



**GLOBAL
MINDS
@WORK**

White paper series 1

Teachers' assessment literacy in reflective blogs

Marlene van Heel-Bradbury

Hilde Hanegreefs

Ankie Hoefnagels



Table of contents

01	Introduction	4
02	Method	7
	Research context and design	7
	Participants	8
	Instrumentation and procedure	8
	Data Analysis	9
03	Results	11
	Research context and design	11
	Conceptual	12
	Praxeological	12
04	Discussion	15
	Main findings	15
	Current revisions and recommendations	16
	Limitations	18
05	References	20

1 Introduction



1. Introduction

Assessing reflection in blogs written by students to further develop their global competences is not without its challenges. Mezirow (1991) has shown that critical reflection is an imperative step in transforming one's frame of reference towards being a more open and globally competent individual. The importance of reflection is also acknowledged in all prominent models for intercultural competence (ICC) development such as Byram's intercultural speaker model (1997), Deardorff's pyramid model (2006) or the more recent PISA global competence framework (OECD, 2018). Therefore, in recent decades, reflective blogs are commonly used in higher education to encourage students to analyse their values and beliefs in the context of global competence education (Blood, 2000; Strampel & Oliver, 2007 & 2009).

However, due to the personal and exploratory nature of this reflection, it has proven difficult to assess the process, the degree of reflection and the content itself (Dyment & O'Connell, 2001; Plack et al, 2005). Remarkably, while much research has been conducted into the challenges of students related to reflective writing such as failing to reach in-depth reflection (Strampel & Oliver, 2007 & 2009; Lucas & Fleming, 2012), being unfamiliar with the demands of a reflective writing activity (Hourigan & Murray, 2010), or feeling uncomfortable with writing about personal or emotional topics (Chan, Wong & Luo, 2020), noticeably less research has been done on the perspectives of teachers and, more specifically, on the skills and knowledge they need to conduct this assessment effectively and efficiently (Looney et al., 2018; Pastore, 2023); hence, how their assessment literacy is.

When exploring literature on assessing reflective writing, most research delves into what teachers should do to enhance the effectiveness of reflective writing; in other words, looking into how teachers can maximally facilitate the students. Often research explores how to provide clear instructions, technical support (Hourigan & Murray, 2010), a safe psychological environment (Chan, Wong & Luo, 2020) and regular feedback and guidance to enhance the reflection in the students' texts (Carney, 2007; Lee, 2012) and deepen their intercultural learning (Pinilla et al., 2013; Chen, 2014). In contrast, the few studies that highlight the significant differences in how teachers handle reflective writing assignments (Chen, 2014) mostly dwell on how teachers lack training in effectively deploying reflective activities in the classroom (Chan, Wong & Luo, 2020; van der Werf & van der Poel, 2014). There are hardly any studies on how teachers assess students' reflective writing in practice. The process of assessing reflective writing can be impacted by several factors such as the difference in how teachers understand the reflective assignment, which may affect the feedback they give to students and how they assess the students' writing (O'Conner, Hide & Treacy, 2003; Looney et al., 2018); how teachers determine the depth of reflection considering the subjective nature of the text (Koole et al, 2011); how teachers approach the ethical considerations implicit with reflective practice (Ghaye, 2007); and how effective the chosen rubric is (Chan, Luo & Wong, 2020). All these elements fall under the umbrella of teachers' assessment literacy.

Since the concept of assessment literacy was introduced by Stiggins in the United States in 1991, it has progressed and developed from the original process-oriented models which focussed on assessment as a measurement tool to a more holistic approach which includes the identities of teachers as assessors to better understand how they assess in practice (Pastore & Andrade, 2019). Pastore and Andrade (2019) propose such an assessment literacy model which comprises of three interrelated dimensions: conceptual, praxeological

and socio-emotional (See Figure 1). The conceptual dimension examines how teachers understand the assignment, what is required of them as a teacher and what they understand is required of the students. The praxeological dimension explores all the elements necessary to put the ‘assessment in practice’, including what the teacher perceives as necessary feedback to ensure student learning, and also how skilled and confident the teacher feels in doing so. The final dimension concerns the social and emotional aspects of assessment. Here, elements such as power relationships come into play, issues of trust, ethics, rights and responsibilities of both teachers and students.

