Global Engaged Learning Index
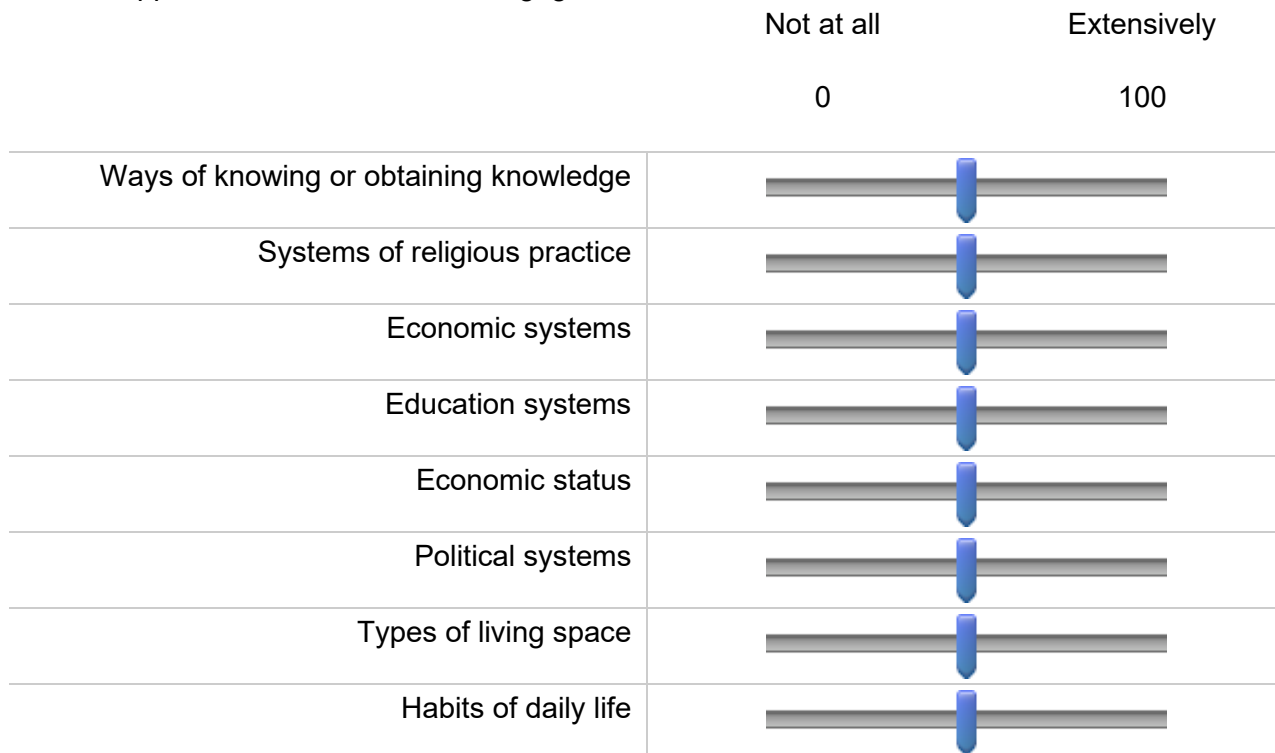
The items that follow ask about many facets of high-impact learning. By combining program component data from this instrument with pre-post data from students participating in your program, the assessment team from *Purdue's CILMAR* and *IDA+A* and *CoreCollaborative International* hopes to gain a better understanding of the impact of the design features of a learning environment on student outcomes.

Your time and perspective are highly valuable in this assessment process. We invite you to use this instrument for your own purposes as a reflection tool, not only to gauge your current implementation of recommended high-impact practices but also to imagine possible innovations for your programs and courses. Please take 10-15 minutes to respond to the survey items that follow. Your data will be kept confidential. You will receive a copy of your responses to the Global Engaged Learning index for your own reflection and planning. Any information provided to other audiences or published in reports will be anonymized and presented in aggregate form.

Please direct any questions about this survey to CILMAR at cilmar@purdue.edu.

