Using the Intercultural Learning Hub (HubICL) to assess intercultural development through activities and assessments

2020 Assessment Institute
Sponsored by
Indiana University-Purdue University Indianapolis
Wednesday, October 28, 2020
11:15 – 12:15 (Central Time Zone)

60-minute presentation
Global Learning Track
Assessment Methods
Using the Intercultural Learning Hub (HubICL) to assess intercultural development through activities and assessments

PRESENTER:
Kevin J. Spence, M.A., M.S., PhD candidate
Director of Academic Success
Saint Meinrad Seminary & School of Theology (Kent State University student)
kspenc22@kent.edu

MODERATOR:
Annette Benson, M.S.
HubICL Manager
Center for Intercultural Learning, Mentorship Assessment and Research (CILMAR)
Purdue University
annetteb@purdue.edu
Presentation Outline

I. Definition of Acronyms/Useful Terms
II. Assessment Project Background
III. Hofstede’s Six Cultural Dimensions
IV. What is hubICL?
V. hubICL Demonstration
VI. Demonstration of Assessments & Activities
VII. Question & Answer Session
### I. Definition of Acronyms/Useful terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATS</td>
<td>American Theological Schools</td>
</tr>
<tr>
<td>CILMAR</td>
<td>Center for Intercultural Learning, Mentorship, Assessment and Research (Purdue Univ.)</td>
</tr>
<tr>
<td>DMIS</td>
<td>Developmental Model of Intercultural Sensitivity</td>
</tr>
<tr>
<td>HLC</td>
<td>Higher Learning Commission</td>
</tr>
<tr>
<td>HubICL</td>
<td>Intercultural Learning Hub</td>
</tr>
<tr>
<td>ICC</td>
<td>Intercultural Competence</td>
</tr>
<tr>
<td>ICL</td>
<td>Intercultural Learning (field of)</td>
</tr>
<tr>
<td>IDC</td>
<td>Intercultural Development Continuum</td>
</tr>
</tbody>
</table>
II. Assessment Project Background
II. Assessment Project Background

“...many Americans prefer not to have them [international priests] in their churches, saying the language and cultural differences are too great, and the screening isn’t sufficient” (Hoge & Ocure, 2006, p. iv).

2001/02-National Federation of Priests’ Council symposia

2010-ATS introduced new policy guidelines to increase cultural awareness

2019-ATS “Striving for Culturally Competent School Communities”

2019-ATS Committee on Race and Ethnicity (CORE) 20 schools
II. Assessment Project Background

Saint Meinrad Institute for Priests and Presbyterates World Priest Program includes a series of workshops:

- Introduction to U.S. Speech Patterns
- Understanding Cultural Patterns
- Cross-Cultural Competence and Communication

- Spring 2019
- 11 participants
- Ghana, India, Myanmar, Korea, Tanzania, Cameroon, Nigeria and Romania.
What is your culture?
What is culture?

“Culture is a complex frame of reference that consists of patterns of traditions, values, beliefs, norms, symbols and meanings that are shared in varying degrees by interacting members of a community,”

(Ting-Toomey, 1999, p. 10)
III. Hofstede’s Six Cultural Dimensions
COMPARE COUNTRIES

Please select a country in the dropdown menu below to see the values for the 6 dimensions. After a first country has been selected, a second and even a third country can be chosen to be able to see a comparison of their scores.

Go further, discover the Culture Compass™ or join our open programme Introduction to Cross-Cultural Management.
POWER DISTANCE

HIGH POWER:

Latin America, Asia, Africa and Arab World.

U.S. Score: 40

LOW POWER:

Germanic and Anglophone countries.

POWER DISTANCE — U.S.

“Liberty and justice for all”

Explicit emphasis on equal rights

Within organizations, hierarchy expressed for convenience
Superiors, managers accessible
Reliance on individuals and teams

Communication is informal, direct and participative

SOURCE: https://www.hofstede-insights.com/country-comparison/the-usa/
INDIVIDUALISM V. COLLECTIVISM

“...the degree to which people in a society are integrated into groups.”

