

## IMPLICATIONS FOR FACULTY AND DEPARTMENTS CORE CONCEPTS AND GUIDING QUESTIONS

**Core Concepts** (developing a shared vocabulary):

Global learning: a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Related concepts: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Integrative courses: Courses that foster integrative thinking and learning.

Integrative thinking: Integrative thinking involves the ability to synthesize knowledge across multiple domains, modes of inquiry, and perspectives, as well as the ability to identify linkages between existing knowledge and new information to formulate solutions to complex problems or create new understanding. Individuals who engage in integrative thinking are able to transfer knowledge to complex situations within and beyond the university.

Integrative learning: Learning that integrates material from several disciplines and/or across campus and community life.

Interdisciplinary instruction: entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic. The hallmark of interdisciplinary education is integration of notions and guiding principles from multiple disciplines to systematically form a more complete, and hopefully coherent, framework of analysis that offers a richer understanding of the issue under examination. (From: <http://serc.carleton.edu/sp/library/interdisciplinary/index.html>)

### **Key Questions:**

1. What can you take back to your campus from this conference that would convince your colleagues of the importance of integrating global learning outcomes into both disciplinary and general education courses across fields and majors?
2. What are the tools and skills faculty members need to effectively design and teach interdisciplinary, integrative courses that focus on real-world global issues?
3. What are some of the models of integrative global learning courses and curricula that could be adapted across institutional types?

**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**

	<p><b>GLOBAL KNOWLEDGE</b> Students understand multiple worldviews, experiences, histories, and power structures</p>	<p><b>GLOBAL CHALLENGES</b> Students apply knowledge and skills gained through general education, the major, and co-curricular experiences to address complex global issues</p>	<p><b>GLOBAL SYSTEMS AND ORGANIZATIONS</b> Students gain and apply deep knowledge of the differential effects of human organizations and actions on global systems</p>	<p><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</p>	<p><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>
<p><b>Implications for faculty and departments</b></p> <p><i><b>Norah Shultz,</b> Associate Dean for Academic Affairs and Professor of Sociology, Penn State Abington</i></p> <p><i><b>Jeff Shultz,</b> Professor of Education and Director of Educational Studies and Innovative Graduate Programs, School of Education, Arcadia University</i></p>					