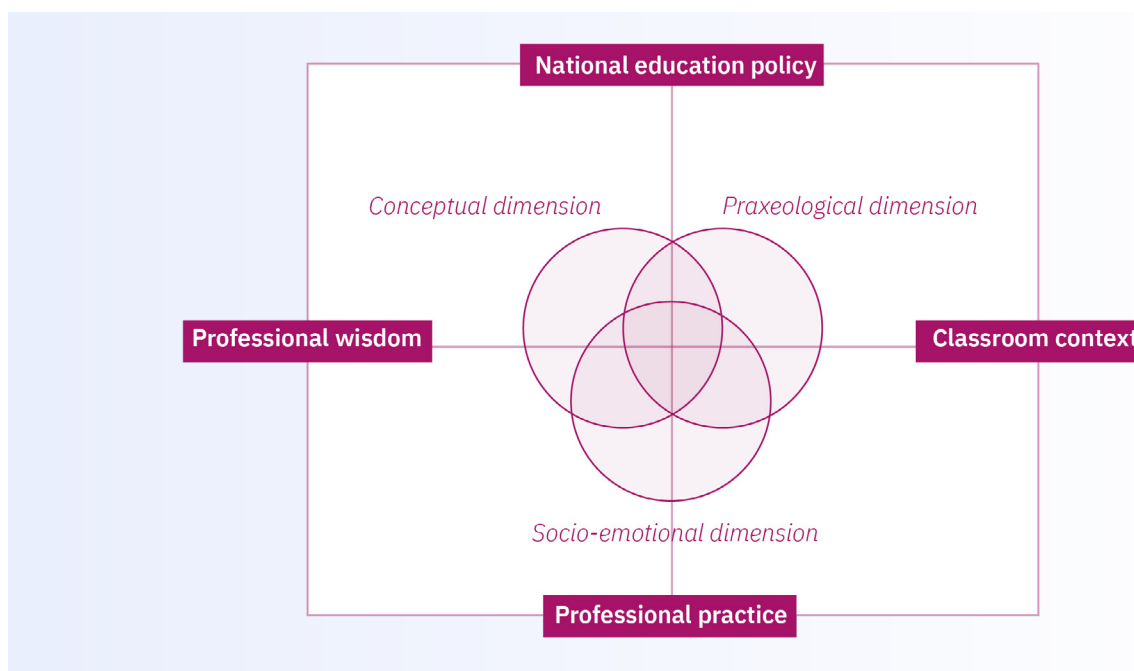


Figure 1. *Three dimensional model of assessment literacy (Pastore & Andrade, 2019)*

This paper will explore how twelve teachers, in their role as internship supervisor, experienced assessing reflective blogs written by higher education students in Hotel Management. During the students’ operational internship abroad, they are required to write three blogs of max. 500 words each, reflecting on personal intercultural experiences they have had. The blogs are posted on a safe online platform and accessible to a closed community of peers and internship supervisors with different expertise and backgrounds. As research has shown, assessing reflective writing, such as these blogs, can be challenging for teachers on different levels. In this study we were curious to learn more about the teachers’ perspectives on the assignment itself, the way they assess and, consequently, how they perceived the knowledge and skills needed to effectively do so.

Method



2. Method



2.1 Research context and design

To learn more about how teachers experience assessing reflective blogs, we performed a qualitative interview study among twelve internship supervisors who assessed the reflective blogs students wrote during their internship semester in a foreign country. The blogs are spread across the beginning, middle and end of the internship and all have the same generic instruction:



As discussed in the pre-internship workshops, the Global Mind blogs can be about several dimensions of culture, for instance about remarkable aspects of the culture of the country you live in, the impact of culture on the work floor (in relation to the company, your colleagues, leadership) or the interaction with culturally different guests, etc. Try not to reduce culture to nationality. People, you and I, participate in different groups or cultures, which are defined according to nationality, ethnicity, age, social class, gender, religion, political or sexual orientation, etc. Our sense of belonging is thus multiple, and shifts - increasing or diminishing in intensity - according to the context and purpose of our interactions, as well as our interlocutors. Try to do justice to, and recognise, this multiplicity or layered identity in yourself and others. That way, you will still easily find topics or peculiarities to write about.

In your blog, please describe a unique, personal incident/experience/event in sufficient detail to make it understandable for your reader. After this, please reflect on the topic by relating it to theory (see cultural terminology overview) and/or your prior experience, taking into account the voices of the other people involved. Finally, let us know what you have learned and/or provide us with some advice for the future.”