LOW (IND): Asia (Myanmar), Arab World

HIGH (IND): U.S., Australia, Poland (post-Soviet)

U.S. Score: 91

SOURCE: Hofstede, Geert. "Dimensionalizing Cultures: The Hofstede Model in Context". ScholarWorks@GVSU. Online Readings in Psychology and Culture.
INDIVIDUALISM – U.S.

• Loosely-knit, people look after themselves

• Rely only on immediate families, not authorities

• High degree of geographical movement

• Among best joiners in the world

• Accustomed to doing business or interacting with people they don’t know well.

• Not shy in seeking information.

SOURCE: https://www.hofstede-insights.com/country-comparison/the-usa/
**MASCULINITY V. FEMININITY**

**Masculinity**: heroism, assertiveness, achievement, material rewards for success.

**Femininity**: cooperation, modesty, caring for weak, quality of life.

<table>
<thead>
<tr>
<th>HIGH MASCULINITY</th>
<th>HIGH FEMININITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovakia</td>
<td>Nordic countries</td>
</tr>
<tr>
<td>Japan</td>
<td>Sweden</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Norway</td>
</tr>
</tbody>
</table>

**U.S. Score: 62**
MASCULINITY – U.S.

• “Strive to be the best they can be,” “Winner takes all” in regards to school, work and play

• Americans tend to display and talk freely about their successes.

• Americans typically have a “can do” mentality and “live to work” to obtain monetary rewards.

• As a result of this competitiveness, some conflict is created and polarization: poor vs. rich, educated vs. non-educated, healthy vs. non-healthy, etc.

INTERESTING FACT:
This mentality nowadays undermines the American premise of “liberty and justice for all.” Rising inequality is endangering democracy, because a widening gap among the classes may slowly push Power Distance up and Individualism down.

UNCERTAINTY AVOIDANCE
The way a society deals with the fact that the future can never be known

Should we try to control our future or simply let it happen?

• Uncertainty brings anxiety
• Does society’s institutions try to avoid uncertainty?

<table>
<thead>
<tr>
<th>LOW UA</th>
<th>HIGH UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>Italy</td>
</tr>
<tr>
<td>India</td>
<td>Korea</td>
</tr>
<tr>
<td>United States</td>
<td>Mexico</td>
</tr>
<tr>
<td>China</td>
<td>Russia</td>
</tr>
</tbody>
</table>

U.S. Score: 46

UNCERTAINTY AVOIDANCE – U.S.

• Fair degree of acceptance for new ideas, willingness to try something new or different: technology, business practices or food.

• Americans tend to be more tolerant of ideas or opinions from anyone and allow the freedom of expression.

• Americans do not require a lot of rules and are less emotionally expressive than higher-scoring cultures.

• At the same time, 9/11 has created a lot of fear in the American society.

LONG TERM ORIENTATION
how every society has to maintain some links with its own past while dealing with the challenges of the present and future

HIGH: Pragmatic approach and encourage thrift and efforts in modern education.
LOW: Prefer to maintain time-honored traditions and norms.

U.S. Score: 26

<table>
<thead>
<tr>
<th>LOW LONG TERM ORIENTATION</th>
<th>HIGH LONG TERM ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>China</td>
</tr>
<tr>
<td>Israel</td>
<td>India</td>
</tr>
<tr>
<td>Sweden</td>
<td>South Korea</td>
</tr>
</tbody>
</table>

LONG TERM ORIENTATION U.S.

• Americans = New information? Check if it’s true.

• At the same time, strong ideas about what is good or bad black and white

Examples: abortion, use of drugs, euthanasia, weapons, state v. federal government

• The US is the one of the only “Caucasian” countries in the world where, since the beginning of the 20th century, visiting church has increased.

**INDULGENCE**

*When a society values controlling its desires and impulses, based on how they were raised*

Indulgence v. restraint!

