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Program of psychological assessment for evaluating the effectiveness of training for developing creative, intercultural, and plurilingual competencies

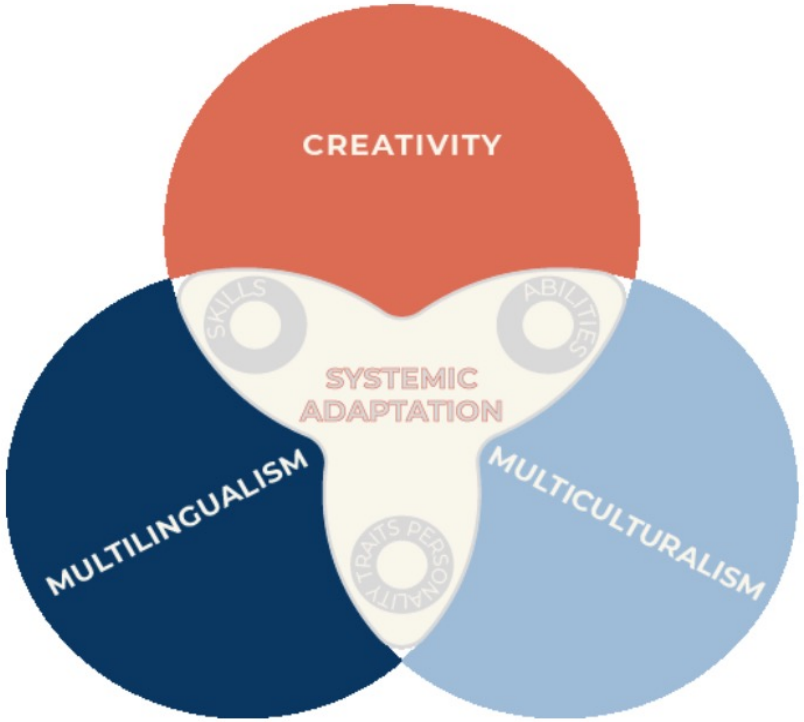
Tatiana A. Yudina, PhD, postdoc
Ekaterina V. Kashirskaya, PhD, senior lecturer
Anatoliy V. Kharkhurin, PhD, associate professor

The program presents new psychological training for teachers, its aims, theoretical framework, structure, expected results, and the assessment program to reveal its effectiveness.

The **Plurilingual Intercultural Creative Keys (PICK) training** aims to prepare teachers to facilitate the development of soft skills in school students.

The training theoretical framework is based on the paradigm of **plurilingual creativity** (Kharkhurin, 2022).

The PICK training aims to cultivate students' plurilingual, intercultural, and creative competencies, which in turn are supposed to facilitate their systemic adaptation to the contemporary world (Khashirskaya & Kharkhurin, 2022).



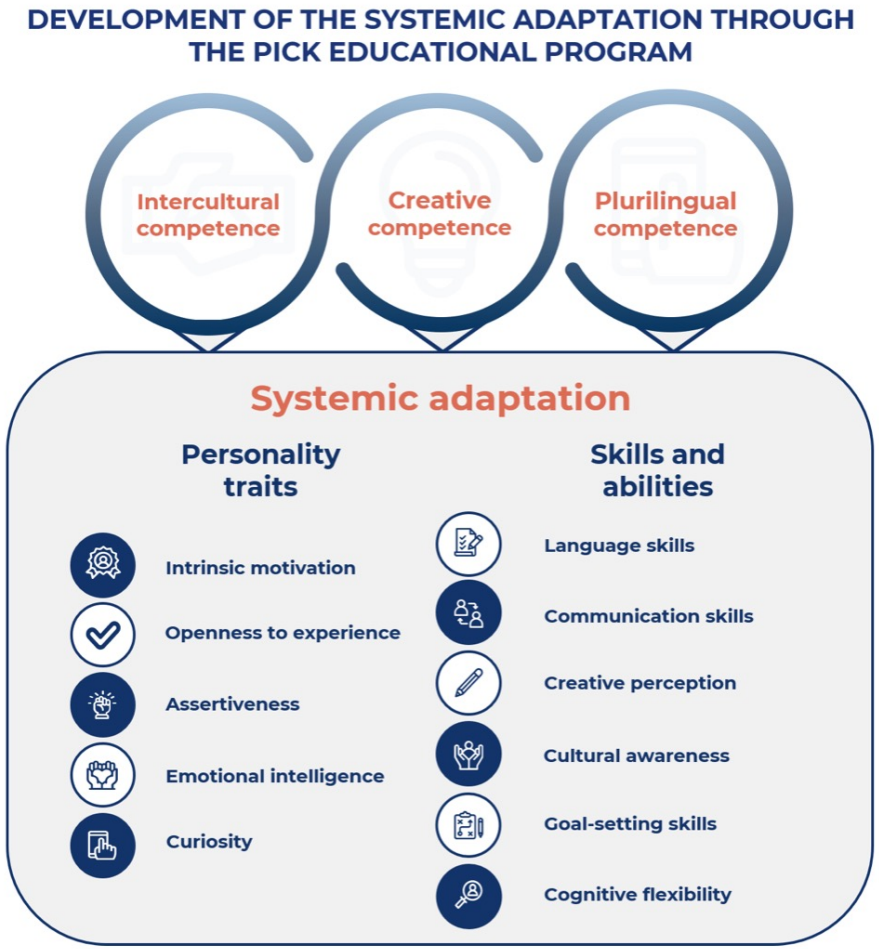
Kharkhurin A.V. (2022). Plurilingual Creativity: A new framework for research in multilingual and creative practices, in The Routledge Handbook of Plurilingual Language Education. L.: Routledge, pp. 225–244.
Kashirskaya, E.V., & Kharkhurin, A.V. (2022). Competency Approach to Education in the Framework of PICK Learning System. Psychology. Journal of the Higher School of Economics. Vol. 19. N 4. P. 757–783. (In Russ.). https://doi.org/10.17323/1813-8918-2022-4-757-783

