

Moving from STEM to STEAM: Broadening an Interdisciplinary Study Abroad Program

Abstract:

In order to encourage students to pursue STEM careers, and to broaden the perspectives of students in STEM curricula with an infusion of the humanities in an effort to move toward a STEAM model, a multidisciplinary team of five faculty members created a family of six six-credit courses for students with a variety of academic interests. Graduate students were integrated with undergraduate. Pedagogical techniques include face-to-face as well as both synchronous and asynchronous distance delivery, in addition to a faculty-led European study tour in each course. Courses in Intercultural Communication and Interpersonal Communication were added to a rotating sequence of four marketing and project based courses: *Concepts in Global Logistics, Marketing Italy: Culture and the Italian Tourist Industry, International Project Management, and International Rural Economic Development*. The strengths of our traditionally STEM focused curricula were augmented by the deliberate inclusion of the arts and a variety of intercultural exercises and experiences.

Introduction

Recently, Kansas State University announced that its Salina campus would be renamed Kansas State University Polytechnic Campus. “A polytechnic model consists of three parts: learning theory through application, connecting active classroom learning with the outside world through integrated studies, and focusing on professional programs, which prepare students to lead successful careers” (Kansas State University Polytechnic website 2017). The new name formalized the historical signature approach of the campus to teaching and learning.

In 2007, a unique faculty partnership was formed that underscored and supported the polytechnic teaching and learning model. In the spring of 2015, this partnership was further enhanced when a faculty member in Communication Studies chose to join the interdisciplinary group which had been building and delivering an innovative rotation of four courses to encourage STEM students to step outside of their normal routines and experience technical topics from a broader viewpoint. The inclusion of Intercultural Communication and Interpersonal Communication courses brought new perspectives to the faculty team as well as to the students.

The three-credit undergraduate level Communication Studies courses are offered every year, each coupled with an optional three-credit faculty-led study abroad Field Experience module. The four six-credit marketing and project based courses include faculty-led field trips abroad, and are offered in a two-year rotation. These four courses are available at both the graduate and undergraduate level. With the set rotation, students are able to plan for topics and study abroad

destinations well in advance, further facilitating the customization of programs of study at both levels.

An early goal of this program was to draw more female students into the courses. An interdisciplinary program appeared to be a good option to pursue since it has been shown that study abroad programs tend to draw substantial proportions of female students (Fischer 2008). Joint travel programs allow the integration of graduate students with undergraduates, and the interdisciplinary nature of the topics as well as the multi-faceted make-up of the faculty team allow for innovative application of these electives within the various curricula offered on the polytechnic campus.

This paper provides the course descriptions, historical program implementation, fit of the program in the polytechnic campus environment, assessment, results, lessons learned, and next steps.

Supporting Literature

With the evolution to a polytechnic campus and the move toward a school of integrated studies, the study abroad faculty team made a conscious decision to integrate the arts into the existing STEM philosophy prevalent within the college to work toward a STEAM (Science, Technology, Engineering, Arts, and Mathematics) philosophy. Adding the arts to the existing STEM model encourages creativity, innovation, self-expression, and personal connection in student learning. Melding technology with creative thinking helps create a well-rounded individual resulting in innovative ideas to drive progress (Land 2013). The goal of a liberal arts education is to prepare students to become functioning members of society supporting the progression of humankind through literacy, which encompasses communication and critical thinking (Anderson-Inman 2009).

Educational research suggests that high-impact educational practices (HIP) augment student engagement and retention. Such practices include studies of diversity and culture enhanced by experiential learning and study abroad. These activities help students explore different worldviews and cultures (Kuh 2008). The inclusion of a study abroad component was planned to not only help students to become interculturally competent, as advocated in the literature (Akli 2013), but also to enhance active learning, helping students to engage in such higher-order thinking tasks as analysis, synthesis, and evaluation (Bonwell and Eison 1991).

With the vision of STEAM in mind, faculty have incorporated culture, language, diversity, and human factors into the existing study abroad experience in order to enrich an established dynamic learning environment. With the addition of the humanities focus, additional curriculum, and added faculty, students have been able to benefit from the multiple perspectives of a diverse group of faculty members.