In addition to written instructions on the assignment, prior to their departure, the students receive workshops on writing blogs and intercultural awareness. Each blog should extensively describe and reflect on a specific, personal, intercultural experience. The blogs are posted on a secure online platform where students can receive feedback and comments from peers, including senior students who are trained in the task of initially providing feedback on the students’ blogs to lighten the workload of teachers, before students submit their blog for assessment and possibly further feedback from their internship supervisor. This way, a context is created for ongoing interaction and collaboration (Wang & Hsu, 2007), facilitating the students’ participation in a community of learners (Reilly, 2005; MacBride & Luehmann, 2008). In order to assess and provide feedback, supervisors use a rubric consisting of six different criteria all of equal weighting (see appendix 1). The final grade for each assignment takes the form of a meritocratic badge: a gold, silver, bronze or tin medal representing the quality of the assignment with tin equalling an insufficient grade.



2.2 Participants

Purposive sampling was used to ensure diversity in terms of gender, age, length of employment, years of experience in assessing reflective writing, educational and personal background (see table 1). Of the twelve interviewees, six were female and six male, six had Dutch nationality and six did not, six were under the age of forty while six were above and finally, five of the twelve had a background in language and/or communication while the remaining seven had various other backgrounds (finance, marketing, HR, amongst others), and all had had different lengths of employment at the school ranging from 1 to 19 years.

Respondent	Gender		Age		Nationality		Background	
	Male	Female	<40	≥40	Dutch	Other	Languages/Communication	Other
1	✓			✓		✓	✓	
2	✓		✓		✓			✓
3		✓	✓			✓	✓	
4		✓		✓	✓			✓
5	✓		✓		✓			✓
6	✓			✓	✓			✓
7		✓	✓		✓			✓
8		✓	✓			✓		✓
9	✓			✓	✓		✓	
10		✓		✓		✓	✓	
11		✓		✓		✓	✓	
12	✓		✓			✓		✓
	6	6	6	6	6	6	5	7



Table 1. *Participants in the study*



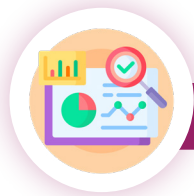
2.3 Instrumentation and procedure

The interviews were conducted online and face-to-face, depending on the interviewee's situation, and occurred between 20 January 2022 and 24 February 2022. Each interview took between 30 to 60 minutes and, with permission of the interviewees, was recorded either via Teams or a mobile device, for research purposes only. The interviews were transcribed verbatim to allow for further analyses.

The interviews were semi-structured, following a script of thirty questions inspired by the conceptual, praxeological and socio-emotional dimensions from the Pastore and Andrade (2019) model. As such, the conversation left room for probing questions based on the answers given by the interviewees. The set of questions addressed topics such as the teachers' understanding of the assignment, their attitude towards

assignment, perceived confidence and role, and also inquired about critical insights related to the assignment and its evaluation. In addition, there were questions on the contextual elements such as time, online platform and support.

The interviews were conducted by two senior researchers, who divided the interview questions evenly between them each time. Interviews were held in either English or Dutch, depending on the interviewee's preference.



2.4 Data Analysis

The qualitative data analysis consisted of a mix of deductive thematic coding plus inductive coding. Initially coding was based on the themes that could be inferred from Pastore and Andrade's assessment literacy model. This was followed by a round of inductive, thematic analysis (Jegede, 2021) to allow for the uncovering of new themes to add to the coding. In total, 40 axial codes were identified that could be grouped into the following themes: assessment, contextual elements, feedback, blogging assignment, personal characteristics, rubric, and supervisor role. It was interesting to note that while some coding of the data was inductive, apart from contextual elements, all codes managed to neatly fit into two of the overarching dimensions of Pastore and Andrade's framework, viz. conceptual and praxeological. This could be due to the fact that these concepts were guiding in the choice of topics used in the semi-structured interviews.

To ensure coding reliability, two other colleagues were asked to code the transcript of one interviewee using the coding tree that had been devised by the initial two senior researchers. Based on that input, minor changes were made to the codes. The two researchers then each analysed six interviews, after which they checked each other's coding to ensure they aligned.

Results



3. Results

The results are presented in groups relating to contextual elements and dimensions from Pastore and Andrade's (2019) teacher assessment literacy model: conceptual, socio-emotional, and praxeological.

3.1 Research context and design

This section reveals supervisors' ideas on the ideal number of interns to supervise, the role of the senior (moderating) students, the online platform and time and support.

First, the average number of interns that was considered 'ideal' was said to be about eight per supervisor.

Next, the role of the senior students operating as moderators on the online platform provided some confusion. Most interviewees were aware of the presence of senior students moderating the platform, however, they were unsure about the senior students' role and authority. From the interviewees' point of view, the added value of the senior student was mostly in the relationship between senior student and student-intern, and less in relation to the internship supervisor. Although one interviewee mentioned that using the feedback given by the senior students gave them confidence in providing their own feedback. Furthermore, the risk of 'dissonance' was mentioned, when supervisor and senior student might differ with respect to the points for improvement.