1. Your Purdue email address (so you can receive a copy of your results)
2. Move each slider to indicate the extent to which your global learning experience intentionally facilitates opportunities for learners to engage with cultural difference in:

	Not at all	Extensively
	0	100
Ways of knowing or obtaining knowledge		
Systems of religious practice		
Economic systems		
Education systems		
Economic status		
Political systems		
Types of living space		
Habits of daily life		

3. Enter your best estimate of the duration and intensity of the global learning experience:

○ hours of pre-departure activities(1) _____

○ weeks onsite(2) _____

○ hours of post-return activities(3) _____

4. The experience requires some period of home stay with local community members whom students would perceive as different from their culture group(s).

○ No, there is no homestay(1)

○ Yes, there is a required homestay(2)

○ The homestay is optional--please describe briefly(3)

_____

5. Move the sliders to indicate the extent to which your global learning experience is designed to do each of the following:

	Not at all	Extensively
	0	100
The learning environment requires the use of a language that is not a native language for most participants.		
The learning experience includes dialogue (structured, sustained discussion on meaningful topics with intended learning outcomes) between participants and people from outside of the participants' perceived cultural group(s).		
At least some part of the learning experience is facilitated/instructed by someone whom participants may perceive as different from their own culture group(s).		
Learners are given guidance on the minimum amount of time they should interact with people involved in the learning context.		

6. Move the sliders to indicate the importance to you of the following program outcomes for your global learning experience.

	Not at all important	Extremely important
	0	100

Student learning outcomes	
Institutional relationship development	
Professional Development for Faculty Members	
Other	

7. Move the sliders to indicate the extent to which your global learning experience is *intentionally designed* to support participants in reaching each of the following learning objectives (for example, via direct instruction, structured experiential learning, guided reflection, etc.):
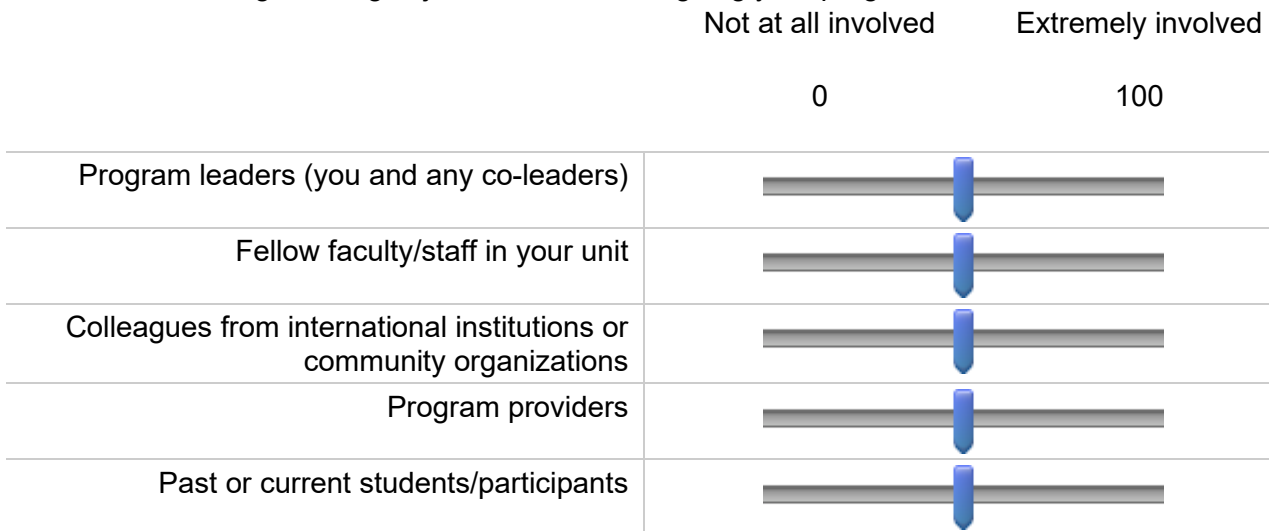
	Not designed for	Very much designed for
	0	100

Language Acquisition	
Intercultural Competence Development	
Disciplinary Content Learning	
Research Skill Development	
Personal Development	
Career Building	
Identity Exploration	
Experiencing Unfamiliar Places and People	
Other	

8. Is your global learning experience *intentionally designed* (e.g., including materials, activities, assignments, etc.) to foster any of the following elements of intercultural competence from the AAC&U VALUE rubric? Mark all that apply.

