



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.
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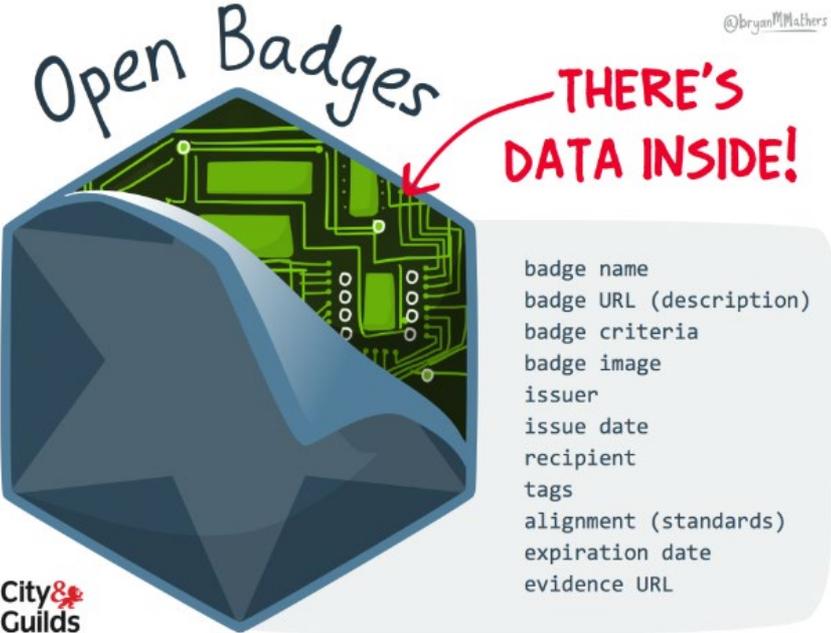
What brings you here today?

- 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



@bryanMathers

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

City & Guilds

Open Badges Peeled by [Bryan Mathers](#) (Used under CC-BY-ND License). See more of Bryan's badges work on [#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

Higher education in bite sizes: badges, certifications and the boom in ‘micro-credentialing’. https://www.omaha.com/sponsored/creighton/higher_education-in-bite-sizes-badges-certifications-and-the-boom/article_70e9f226-955d-5697-9523-2eaf2468e6bb.html

Digital Badges in Education: Trends, Issues, and Cases

https://books.google.com/books/about/Digital_Badges_in_Education.html?id=bbnOCwAAQBAJ

