Oct 3 Workshop Outline and Notes
2-5 PM

Workshop 1: Educating for Global Awareness and Sensibilities: Frameworks, Components, Syntheses

How are global literacies and ethics defined and developed in general education and the majors? What kinds of learning do students need to responsibly and effectively connect their global knowledge with concrete actions for the common good? What are we learning about how to encourage global understanding? Participants will explore what global education is in general: the frameworks, components, syntheses and the kinds of thinking and acting that comprise global learning. They will learn about models and habits that can be used to engage students and faculty in systems thinking – understanding how actions taken locally connect to larger regions and populations and vice versa. Participants will be asked to bring their own global learning syllabi, projects, questions, and challenges to focus the discussion. They will have the opportunity to work on refining and developing specific objectives, plans, and pedagogies that fit in their own contexts – in a course, or campus-wide efforts.

PLAN:
- Introductions, stage setting talk/discussion – 1 hour (2-3 PM)
- SWOCh exercise + Break – 45 minutes (3-3:45)
- Discussion- 40 minutes (3:45- 4:25)
- Examples (if time permits) – 20 minutes (4:25-4:45)
- Overall discussion – 15 minutes (4:45- 5)

OUTLINE

INTRODUCTIONS, one sentence on: relation to global education in the institution

PRESENTATION

1. So, what is global learning? How do you see it?
2. Terms and articulation of global education: Words: “awareness”, “citizen”, literacy—“Deciding which terms to use has significant practical implications.” – La Follette in Pragmatic Ethics; VERBS
3. How does this ‘global education’ differ from the international education movements that have been in vogue since the 1950’s in the U.S.?
4. Models- make it low overhead, widespread- Faculty communities
5. Make processes explicit without excessive jargon. Example:

OVERARCHING POINTS – Most to look at later, some touched on.
6. Some perspectives and observations and frameworks/ schemes for thinking and doing:
   a. THE STUDENT – look inwards, move outwards
      i. Local --> Global
ii. Habits are shaped by prior experience, by culture, social forces; they both empower and limit us. “Changing Minds is hard.” Also the idea of an “empty mind” for learning.

iii. Metaphysics of World and Self; Sense of self

iv. Identity & Authenticity

v. Relational contexts

vi. Changing Minds (Mindsets)

vii. Innovator’s DNA

“Five “discovery skills” that distinguish the most creative executives: associating, questioning, observing, experimenting, and networking. In thinking about how these skills work together, we've found it useful to apply the metaphor of DNA. Associating is like the backbone structure of DNA's double helix; four patterns of action (questioning, observing, experimenting, and networking) wind around this backbone, helping to cultivate new insights.” Christiansen et al.

viii. Value of general education

b. THE FACULTY / TEACHER/ Leader – STUDENT

Leadership: influence (not authority); mutual relationships; intentional, articulated vision; taking initiatives and risks, grounded in actions with clear personal and professional values, expressed in terms of personal values, self-awareness and emotional and moral capability. (fractal)

i. “Expertise” myth

ii. Changing Minds

iii. Relationships

iv. INTELLIGENCE – not an innate characteristic as assumed in tests- inherent, fixed.

v. Multiple Intelligence – Multiple ways, be flexible, imaginatively.

Example, concept maps of idea evolution

1. Emotional intelligence, emotional connection
2. Peripheral vision

vi. Eight ways of looking at Intelligence (“The Brilliant Report”)

1. Situations can make us smarter: evoke or suppress intelligence(s)
2. Beliefs can make us smarter: Mindsets: fixed and growth mindsets (Carol Dweck)
3. Expertise can make us smarter
4. Attention makes us smarter
5. Emotions can make us smarter
6. Technology can make us smarter
7. *Our bodies* can make us smarter: embodied cognition + mindfulness

8. *Relationships* can make us smarter

c. THE CURRICULUM/COURSE (not just for general education)
   i. Integrative, not just synthesis
   ii. Interdisciplinarity in this context
   iii. Lenses of disciplines – make specific
   iv. Diversity
   v. Local -- > Global (comparisons, recognize context)
   vi. Depth (expertise, skill) + breadth
   vii. Hourglass

7. PEDAGOGY
   a. Keep all above in mind – practice as appropriate, be open, take risks
   b. Share agenda with student
   c. “Use” diversity at hand! (Authenticity/Identity exercises; teachable moment - example)
   d. “Fractal” approach
   e. The Hourglass
     http://www.diversityweb.org/DiversityDemocracy/vol14no2/nair.cfm