<table>
<thead>
<tr>
<th>LOW INDULGENCE</th>
<th>HIGH INDULGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern European countries</td>
<td>Western European countries</td>
</tr>
<tr>
<td>Russia</td>
<td>United States</td>
</tr>
<tr>
<td>Asia</td>
<td>Australia</td>
</tr>
</tbody>
</table>

U.S. Score: 68

INDULGENCE – U.S.

• “Work hard, play hard”
• Spend money freely
• Leisure = high importance, act as they please.

**Contradictions:**
- War against drugs v. high addiction rate
- Prudish society
- Immoral vs. Moral

UNITED STATES

Hub ICL

- An online space in which to collaborate on ICL projects
- An interactive toolbox of experiential & reflection exercises, media, assessments, and curricula
- A repository of intercultural research
About HubICL

- HubICL - sponsored/administered - **Purdue University’s Center for Intercultural Learning, Mentorship, Assessment and Research** (CILMAR).

- CILMAR, in turn, is located within the Office of the Dean of International Programs.

- HubICL welcomes interculturalists - worldwide. For more information: cilmar@purdue.edu.

JOIN THE HUB!
- HubICL is free to join!
- Membership? Create an account.

www.hubicl.org

LET’S EXPLORE HUBICL!
6 DIFFERENCES

See if you can find someone else in the room with whom you differ in at least 6 of the following:

- First language
- Country of origin
- Someone at least 2 years different in age from you
- College or school in which your major is listed
- Number of children in your family
- Number of countries in which you have lived for at least a year or more

- Religion
- Rural, urban, suburban
- Public or private schooling during high school
- Boarding school experience
- Number of pets
VI. Demonstration of Assessments & Activities

6 Differences

Getting Started:
Adapted Activity!

<table>
<thead>
<tr>
<th>Country of origin</th>
<th>First language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone at least 2 years different in age</td>
<td>Number of countries in which you have lived for at least a year or more</td>
</tr>
<tr>
<td>Whether you are a member of an ethnic minority in your home country</td>
<td>Whether you live in a rural, urban or suburban diocese</td>
</tr>
<tr>
<td>Whether you speak five or more languages</td>
<td>Number of children in your birth family</td>
</tr>
<tr>
<td>Whether your home country city is rural, urban or suburban</td>
<td>Number of parishes in your diocese</td>
</tr>
</tbody>
</table>
THE STORY OF ME, US, AND NOW

Created by Michael Bittinger, Purdue University, based on the following:

Chapter 4 of *Rethinking Multicultural Education for the Next Generation: The New Empathy and Social Justice* by Purdue University professor, Nadine Dolby. A section of this chapter is titled “The Story of Me, Us, and Now.”
Cross-Cultural Partner (Part 1)

Pair up, or if in a large group, find the person in the room most different from you.

*Note*: Different can be defined by gender, skin color, nationality, religion, sexual orientation, college major, where you’re from, whether you say soda or pop, etc.

Aim to find someone with at least four (4) differences.
Cross-Cultural Partner (Part 2)

Once you’ve selected a partner, stand face-to-face, close enough to touch elbows.

*Note:* This may challenge the comfort zones of many: an intentional first step.
The Story of Me

Share an experience or brief story about something influential (intimate or not) that helped shape you into the person you are today. Examine the choices you have made in your lives, the pivotal moments, and the turning points. Share one with your partner.
The Story of Us

Explore how your stories are interwoven with each other by asking:

• How might our stories intersect?
• Where does the commonality come from?
• How might one with another worldview respond to our stories?
The Story of Now

What will you now do with this connection/understanding?

Discuss a specific action each of you can take that will propel your ability to empathize, not simply sympathize.
Reflection

• What just happened?

• Why does it matter to me?