Regarding the online platform, interviewees not only criticized the use of multiple platforms (that is, a different platform is used for submitting the assignments and for grading) but also found the platform where the assignments are posted, difficult and confusing to navigate. Many felt they lacked the time to familiarize themselves with the software and keep up with its frequent updates. However, one interviewee believed that the platform was undervalued. Additionally, several interviewees found the online platform not very efficient as it was unclear whether students had read and applied the feedback provided in their final submissions. As a result, supervisors often had to manually search through the platform to locate the original blog and check for revisions which was considered an inefficient and time-consuming process. Interviewees also provided some advice on the use of the online platform in the grading process: they stated it would be useful to visualize the progress between the different grades of the different blogging assignments to allow them and the students an overview.

In terms of time and support, most interviewees felt they had enough time to grade the blogs but wished for more to provide thorough feedback. As a result, some only gave feedback after grading, which was too late for students to revise their submission. The feedback could, however, be considered as feedforward for the next assignment. Regarding support, interviewees expressed a desire for more training on assessment content, the grading process, and providing feedback on reflective writing assignments.

Finally, some suggestions for improvement were mentioned regarding topic and follow-up: a few interviewees would like to introduce gastronomy as an obligatory (cultural) topic, given its importance in the hospitality bachelor. One interviewee also deplored the fact that the learning outcomes of the reflective blogs, as well as the good examples or best practices, were not ‘harvested’ in following modules or learning activities related to the learning path on intercultural competence.

3.2 Conceptual

This section explores supervisors’ understanding of the blogging assignment and of their role as supervisor. All interviewees mentioned having a clear understanding of the purpose of the blogs with comments such as “blogs allow students to analyse situations and be more aware of their own perspective”. They also indicated that their supervisor role was to assist students in achieving those goals and that they enjoyed helping students dispel stereotypes and be more open-minded. With regards to their role, most mentioned they were unsure how students were prepared for the blogging assignments (knowledge and skills) and that having that knowledge would allow them to better support the students in their development. As quoted by one supervisor, “they don’t apply the theories and I would like to know what theories they should be able to apply.” How supervisors viewed their role with supporting the students emotionally was also explored. From the interviews, it became evident that there were different forms of guidance or support offered. Many interviewees emphasized the importance of ensuring that students knew their supervisors were actively reading their blogs. Supervisors made this clear by providing feedback, discussing insights during internship visits, or meeting with students before their departure. As one interviewee noted, “it is important to offer students emotional support”. Two interviewees, in particular, found that building a connection with students was a key motivator for being a supervisor: “I give extra comments to let students know I have read their blogs and to stay connected”. In contrast, one interviewee viewed the role of a supervisor primarily limited to assessing the final product and assigning a grade: “I don’t believe that we are much more involved in the blog writing besides assessing them and then reading it, of course.”

Finally, some interviewees felt they needed to be careful with how they formulated their feedback in order to not offend or upset their students due to the personal nature of the blogs: “Well, giving feedback can be... yeah, this is personal. Uhm, so sometimes I’m really careful with my words.” This comment highlights the importance of creating a safe environment where students can report freely, yet respectfully and in a safe context, about their personal experiences (Ghaye, 2007).

3.3 Praxeological

This section looks at different elements that are at play when assessing the reflective blogs in practice: such as, the use of rubrics, ways for the online platform to support the assessment process, the type of feedback given for both the intercultural aspects, the level of reflection, as well as the English, and finally, differing degrees of confidence in being supervisor.

While some preferred to assess holistically and not be constrained by a rubric, most interviewees were content with the current grading system (See Appendix 1). The rubric seemed to cover different areas, not only topical ones and mentioned all the features assessors should look at when evaluating a reflective blog. The idea of meritocratic badges assigned to each criterion was simple and clear and it was mentioned that (English) language not being a prominent criterion was a positive aspect.

However, interviewees systematically mentioned that adding a weighting to the various criteria could be of added value; especially as reflection was considered to be more important than all other criteria. Furthermore, some interviewees mentioned a need to have the differences in levels of reflection be more explicit in the rubric. Another point noted was that some criteria referred to different elements of evaluation which made it difficult to come to a uniform decision for that specific criterion. It was suggested adding criteria on captivating writing style, on 'sticking to the topic' (cultural diversity, nothing else), quality of the image/picture, and referencing to help assess the quality of reflection. Finally, one interviewee mentioned the rubric was useful in two ways: as a tool for those who did not feel confident assessing blogs, and as a tool to pinpoint what issues the students needed to address after having assessed the blogs holistically.

