

INTERCULTURAL KNOWLEDGE AND COMPETENCE ST. EDWARD'S RUBRIC

Definition

Based on faculty discussions focused on teaching and assessing Intercultural Knowledge and Competence on our campus, we define it as "**The ability to contextualize and interact effectively with the practices, values, and artifacts of another culture**"

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric.

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.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people and their artifacts whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication and biases, and artistic representations 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.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
- **Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- **Cultural Diversity:** the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context Building <i>Understanding of a culture other than one's own sufficient to build context</i>	Articulates nuanced understanding of multiple facets of another culture as distinct from one's own, seeing complexity in each.	Recognizes differences in another culture and one's own, articulating some complexity in the differences and their significance.	Demonstrates partial understanding of differences in culture, with limited awareness of the significance and complexity of differences.	Defines culture in simplistic ways, with limited differentiation between own culture and another culture.
Cultural Understanding <i>Knowledge of the practices, values, and artifacts of a culture other than one's own</i>	Articulates sophisticated understanding of the practices, values, and beliefs of another culture, clearly situated in its appropriate context.	Demonstrates adequate understanding of elements important to understanding another culture in relation to practices, values, and beliefs, situated in their appropriate context.	Demonstrates partial understanding of elements important to understanding another culture in relation to practices, values, and beliefs, situated in their appropriate context.	Identifies some practices, values, and beliefs of another culture, and vaguely situates them in their appropriate context.
Contextual Interpretation <i>Articulating the significance of cultural artifacts in relations to the circumstances of their cultural production, dissemination, and reception</i>	Interprets cultural artifacts (texts, art, and other creative works) in their cultural context, demonstrating complex and nuanced understanding of the forces that influenced their creation, dissemination, and reception.	Interprets cultural artifacts (texts, art, and other creative works) in their cultural context, demonstrating understanding of some of the forces that influenced their creation, dissemination, and/or reception.	Explains cultural artifacts (texts, art, and other creative works) and describes their cultural context, making reference to their creation, dissemination, and/or reception.	Describes cultural artifacts (texts, art, and other creative works) with minimal or limited reference to their creation, dissemination, and/or reception.
Perspective Taking <i>Ability to engage and learn from perspectives and experiences different from one's own; to understand interrelationships between multiple perspectives</i>	Identifies and analyzes multiple and conflicting perspectives between and within cultures.	Identifies multiple perspectives between and within cultures and explains conflicts among them.	Identifies multiple perspectives between and within cultures and recognizes an element of the conflicts between them.	Identifies perspectives between and within cultures in simplistic manner with limited attention to the conflicts between them.
Intercultural Interaction <i>Effective communication surrounding the practices, values, and artifacts of cultures other than one's own</i>	Initiates meaningful, respectful, and informed interaction with another culture and its practices, values, and artifacts.	Demonstrates respect for and understanding of another culture and worldview in interactions, including with practices, values, and artifacts.	Demonstrates respect of another culture and worldview in interactions with practices, values, and artifacts.	Demonstrates some openness to another culture and worldview, including its practices, values, and artifacts.