

# *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



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# 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

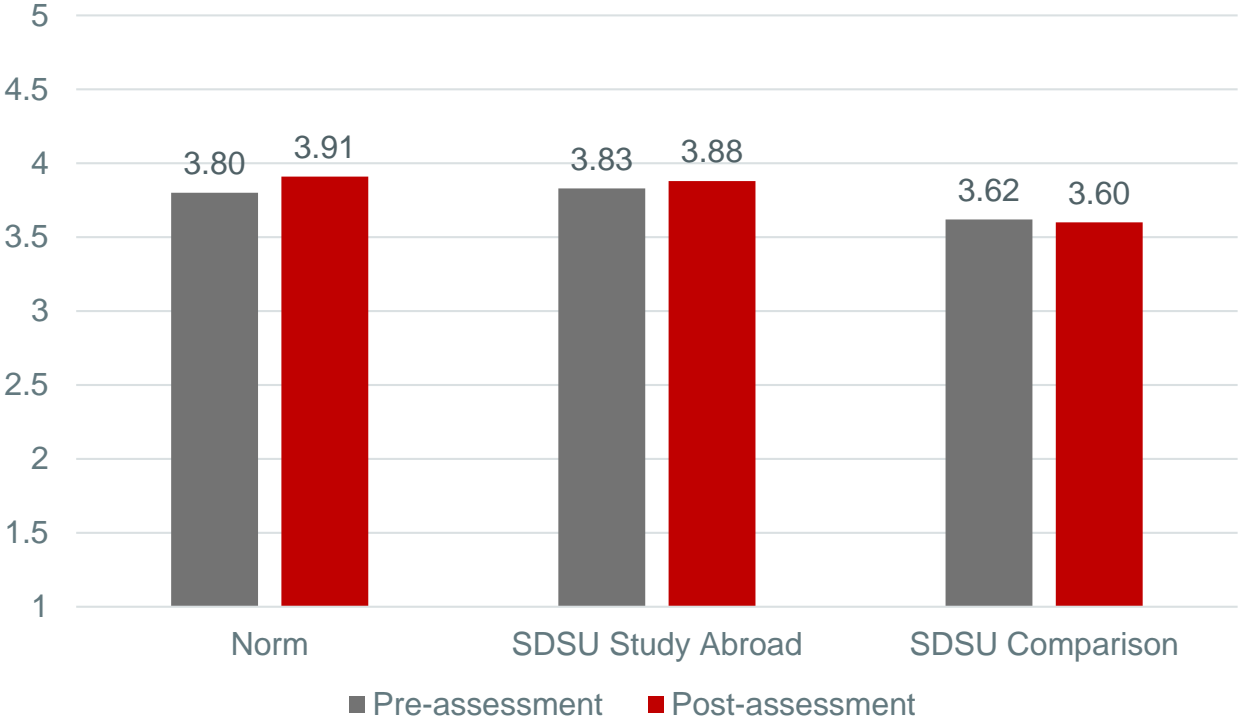
# GPI definition of social responsibility

- 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 <sup>(r)</sup>

Note: <sup>(r)</sup> indicates reverse-scoring so that a higher mean signifies a more positive sense of social responsibility.



# GPI Social Responsibility Quantitative Scores



# 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



# Questions and Contact Information

## Learn more about the assessments

- GPI - [www.gpi.hs.iastate.edu](http://www.gpi.hs.iastate.edu)
- PSRI - [www.psri.hs.iastate.edu](http://www.psri.hs.iastate.edu)

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## Contact the presenters

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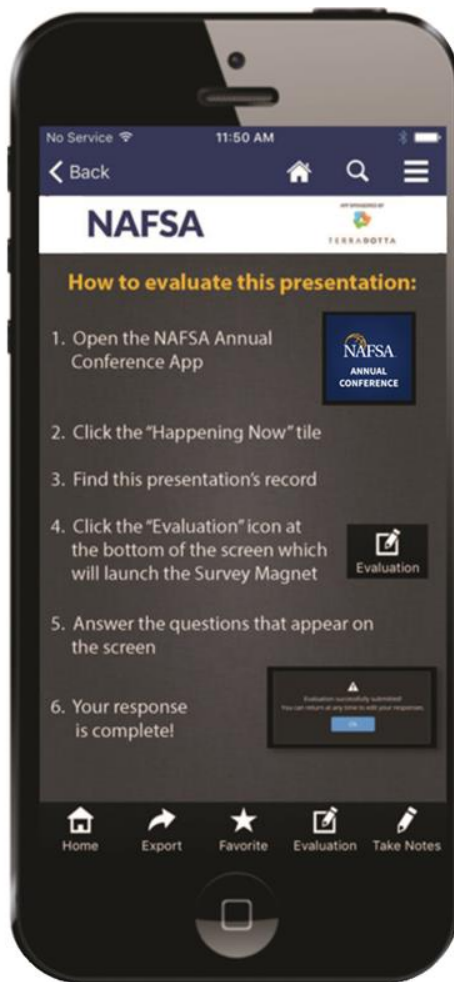


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- Womack-Wynne, C. (2018, May/June). Global citizenship 2.0: Supporting a new breed of stewards to confront a changing reality. *International Educator*, 27(3), 20-26.

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