Some interviewees struggled with interrater-reliability or the assumed lack of consistency in the type of feedback as well as the actual grade given: "I am least confident actually that I feel like that grading is so different between all of the lecturers that, um, you try to be fair always, but at a certain point you feel like everyone's just drawing their own picture and really just going about it their own way."

Finally, several interviewees mentioned feeling insecure about assessing and giving feedback on the English language. Some felt they could see when a text needed work; others indicated they felt not qualified to do so. As cited by one interviewee, "I also don't have any background in assessing English. Writing, obviously, I can check their grammar, uhm whether it's well-structured or things like that. Sometimes I doubt as well". While others mentioned being confident in spotting errors in English, despite being aware that they were not English lecturers. Several respondents pointed at the existence of Grammarly or other resources that could help students to write in English.

Many interviewees felt confident with their intercultural knowledge. Several interviewees alluded to the fact that their international experiences and past education allowed them to feel confident in guiding students in their own intercultural reflections. Only two interviewees felt less confident than their colleagues with one interviewee citing a very Dutch upbringing and the other interviewee feeling they still have a lot to learn. Some, despite their lack of familiarity with the cultural context that the student wrote about, still felt confident that if the story written made sense and is logical, then the supervisor would feel confident in assessing that blog. Furthermore, some said they could identify whether students had understood their topic well.

When asked, all interviewees said that prior to assessing the blogs, none had experience in assessing personal reflective forms of writing. Six interviewees did say they had assessed reflective writing in the past, but then on processes, or academic writing.

Discussion



4. Discussion

The aim of this study was to gain a better insight into the teachers' feedback literacy in the context of reflective blogging to foster intercultural learning outcomes. Based on the assessment literacy model of Pastore and Andrade (2019) we conducted an interview study and asked teachers to self-assess their perspectives on the assignment itself, the way they assess and how they perceived their knowledge and skills needed to effectively do so; all this, in the specific context of an internship abroad for higher education students of Hotel Management. The outcomes of this study should not only help to gain a better insight into the challenges of teachers (with different backgrounds) in evaluating reflective writing assignments, but also to determine which elements could be improved upon in the current processes.

Main findings

In general, our conclusions draw a generally positive attitude towards reflective writing in an intercultural learning context. Almost all teachers enjoyed guiding their students in their intercultural development with some taking extra steps to contact students either through feedback or meetings, to allow the students a sense of security. They were aware of the delicacy of the nature of the personal reflective blogs ensuring that some took pains to be extra sensitive with the wording of their feedback.

Regarding assessing the blogs and providing feedback on content and language, most assessors mentioned lacking confidence in assessing the level of reflection. This could be due to the fact none of the supervisors had experience in assessing reflective blogs prior to this task. Having a more detailed rubric on this criterion, would make assessment more objective. In general, most preferred using the rubric provided, as opposed to grading holistically, and many even made suggestions on how to further develop the rubric for even more detailed criteria. One suggestion, making a clearer distinction between different levels of reflection, was a reaction that could be linked to the difficulty most assessors found in distinguishing between different levels of reflection. Subjectivity, affecting interrater-reliability, was another point that was mentioned several times: for various reasons, assessment of blogs was still rather subjective. Finally, while just over half of the interviewees mentioned being insecure regarding assessing the English, almost all interviewees mentioned feeling confident in assessing intercultural components in the blogs, noting they could easily recognize when a student was stereotyping or their blog was lacking depth.

To improve the situation, the general consensus was for supervisors to be informed of what students know before going on their internships abroad, so they could provide more specialized feedback. Supervisors also mentioned a desire for more training in assessment and the feedback they could give and would appreciate more calibration sessions. In addition, they would like some assurance that students read and use the feedback provided by the supervisors. Finally, almost all felt confident they could be better assessors and be more objective with a more detailed rubric and would most certainly provide more detailed feedback if given more time.

Current revisions and recommendations

Some concrete steps have already been taken, based upon these outcomes and recommendations, to further improve the blogging assignments and also -partly due to the rapid rise of GenAI- to make the assignments more future-proof.



Rubric

As suggested by the interviewees, the rubric has been revised (appendix 1 and 2), including fewer criteria and a greater emphasis on content and the level of reflection through the introduction of weighted criteria. This approach helps prevent students from achieving a passing grade solely by meeting the formal requirements of the assignment or a limited level of reflection.