Course Descriptions

International Rural Economic Development

International Rural Economic Development is an interdisciplinary 6-credit hour course requiring travel to, study, and research in France. The course is designed to enhance students' global and cultural awareness while also adding knowledge and skill in managing rural economic development issues. In this course, students study the language and culture of the target country including the history of hiking and outdoor recreation, gain knowledge and understanding of how agritourism (vineyards, artisan cheese production, etc.) operate, experience small scale public transportation, and observe how a system of hiking trails across rural regions is promoted in France and how it impacts rural regions.

Marketing Italy: Culture and the Italian Tourist Industry

This 6-credit hour course is focused on five destinations and the use and influence of culture in the tourism industry in these locations. Venice, with its canals and gondoliers, its museums, art, and architecture, epitomizes the cultural destination for travelers. Travel to the industrial port cities of Pisa and La Spezia, Florence, the cultural capital of Tuscany, and the Cinque Terre National Park round out the experience. Cinque Terre is a highly unusual park by American standards, where local residents live in a remarkably stable agrarian and seafaring culture.

Concepts in Global Logistics

Concepts in Global Logistics is an interdisciplinary 6-credit hour course requiring travel to, study, and research in the United Kingdom and France, followed by a final project. The course is designed to enhance students' global and cultural awareness while also adding knowledge and skill in logistics management. In this course, students study language and culture of the target countries, and gain knowledge and experience regarding basic global logistics management tools and practices.

International Project Management

Applications in International Project Management is a 6-credit hour course requiring travel to, study, and research in Switzerland and Germany, followed by a final project. The course is designed to enhance students' global and cultural awareness while also adding knowledge and skill in project management. In this course, students study language and culture of the target countries, and gain knowledge and experience working with basic project management and problem-solving tools.

Intercultural Communication

Intercultural Communication is a 3-credit hour course with the option to add a 3-credit study abroad field experience with travel to Italy or to Switzerland and Germany. Students develop intercultural communication competence, increase their understanding of intercultural communication, think critically about intercultural phenomena and different perspectives, and become immersed in a foreign culture. As a final project, students analyze an aspect of culture, sub-cultures, and worldviews outside the Anglo-American tradition of American art or society.

Interpersonal Communication

Interpersonal Communication is a 3-credit hour course with the option to add a 3-credit study abroad field experience with travel to the United Kingdom and France or to rural France. Students develop interpersonal communication competence, increase their understanding of the relationship between culture and communication, and increase their understanding of the role of cultural patterns, verbal codes, and nonverbal codes in the development of intercultural interpersonal relationships. As a final project, students analyze an aspect of culture, relationships, and worldviews outside the Anglo-American tradition and articulate the influence of the former on the latter.

The above courses are offered on a published rotational schedule. This encourages freshman students to be intentional in planning study abroad as part of their college experience. Students are allowed the planning time needed to integrate their desired course topic and travel destination as part of their course schedule and are better able to budget for the financial requirements.

Historical Program Implementation

The team developed these courses during a ten-year period through an evolutionary process. First, the Students in Free Enterprise (SIFE) group sponsored a study abroad tour to France in 2007. In 2008, the same group led a study abroad tour to northern Italy (Guzek F, Brockway K, Brockway T, and Guzek, S. 2013). These SIFE international activities continued with trips to Mexico and a return to France. Thirty-two students participated in the first four programs. Two students earned international jobs after graduation, crediting these experiences.

Faculty members collaborated to develop a repeatable model, with classes including substantial course work during the six to eight weeks prior to travel, a field trip carefully linked to the course learning objectives, and a post travel project and presentation requirement. This linkage of destination to course objectives is critical to maximize the educational impact of the short-term study abroad experience (Donnelly-Smith 2009; Woolf 2011).

Next the faculty group formalized the program into a rotating sequence of four courses. Students were then able to pick among the more technical courses (Global Logistics and International Project Management) and the marketing/economic development courses (International Rural Economic Development and Marketing Italy: Culture and the Italian Tourist Industry). The four-course rotation allowed delivery every spring and fall semester, with repetition of topic and venue every other year.

