Educating Globally Competent Citizens

With AASCU’s Global Challenges

Blended Learning Course

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Kappa Delta Pi: Learning, Leadership, and Practice: Educating Global Citizens
Calgary, Alberta, Canada (October 2014)
American Association of State Colleges and Universities’
Global Engagement Initiative

• AASCU/American Democracy Project
  – Civic Engagement in Action Series Initiative
  – Aimed at creating ideas and materials for campuses to use in promoting civic engagement

• AASCU Red Balloon Project
  (now National Blended Course Consortium – NBCC)
  – Aimed at re-imagining and re-designing education for the 21st century
Original
Project Partners

- AASCU
- The New York Times
- Center for Strategic and International Studies

- California State, Fresno
- Fort Hays State University (Kansas)
- Fort Lewis College (Colorado)
- Georgia College
- Kennesaw State University (Georgia)
- Northern Arizona University
- Richard Stockton College (New Jersey)
- San Jose State University (California)
- Southeast Missouri State
- University of Minnesota, Duluth
- Western Kentucky University
The Seven Global Challenges

- Population
- Resources
- Technology
- Information
- Economies
- Conflict
- Governance
GLOBAL CHALLENGES

- Blended learning course materials
  - Available for use by any campus
  - $50/student
  - LMS platforms (Bb, D2L, Moodle, common cartridge)
  - Used for (transition to college, FYE, Honors, Capstone, Gen Ed …)

- eBook
- Teaching Toolkit
- Student Guide
- Web Collaborative Spaces
- Institutes/Workshops
Learning Objectives

Knowledge and Skills:
Upon completion of the course, students will be able to...

- Create a solution towards a preferable future for one or more global challenges
- Evaluate various approaches and/or solutions to key global challenges
- Analyze political, economic, social, and/or environmental impacts of key global challenges
- Employ credible resources in learning about key global challenges (information literacy)
- Explain the relationships between and among global challenges
- Identify issues, trends, and impacts for key global challenges, drawing from various disciplines
Learning Objectives

**Attitudes**

Upon completion of this course, students will have...

- global empathy
- recognize challenges
- intellectual curiosity
- action oriented
Global Village Assignment
Global Village Learning Objectives

• Knowledge
  – Learn about
    • each challenge by researching and writing about that challenge with respect to that global villager
    • connections between global/local
    • comparisons – how are the challenges similar to or different as between and among different villagers (and one’s self)

• Skills
  – Research
  – Writing/presentation
  – Critical thinking skills
  – Creativity

• Attitudes
  – Empathy
  – Curiosity
  – Purpose (interest to take action)
Getting started...

• Introduce students to the concept of a Global Village
  – Miniature Earth.com
  – YouTubeVideo
• Assign the villagers
• Provide students with prompts for research
Sample: Philippines

Name: Malaya Montano
1. Age: 50
2. Sex: Female
3. City and country of residence: Manila, Philippines
4. Ethnicity: Tagalog
5. Religion: Roman Catholic
6. Life expectancy: 75
7. Language: Filipino (standard form of Tagalog), English
8. Annual income (purchasing power parity): $4,700
9. Occupation: Hospitality (hotel)
10. Nature of communication with others: Face-to-face, cell phone, internet (via internet cafes)
11. Nature of transportation used: Public transportation, especially jeepneys
12. Beliefs associated with this person’s religion: Catholicism is a branch of Christianity which posits that “the authority of the church lies within the hierarchy of the church” rather than in the believers themselves as other branches of Christianity believe. The hierarchy of the church consists of a clergy of unmarried men including priests, bishops, and at the highest echelon the Pope. The church is central to Catholicism and is necessary for the purposes of baptism and forgiveness of sin, both of which are needed to avoid Hell, limbo, and/or purgatory (Fairchild).
13. Other relevant information about this person: Malaya is a wife and mother of three adult children. Her older son works in sales at a Shoemart supermall (SM), her daughter works in the United States as a nurse, and her younger son is a student. She and her husband are currently living with her older son and his family in Manila, the capital of the Philippines and one of the most densely populated cities in the world.
The Student’s Sources...

- Special thanks to my good friend _______________ whose family is originally from the Philippines (although not from Manila). She was gracious enough to tell me what she could about Manila and Filipino culture (such as jeepneys and Shoemart supermalls) and helped get me started in the right direction.

- Pictures from Google Images. Include map of Philippines with location of Manila, aerial shot of Manila, and photo of a woman from Manila (standing in as Malaya).


Hello, my name is Balondemu, and I am from the foothills of Zulia Mountain, in Uganda. Today I would like to discuss the population of my country, and the effects associated with it. The four main topics I will share, compare, and contrast with you are growth, aging, migration, and urbanization. For now, let me focus on sharing a little bit about my country and myself.

First, we are a growing population, and by 2050, it is statistically predicted that we will triple our numbers from thirty-seven million to one-hundred and fourteen million people. Many families have more than five children and do not believe in contraceptives because of religious beliefs, even though AIDS and other sexual diseases run rampant. The growth of this nation is greater than the loss, when referring to life expectancy after birth. I have a family of four and I come from a family of nine, but one of my brothers died young and the other was a stillborn. Death is never an easy thing, but you grow up with it here and it becomes more a part of your life.

Secondly, age here in Uganda is quite young when compared to the world. The average age of men is 54 and the average age of women is 55. We do not have the best medicine or health care. The elderly have to battle for jobs just as much as the young adults do. I am a farmer and most of us do not live past 60. For me to go into town takes hours sometimes longer because of complications or congestion on the roads.
Your Turn

Population
- Growth
- Aging
- Migration
- Urbanization

Resources
- Water
- Food
- Energy
- Climate

Technology
- Computation
- Biotechnology
- Nanotechnology
- Trans-humanism

Information
- Data Growth
- Access
- Social Networking
- Information Integrity
- Knowledge

Economies
- Interconnections
- Emerging Players
- Debt
- Poverty

Conflict
- Causes of Conflict
- Nature of Conflict
- Conflict Resolution

Governance
- State Actors
- International Organizations
- Multinational Corporations
- Non-governmental Organizations
Assessment

Most recent results:
Richard Stockton College (NJ)
Transition to college summer pilot
Assessment

Knowledge about global trends (significant positive increase)

- Tremendous growth (32.3% compared to 82.1%) in the percentage of students who Agreed/Strongly Agreed with the statement “I know quite a lot about the most important trends facing the world today.”
Actual knowledge of impact of global challenges showed significant positive increases in 8/9 issue areas:

- The students were asked nine content questions, one each regarding population, resources, technology, information and governance and two each related to economies and conflict.
Connection to people in different parts of the world (significant positive increase):

- An encouraging, and statistically significant, result was a pronounced increase in the percentage of students who Agreed/Strongly Agreed with the statement “I feel a connection to people in different parts of the world.” (48.3% compared to 72.2%).
- Indeed, the percentage who Strongly Agreed with that statement grew from only 17.9% in the pre-test to 37% in the post-test. Conversely, the percentage who Disagreed fell from 16.1% in the pre-test to only 5.6% in the post-test.
Questions?

To learn more about or to purchase AASCU Global Challenges Products, visit www.AASCUGlobalChallenges.org

Or contact
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- eCourse
  - Global Challenges: Promise & Peril in the 21st-Century

- eBook
  - Global Challenges: Promise & Peril in the 21st-Century

- Teaching Toolkit
  - Educating Globally Competent Citizens: A Toolkit