New 'AI-proof' assignments

Based on the advice we received from the senior students moderating the platform, together we co-designed three new reflective assignments, taking into account the affordances and risks of GenAI. At the same time, these new assignments should also encourage students to reach higher levels of reflection by giving them more diverse and challenging tasks (instead of three blogs with an identical instruction) (Strampel & Oliver, 2009).

The first new assignment consists of a photo-collage. Students are asked to upload five pictures reflecting their first impression of their new (internship) environment. The images can be funny or sad, informative or captivating that highlight cultural differences, unprecedented beauty (e.g. landscapes) or unknown customs. Each picture should be accompanied by a short reflection (caption) explaining why the image or scene caught the students' attention and what effect it had on them.

The second new assignment remains a blog, but one written with the help of GenAI. Students are asked to critically examine output generated by ChatGPT as a response to the prompt 'what are the main cultural differences between the Netherlands (or your home country) and ... (your internship destination)?' They need to confirm or refute at least three intercultural differences named by ChatGPT based on a personal experience that they test against literature or own interviews with people from their immediate environment.

The last and third new assignment is a podcast or vlog in which students actively ask for the opinion of others (new local friends, acquaintances or colleagues) on their personal

growth in the field of intercultural competency. Actively inquiring about their behavior and growth, we want them to reflect on how much they have changed and what they have learned interacting with others.

We did a first trial run of the revised reflection tasks in the first semester of 2024-25. In accordance with the PDCA cycle, refinements and revisions are made in semester 2 based on the insights and experiences of all involved stakeholders.



Training

To address the demand for more training and calibration sessions, updates are now provided each semester regarding changes related to the new assignments. In addition, new internship supervisors receive an introductory session on the content and purpose of the reflective writing assignments. Also, the senior students moderating the platform and providing feedback, are now also instructed more specifically in the use of GenAI related to the new assignments and the interaction/feedback required to reach higher levels of reflection.



Evaluation

As an evaluation, in order to learn more about how current supervisors experienced these changes, a survey was distributed consisting of 15 questions asking about the supervisors' understanding of the assignments, the perceived quality of the assignments in relation to the students' level of reflection and, finally, the rubric and perceived ease of assessment.

Although the response rate was rather low (21% or 6/21), in general, responses indicated that supervisors clearly understood the purpose of the reflections tasks and could appreciate the creativity in the assignments: "the purpose is to inspire students to reflect on and explore cultural diversity through their personal experiences, using creative methods to express and share their perspectives", "to go deeper into observing multi-cultural differences in a fun and easy way".

Comparing the three new assignments they generally found the photo-collage easiest to assess but possibly not the best method to encourage reflection in students. The blog with the help of AI still remains difficult. Supervisors felt that students did not show much improvement in their reflection and continued to write their blog using AI. The vlog or podcast was the assignment received best, with supervisors indicating that this medium showed best how well students reflected.

Additionally, supervisors reported feeling confident about their intercultural knowledge and mastery of English when assessing the new assignments. Surprisingly, their confidence related to assessing the level of reflection in the new assignments seemed to have grown, in comparison to the interview results. This growth in confidence, however, does not seem to stem directly from the improved rubric, since this is still mentioned as a point for improvement. Other elements mentioned scoring low in satisfaction are the user-friendliness of the platform and the support offered by the senior moderating students. Lastly, although the new assignments were specifically designed to prevent misuse of AI and to encourage students to engage in critical self-reflection through creative tasks, the teachers remained wary of its use and indicated that they lacked sufficient knowledge on the topic. Based on these results, the assignments and their follow-up will be further adapted and refined to optimize the impact they have on the students' development of intercultural competencies.

Limitations

Finally, we would like to draw attention to two significant limitations of this study. The first one is the specific context of this study (second year students Hotel Management in the Netherlands) that prevents extrapolation of the results. The second one is the rise of GenAI, which was still relatively unknown at the moment the interview study was conducted but currently has a major impact on all writing assignments in education. AI has sharpened the debate about our methods of evaluation and has further highlighted the importance of critical reflection in education. Within the context of this study, we therefore had to search for a way to encourage and assess authentic reflection through original assignments that could be completed not *by* but *with the help of* AI.

Based on the changes implemented to the initial reflective blogging assignment (photo-collage, AI-assisted blog, vlog/podcast) it would be advised to continue experimenting and measuring effectiveness and efficiency of alternative methods of reflection with and without GenAI.