In the spring of 2015, the fifth faculty member joined the team, with the addition of Intercultural Communication every spring and Interpersonal Communication every fall semester. The field experience modules of the two communication studies courses involve travel with the original four courses, not only saving money via shared transportation and lodging, but facilitating collaboration among students and faculty alike.

Fit of the Program in the Polytechnic Environment

Within a polytechnic educational environment, students learn by doing, by experiencing, by making connections among topic areas, and by relating their learning to their intended careers. This six course set of team-taught classes features a unique blend of pedagogy, faculty expertise, student interest areas, and field experience. In order to move from STEM to STEAM, faculty infuse the classroom experience with language, culture, and geography related exercises in addition to the subject matter lessons. This is accomplished by building exposure to the arts (architecture, music, sculpture, painting, and literature) into the field experience along with exposure to the subject matter related artifacts abroad (see Appendix 1). Travel includes visits to world class museums, operatic performances, national parks, and in all cases small towns and rural areas as well as major cities in various countries. Examples include visits to the Louvre in Paris, the Accademia Gallery in Florence, Cinque Terre national park in Italy, the hiking trails of the Massif Central in France, opera performances in Venice, the Geneva Motor Show, the archeological dig under St. Peter's in Geneva, the auto-free town of Zermatt near the base of the Matterhorn, and many more.

Literary examples discussed in class include works by Robert Louis Stevenson, Henry Wadsworth Longfellow, Mark Twain, and William Least Heat-Moon. Pre-travel exercises incorporate language lessons with culturally appropriate etiquette, exploration of restaurant menu choices, and travel-related topics such as how to read a subway map and schedule, and how to politely ask directions. The course topic-related activities are equally intensive, with each course ending with an individual project allowing the students to demonstrate their mastery of the course materials.

This family of courses allows for students to witness multiple and diverse faculty perspectives, skill sets, and interests, as they come together when examining various concepts and phenomena.

The process encourages students to engage in creative thinking and develop an awareness of varying viewpoints. Students gain many opportunities to witness faculty modeling collaboration, and enjoy spontaneous and organic discussions which occur throughout and beyond each fieldtrip.

Assessment: Student Learning Objectives and Outcomes

Regarding student learning objectives (SLOs), broad university-wide themes include Knowledge, Critical Thinking, Communication, and Diversity. Undergraduate and graduate level program SLOs focus these themes in more detail. Within this study-abroad framework, faculty team members have been able to create courses which bring these concepts to life. The topical areas covered in the four original courses bring students knowledge and opportunities for thinking critically (see Appendix 2). The field experience, coupled with the classroom focus on culture and language, provide ample opportunities for developing an appreciation of multiculturalism and diversity. The recent addition of the two Communication Studies courses adds formal education in interpersonal and intercultural communication, while strengthening the critical thinking component of the program as well (see Appendix 3).

Assessment of the student learning delivered through the program includes numerous student presentations and projects, as well as in-class and electronic discussions. The faculty members work in concert, bringing a wide variety of expertise to ensure that student learning is enhanced and appropriately evaluated.

Results

One of the goals of this program is to broaden the perspectives of students in STEM curricula. Following is a summary of the size and impact of this interdisciplinary program since its inception.

Of 178 student travelers, 30% were female and 70% were male, compared to the campus population which is 28% female. Half of the traveling students were first generation college students compared to 42% campus wide. Thirty-six percent of students made their first trip abroad as part of this program. Based on the travel philosophy of “travel like a local and eat like a local,” along with the deliberate inclusion of the arts and a variety of intercultural exercises and experiences, students in the program have gained opportunities to broaden their perspectives and to learn about interacting with people and businesses in other cultures.

Before the experience, many students say they see this as “their only opportunity” to travel abroad; however, 27 students have now completed more than one of these courses and a number of others have later asked for advice or information as they plan their own trips abroad with friends or family members. At least two students have lived abroad following this experience and

others have taken jobs that require travel abroad. These experiences not only broaden perspectives, but also help students understand cultural differences and build confidence to function successfully in a variety of cultural environments.

Team members are unable to document specific instances of students choosing STEM careers solely as a result of participation in this program. However, at least five students have been identified by faculty as “at risk,” before travel but have subsequently completed STEM degrees.