• What am I going to do with this knowledge?
VII. Demonstration of Intercultural Development Continuum

Intercultural Development Continuum

Monocultural Mindset → Minimization → Polarization → Denial → Acceptance → Adaptation → Intercultural Mindset

GRAPHIC SOURCE: Purdue University, www.purdue.edu

VII. Demonstration of Intercultural Development Continuum

VII. Demonstration of Intercultural Development Continuum

VII. Demonstration of Intercultural Development Continuum

Figure 4  Forces that act on the pendulum (see online version for colours)

Focus on Similarity

Examples of Magnets:
- Religion
- Separatism (e.g., isolation in an expat community)
- Moments of connection with others
- Tourist lifestyle

Examples of Anchors:
- Physical and emotional health
- Strong diverse social networks
- Habits of mindfulness

Focus on Difference

Examples of Magnets:
- Traumatic encounters with difference
- Moments of conflict with others
- Tourist lifestyle

VII. Demonstration of Assessment: Self-Awareness Worksheet (Formative Assessment) STEP 1: Select 12 Nouns

“Unpacking Culture,” by Spencer-Oatey & Franklin

**Learning Objective:**
Participants will be able to:
1. Evaluate their self-awareness of their cultural identity and their core cultural values.
(This activity is designed for students who are studying abroad).

1. My nationality
2. My language
3. My skills and abilities
4. My age
5. My physical attributes
6. My hobbies
VII. Demonstration of Assessment: **Self-Awareness Worksheet**  
(Formative Assessment) **STEP 2: Choose 5 questions**

10. Name ONE stereotype that others sometimes hold about one of your identities, which is not consistent with who you are.

**Participant A said:**

“I am an Indian so they think I come from a poor background and Catholic faith and practices are not strong in my country. I try to explain our traditions and heritage”
VII. Demonstration of Assessment: **Self-Awareness Worksheet**
(Formative Assessment) **STEP 2: Choose 5 questions**

10. Name **ONE** stereotype that others sometimes hold about one of your identities, which is not consistent with who you are.

**Participant B said:**

“I am Korean but I do not mind that I don’t have my national food, friends while I’m in the U.S. But many of my fellow friars and people tell me that I need to or I want to eat Korean foods, meet Korean people. Sometimes it bother me because now I am trying to adjust to American culture.”
VII. Demonstration of Assessment: One Minute Paper (Summative Assessment)

**Learning Objective:**
Participants will be able to:
1. to grasp concepts or ideas presented during a lesson or workshop.
VII. Demonstration of Assessment: One Minute Paper (Summative Assessment)

1. What two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

   “Wherever you go as a person, you need to learn culture of the place and adapt.”

2. What question(s) remain uppermost in your mind?

   “What do you need to do to get acceptance in a new environment?”

3. Is there anything you did not understand?

   “How much time do you need for cultural adaptation?”
VII. Demonstration of Assessment: One Minute Paper (Summative Assessment)

1. What two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

   “Surprising issues I have learnt in my session was how much I was not aware of an American accent, the American culture of individualism which is very good and the freedom and justice for all.”

2. What question(s) remain uppermost in your mind?

   “How I will be able to get the accent very well.”

3. Is there anything you did not understand?

   “No. There was nothing I did not understand. I did understand all sessions given and taught well.”
VII. Demonstration of Assessment: One Minute Paper (Summative Assessment)

1. What two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

“I have learned about my identity, how to determine my approach toward other cultures and how to be aware of my own culture.”

2. What question(s) remain uppermost in your mind?

“America is made up of people from different cultures. Don’t they have a common culture?”

3. Is there anything you did not understand?

“By and large, I have understood most the things showed here. Eventually, if I have any doubt – these sessions would help me understand better.”
<table>
<thead>
<tr>
<th>What would you tell them about our World Priest Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A nice place with good environment, meeting new priests and sharing experiences. It's a must attend program for new priests to the United States.</td>
</tr>
<tr>
<td>• We should have this once a year.</td>
</tr>
<tr>
<td>• You would miss out if you don't attend.</td>
</tr>
<tr>
<td>• Every new international priest coming to the US should attend this workshop.</td>
</tr>
<tr>
<td>• Very helpful to get initiated.</td>
</tr>
</tbody>
</table>
VII. Question & Answer Session

Annette Benson
annetteb@purdue.edu

Kevin J. Spence
kspenc22@kent.edu
Bibliography


Bittinger, Michael. (n.d.). Purdue University. Activity was inspired in part by Chapter 4 of *Rethinking Education for the Next Generation: The New Empathy and Social Justice* by Purdue University professor, Nadine Dolby. A section of this chapter is titled “The Story of Me, Us, and Now.”


