

Global Integrated Learning Conceptual Model

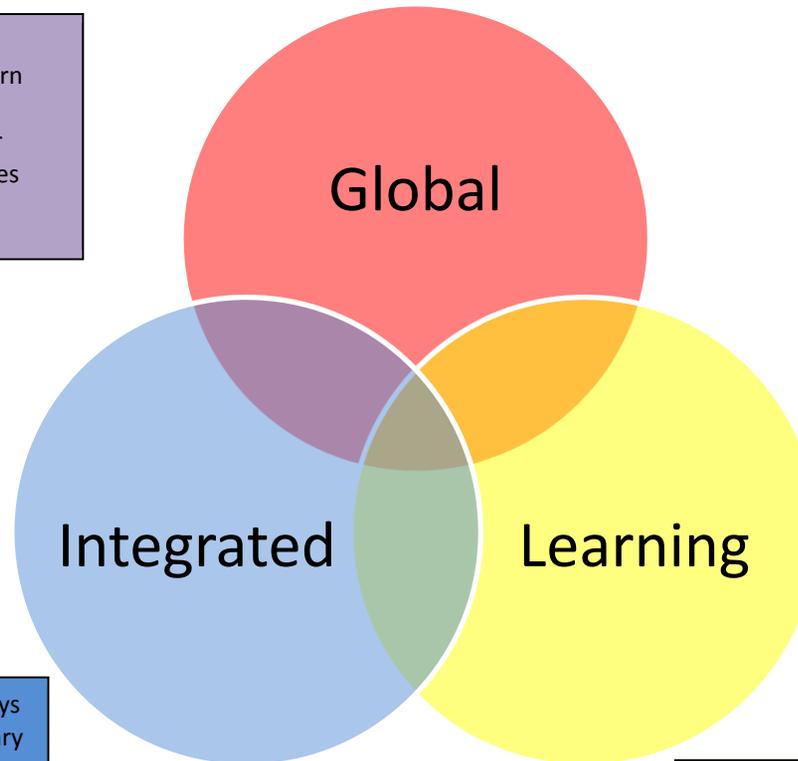
Designed by Michigan State University

Global Pedagogy – students are engaged in ideas about people, places, cultures, and issues from multiple worldviews, epistemologies, and contexts in a way that facilitates:

- Issues and ideas from both local and global contexts
- Their positionality in the world as citizens and scholars
- Their ability to understand complex issues facing humans and the planet
- Their ability to understand and interpret diverse opinions, perspectives, and ways of knowing

Global-Integrated:

- Both methods highlight that students need to learn concepts from multiple perspectives
- Both concepts suggest that students change their worldview by being exposed to multiple discourses and ways knowing



Global-Learning:

- Both global and learning methods would call for the localization of information to make it relevant
- Both pedagogies would ask that instructors think about what the student might do with their learning; are their actionable steps (e.g., citizenship goals)
- Learning signifies a change in understanding or perspective— not an accumulation of facts , which would follow on from the idea that students should be globally-aware and global citizens

Integrative Pedagogy – providing students with more “ways of knowing” (more perspectives, habits of mind, disciplinary theories) helps them become better, more reflective thinkers:

- Culture, history, and positionality influences our worldview
- Different groups define, frame, analyze, and solve problems in different ways
- Being a citizen and scholar means that one must be able to analyze information from multiple frames of reference

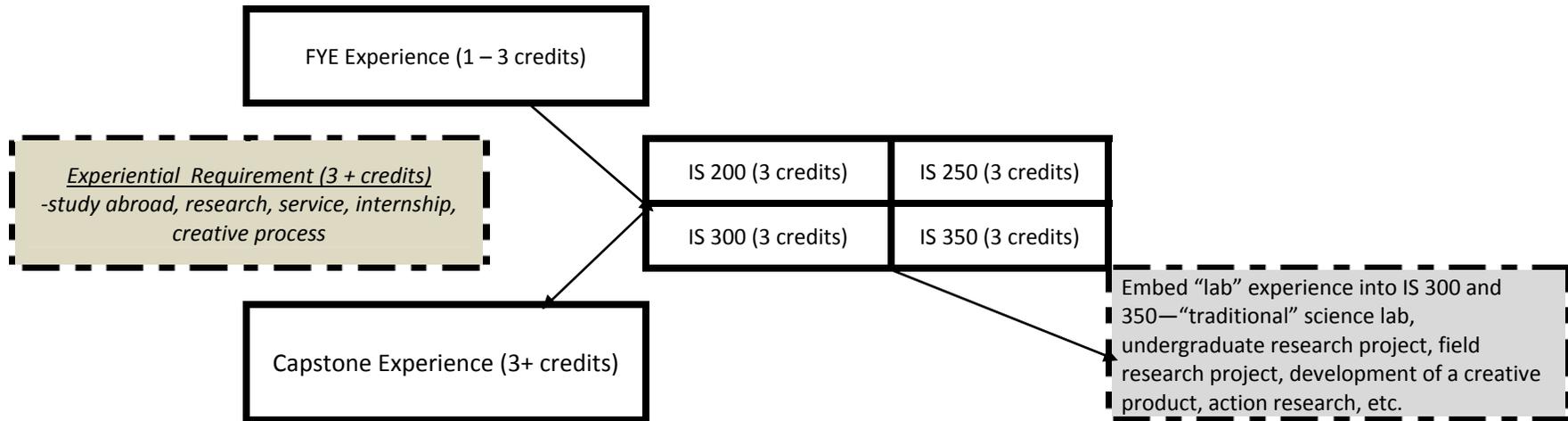
Integrated-Learning:

- Integration of concepts requires some foundational theory and content
- Students need a purpose or desire to integrate: they need to feel some connection to the topic or relevance
- Faculty cannot be an expert in all fields or perspectives on a topic, but a learning approach alleviates this need

Learning Pedagogy – focused on students and learning outcomes not only content (Barr & Tagg, 1995):

- Problem- and inquiry-based
- Active and experiential
- Connected, multidisciplinary, and holistic
- Faculty as guide and facilitator, not as content expert
- Goal is to develop students’ capacities, not fill their brains
- Concept-driven, not fact-driven

Book-Ended/Experiential Hybrid Model: One possible framework for incorporating Global Integrated Learning into the curriculum



Book-ends:

- All students have a **first-year experience**. These experiences encompass the existing College and Departmental offerings and can be supplemented by other institutional offerings. Common goals and outcomes are established.
- All students complete a **capstone experience**. These experiences encompass the existing College and Departmental offerings. Common goals and outcomes are established.

Core courses:

- Students complete four, vertically organized, courses. These courses have a global, integrative focus in terms of their conceptual foundations and implementation. Courses would be administered, implemented, and assessed by existing centers, with funding and resources flowing to the centers to support this structure. Faculty who wish to teach within the core, but who are outside the core Colleges, will work through the centers. The common goals and outcomes for the classes will be the institution-wide learning goals, and the specific course-level goals and outcomes will be defined by a working group.
- Courses could have embedded experiential, active components. For example, the 300-level courses could embed an inquiry/lab experience that requires all students in class to participate in a research or creative process (e.g., writing a play, designing a survey, creating and assessing a web site, participating in a chemistry lab, etc.). The 200-level classes could similarly embed structures such as service into their framework.

Experiential:

- In addition to, or in replacement of, embedding experiential options as part of the classes, the structure could place an experiential requirement on all students to complete X number of experiential credits in X areas. Typical College and Departmental requirements are study abroad, undergraduate research, and/or an internship. Common goals and outcomes would be established to measure these experiences, as well.