The PICK training is divided into **three modules**, each corresponding to one of the PICK key competencies: plurilingual, intercultural, and creative (Kharkhurin A.V. & Kashirskaya, 2023).

The **first module** develops **creativity** by teaching creative problem-solving techniques, divergent and convergent, metaphorical and associative thinking development.

The **second module** develops **intercultural competence** through cultural awareness, communication, empathy, and tolerance.

The **third module** develops **plurilingualism** using innovative code-switching techniques and anxiety-reducing methods.



Kharkhurin A.V., Kashirskaya E.V. Contribution of creative, intercultural and linguistic competencies in the development of human potential and system adaptation of personality // In the book: Human potential: modern interpretations and research results / Edited by L. N. Ovcharova, V. A. Anikin, P. S. Sorokin. M. : All-Russian Center for the Study of Public Opinion, 2023. P. 278-304. (In Russ.).

The proposed assessment program uses a pre-test/post-test experimental longitudinal mixed-method research design (Creswell & Clark, 2011) that includes quantitative and qualitative instruments for measuring the competencies of both teachers and school students.

The study procedure consists of three stages.

Stage I involves pre-test quantitative data collection, which includes three sets of assessment:

a) assessment of teachers' competencies;
b) assessment of students' creative, intercultural, plurilingual competencies, and systemic adaptation;
c) assessment of students' competencies by teachers.

Stage II involves qualitative data collection:

a) online teachers' dairies to reveal the transformation of the educational process;
b) a series of semi-structured post-experience interviews with the teachers.

Stage III involves post-test quantitative data collection identical to Stage I.

Creswell, J. W., & Plano Clark, V.L. (2011). Designing and conducting mixed methods research (2nd edition). Sage. 457 p.

Assessment of teachers' competencies

Variables	Instruments
Self-efficacy: efficacy for instructional strategies, classroom management, and student engagement	Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001)
Subjective well-being: emotional, psychological, and social well-being	Mental Health Continuum Short Form (Keyes, 2018)
Burnout resistance: exhaustion, mental distance, impaired emotional and cognitive control, psychological and psychosomatic complaints of burnout	Burnout Assessment Tool (Schaufeli et al., 2020)
Creative self: self-efficacy and personal identity	Short Scale of Creative Self (Karwowski et al., 2018)
Intercultural competence: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility	Multicultural Personality Questionnaire (van der Zee et al. in 2013)

Assessment of school students' competencies

Variables	Instruments
Creative competence: - creative potential (divergent and convergent thinking), - creative self (self-efficacy and personal identity),	Evaluation of Potential Creativity (Lubart et al., 2011) Short Scale of Creative Self (Karwowski et al., 2018)
Intercultural competence: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility	Multicultural Personality Questionnaire (van der Zee et al., 2013)
Plurilingual competence: - foreign language anxiety, - code-switching, - language experience,	Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) Code-switching test, Language and Social Background Questionnair (Anderson et al., 2018)
Systemic adaptation: - academic motivation, - school engagement, - subjective well-being	Academic Motivation Scale (Vallerand et al., 1992) Multidimensional School Engagement Scale (Wang et al., 2017) Multidimensional Students' Life Satisfaction Scale (Huebner, 1994)

The effectiveness of the training will be assessed using the following measurements.

First, we will see the significant **changes in the dynamics** of creative, intercultural, and plurilingual competencies and systemic adaptation indicators in the experimental group of students compared to their peers from the control group as evidence of the training efficacy.

Second, the **increasing consistency** between teachers' assessment of students' characteristics and psychological test scores will confirm teachers’ professional development.

Third, we expect **positive dynamics** in teachers' creative self, self-efficacy, well-being, and decreased burnout indicators in teachers who participated in the training.

The proposed assessment program allows to solve the applied scientific task of revealing the effectiveness of three training modules and testing the hypothesis about the impact of developing three competencies on students' systemic adaptation, which contributes to the scientific understanding of personality development.

Data collection is currently in progress.

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pick.hse.ru

@pick_system

Plurilingual Intercultural Creative Keys

E-mail: tyudina@hse.ru