Overview:

This lesson plan will challenge participants to learn about difference and connect with others who have experiences different from theirs. They will mingle with others in the room and find a partner who is different from them in at least six ways.

Background and Information:

This exercise can be used whenever a facilitator needs to pair up individuals across difference. It was first created as a part of a workshop facilitated by Michael Vande Berg at Purdue University.

Objectives:

As a result of this activity, participants will be able to:

1. Assess difference based on more than physical appearance.

Time:

10 minutes

Group Size:

Pairs

Materials:

PowerPoint slide with list of differences (see Downloads).

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Openness:

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

Empathy

- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group

Curiosity:
To ask complex questions about other cultures.
To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Other Skills:
Friendship, Teamwork, Diversity & Inclusion

Activity instructions:
1. Display the PowerPoint slide from Downloads over a projector and instruct students to find someone else in the room who differs in at least six of the following ways:
   - First language
   - Country of origin
   - Someone at least 2 years different in age from you
   - College or school in which your major is listed
   - Number of children in your family
   - Number of countries in which you have lived for at least a year or more
   - Whether Purdue (or your institution) counts you as a domestic or an international student
   - Whether you are a member of the majority or an ethnic minority in your home country
   - Religion
   - Sexual orientation
   - Rural, urban, suburban
   - Public or private schooling during high school
   - Boarding school experience
   - Number of pets

Related Tools:

Tools to use in conjunction with this lesson:
- 25 Questions
- Can Anyone Hear Me?
- Different Similarities
- Digging Deeper Diversity Questions
- A Life without Questions or No Questions, Please!
- Picture Storytelling
- Similarities and Differences
- Yes/No

Similar tools:
- If I Woke Up Tomorrow
- Up-Down-Up

Overview:

This lesson plan challenges participants to better comprehend the concept of empathy by embracing their own story, sharing it, and processing it with someone different than them. To effectively empathize with someone, it helps to first form a personal connection. In this activity, participants will pair up with someone who is culturally different from them. Then, they will share their personal experiences with each other and determine how their stories intersect.

Background:

This activity was created by Michael Bittinger for the Global Leadership for Freshman Study Abroad Program at Purdue University. It was inspired, in part, by a chapter in Nadine Dolby’s book *Rethinking Multicultural Education for the Next Generation: The New Empathy and Social Justice* (see citation below).

Objectives:

As a result of this activity, participants will be able to:

1. Recognize the intellectual and emotional dimensions of another person's experiences and perspectives.
2. Comprehend that empathy is a skill that can be developed, and that empathy is not synonymous with sympathy.
3. Demonstrate empathy across cultural difference using story-telling.

Time:

30 minutes

Group Size:

Pairs

Materials:

A blackboard or a projector to display the Story of Me, Us, Now PowerPoint (in Downloads).

Optional: Note-taking materials for students.

Intercultural Development Continuum Stages:

- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).
Empathy

- To interpret intercultural experience from the perspectives of one’s own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

Other Skills:

Friendship; Diversity, Equity, and Inclusion

Activity Instructions:

1. **Cross-Cultural Partner**: Pair up, or if in a large group, find the person in the room most different from you. Different can be defined by gender, skin color, nationality, religion, sexual orientation, college major, where you’re from, whether you say soda or pop, etc. Aim to find someone with at least 4 differences. Once you’ve selected a partner, stand face-to-face, close enough to touch elbows. This may challenge the comfort zones of many: an intentional first step (5 mins).

   *For the facilitator:* Consider using the 6 Differences PowerPoint slide (in Downloads) to help participants find a partner.

2. **The Story of Me**: Share an experience or brief story about something influential (intimate or not) that helped shape you into the person you are today. Examine the choices you have made in your lives, the pivotal moments, and the turning points. Share one with your partner.