In addition to the impact on students, faculty also experience growth in this program. Two of the five faculty members had significant international experience prior to the creation of this faculty partnership and interdisciplinary program. Through their mentoring and leadership, the other three faculty members have gained an understanding of international travel, possess an awareness of the unique challenges of coordinating student travel, and are better prepared to develop and execute an international travel plan that emphasizes student learning and safety. Additionally, as travel experience is gained, faculty members have been able to present their other (non-traveling) classes with a global perspective learned first-hand, therefore providing all students the opportunity to learn through an international perspective and to gain worldly insights without ever leaving the classroom.

Lessons Learned

To date faculty have led 15 study abroad courses to seven countries, comprising 106 days and 91 nights, with 178 student travelers. After each trip the faculty team compiled their own Lessons Learned in addition to holding a Lessons Learned session with students.

The study abroad field trip for these courses is 5 full days on the ground in the target country or countries. To achieve the learning objectives, there is very little down time and little to no slack or float time. Because of this, the faculty team still feels that the 4:1 student to faculty ratio is appropriate for this type of travel. With this 4:1 ratio, the group can continue with scheduled activities even when one or two faculty members are called to assist an ill, lost, or otherwise delayed student. In addition, multiple faculty members with different knowledge and skill sets cooperating in leading discussions and activities provide a model for students working in interdisciplinary groups. This also sets the expectation for students that faculty do communicate and expect that students transfer learning from one discipline to another. For example, the skills students learn in a communication course are expected to be used in course work in other disciplines.

Over the course of the 10 years, the intercultural content presented in all program courses has increased. Not only has the team learned that students who research the history, geography, transportation systems, food, and tourist attractions of an area are better prepared for productive time in the area, they are also better able to compare and contrast the local culture with their

home culture. In addition to logistics Lessons Learned, students are also asked to individually reflect on cultural artifacts they have observed and compare them with their own experience.

The faculty has found that appropriately prepared students have an incredible appreciation for the arts. Therefore, visits to world class museums and performances enhance the total experience and inspire questions that improve critical thinking. In the most recent course, students voluntarily agreed to attend an opera performance in an historic school, and were amazed at the history, tradition, and quality of the performance. In addition, adding communication courses and faculty has helped the faculty team reflect on the importance of students' ability to describe ideas, projects, and experiences bringing additional focus and professionalism to students' final projects and presentations.

Faculty have learned that developing relationships with a network of providers is critical to both the success and efficiency for travel with a short time on the ground, a desire to take local transportation, stay in small hotels, and eat local food. Small hoteliers also tend to recommend good restaurants in the neighborhood. During planning of the most recent trip, one hotelier found a second hotel a block away to accommodate a larger group. Another hotel, which was fully booked, found an alternate hotel for the group, saving faculty much time in the planning stage of the trip. Relying on local service providers also maximizes student interaction with local citizens, increasing the impact and authenticity of the international experience (Festervand and Tillery 2001).

Upon returning home, students reflect upon their experiences and work on projects which meld their pre-travel learning with the inspiration gained abroad. It is during this period that faculty team members make explicit the power that international travel brings to student resumes and offer tips for interview preparation (Gardner, Steglitz, and Gross 2013).

From a sustainability and quality perspective, it is important to bring in additional faculty who learn to navigate the international programs process and to build their own relationships in the target country. Faculty who travel together gain skills and learn to take advantage of individual strengths and interests which in turn enhances the experience for students and makes the process easier for the faculty team.

Next Steps

Faculty member assessment following each trip has brought awareness to the need to continue to refine the balance between the amount of scheduled group time and "free time." For example, the team has found most first-time student travelers tend to appreciate a more detailed daily itinerary, especially at the beginning of the trip. As traveler comfort level increases during the duration of the trip and with subsequent trips, less structure allowing for more personal

exploration seems to become more desirable for certain student travelers. The goal is to continue to refine the travel itinerary to accommodate the diverse structural desires of the students. One way this could be accomplished is by offering students options to accompany different faculty members on a variety of excursions, or to create their own daily itinerary for a specific daily outing.