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

http://www.chalkandwire.com/future_higher-ed-micro-credentials-badging-p1/

An exploration of the utility of digital badging in higher education settings,

<https://link.springer.com/article/10.1007/s11423-018-9602-1>

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*

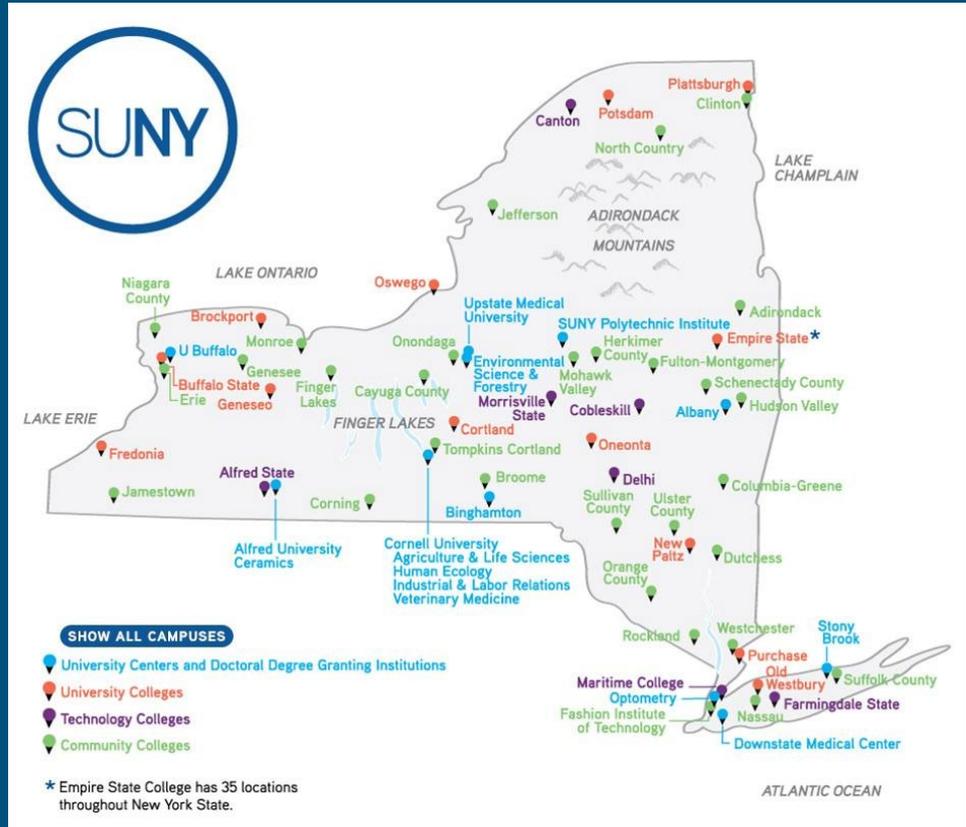
Jim Pasquill, *SUNY Global*

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.

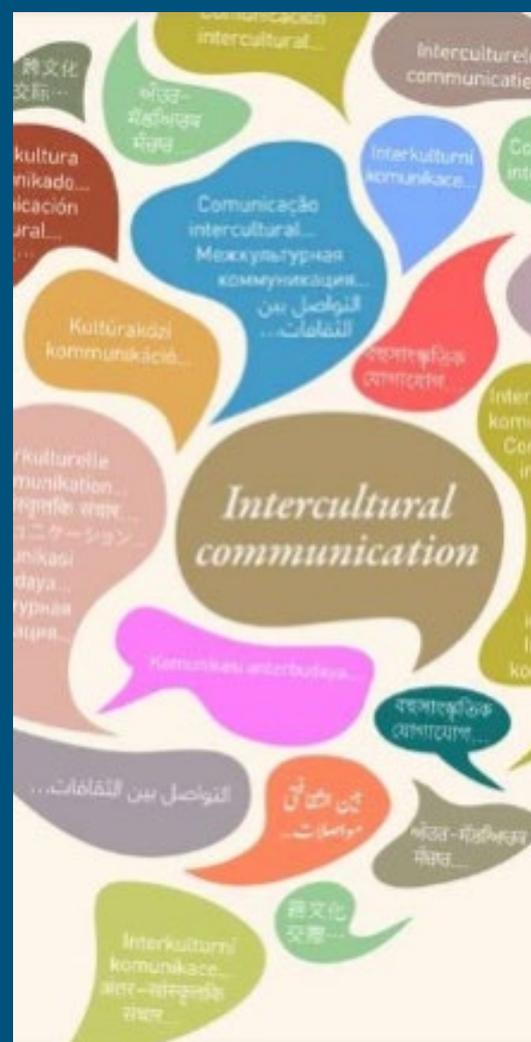
► We needed to translate competencies into measurable criteria and divide them into discrete badges

SUNY COBLESKILL



INTERCULTURAL COMMUNICATION





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.

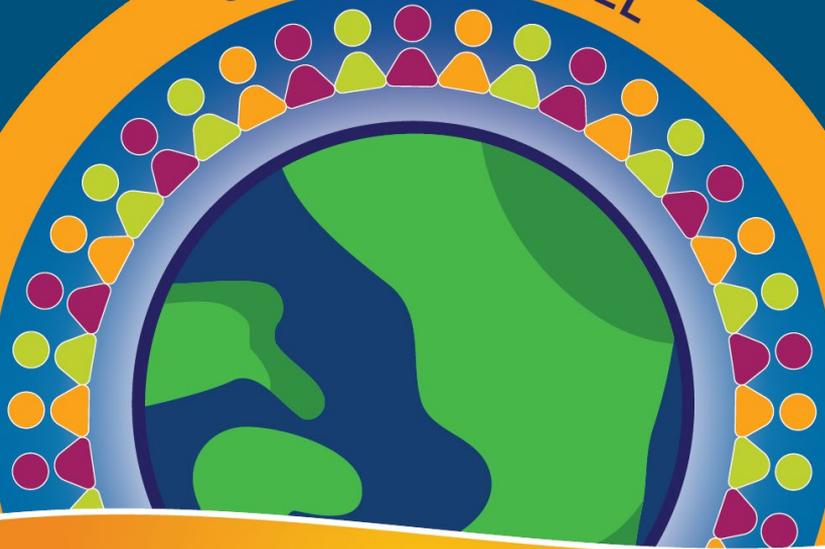
Beginning:

Begins 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.

SUNY COBLESKILL



GLOBAL AWARENESS





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.

