

ASSESSMENT FORM TRAINING INTERCULTURAL SKILL

Module 2016.2.1



USER EXPERIENCE DESIGN

Student	Nr:		Student name:	Date		Lecturer	
Presentation			PASS / FAIL				
GRADE			PASS / FAIL				

Competence:	Collaborate and Inspire Find one's way in (international) organisations, networks and communities. Work together with people in an international setting and get them involved in ideas. Get a sense of your role in a design team or project.
	Level 1 Plan individual work within a project, communicate effectively and convincing and showcase work and ideas in an intercultural learning community.

	Good	Pass	Inadequate
Introduction	The introduction contains *a description of the situation: introduction to the student as a person and his ¹ origins, *the central question (topic) of the portfolio *a structure description	The introduction contains *a description of the situation: introduction to the student as a person and his origins, *the central question (topic) of the portfolio	The introduction lacks and/or the introduction doesn't contain a description of the situation: introduction to the student as a person and his origin.
Intercultural biography	The student describes extensively his own and his parental cultural background and the cultures that influenced him.	The student describes his own and his parental cultural background and the cultures that influenced him.	The student doesn't describe his own and his parental cultural background and/or the cultures that influenced him.

¹ Everywhere in this document you can read "her" or "she" when you see "him" or "he".

	The student describes extensively in what way this cultures influenced him and gives three or more perfectly fitting examples.	The student describes in what way this cultures influenced him and gives one or two perfectly fitting examples.	The student doesn't describe in what way cultures influenced him.
	The student describes the intercultural experiences that made a big impression on him and reflects on how this affected his way of thinking and acting.	The student describes the intercultural experiences that made a big impression on him.	The student doesn't describe an intercultural experience that made impression on him.
	The student describes in what way his life as a young adult was intercultural and gives two or three perfectly fitting examples.	The student describes in what way his life as a young adult was intercultural and gives one perfectly fitting example.	The student doesn't describe in what way his life as a young adult was intercultural and/or gives no examples.
	The student applies two or more of the models offered in the seminars appropriately. He uses the models to describe intercultural influences on him as a person.	The student applies one of the models offered in the seminars appropriately. He uses the models to describe intercultural influences on him as a person.	The student doesn't apply the models offered in the seminars.
	The student describes his culture using all intercultural dimensions of Hofstede.	The student describes his culture using one or two intercultural dimensions of Hofstede.	The student doesn't describe his culture using intercultural dimensions of Hofstede.
Communication style	The student reflects extensively on his communication style.	The student reflects on his communication style.	The student doesn't reflect on his communication style
	The student reflects in which way he can adjust his communication style in intercultural situations and when this is required.	The student describes in which way he can adjust his communication style in intercultural situations.	The student doesn't describe how he can adjust his communication style in intercultural situations
	The student describes his barriers, their impact and the ways he found to overcome them.	The student describes his barriers and their impact.	The student doesn't describe his barriers.
Contribution to social programme	The student describes several of his own contributions to the community (formed by the students and lecturers of CMD UXD and the students of SIM).	The student describes a contribution he made to the community (formed by the students and lecturers of CMD UXD and the students of SIM).	The student doesn't describes the contribution he made to the community and/or he doesn't describe the activities het took part in.

	He describes the activities he took part in and illustrates them with photos.	He describes the activities he took part in and illustrates them with photos.	
Learning goal(s)	The student formulates learning goals which are SMART(+F) formulated.	The students formulates learning goals which are partly SMART(+F) formulated.	Learning goals are poor formulated and/or have no relationship to intercultural skills
	The student describes a clear and detailed action plan to achieve the learning goals, which can be executed within 8 weeks.	The student describes a common action plan to achieve the learning goals, which can be executed within 8 weeks.	The student doesn't describe an action plan or the action plan is poor.
	The student describes if, in what ways and to which extend he reached his learning goals.	The student describes if, in what ways he reached his learning goals.	The student doesn't describe if and/or in what ways he reached his learning goals.
Achievements in general	The student describes his achievements in the first eight weeks <i>related to</i> intercultural competence explicitly and gives perfectly fitting examples.	The student describes his achievements in the first eight weeks <i>related to</i> intercultural competence.	The student doesn't describe his achievements in the first eight weeks <i>related to</i> intercultural competence.
Conclusion	The student describes the extend in which he has mastered the competence and finishes his portfolio with a conclusion on his intercultural competence.	The student finishes his portfolio with a conclusion on his intercultural competence.	The student doesn't finish his portfolio with a conclusion on his intercultural competence.
Reporting technique	The portfolio has a title page, table of contents, an introduction and conclusion and is written in well formulated, academic English.	The portfolio has a title page, table of contents, an introduction and conclusion and is written in understandable English.	The portfolio lacks a title page and/or a table of contents and/or an introduction and/or a conclusion and/or is written in poor English.

Feedback: