Disciplinary Strategies for Implementing Place-Based Pedagogy in Global Learning Courses and Activities

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Global Learning for Global Citizenship

FIU’s Quality Enhancement Plan (QEP)

New courses and activities will help you become a global citizen and prepare you for success in the global marketplace.
Setting: Florida International University

- Public urban research university in Miami, FL
- Enrollment of over 50,000 students
- Seventh largest university in US
- Largest producer of Hispanic graduates in US
- 12 colleges and schools
- 70 undergraduate academic programs
**FIU’s Internationalization Gap**

- **2006 Survey**: All groups thought ‘I’ in name reflected FIU’s diversity and our location in a global crossroads.

- **2007 Student and Faculty Focus Groups**: Diversity of classroom not used in classroom; course content did not explicitly address diversity nor its impact on the world.
Global Learning for Global Citizenship

Undergraduate graduation requirement:

- Two global learning (GL) courses
- Integrated co-curricular activities

Purpose: Provide all undergraduates with multiple opportunities to gain knowledge, skills, and attitudes of global citizenship through global learning.
FIU Global Learning
Student Learning Outcomes

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

Global Perspective: Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems

Global Engagement: Willingness to engage in local, global, international, and intercultural problem-solving
Learning Experiences

- Place-based pedagogy
- Disciplinary perspectives
- Placed-based pedagogy via disciplinary perspectives
Place-based Pedagogy

Using only what is in this room, teach the group what “culture” is.
Definition of Place-Based Pedagogy

Place-based pedagogy “immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum.”

www.promiseofplace.org
Place-based Pedagogical Strategies

- On-site, in the local community, and/or environment
- Local themes, systems, and content
- Personally relevant to the learner
- Interdisciplinary
- Tailored to the local audience
- Grounded in and supports development of appreciation for one’s place
- Foundation for understanding and participating in regional and global issues
- Integral to achieving other institutional goals
What Is The Relationship Between Place-Based Pedagogy and Global Learning?

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”

Marcel Proust

“No matter where you go, there you are.”

Buckaroo Banzai
Disciplinary Perspectives Activity

How would you teach “culture” in your discipline?
What Is The Relationship Between Global Learning and the Disciplines?

“There are things known and there are things unknown, and in between are the doors of perception.”

Aldous Huxley

Reference:
Pure Math and Sciences Attributes

- Discipline is “borderless”
- Universal language
- Transcends cultural context
- Value-free, impersonal
- Relevance of scientific process, data
- Standardized curricula
- English as global language
Pure Math and Sciences
Globalizing Strategies

- International/intercultural case studies
- Cases involving secondary effects
- Marginalization of non-English speakers, non-Western ideas
- Mobility of ideas
- International/intercultural issues re: data storage, exchange, interpretation
- Intercultural communication and collaboration strategies
- International/intercultural problem solving
Technology Attributes

- Competitive, purposive, functional
- Economic imperative
- Technology and product driven
- International governing regulations
- Multiple languages used
Technologies Globalizing Strategies

- International design, manufacturing, testing, packaging, marketing, and usage practices and regulations
- Intercultural communication and collaboration strategies
- International/intercultural problem solving
Humanities Attributes

- Inherently interdisciplinary
- Highly interpretive
- Value of human experience
- Relevance of local culture
- Moral imperative
Humanities Globalizing Strategies

- Social construction of knowledge
- Critical self-reflection
- Empathic understanding of others’ lived experiences
- Application of multi-disciplinary approaches to solution of real-world problems
- International/intercultural beliefs, values, and practices
- Experiential learning
- Intercultural communication and collaboration strategies
- International/intercultural problem solving
Social Sciences Attributes

- Highly interdisciplinary
- Value of reflexive practice
- Relevance of local culture
- Challenges beliefs, values, assumptions
- Value of human experience
- Application of learning
- Multiple ways of knowing
Social Sciences
Globalizing Strategies

- Critical self-reflection
- Empathic understanding of others’ lived experiences
- Application of multi-disciplinary approaches to solution of real-world problems
- International/intercultural beliefs, values, and practices
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- Intercultural communication and collaboration strategies
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Putting It All Together

How would you teach “culture” in your discipline’s global learning course using place-based pedagogy?
Rip Currents: A Major Global Coastal Hazard

• Reading – Springer, Ch. 26, Lit review on S. FL and one other coastal location

• Engaging Question: What can be done to improve public understanding of the risk of rip currents, considering that there are five different types which exhibit a range of characteristics and require different strategies for escape? (Global Perspective)

• Learning Activity: Power Point Presentation

• Class discussion of rip currents as an often-neglected coastal hazard and the fact that only one type of warning sign is presently used on US coasts and indeed worldwide.
Sciences: “Coastal Hazards”

• Saturday, day-long field trip to Miami Beach to study rip currents and tidal currents at Haulover Inlet. Students will bring their cell phones or cameras to video record currents as delineated by fluorescent dye plumes and make a short video (e.g., 30 second to 1 minute), which will illustrate the danger of these powerful currents to promote public awareness. (Global Engagement)
Technologies: “Senior Design Project”

Goal: Build an energy efficient, cost effective, and attractive eco-friendly shallow draft boat to be used to transport residents in Biscayne Bay condominiums to a small island with a sandy beach one mile away.

Specifications:
- Area is a narrow waterway with a wide variety of plant and animal life.
- Shore lines of the city side and the island have very shallow water.
- Plants and sea floor should remain undisturbed during docking, loading, and departure.
- Should accommodate needs of the handicapped and disabled
Humanities: “Community Comic Book”

Multi-disciplinary students teams will:

• engage in an outreach project that they will develop and bring to fruition within the semester.
• develop a relationship with an organization or group that addresses a community problem.
• conduct diverse interviews and research concerning the problem and how it manifests in South Florida and other communities.
• develop narrative and design components that disseminate information through a comic book publication.

FIU Global Learning
To socially “locate yourself” you must come up with a list of communities you are connected to. You do this by asking “What are my communities?” Recognize that these are not just the ones you feel a connection to but also communities that you might not feel connected to at all but which you recognize that you hold membership.
Social Sciences: “Loosening Cultural Comfort”

- **Context:** Ask yourself if some of your social locations change according to context. For example, if you are female would you identify your gender social location the same if you are in a group of females versus if you are the only female in a group of males?

- **Agency:** Are you merely a creature of your social locations (accepting and reproducing where you are situated) or do you have the ability to act differently from what your social locations might dispose you toward (such as break out of your locations)?

- **Subjectivity/Objectivity:** Do your social locations affect the way that you understand your social world; that is, do they make you subjective?
Thank You

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