SUNY CORTLAND



CROSS-CULTURAL TEAMWORK





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.



STEPS to obtain a SUNY GLOBAL Badge

1

Student completes intercultural experience such as COIL experience, study abroad image, intercultural experience in community service learning.



2

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



3

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



4

When process is complete, student receives the badge.



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.

SUNY State University of New York

Home How It Works Earn a Badge The Project Contact Sign In/Sign Up

1 Student completes intercultural experience(s) such as COIL, study abroad, or intercultural community involvement.



YOUR GLOBAL LEARNING SKILLS CAN REALLY SET YOU APART FROM THE CROWD

In our globally connected world, it is increasingly important to be able to understand multiple perspectives, appreciate different cultures and viewpoints, and to be able to act appropriately in different contexts.

Attaining your career goals can depend on how well developed your intercultural skills are. And, since you've developed these skills, you need to be able to meaningfully demonstrate that you have these competencies and know how to apply them.



ENTER SUNY'S GLOBAL LEARNING BADGES

SUNY's global learning badges were established to recognize **international and cross-cultural skills**.

Each of the three global learning badges—**Intercultural Communication**, **Global Awareness and Self in the World**, and **Cross-Cultural Teamwork**—allows you to demonstrate that you have mastered a specific set of skills.

The badges are awarded by the State University of New York, with clear definitions and standards for skill levels.

As part of the application process for these badges, you will be able to add evidence of your skills, such as documents, videos, photos, etc., that become linked to the digital token, allowing anyone who wants to know more about your skills to **click on the badge** and see what you can do.

Once you earn a global learning badge, you can display it in any digital platform you choose.



