**Integrating Global Learning Across the General Education Curriculum Using Global Learning Outcomes**

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Session Goals:

1. Session participants will analyze definitions and dimensions of global learning and identify the most relevant definition for their course, program, and/or campus environment.
2. Session participants will be able to bring coherence and connection to the spaces across general education where global learning takes place and could take place.
3. Session participants will identify key partners for expanding global learning experiences across general education and the majors.
4. Participants will examine global learning outcomes for their course, general education program, and/or other program.
5. Participants will consider and create integrative global learning activities for students across general education. (BONUS)

Part I: Defining and Describing Global Learning

<table>
<thead>
<tr>
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<th>To You</th>
<th>To the Campus (if different)</th>
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<tbody>
<tr>
<td>1. What does global learning mean? What does it look like?</td>
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<td>2. What is the definition of global learning?</td>
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<td>3. How does the campus see global learning?</td>
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4. Why does global learning matter?

Part II: Mapping Global Learning Opportunities on Campus

- Draw a series of circles where global learning is embedded in general education on campus
  - With a marker, circle those areas where you have influence
  - Now, add dots/dotted lines to the areas where you regularly co-plan/cooperate

Where does global learning live?

Where could global learning live?
Part III: Global Learning VALUE Rubric

1. Identify the 2 or 3 dimensions of the global learning that are most relevant to your general education course, program, and/or activity.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Connection to your general education course, program, and/or activity</th>
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<tbody>
<tr>
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<td>3.</td>
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Revisiting the Mapping Diagram:

* Write the GLR dimension in the areas where you have influence

*Write a list of the primary GLR dimensions based on the map from your campus. What is the priority?
Potential Global Learning Experiences and GLR Dimensions

* Complete table with courses, experiences, and/or pathways in general education curriculum where global learning could be added (Capstones, First Year Seminars, Themed Learning Communities, Service Learning, Civic Engagement Programs, Internships, Practica, etc.) Think about spaces where students can engage in integrated learning across general education while asking big questions.

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<thead>
<tr>
<th>Experience/Course, and/or Pathways</th>
<th>Integrative Learning Opportunities</th>
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Part IV: Global Learning Outcomes

1. What are 1 or 2 global learning outcomes for your General Education program, course, and/or programs?

2. Who defined this? How?

3. How would you integrate global learning in your general education course, activity, and/or program? List the outcome, the activities students would complete, and how you would measure their global learning.
Reference Document

Definitions

Global learning is 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. (Association of American Colleges & Universities)

Global learning is “the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders” (Landorf & Doscher, 2015)

Key Terms

International Education is a term widely used in the USA since the end of World War II; it indicates an international orientation—attitudes, knowledge, learning from individuals in other parts of the world—with a focus, initially, on peace, international understanding, and international cooperation. As international education continued to evolve, the emphasis shifted to issues related to student and scholar mobility, transfer of educational ideas, and international curricula.

Internationalization is a term that gained popularity in the 1980s and has driven most international initiatives on American campuses ever since, serving to frame action at the campus or institutional level; it has been called higher education’s response to globalization.

“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” (Jane Knight, 2003)

Intercultural competence is a term that focuses on student capabilities and inherently includes both local and international experiences with difference. It has been used by some institutions to ensure that issues related to domestic diversity and issues related to international diversity are given equal attention, and it has been used to promote opportunities for student engagement in local and international contexts.

Intercultural competence involves “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.” (Darla Deardorff, 2004)

Global citizenship is a term that focuses on preparation for civic engagement in increasingly diverse and global contexts. Martha Nussbaum argues that higher education needs to build a rich network of human connections in order to shape future democratic citizens who are poised to make decisions based on their understanding of gender, ethnic, racial, sexual, and religious diversity. Students need to develop an understanding of how interconnected today’s world is, and they need to be able to operate with human understanding (Nussbaum, 2002).
The development of **Global Perspectives** is essential for students to learn to think and act with those who are different—in terms of background, customs, habits, perspectives, and religious beliefs—on their own campuses in order to prepare for life in a pluralistic world. Larry Braskamp further argues that global perspective should be fostered throughout the campus and is critical for students, staff, and faculty alike.

### 6 Dimensions of the Global Learning VALUE Rubric

<table>
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<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Global Self-Awareness</strong></td>
<td>In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.</td>
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<td><strong>Perspective-Taking</strong></td>
<td>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. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.</td>
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<td><strong>Cultural Diversity</strong></td>
<td>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. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.</td>
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<tr>
<td><strong>Personal and Social Responsibility</strong></td>
<td>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. This requires developing competence in ethical and moral reasoning and action.</td>
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Global Systems

The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), 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.

Knowledge Application

In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels.

- An ability to apply knowledge and skills gained through higher learning to real-life problem solving both alone and with others.

Sample Global Learning Outcomes:

AAC&U Global Learning Outcomes

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- Seek to understand how their actions affect both local and global communities
- Address the world’s most pressing and enduring issues collaboratively and equitably

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• Self-awareness in regard to values, beliefs, attitudes, and behaviors
• Willingness to make individual choices that reflect concern for others
• Practice/action based on professed values, beliefs, and attitudes that express concern for others
• Knowledge of global/cultural systems and issues
• Analysis of global/cultural interrelationships and interdependences across place and time
• Synthesis of context-appropriate actions to address complex issues and/or unfamiliar situations

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• Global Perspective: Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
• Global Awareness: Knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems
• Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.

Spelman College: *Identified as intercultural competencies for international experiences

Outcome 1: Identify differences and commonalities of two world societies based on political, economic, social and/or cultural values during each study-travel experience.

Outcome 2: Develop a personal definition of cultural engagement that reflects openness to cultural difference.