References

References

- Blood, R. (2000). *Weblogs: A history and perspective*. Cambridge: Perseus Publishing.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.
- Carney, N. (2007). Language study through blog exchanges. Paper presented at the Wireless Ready Symposium: Podcasting Education and Mobile Assisted Language Learning, Nagoya, Japan.
- Chan, C. K. Y., Wong, H. Y. H., & Luo, J. J. (2020). An exploratory study on assessing reflective writing from teachers' perspectives. *Higher Education Research and Development*. DOI: 10.1080/07294360.2020.1773769
- Chen, W-C. (2014). Actual and preferred teacher feedback on student blog technology. *Australasian Journal of Educational Technology*, 30 (4), 402-414.
- Deardorff, D. K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education*, 10 (3), 241-266.
- Dymont, J. E., & O'Connell, T. S. (2001). The Quality of Reflection in Student Journals: A Review of Limiting and Enabling Factors. *Innovative Higher Education*, 35, 233-244. DOI:10.1007/s10755-010-9143-y
- Ghaye, T. (2007). Is reflective practice ethical? (The case of the reflective portfolio). *Reflective Practice*, 8(2), 151–162. DOI: 10.1080/14623940701288859
- Hourigan, T., & Murray, L. (2010). Using blogs to help language students to develop reflective learning strategies: Towards a pedagogical framework. *Australasian Journal of Educational Technology*, 26(2), 209-225. <http://dx.doi.org/10.14742/ajet.1091>
- Koole, S., Dornan, T., Aper, L., et al. (2011). Factors confounding the assessment of reflection: a critical review. *BMC Medical Education*, 11 (104). DOI: 10.1186/1472-6920-11-104
- Lee, L. (2012). Engaging Study Abroad Students in Intercultural Learning Through Blogging and Ethnographic Interviews. *Foreign Language Annals*, 45 (1), 7-21. DOI: 10.1111/j.1944-9720.2012.01164.x
- Looney, A., Cumming, J., Kleij, F. van der, & Harris, K. (2018). Reconceptualising the role of teachers as assessors: teacher assessment identity. *Assessment in Education: Principles, Policy & Practice*, 25 (5), 442-467. DOI: 10.1080/0969594X.2016.1268090
- Lucas, P., & Fleming, J. (2012). Reflection in sport and recreation cooperative education: Journals or blogs? *Asia-Pacific Journal of Cooperative Education*, 13 (1), 55-64.

- MacBride, R. & Luehmann, A.L. (2008). Capitalizing on Emerging Technologies: A Case Study of Classroom Blogging. *School Science and Mathematics*, 108 (5), 173-183.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.
- O’Conner, A., Hide, A., & Treacy, M. (2003). Nurse teachers’ constructions of reflection and reflective practice. DOI: 10.1080/1462394032000082196
- OECD (2018). *Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA global competence framework*.
- <https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/global-competence/Handbook-PISA-2018-Global-Competence.pdf>
- Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three dimensional model. *Teaching and Teacher Education*, 84, 128-138. <https://doi.org/10.1016/j.tate.2019.05.003>
- Pastore, Serafina. (2023). Teacher assessment literacy: A systematic review. *Frontiers Education*. DOI: 10.3389/feduc.2023.1217167
- Pinilla, S., Weckbach, L.T., Alig, S.K., Bauer, H., Noerenberg, D., Singer, K., & Tiedt, S. (2013). Blogging Medical Students: A Qualitative Analysis. *GMS Zeitschrift für Medizinische Ausbildung*, 30 (1).
- Plack, M. M., et al. (2005). A Method for Assessing Reflective Journal Writing. *Journal of Allied Health*, 34 (4), 199-208.
- Reilly, B. (2005). Documenting the mundane and reflecting on the bothersome: Blogging the student teaching experience. *Society for Information Technology and Teacher Education International Conference 2005*, Association for the Advancement of Computing in Education, Chesapeake, VA. 2068-2073.
- Strampel, K., & Oliver, R. (2007). Using technology to foster reflection in higher education. *Proceedings Ascilite Singapore 2007*, 973-982.
- Strampel, K. & Oliver, R. (2009). *Blogging for Learning: Improving Teaching Strategies for Implementing Blogs in Higher Education*.
- Stiggins, R. J. (1991). Assessment Literacy. *Phi Delta Kappan*, 72, 534-539.
- van der Poel, M. H., & van der Werf, E. (2014). Professional development of teaching staff for the international higher education environment. In M. Überwimmer, S. Wiesinger, M. Gaisch, T. Summersberger, R. Füreder, J. Hofstadler & J. Kraigher-Krainer (Eds.), *Proceedings: Cross-cultural business conference 2014* (pp. 231–241). Aachen, Germany: Shaker Verlag.
- Wang, S. & Hsu, H. (2007). Blogging: A Collaborative Online Discussion Tool. *Society for Information Technology and Teacher Education International Conference 2007*, Association for the Advancement of Computing in Education, Chesapeake, VA. 2486- 2489.

