Defining and assessing social responsibility as a study abroad outcome

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Presented as part of the special focus track on education abroad strategy and policy
Introductions

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Session Learning Objectives

1. Understand various definitions of the term social responsibility in the context of a student’s identity, experience, and the type of educational activity undertaken abroad.

1. Articulate at least one measurable study abroad learning outcome for their own institution, which relates to peace, social justice, equity, civil society, ethical practice, human rights, environmental impact, or sustainability issues.

1. Learn about assessment findings from a variety of institutions, which demonstrate student development toward a higher level of social responsibility after study abroad participation.
Defining Social Responsibility
What does social responsibility mean to you?

- Create your own definition
- Share your definition with others at your table
- Discuss what factors influenced your definition of social responsibility
Discussion

- Which **keywords** and **terms** do we agree on?

- How does **context** influence the definition?
What does the literature say?

- Personal and social responsibility is an essential learning outcome
  - U.S. diversity, global learning, civic engagement (McTighe Musil, 2009)

- Dimensions of social responsibility
  - Contributing to a larger community, perspective taking, ethical and moral reasoning (PSRI, n.d.)
  - Sustainability, environmental concern
  - Social justice, equity, inclusivity

- Being interdependent and having social concern for others (GPI, n.d.)

- Global citizenship and global stewardship (Womack-Wynne, 2018)
What does social responsibility mean to you?

- Re-visit your original definition

- Would you edit any part of this definition prior to using it to assess outcomes from study abroad participation at your institution?

- Establish your new version
Institutional and Program Context
What are you already doing to assess student learning outcomes in study abroad?
Institutional Goals and Planning

1. **Identifying** important concepts/ideas to assess
   a. Linking priorities to outcomes

2. **Writing** measurable outcomes
   a. Simple, specific, measurable,
   b. Behavior/action oriented
   c. Criteria for success
Institutional Goals and Planning Continued

3. Choosing an appropriate assessment
   a. Quantitative (numbers), Qualitative (narratives)
   b. Direct, Indirect
   c. In-house (tailored), nationally available (benchmark)
   d. Feasibility and resources
   e. Individual- vs program-level assessment
   f. Aligning assessment definitions/operationalizations with institutional meaning
GPI Findings
Social Responsibility
Context: GPI Foundations and Development

- Theory
  - Cultural development (knowing, identity, social responsibility)
  - Intercultural communication (knowledge, affect, social interactions)

- Housing
  - Global Perspective Institute, Inc. (2008-2015) under direction of Dr. Larry Braskamp
  - Iowa State University (2015-present) under direction of Dr. Robert Reason
Context: Dimensions of the GPI

- **Cognitive**
  - Knowing - Recognizing cultural context in judging what is important to know and value
  - Knowledge - Understanding and being aware of various cultures and their impact on society

- **Intrapersonal**
  - Identity - Being aware of and accepting one's identity and sense of purpose
  - Affect - Respecting and accepting cultural differences and being emotional aware

- **Interpersonal**
  - Social Responsibility - Being interdependent and having social concern for others
  - Social Interactions - Engaging with others who are different and being culturally sensitive
GPI definition of social responsibility

- Being interdependent and having social concern for others
  - I think of my life in terms of giving back to society
  - I work for the rights of others
  - I put the needs of others above my own personal wants
  - I consciously behave in terms of making a difference
  - Volunteering is not an important priority in my life (r)

Note: (r) indicates reverse-scoring so that a higher mean signifies a more positive sense of social responsibility.
GPI Social Responsibility Quantitative Scores

<table>
<thead>
<tr>
<th></th>
<th>Pre-assessment</th>
<th>Post-assessment</th>
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</thead>
<tbody>
<tr>
<td>Norm</td>
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<tr>
<td>SDSU Study Abroad</td>
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<tr>
<td>SDSU Comparison</td>
<td>3.62</td>
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SDSU and GPI Partnership

- SDSU institutional priorities

- Institution-specific questions (ISQs)
  - Matching ISQs with GPI dimensions

- Inclusion of at least one direct measure for each dimension

- Other institution-specific data (e.g., study abroad requirement)
Social Responsibility at SDSU

- SDSU student responses
- Intersection of definitions
- Cross-campus collaboration
GPI Social Responsibility Qualitative Themes

Pre-study abroad themes

- Awareness of role in *society*
- *Respect* for others
- Cultural awareness, openness
- Helping others
- Community activism, representation

Post-study abroad themes

- Cultural awareness, ambassador for own culture
- Doing your part/being active in *society*
- Inclusion of *different* beliefs, lifestyles
- Helping others
- *Respect* for others
Pre-test vs. Post-test word clouds (“social” & “responsibility” removed)
Questions and Contact Information

Learn more about the assessments

● GPI - www.gpi.hs.iastate.edu
● PSRI - www.psri.hs.iastate.edu

Contact the presenters

● Joshua Mitchell, jjm1@iastate.edu
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References

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