LEARN MORE



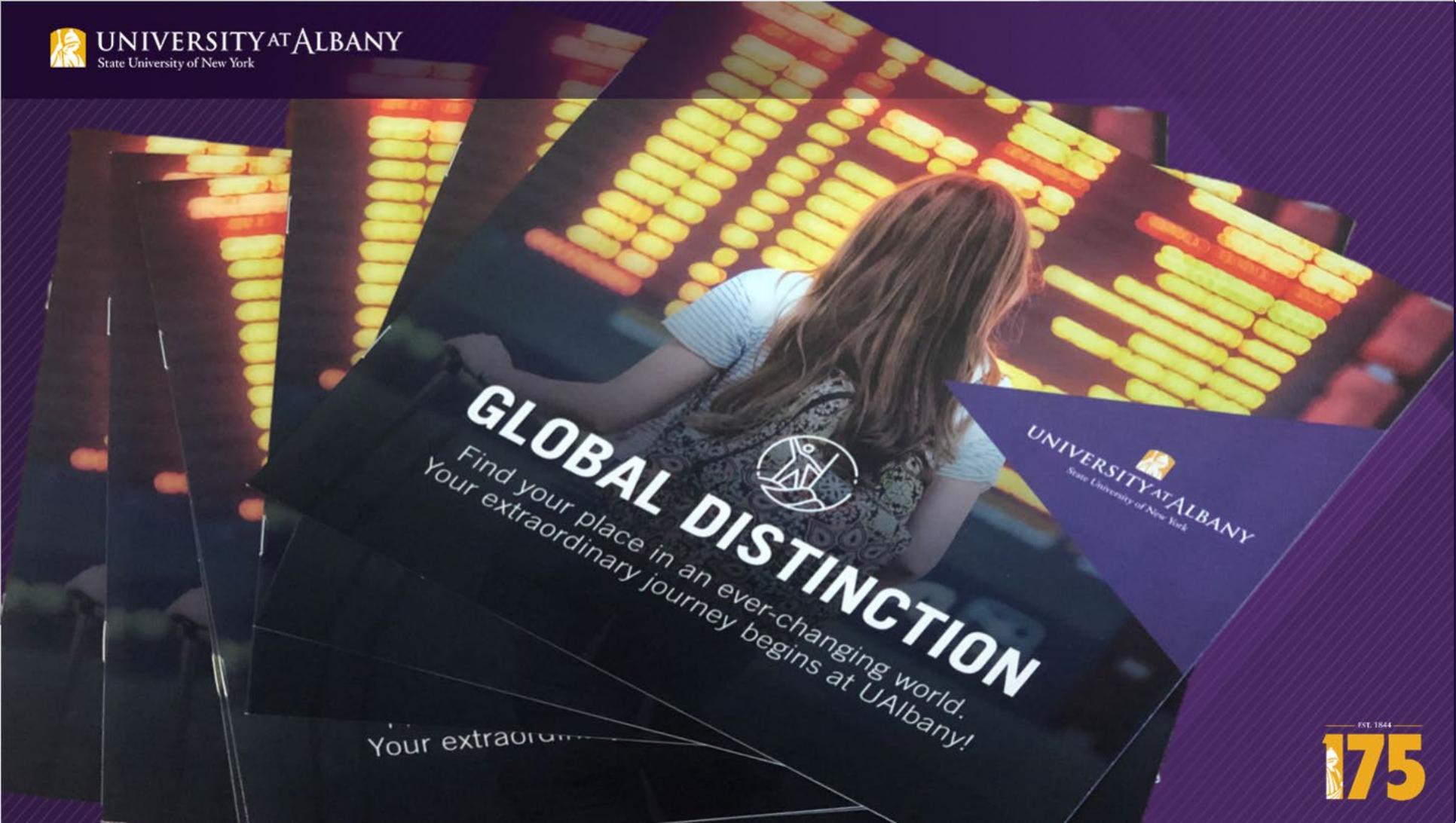
LEARN MORE



LEARN MORE



UNIVERSITY AT ALBANY
State University of New York



GLOBAL DISTINCTION

Find your place in an ever-changing world.
Your extraordinary journey begins at UAlbany!

Your extraordinary

UNIVERSITY AT ALBANY
State University of New York

EST. 1844
175

ABOUT THE GLOBAL DISTINCTION

- A structured and guided set of distinctive, interdisciplinary, international experiences
 - *(Already offered at UAlbany or via its international connections)*
- A supplement to any existing degree program, “something extra” to strive for, whatever one’s field of study
- Prepares students to acquire the essential Knowledge, Skills, and Perspectives for their success in a globalized world – to become **Globally Competent**



EXPLORE. EXPERIENCE. EXCEL.



INTERDISCIPLINARY
GLOBALLY-
ORIENTED
COURSEWORK



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

LANGUAGE STUDY

- 2 years (4 semesters) of foreign language acquisition, or demonstrated equivalent in proficiency
- UAlbany offers the following languages
 - Arabic
 - Chinese
 - French
 - German
 - Hebrew
 - Italian
 - Japanese
 - Korean
 - Portuguese
 - Russian
 - Spanish

INTERNATIONAL IMMERSION

➤ 1 semester of study abroad

PLUS

➤ 8 to 10 week intern or research experience abroad

COUNTRY

Any

SUBJECT

Any

TERM

Any



FOLLOW YOUR MAJOR TO GLOBAL DISTINCTION

Let us help you map out your own integrated set of life-changing, international experiences! First step, find the Global Distinction Milestone Markers Chart Progression Plan for your Major.

YOUR PATH TO GLOBAL DISTINCTION STARTS HERE

In today's highly globalized economies and societies, everyone, whether scientists or artists (or both), employees or business owners, needs to master inter-cultural communication skills to succeed in the Global Distinction.

CUSTOMIZED MAPS

HUMAN BIOLOGY B.S.
PRE-HEALTH TRACK

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

Fall Semester 1
ICSci 201
AMat 112/118 MS
AMH 158 CH JP (Transnational)
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)

Fall Semester 2
ICSci 333
ICSci 210
APhy 140 NS
APhy 145
Foreign Language (111)

Spring Semester 1
ICSci 213
AMat 113/119
UUni 110 WC
AArh 171 AR JP (Culture)
Foreign Language (111)

Spring Semester 2
ICSci 333
ICSci 210
APhy 140 NS
APhy 145
Foreign Language (111)

Fall Semester 1
Hopsi/Hopsi/Prin 465
(option) as Hopsi 300
Minor Course
Elective (more language?)
Prof Dev

Fall Semester 1
Hopsi 332
Minor Course
Elective (more language?)
Prof Development/Elective

Fall Semester 2
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)
Elective
Foreign Language FL (111)
AMat 120 MS
Hopsi 201 SS

Fall Semester 1
ABIO 130 NS
AMat 120 MS
Hopsi 201 SS
Elective
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)

Fall Semester 2
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)
Elective
Foreign Language FL (111)
AMat 120 MS
Hopsi 201 SS

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

Spring Semester 1
APHy 115 or Humanities Gen Ed HU
UUni 110 WC
AArh 171 AR JP (Culture)
Foreign Language (111)

Spring Semester 2
Hopsi 231 (Development)
Minor Course
Prof Development/Elective
Foreign Language (111)