☐ Knowledge of cultural self-awareness (1)

☐ Knowledge of cultural worldview frameworks (2)

☐ Skill of cultrally adaptive verbal and non-verbal communication (3)

☐ Skill of empathy/perspective-taking (4)

☐ Attitude of curiosity (5)

☐ Attitude of openness (6)

☐ Other - please describe briefly (7)

_____

9. Move the sliders to indicate the extent to which you yourself and other stakeholders were involved in determining learning objectives and/or designing your program/course.

	Not at all involved	Extremely involved
	0	100
Program leaders (you and any co-leaders)		
Fellow faculty/staff in your unit		
Colleagues from international institutions or community organizations		
Program providers		
Past or current students/participants		

10. Move the slider for the following statements to indicate how much each accurately describes the *activities* embedded in your global learning experience.

	Not at all	Extremely
	0	100

Statement	Slider
The experience involves participants reading, listening to, or observing stories of people outside of their perceived culture group.	——————•——————
The mode of learning or educational systems/structures are outside of the participant's regular experience.	——————•——————
The experience challenges participants with physical spaces that are unfamiliar and difficult to navigate.	——————•——————
The experience requires participants to communicate using non-verbals and body language that they would not describe as their own.	——————•——————
The experience requires participants to encounter more than one perspective on the same content.	——————•——————
The experience includes activities for participants to explore their own leadership and/or impact.	——————•——————

11. Move the slider for the following statements to indicate how much each accurately describes *processing support* in your global learning experience.

	Not at all	Extremely
	0	100

The experience facilitates comparing/contrasting, questioning and/or making meaning of the culture of the host community by learners.	
The program includes explicit instruction on oral or written reflection techniques.	
Participants work with a mentor to identify and reflect on interactions, observations, and reactions.	
The program focuses discussions and/or reflective writing on difficult or challenging aspects of the experience.	
Support is provided after the experience is completed for participants to reflect on and make meaning of their actions and interactions.	

12. Move the slider for the following statements to indicate how much each accurately describes the use of **assessment** in your global learning experience.

	Not at all	Extremely
	0	100

Before any preparatory work with students, the facilitators seek information about participants' backgrounds and baseline data on program learning outcomes.	
The facilitator of the experience modifies instruction based upon pre-program assessment data about participant skills, aptitudes, abilities, and/or knowledge.	
Learners receive assessment feedback as a group prior to/at the start of the learning experience.	
Learners meet with someone individually about their assessment results (e.g., IDI debriefing) prior to/at the start of the learning experience.	
After the program ends, the program leader reflects on assessment results of learning outcomes other than disciplinary content.	

13. Move the slider for the following statements to indicate how much each accurately describes the **affective aspects** your global learning experience.

	Not at all	Extremely
	0	100

The experience requires participants to begin thinking about their emotional capacities and self-awareness prior to participation.	
The learning experience intentionally encourages introspection to develop empathy and emotional awareness.	
The program involves learners in co-creating rules for engagement or dialogue agreements within the cohort to foster emotional vulnerability and trust.	
The experience facilitates the processing of conflictual feelings, difficult emotions, and reactions.	
The experience is designed to inspire a sense of connection with peers, facilitators, and/or community members.	

14. Thank you for reflecting on your global learning experience design with the Global Engaged Learning index (GEL). As a final step, please provide any feedback that you believe would be useful in the further development of the GEL index or the understanding of high-impact learning experience design.

_____

_____

_____

_____

_____

You should receive a copy of your responses via email. If you do not, check your spam or junk folder for an email from the Qualtrics system. You may contact CILMAR at cilmar@purdue.edu for support.