

Global Learning in College

Network for Academic Renewal/Association of American Colleges and Universities

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Facilitated Discussion: Designing Innovations (L. Lee Knefelkamp)

Core Concepts:

1. Learning takes place in the interaction of persons and environments and thus effective educational design requires knowledge of the characteristics of **how** students learn and the characteristics of environments and experiences that either support or inhibit their learning.
2. Effective learning requires deliberate design of learning experiences which includes such aspects as what would be developmentally challenging and supporting, the type of structure provided, the type of experiential learning, use of dialogue and diversity of thinking, the opportunity to reflect with others, and the requirement to put new knowledge into useful problem solving.
3. The campus culture and its surrounding communities (local, regional, national, and global) are all part of the learning environment...not just the formal classroom and pedagogy.
4. Global Learning Capacity is a fundamentally developmental concept. The student develops such a capacity over time and at differing levels of complexity, insight, integration, and capacity for action. The capacity includes such characteristics as sensitivity, judgment, motivation, character, and rehearsal or experimentation (James Rest).
5. Campuses should not expect development in students that is not supported by the campus culture. (This is often referred to as: "the folly of expecting A when rewarding B.")
6. Measurement or assessment of student learning should also include measurement of actual student capacity development using developmental measures designed for that purpose.
7. The campus should also conduct assessments or audits of the campus climate and capacity to facilitate student development.

Other Core Concepts:

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Key Questions for the Conference:

1. What can we learn about design strategies that are effective in helping students make connections between their own lives and perspectives and those of others—especially when the perspectives are in disagreement?

2. What can we learn about design strategies that are effective in helping students develop increased complexity about global knowledge, cultural variations and value systems, and intercultural awareness and appropriate behaviors?
3. How does the campus as a learning organization structure itself to truly support global learning in deliberate, multiple, integrated, and rewarded ways—for students, staff, faculty, student affairs educators, and campus administrators?
4. What are effective design strategies for preparing students for global experiences and for helping them with re-entry from those experiences?
5. What are effective strategies for working with international students on campus? How are these strategies similar to and different from strategies for working with students who have been significantly underserved on our campuses?
6. What can we learn about the wide variety of measures of assessment?

Other Key Questions:

INSIGHTS FROM THE CONFERENCE