



“Developing Global Citizenship: Best Practices, Pitfalls, and the Art of the Rubric.”

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Motto:

*Connecting your Classroom to
the World*

Mission Statement

- New Century College is committed to integrating interdisciplinary knowledge with lifelong learning by offering *experiential, hands-on learning* that connects the classroom to the world. Our community encourages students to engage in active learning, independent inquiry, and research that respond to the needs and opportunities of a diverse society while preparing them for responsible leadership and citizenship.



NCC meets this challenge through

- **Advancing integrative knowledge and understanding**
- **Encouraging collaborative learning through teaching and research**
- **Facilitating student-faculty engagement and mentoring in a small college environment**
- **Providing opportunities for civic and community engagement and leadership**



Global Understanding

- Global Understanding is the respect for and appreciation of the interconnections among systems on the planet. Global understanding includes the ability to:
- **Respect different perspectives and ways of knowing that are based on cultural, ethnic, religious, and geographical differences.**
- **Comprehend the way in which technology has treated a small world, politically, socially, economically and culturally.**
- **Appreciate the interconnectedness of the local and global communities.**
- **Understand various life forms and the environment.**



Effective Citizenship

Effective citizenship means the development of an informed understanding of communities and the roles and responsibilities of individuals within those communities. Effective citizens will:

- **Develop the ability to examine contemporary issues and their historical contexts.**
- **Recognize the value of multiple perspectives in civic life.**
- **Make informed choices regarding personal community involvement, social justice issues and leadership roles.**
- **Make an effort to be informed and educated on issues affecting their communities.**



Setting of global citizenship (global education program)

**“The country is the classroom.
The people we encounter, the local
communities we visit, and the
activities we undertake are the living
texts.**

**The stories we hear and the
experiences we are privileged to go
through embody the message or
content of the course.” (Al Fuertes '09)**



Setting of global citizenship (classroom as a learning community)

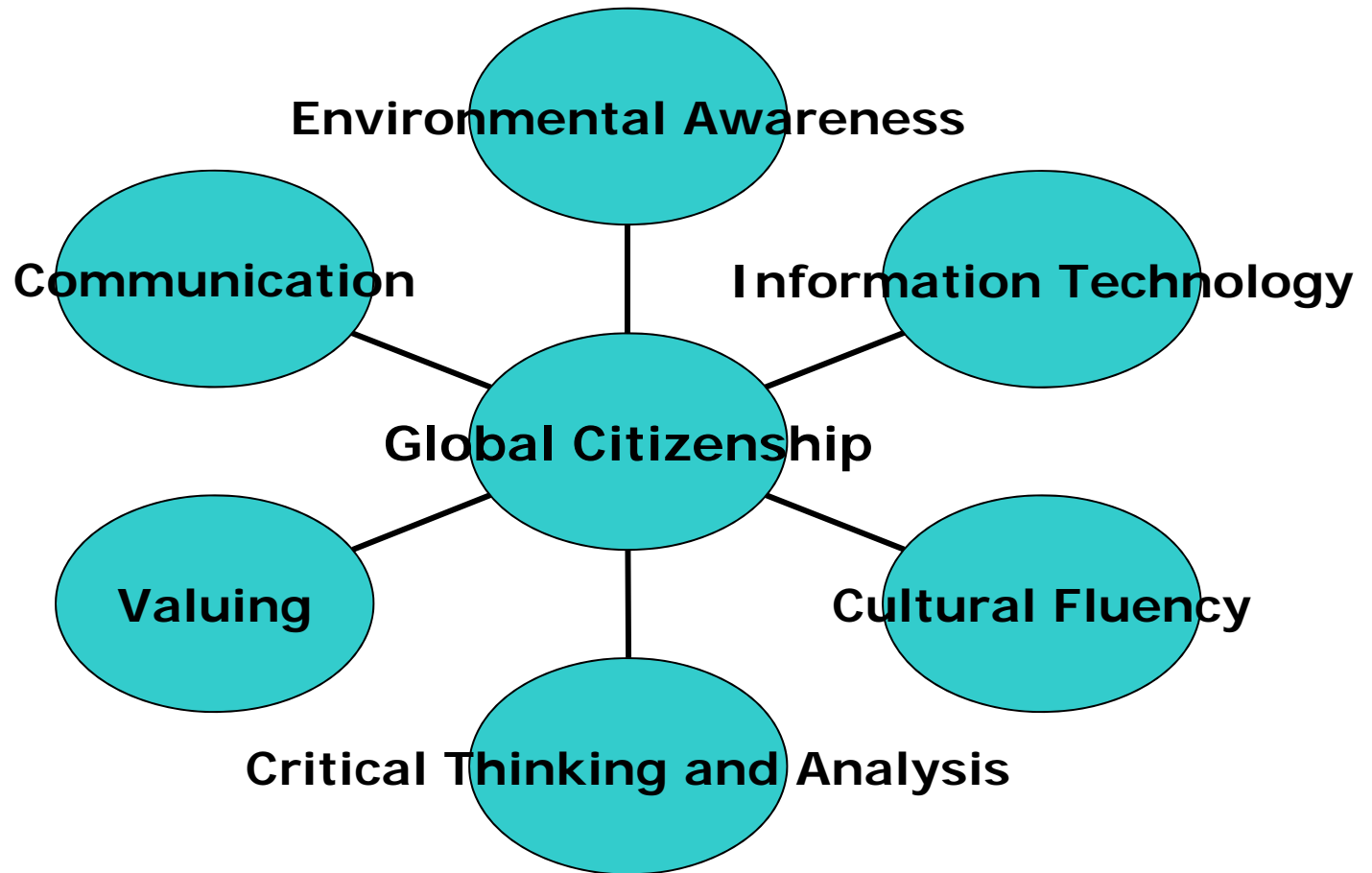
“The classroom is a microcosm of the world around us. We are the embodiment of the cultures and backgrounds we have come to represent.