With the progressive growth and expansion of the study abroad program, faculty plan to longitudinally assess student cultural awareness. One way this could be accomplished is through pre- and post-travel surveys immediately before travel, after travel, and (if possible) at the end of the student's polytechnic career upon graduation. Assessment data can then be utilized for continuous improvement of all courses offered on the polytechnic campus.

Now that communication courses have been successfully integrated into the program, the intent is to invite other interested faculty members from diverse disciplines to join the partnership. As an example, a professor in the Family Studies and Human Services program has shown interest in creating a class on international global poverty issues. The faculty member currently teaches a class in which students investigate local and national poverty issues and take part in an on-campus poverty simulation. She believes linking and expanding these activities to include an international perspective could further enhance the experience and inspire even more change. The faculty team looks forward to investigating additional links like this one to advance our STEM to STEAM mission.

As additional faculty members join the team, and are mentored regarding managing and coordinating impactful international learning experiences, this interdisciplinary program will become increasingly sustainable in the long-term. By steadily increasing the number of faculty partners and by providing consistent mentoring, the program will have a strong self-sustaining framework that will not rely on any one faculty member to maintain the program. It will also create a program that can easily and quickly accommodate new areas of study, thereby continually providing relevant and significant student experiences.

Now that the program has ten years of history, it is appropriate to conduct a comprehensive survey of past participants. The survey purpose will be to measure the value past participants have gained from being a part of an international experience. Among other areas, survey questions will address the value of the experience in regard to securing employment and employment promotion, how an international experience translated into valuable work-related skills, and if the college-level international experience inspired post-graduation professional and/or personal international travel. Results will not only help strengthen and improve the current program format and content, but can also be used to market the program to incoming students.

References

- Akli, M., "Study abroad and cultural learning through Fulbright and other international scholarships: A holistic student development." *Journal of International Students*, 3(1), 1-9. ISSN-2162-3104
- Anderson-Inman, L. (2009). Thinking between the lines: Literacy and learning in a connected world. *On the Horizon*, 17(2), 122-141. doi:10.1108/10748120910965502.
- Guzek, F., Brockway, K., Brockway, T., Guzek, S., (2013). "Broadening STEM Students' Perspectives, and Recruiting with Blended Learning and Study Abroad." Proceedings of 2013 Midwest Section Conference of the American Society for Engineering Education.
- Bonwell, C., Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom AEHE-ERIC Higher Education Report No. 1*. Washington, D.C.: Jossey-Bass. ISBN 1-878380-08-7.
- Donnelly-Smith, L. (2009). Global learning through short-term study abroad. *Peer Review*, 11(4), 12-15. ISSN-15411389
- Festervand, T. A., & Tillery, K. R. (2001). Short-term study-abroad programs--a professional development tool for international business faculty. *Journal of Education for Business*, 77(2), 106-111.
- Fischer, K. (2008). International education group's report provides principles, but not prescriptions, for study abroad. *The Chronicle of Higher Education*, 54(20), 0-A24
- Gardner, P., Steglitz, I., & Gross, L. (2009). Translating study abroad experiences for workplace competencies. *Peer Review*, 11(4), 19-22.
- Kuh, George D., (2008). "High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter." <http://www.aacu.org/leap/hip.cfm>, (accessed 2017).
- Land, M. H (2013). Full STEAM ahead: The benefits of integrating the arts into STEM. *Procedia Computer Science*, 20, 547-552. doi:10.1016/j.procs.2013.09.317.
- Kansas State University Polytechnic Campus website (2017). <http://polytechnic.k-state.edu/about/transformation.html>, (accessed 2017).
- Woolf, M. (2011). "Study abroad changed my life" and other problems. *International Educator*, 20(6), 52-55.

