

**GLOBAL LEARNING IN COLLEGE: Cross-Cutting Capacities for 21<sup>st</sup> Century College Students**  
**Mapping Teaching and Learning Outcomes with Practices for Global Learning**

	<b>GLOBAL KNOWLEDGE</b> Students understand multiple worldviews, experiences, histories, and power structures	<b>GLOBAL CHALLENGES</b> Students apply knowledge and skills gained through general education, the major, and co-curricular experiences to address complex global issues	<b>GLOBAL SYSTEMS AND ORGANIZATIONS</b> Students gain and apply deep knowledge of the differential effects of human organizations and actions on global systems	<b>GLOBAL CIVIC ENGAGEMENT</b> Students initiate meaningful interaction with people from other cultures and take informed and responsible action to address ethical, social, and environmental challenges	<b>GLOBAL IDENTITIES</b> Students articulate their own values as global citizens in the context of personal identities and recognize diverse and potentially conflicting positions vis-à-vis complex social and civic problems
<p><b>Developing an equity framework for global learning</b></p> <p><i>Vijay Pendakur, Associate Vice President for Student Retention, California State University-Fullerton</i></p> <p><i>Caryn McTighe Musil, Director of Civic Learning and Democracy and Senior Scholar—AAC&amp;U#</i></p>	#	#	#	#	#

## **Global Learning: Developing an Equity Framework Core Concepts and Guiding Questions**

### **CORE CONCEPTS (developing a shared vocabulary)**

#### **Framing language from AAC&U's Global Learning Rubric:**

Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad.

#### **Especially Relevant Equity Dimensions of Global Learning in AAC&U's Rubric:**

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge.

**Cultural Diversity:** the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. On an individual level, this dimension requires curiosity to learn respectfully about the cultural diversity of other people and traverse boundaries to bridge differences and collaboratively reach common goals. On a systems level, it requires the ability to comparatively analyze how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities which can vary over time and place.

**Personal and Social Responsibility:** the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies.

**Global Systems:** the complex and overlapping worldwide systems, both natural and human, which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

### **GUIDING QUESTIONS:**

1. How can global learning initiatives on your campuses explore the relationship between the identities we hold and social capital acquisition? How do we, for instance, better understand identity--*who* a person is--and how this shapes one's ability to learn, based on curriculum, pedagogy, learning environments, role modeling?
2. How might global learning initiatives be attentive to three key concepts from multicultural studies—microaggressions, stereotype threat, and impostor syndrome—to be sure they are not inadvertently embedded in global learning contexts in a way that disempowers rather than empowers students?
3. As you look at how your institution “sells” global learning to students, are there ways you have crafted your program that norms certain privileged identities and privileged experiences as your “typical learner?” If we can unearth some of these deeply buried assumptions, it might reveal the schisms that produce jarring moments for marginalized students who often confront curricula/pedagogy/delivery mechanisms that were never designed with them in mind in the first place.
4. Using the Equity and Global Learning Matrix workshop handout, how can AAC&U's Global Learning Rubric be used to accentuate the equity and social justice dimensions of global learning across your institution's global and international initiatives?
5. What are the consequences of ignoring an equity framework in global learning? How does the incorporation of an equity framework open up potential partnerships across your campus' U.S. diversity and civic engagement initiatives?