The ideas and perspectives we bring to our learning community reflect the impact and meanings we associate with our experiences everyday.

The theories and principles we explore from books and classroom materials enhance further our experiential learning.”

(Al Fierres '09)

A Conglomeration of Competencies





Learning Approaches

- experiential learning
 - site visits, community integration and exposure, S-L
- hands-on activities
- individual/small group discussion
- individual/collaborative facilitation
- individual/group sharing and presentation
- reflection/de-briefing
- global education program











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ME























Assessment

Timeline (formative and summative)

- A. Pre/Beginning of the course or program**
 - expectations/community guidelines
 - personal concerns: interests, fears, challenges
- B. The actual processes that transpire during the course of the program**
- C. End of the course or program**
 - revisit learning goals and objectives
 - revisit expectations, community guidelines, and personal concerns: what works/what needs special attention in the future
 - where to from here: planning/envisioning
- D. Post (for global education program): when participants returned from the trip (Transformative Impact of the global education program)**



Graduation Portfolio (New Century College)

- As New Century College values active learning and self-assessment, the college asks all students to explore their entire educational experience through the creation of comprehensive graduation portfolios.
- In these portfolios, students assess critically their academic knowledge and practice, and communicate through extensive self-reflection the value of their undergraduate work, their understanding of their learning process and their goals for the future.
- A faculty reviewer (chosen by the individual student) reads the portfolio and meets the author for an exit interview. Only when the faculty reviewer accepts the portfolio (as satisfactory or with distinction) is a student cleared for graduation

Integration Paper

- **AFTER the trip, students are required to submit a Final Integrative Paper (7-10 pages) based on their overall travel experience:**
- **What does the whole travel experience mean to you?**
- **Specific events/activities that you found compelling, inspiring, challenging, thought provoking. In what way? Please give specific examples to support your statements.**
- **How has the whole experience changed your views in life? How are you being impacted by the experience?**
- **Specific persons you met during the trip that impacted you the most? In what sense? Describe the experience. Lessons you have learned from the experience.**
- **Most memorable places you have visited. What made them memorable to you?**
- **Most meaningful activities you did during the trip. What made them meaningful to you?**
- **Aspects of the travel where you struggle the most. In what way? Please give specific examples.**
- **Specific lessons/insights/discoveries you have from the trip.**
- **How will you sustain or enhance further the impact the trip has made on you when you go back to the US?**
- **What metaphor best describes your whole travel experience?**
- **“Me: Before and After the Trip”**



○ **Thank you**