Appendix 1– Sample List of Language and Culture Assignments

Mon Jan 23, 2017	Introduce yourselves in small groups	due by 6:59pm
Mon Jan 30, 2017	Culture 1. Book or Movie	due by 4:59pm
	Language 1. Important Phrases	due by 11:59pm
Mon Feb 6, 2017	Culture 2. Italy: History, economy, geography, etc.	due by 11:59pm
	Language 2 - Introducing yourself	due by 11:59pm
Mon Feb 13, 2017	Language 3. Tourist Activities	due by 11:59pm
Mon Feb 20, 2017	Culture 3. Zero in on one area - maps, transportation, tourist sites	due by 11:59pm
	Language 3. Practice your introduction	due by 11:59pm
	Language 4. Numbers 1 - 20 and Shopping	due by 11:59pm
Mon Feb 27, 2017	Marketing White Paper research	due by 11:59pm
	Culture 4 - Italian Menu	due by 11:59pm
Mon Mar 6, 2017	Culture 6 - Cultural No Nos	due by 11:59pm
	Language 5. - Ordering a meal	due by 11:59pm
Mon Mar 13, 2017	Culture 7. Zero in on one area - maps, transportation, tourist sites	due by 11:59pm
	National Parks in the U.S	due by 11:59pm
Mon Mar 27, 2017	Language 6 Conversation of choice	due by 11:59pm
	Spring Break Assignment - MUST be completed during Break!	due by 11:59pm
Tue Apr 18, 2017	Final Project Topic	due by 11:59pm
Mon Apr 24, 2017	First draft of final project	due by 11:59pm
	Lessons Learned	due by 11:59pm
Mon May 8, 2017	Final Paper or project - Presentations either May 1 or May 8, your choice	due by 11:59pm

Appendix 2 – Examples of Language and Culture Related Course Goals

By the end of the course, students will demonstrate the ability to:	Learning Outcomes
Explain the term culture. List and describe cultural dimensions. Provide examples of cultural differences that could impact interactions between people in the target county and the U.S.	Knowledge Critical thinking Diversity
Compare differences and similarities between the target culture and cultures in the United States	Knowledge Diversity
Identify intercultural or cross cultural challenges you observed during the field trip and describe how to prepare to handle such challenges in the future.	Knowledge, Personal and professional development Diversity
Describe strategies and tactics that can be used successfully in multicultural business teams and environments	Knowledge, Critical thinking, Personal and professional development Diversity
Describe the public transportation system in the country and compare with public transportation in the U.S. Analyze the differences and relate them to underlying differences in history, geography, and culture	Knowledge, Critical thinking Diversity
Describe population demographics in rural areas of the country and compare with demographics in rural areas of Kansas	Knowledge Critical thinking
Develop publicity (pamphlet or web page) or recommend strategic direction for a culturally distinct tourist attraction in the Midwest.	Knowledge Communication Personal and professional development
Identify important words and phrases for travelers in the target country. Find them on an audio translator and practice them. Create a short conversation to introduce yourself in the target language and present it to the class.	Knowledge, Skill Personal and professional development Communication
Locate an example menu from the target country and research eating practices or etiquette for that country. Compare with the U.S.	Knowledge Critical thinking Personal and professional development
Describe the history of hiking and trail systems in France. Compare with hiking in the U.S. Identify cultural differences that cause differences between the two countries	Knowledge Critical thinking
Research one of the cities or regions on our itinerary. Identify attractions you would like to visit. Locate them on a map. Identify a route between the main train station and the places you would like to visit. Create a short conversation asking directions to the site.	Knowledge Communication Personal development

Appendix 3 – Sample Cultural Awareness Exercise and Assessment Rubric

Values Identification Exercise:

Listed below are “traditional American values.” Read through the list and check those that you consider important in your life.

- | | | |
|---|--|---|
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Well-liked by Others | <input type="checkbox"/> Know the Right People |
| <input type="checkbox"/> Trust | <input type="checkbox"/> Honor One’s Parents | <input type="checkbox"/> Live in the Right Places |
| <input type="checkbox"/> Cleanliness | <input type="checkbox"/> Live Life to the Fullest | <input type="checkbox"/> Have a Close-Knit Family |
| <input type="checkbox"/> Pursue Happiness | <input type="checkbox"/> Explore New Horizons | <input type="checkbox"/> Help Your Fellow Woman/Man |
| <input type="checkbox"/> Be Productive | <input type="checkbox"/> Play to Win | <input type="checkbox"/> Influence Other Countries to Become Democratic |
| <input type="checkbox"/> Marriage | <input type="checkbox"/> Obey the Law | <input type="checkbox"/> Know your Heritage/Culture |
| <input type="checkbox"/> Get Ahead | <input type="checkbox"/> Identify with a Cause | <input type="checkbox"/> Physical / Emotional Health |
| <input type="checkbox"/> Work Hard | <input type="checkbox"/> Find a Better Way | <input type="checkbox"/> Take Pride in Your Community |
| <input type="checkbox"/> Become Educated | <input type="checkbox"/> Loyalty to Your Country | <input type="checkbox"/> Stand Up for What is Right |
| <input type="checkbox"/> Spiritual Growth | <input type="checkbox"/> Participate in Government | <input type="checkbox"/> Recreation, Leisure |
| <input type="checkbox"/> Friendship | <input type="checkbox"/> Accrue Goods and Wealth | |
| <input type="checkbox"/> Tolerance | <input type="checkbox"/> Save Time | |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Build Things | |

