

**Global Learning | Integrative Learning**  
*Global Learning in College* (AAC&U, 2014)

Integrative teaching and learning is marked by:

- the capacity to see and make productive connections
  - across disciplines
  - between the curriculum and co-curriculum (e.g. study abroad and away, experiential forms of learning)
  - between theory and practice (e.g. service learning, civic engagement).
- shared curricular questions and priorities.
- rich conversation and cross-talk between the disciplines. Courses are not understood as monologues.
- the use of innovative technologies and assessment plans that encourage students to reflect upon and synthesize their learning.

adapted from “Integrative Learning: Mapping the Terrain” (Huber and Hutching)

**Guiding Questions for Global Learning in College 2014**

**Broad Strokes**

1. What characterizes global learning that is marked by integration? Conversely, what characterizes global learning that minimizes or avoids integration?
2. What are the institutional, curricular, and pedagogical benefits of partnering global and integrative learning?
3. How exactly does an integrative approach to global learning foster student learning and enhance engagement?
4. What are some of the challenges of foregrounding integration in curricular and course design, especially in traditional learning environments that understand the disciplines as autonomous?
5. How might we imagine frameworks for global learning that productively engage co-curricular and high impact practices? How do we meaningfully ‘connect’ the classroom to the world that surrounds and shapes it?

**Focused Inquiry**

6. How do institutions who are foregrounding global integrative learning define their terms, explain their work, assess learning outcomes, and invigorate student learning?

Friday	11-12 pm	Becoming Aware: Fostering Cognitive, Affective, and Performance learning Outcomes in Global Awareness
Friday	2-3 pm	Global Integrative Learning: Connecting General Education to the Co-curriculum
Friday	3:15-4:15 pm	Crossing the Bridge: Advancing Students’ Global Knowledge
Friday	4:30-6:30 pm	Integrating Global Perspectives Over Four Years of Core Curriculum
Saturday	9:30-10:45 am	Teaching Global Challenges: An Innovative, Collaborative Approach

7. Even if institutions do not use the language of integrative learning, they may be invested in creating curricula or courses that demonstrate integrative goals. What can we learn from such efforts?

Friday	11-12 pm	Diverse Global-Citizen Students Address Shared Climate Disruption Challenges
Friday	2-3 pm	Integrating and Inspiring Cultural Competence and Global Perspectives in a General Education Capstone
Friday	2-3 pm	Creating Coherent Global Programs with Social Justice Impact

8. Some institutions make it a priority to build a meaningful relationship between curricular and co-curricular efforts, especially study abroad/away programs, learning communities, and high-impact experiential practices. How might we explain the benefit of such integrative global learning for students?

Friday	3:15-4:30 pm	Building Large Global Perspectives Learning Communities
Friday	4:30-6:30 pm	Career Integration: Reframing the Career Component of Learning Abroad
Friday	4:30-6:30 pm	Co-curricular Programming: Signature Assignments and Assessment
Saturday	9:30-10:45 am	The Implementation and Assessment of High-Impact Global Education Programs

9. Other institutions are committed to bridging theory and practice for their students, especially in the promotion of civic engagement, service learning, and community-based research. How might we explain the benefit of such integrative global learning for students?

Friday	11-12 pm	The Troika of Global Civic Learning: Engagement, Intercultural Competence, and Second Language Acquisition
Friday	2-3 pm	Developing Global Capacities through International Collaborations
Friday	3:15-4:30 pm	Clues for Educating Global Citizens: What Our Research Suggests
Friday	3:15-4:30 pm	Bridging Hope: Curricular Connections and Community Developments in Beijing and Kaihura
Friday	4:30-6:30 pm	Integrating Service Learning with Global Study
Saturday	9:30-10:45 am	Putting the Local in Global Education

10. A growing number of institutions are employing innovative technologies and assessment strategies to help students recognize and synthesize global integrative learning. How might we explain the benefit of such practices for students?

Friday	11-12 pm	E-Portfolios: Bridging the Globalized Curriculum and Students' Personal Identity
Saturday	9:30-10:45 am	Global Narratives: Integrating Student Experiences Abroad Through Reflective Practices on Return