   *For the facilitator:* The instructor shares first to connect with the group and provide a suitable example. This mentorship is key! (5-10 mins)

3. **The Story of Us**: Partners explore how their stories are interwoven with each other’s by asking:
   - How might our stories intersect?
   - Where does the commonality come from?
   - How might one with another worldview respond to our stories?

   The Stories of Us compel students to enter another’s world (5 mins).

4. **The Story of Now**: This section moves from “our story” to a bigger one. What will you now do with this connection/understanding?

   *For the facilitator:* Partners discuss a specific action each can take that will propel your ability to empathize; not simply sympathize. Example: “I won’t just promise to try to show empathy abroad, I will see small, but important connections with people I befriend while traveling, especially those different than me” (3 mins).

5. **AAC&U Intercultural and Competence VALUE Rubric**: Consider where you are on the empathy line of the scale today and where you might be if you keep this exercise in mind while engaging with difference (3 mins).
Reflection

Three questions to pose to the group for a short mental reflection on the exercise (2 mins):

- What just happened?
- Why does it matter?
- What am I going to do with this knowledge?

Related Tools:

Tools to use in conjunction with this activity:

- **6 Differences**
  - Use this activity to help participants find a partner for this activity.
- **Cultural Autobiography**
  - Use this activity to help participants brainstorm stories about themselves.
1. In review the figure, which 3 identities are the most important to you?

2. Which one identity, in particular, is shaped by the values of your ethnic/cultural membership?

   In what ways?

3. Look at the figure again, which one identity are you most comfortable with?

   Why?

4. Which one identity are you most proud of?

   Why?

5. Which one identity are you least comfortable with?

   Why?

6. If someone wanted to find out more about who you are, how should they approach you?

   How should they begin?

   What are the best ways to get to know you?
Overview:
This lesson plan will challenge participants to reflect on their values and how they contribute to their identity. In this activity, participants will be provided with a handout and asked to identify their cultural identities. Then, they will reflect on those identities.

Background and Information:
This activity was adapted by Chuck Calahan from a workshop facilitated by Stella Ting-Toomey and Leeva Chung (see citation below). Different versions of the handout are available in the Downloads and Links sections of this tool. See

Objectives:
As a result of this activity, participants will be able to:
1. Articulate how they perceive their own identities.
2. Analyze why they place value on certain aspects of their identity.

Time:
1 hour

Group Size:
Small group

Materials:
One handout (in Downloads) and pen per person.

Intercultural Development Continuum Stages:
- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:
Cultural Self-Awareness:
- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Other Skills:
Mentorship & Leadership
Links to Activity Instructions & Supplemental Materials/Information:

- Activity instructions from the Center for Instructional Excellence
- Mick Vande Berg has a similar activity called "Identity: My Culturally Diverse Heritage." The Instructions and Handout for this activity are also included in Downloads. They are titled as "Identity Circle Activity Diagram" and "Identity Circles."
- Students sometimes struggle to come up with 12 identities for this activity. To help them better conceptualize their own identity markers, facilitators may choose to show them the YouTube video titled "Before You Call the Cops - The Tyler Merrill Project." Facilitators can also use this video as a way to discuss how minority identities are often perceived in a way that is dangerous and discriminatory.

Related Tools:

Similar tools:

- Cultural Autobiography
The Minute Paper is a very commonly used classroom assessment technique. It really does take about a minute and, while usually used at the end of class, it can be used at the end of any topic discussion. Its major advantage is that it provides rapid feedback on whether the professor’s main idea and what the students perceived as the main idea are the same. Additionally, by asking students to add a question at the end, this assessment becomes an integrative task. Students must first organize their thinking to rank the major points and then decide upon a significant question. Sometimes, instead of asking for the main point, a professor may wish to probe for the most disturbing or most surprising item. It is thus a very adaptable tool.


Sample Form: The Minute Paper

In concise, well-planned sentences, please answer the two questions below:

1. What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What question(s) remain uppermost in your mind?

________________________________________________________________________
________________________________________________________________________

3. Is there anything you did not understand?

________________________________________________________________________