

Operationalizing Globally Conscious (and Culturally Responsive) Learning and Teaching at SWOCC

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What are some nuts-and-bolts ways that faculty members can ensure that SWOCC students become more globally conscious? Better at teamwork? Ethically Self-Aware? Devoted to Life-Long Learning? Is it possible to measure students' improvement and growth in these things, and if so, how? Perhaps most importantly, how can faculty members teach and assess these "soft" skills without impairing delivery and uptake of the important disciplinary content and technical skills students will need for career success? Although these questions may seem daunting, they are easier to address than you might fear. In this day-long faculty development event, Katherine Yngve, who has helped over 200 faculty at Purdue university address these same goals, will guide SWOCC faculty members towards enlightenment using interactive and reflective-learning techniques, and a research-based approach to what works (and what doesn't).

What can you expect in this workshop? Group discussion. Hands-on work that advances your institutional goals. A look at the research on what works and what doesn't – and how the former can positively effect retention and graduation for minoritized students. Community-building. New ideas about how to easily measure "soft" skills in the classroom. And last but not least, a facilitator who respects your expertise –and adds to it.

About Katherine



Katherine Yngve currently serves as Assessment Specialist, Equitable and Intercultural Outcomes within the Office of Institutional Data Analysis + Assessment at Purdue University, where she focuses on helping people and institutions become more intercultural competent, equity-oriented and culturally responsive. Prior to joining Purdue, she enjoyed a long career as an international education professional, culminating in a 3-year appointment as the founding director of international programs at the American University of Beirut, frequently recognized as one of the top five universities in the Arab world.

In 2016, she founded Purdue's Intercultural Pedagogy faculty-development program, which has, to date, helped 200+ instructors use backwards-design (McTighe and Wiggins, 1998) and "small teaching" techniques (Lang, 2016) to incorporate intercultural, global and social justice-oriented learning and assessment into courses ranging from Cybersecurity to Women's and Gender Studies. In the equity realm, she serves as the "construct queen" for Purdue's Inclusive Advising Initiative, a grant-funded multi-year initiative to making academic advising more welcoming to and supportive of students of marginalized identities.

Katherine is a qualified administrator or facilitator of the following: the Beliefs, Events and Values Inventory, the Cultural Intelligence Scale, the Entrepreneurial Mindset Profile, the Intercultural Conflict Style Inventory, the Intercultural Development Inventory, the Intercultural Edge, the Intercultural Effectiveness Scale, and the AFS Global Competence Certificate. She is the founder of the Purdue Community of Practice for Socially Just Assessment and has been certified by the University of Kentucky in applying an anti-racist mindset to her assessment work. A true citizen of the Great Lakes region, her BA is from Indiana University, her MA is from the University of Chicago and she did her doctoral work at the University of Minnesota. Her most recent publications include a chapter on using assessment to advance institutional inclusive excellence goals (Forum on Education Abroad Standards-in-Action book series), an article on intercultural outcomes of a STEM living-learning community (International Journal of STEM Education), and a special issue of *Frontiers: the Interdisciplinary Journal of Study Abroad*, on assessment as an intentional pedagogy.