career Goal:** Physician

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**VOICES OF GD STUDENTS**

It is definitely an experience that you need to be a part of, an experience that we cannot obtain from lectures or textbooks. I saw that interning in a field that you want to make a career of is like going on a journey to the future. This journey gives you a glimpse of what you can become and if this future path will make you happy.

While in China, I had the opportunity to observe many surgeries and take part in a few. I must say that this amazing experience made me realize that I really wanted to be a physician. I was in awe and the feeling of euphoria motivates me while I am at school to push through the hard work and get to my future. I learned that I can be anything if I only put in the effort.
COURTNEY

Education: Major in East Asian Studies, Minor in Japanese Studies
Study and Internship: Japan (Tokyo University & Kansai Gaidai University)
Languages: Japanese & English
Career Goal: Tourism & Hospitality

VOICES OF GD STUDENTS

Studying and interning abroad is one of my major accomplishments in life. Really, anyone can study abroad. Every day you will encounter new situations and new obstacles, so it is best to live in the moment.

“Global competency” means being culturally aware and accepting. I like to think that I am globally competent. It is hard for me to think of the world solely from an American perspective. I’ve lived in Japan for about three years, and I’ve traveled across East Asia, so I tend to think, “How would people from this country see this situation?” The world is not black and white. It is multicolored and it is pretty awesome.
JAZLIN

**Education:** Major in Digital Forensics, Minors in EHC, Int’l Studies, & Business

**Study and Internships:** Germany (UAS7 Bremen); China (MindXplorer), Ghana (Cultural Rhythms)

**Languages:** Spanish, German & English

**Career Goal:** Global Security Analyst in the Public Sector

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**VOICES OF GD STUDENTS**

Studying, researching, or even interning abroad isn’t just a line on your resume, but an accomplishment in which you can share with others the context, nuance, and the depth of that journey. Going abroad has changed me; changed the way I see the world, what I believe in, what I know, and what I care about. My time abroad provided me with an academic, career developed, cultural, and goal-oriented standpoint in which I was able to develop and understand things around me in a cross-cultural perspective. This helped me dive deeper in cultural discovery, be more curious about the world, and most importantly carve out a well-rounded, dynamic study/internship/research abroad experience.
THE UNIVERSITY PROCESS

Academic Consultation
- STEM
- Languages
- Business
- CEHC
- Area Studies
- Other Chairs & Faculty
2016 & 2017

Administration Consultation
- Registrar
- VP, UG Ed
- Director of Academic Advising
2016 & 2017

Review
- UG Academic Council
- University Planning & Policy Council
Spring 2017

Senate Executive Committee
- Propose and Second a bill
- Discussion on the Floor
- Bill approved into a Law
Fall 2017
2 AWARDED
60+ CANDIDATES

GLOBAL DISTINCTION
Discussion

Where Do We Go From Here?