Choose five of the items listed above which are the most important to you and rank them in descending order. For each of these top five values, explain why you rate them highly.

Questions to ponder:

- Who or what has influenced me in developing my values system?
- How can I use this course to further clarify my awareness of both my own and others value orientations?
- Which of the categories in the Kluckhohn, Hofstede, and Hall values models interface with your five top values?

Instructions:

Write a one- to two-page typed, double spaced paper.

Assignment Specifics:

- Follow the standards of college writing including content, organization, and presentation
- Must be typed in Times New Roman, double spaced, 1” margins, 12 pointt font
- Work must adhere to the guidelines of academic honesty and plagiarism

Cultural Values Grading Rubric

Requirements	Comments/Points
<p>Assignment Specifics:</p> <ul style="list-style-type: none"> • Follow the standards of college writing including content, organization, and presentation • Must be typed in Times New Roman, double spaced, 1” margins, 12 pt font • Work must adhere to the guidelines of academic honesty and plagiarism 	_____ /3
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce the topic of the paper • Review main points 	_____ /2
<p>Your Reaction:</p> <ul style="list-style-type: none"> • 1-2 paragraphs of your overall reaction to the exercise, meaning, etc. 	_____ /2
<p>Analysis - Describe and analyze:</p> <ul style="list-style-type: none"> • Who or what has influenced you in developing your values system? • How can you use this course to further clarify your awareness of both your own and others value orientations? • Which of the categories in the Kluckhohn, Hofstede, and Hall values models interface with your five top values? 	_____ /15
<p>Summary:</p> <ul style="list-style-type: none"> • Summarize main points • Conclude paper 	_____ /3

Biographical Information

BECKY DeGREEFF holds a B.S. in Public Relations, an M.S. in Communication, and a Ph.D. in Communication Studies. She teaches multiple courses in public speaking, communication studies, and conducts research in interpersonal, family, organizational, and spiritual communication. She has worked in office management and human resources. Email: bdegreeff@ksu.edu

KATHY BROCKWAY holds a B.S. in Business Administration and a Master of Accountancy; is a Certified Financial Manager, a Certified Management Accountant, and a Certified Public Accountant. Kathy has taught multiple courses in accounting, economics and finance, as well as operations management. She has worked in public accounting, consulting, and the health care industry. Email: kjbrock@ksu.edu

TROY BROCKWAY holds a B.S. in Mechanical Engineering and an M.S. in Aviation Safety, many aviation and flight safety related certifications. In addition to teaching a variety of Professional Pilot courses in our aviation department, he has served as a Research Technologist in the KSU Department of Industrial Engineering and as a Project Engineer at Merrick & Company in Los Alamos, New Mexico. Email: troyb@ksu.edu

SUE GUZEK holds a B.A. in Modern Language and an M.S. in International Project Management, a certificate in Proactive Leadership and the French RNCP Professional Title of Export Manager. She served for 30 years in the financial services industry, the last 20 in instructional design and project management. Sue has also served as a visiting professor at a European graduate school of management. Email: sguzek@ksu.edu

FRED GUZEK holds a B.S. in Earth Science, an M.S. in Public and Private Management, and a Ph.D. in Business Administration. He teaches courses in management, operations management, sales, and marketing. Fred has also served as visiting faculty for two years at a European graduate school, and for more than 15 years in outside sales of advertising, computer systems, and material handling systems. Email: fguzek@ksu.edu