Fall Semester 1
Hopsi 121 (Development)
Minor Course
Prof Development/Elective
Foreign Language (111)

Fall Semester 2
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)
Elective
Foreign Language FL (111)
AMat 120 MS
Hopsi 201 SS

Fall Semester 1
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)
Elective
Foreign Language FL (111)
AMat 120 MS
Hopsi 201 SS

Fall Semester 2
Foreign Language FL (111)
(You can start FL study in your 2nd year instead.)
Elective
Foreign Language FL (111)
AMat 120 MS
Hopsi 201 SS



UNIVERSITY AT ALBANY
State University of New York

GRADUATE ON TIME

EST. 1864
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A FINANCIAL REALITY



**BRIDGE
THE GAP**



**EXTERNAL
FUNDING**



**FLIGHT
VOUCHER**





CAROLINE

Education: Major in Bio-Chemistry & Molecular Biology

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

Languages: French & English

Career Goal: Physician

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)

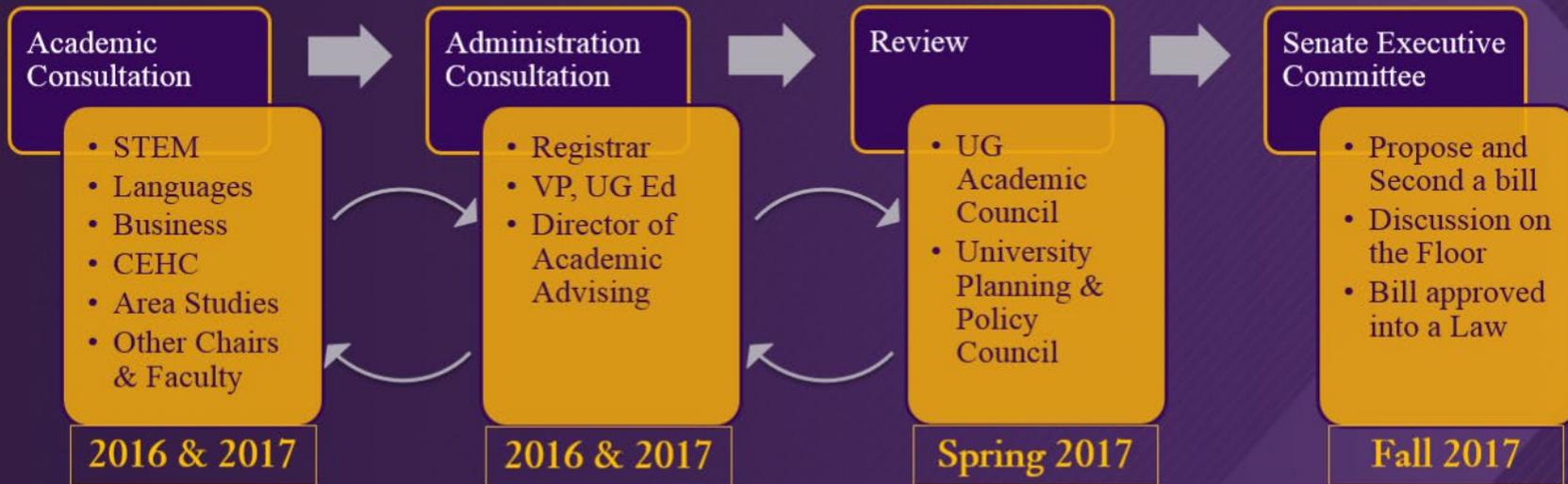
Languages: Spanish, German & English

Career Goal: Global Security Analyst in the Public Sector

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





UNIVERSITY AT ALBANY
State University of New York

2 AWARDED
60+ CANDIDATES

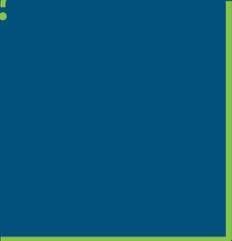
GLOBAL
DISTINCTION





Discussion

Where Do We Go From Here?



Resources

Anderson, Chad, David Blair, and Ashley Finley. 2013. [Developing a Global Learning Rubric: Strengthening Teaching and Improving Learning.](#) *Diversity and Democracy* 6(3).

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 1(3), 241-266.

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Webb, G. (2005). Internationalisation of curriculum: An institutional approach. In J. Carroll & J. Ryan (Eds.), *Teaching international students: Improving learning for all* (pp. 109-118). London, England: Routledge.