Evaluation Rubric Curious People | Global Minds & Cultural Diversity

Tin (< 5.5)	Bronze (5.5 – 6.9)	Silver (7.0 – 8.4)	Gold (8.5 – 10.0)
- The length of the blog is less than 300 words or more than 500 words. - There are no visuals in the blog. - The blog is unstructured.	- The length is 300–400 words. - There are no visuals in the blog. - The structure of the blog is adequate, with a body and a reflection paragraph.	- The length is between 300–500 words. - There are visuals in the blog that are linked to the text and referenced. - The structure of the blog is logical, with an introduction, a body and a reflection paragraph.	- The length is between 300–500 words. - There are visuals in the blog that are very well linked to the text and referenced. - The structure of the blog is logical, with an introduction, a body and a reflection paragraph.
The blog contains numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	The blog includes some grammatical, spelling or punctuation errors that distract the reader.	The blog is largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	The blog is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
The blog has no informative title.	The blog has an informative title that covers the topic.	The blog has an attention-raising title.	The blog has a catchy title that stimulates the reader to read further.
The blog presents no clear facts, incident, experience, conversation or event to substantiate the (culture-related) topic.	The blog attempts to describe an incident, experience or event to substantiate the (culture-related) topic.	The blog describes an incident, experience or event to substantiate the (culture-related) topic.	The blog describes an incident, experience, event and makes the voices of others (colleagues, natives) heard to substantiate the (culture-related) topic.
The blog shows no evidence of insight, understanding or reflective thought about the (culture-related) topic.	The blog provides minimal insight, understanding and reflective thought about the (culture-related) topic by relating to theory (see cultural terminology overview).	The blog describes an incident, experience or event to substantiate the (culture-related) topic.	The blog describes an incident, experience, event and makes the voices of others (colleagues, natives) heard to substantiate the (culture-related) topic.
The blog shows no evidence of insight, understanding or reflective thought about the (culture-related) topic.	The blog provides minimal insight, understanding and reflective thought about the (culture-related) topic by relating to theory (see cultural terminology overview).	The blog provides some insight, understanding and reflective thought about the (culture-related) topic by relating to theory (see cultural terminology overview) and/or by stating lessons learned.	The blog provides comprehensive insight, understanding, and reflective thought about the (culture-related) topic by relating to theory (see cultural terminology overview) and/or prior experience, and/or stating lessons learned, and/or providing implications for future action.
The blog is cliché, not original, not surprising, does not connect with the audience and does not inspire.	The blog is informative, but not very original, surprising, makes minimal effort to connect with the audience and does not really inspire the reader.	The blog is informative, offers a rather original or surprising angle and makes an attempt to connect with the audience.	The blog is original, surprising, connects with the audience, stimulates commentary and is inspirational.

Appendix 2. Revised rubric for evaluation of the reflective blogs

	Insufficient (tin medal > below 5,5)	Sufficient (bronze medal > 5,5-6)	Good (silver medal > 7-8,5)	Excellent (gold medal > 9-10)
Format 10%		The assignment complies with the formal and content requirements, as specified in the instruction. Any language error does not hinder comprehension. Visual or audio formatting is neat.		The assignment complies with the formal and content requirements, as specified in the instruction. The author uses flawless written or spoken language, consistent with genre characteristics. Visual or audio formatting is sophisticated and professional.
Description 30%		The assignment reports on intercultural differences or experiences, that are personal, unique and authentic. The author provides sufficient detail.		The assignment reports on intercultural differences or experiences, that are personal, unique and authentic; with an eye for nuance and detail. The author presents the events or scenes in an engaging manner that arouses interest and is informative for peers.
Reflection 30%		The assignment provides minimal insights, understanding and reflection on the (inter)cultural topic, based on theory and/or personal experience/inquiry.		The assignment provides meaningful insights, understanding and reflection on the (inter)cultural topic, based on a critical review of theory/literature and/or personal experience/inquiry. The author takes into account the voices and perspectives of others and provides some useful advice to peers.
Tone of voice 30%		The author addresses (inter)cultural differences or experiences without prejudice and in a nuanced way (not over-generalizing).		The author addresses (inter)cultural differences or experiences with respect and an open mind, describing the event or scene in a nuanced way (not over-generalizing) and taking into account different world views. The author demonstrates personal growth.