8. INSTITUTIONAL:
   a. Campus-wide “movement” - articulation meetings
   b. Overarching themes – ask faculty to articulate their own
   c. Overarching concepts
   d. Learning community of faculty – again evolving “naturally”

9. EXAMPLES of courses, experiences
   a. “Local Issues, Global Solutions”
   b. “Passport to Global Awareness”
   c. “Today courses” – countries, groups, “the environment”
   d. “Privilege, Responsibility and Community”
   e. GCC meeting; role-playing exercises with case studies
Educating for Global Awareness and Sensibilities: Frameworks, Components, Syntheses

AACU, October 3, 2013
Global Education

• a change of perspectives, of the aims of education
• enlargement of the scope and scale of higher education. It Needs:
  • authentic learning,
  • calling upon all that we know about pedagogy and how people learn.
  • For engaging and enlarging their worldviews, find models that students find personally relevant and that they can apply successfully in their personal and professional lives.

A simple definition is challenging and misleading, as the concept is complex.

For each of our contexts and areas how we do it is different. And when the students see diverse faculty in different courses referring to global context fluently and in multiple ways, they begin to learn to think globally.
Carnegie Mellon Mission
“Educating for Global Awareness”

“...... dynamically engaged with other peoples and other cultures through their interactions abroad, at Carnegie Mellon, and within the curricula of their various specializations. ........

an understanding ...... worldviews; the mastery of... systems of knowledge; an exploration of .... interaction and transformation...... modern technological systems in the global context; the critical thinking and knowledge of analysis ...... ..”

Engineering Dean: “LEARN TO WORK WITH EACH OTHER ...” => a different kind of “acting in the world” – agency, participation, not just seeing
Overall: Why global education?

• passing fad, or an imperative for today’s world?
• Why change from *international* to *global* education?

CRUX:

• What does *global learning* mean for those of us who are in the classrooms in the ways we educate our students?
  – what does it mean for pedagogy, skill and competency development, the development of mutual understanding and respect for peoples who think, believe, behave and work differently?
  – What *shared human values and aspirations* can we build on?
  – What *learning principles and wisdom* do we know that can serve as a *foundation and frameworks* for global learning?
Global Literacy

• Deep and broad
• Available as needed

A tall order!

A general challenge

• Demands on curriculum and faculty for different “literacies”, lifelong learning:
  – Global, environmental, STEM, ethical etc

We have to think of scaffolding, competencies that integrate to make up these “new literacies”
Global learning

• Has to be ‘organic’
• A complex learning, a way of thinking and acting – a worldview that integrates aspects like literacy, inclusion, general education, ...
• Thinking of these as separate, we lose the point and an opportunity!
• Develop a worldview, integrative, systems thinking important
• Work with student affairs!
• Examples of simple, complicated, complex
Gen Ed = Liberal Ed = Global Ed

- “a cultured human being…” , originally culture meant Western civilization

“Liberal education is literate education of a certain kind: some sort of education in letters or through letters. There is no need to make a case for literacy; every voter knows that modern democracy stands or falls by literacy.” - Leo Strauss, 1959

Today, this liberal citizen is a world citizen when it comes to the most vital problems of the day.
General Education

• Intent: broad view beyond specialization
• Unique to American education: requiring for engineering, business etc.
• critical thinking toward participatory, informed, decision-making ; pragmatic
• Again, general education needs to be global today.
• So do ALL facets of education!
International to Global

• Beginnings of “international” education

“Instrumental” : From need for “developed” nations to know the ‘other’ –national and economic security.

“AID” -- Marshall Plan, IMF, World Bank

• NDEA: Language and area studies- same

• True exchange: Kennedy/Shriver Peace Corps , Fulbright-Hays Act, 1961 different flavor – of mutual understanding

Begin transition to Global education
Current: Global education

• Different – shared problems, solutions
• Economic interdependence
• Global climate change, ecological damage, the interdependence of economic, financial and industrial systems connected through rapidly advancing technologies, have given us the imperatives of accepting global responsibility and working towards a shared understanding of one another.
“General education for a global century”: AACU Statement

“The challenges our graduates will face with growing urgency are increasingly defined as global problems: environment and technology, health and disease, conflict and insecurity, poverty and development. Similarly, the goals of democracy, equity, justice, and peace encompass the globe and demand deep understanding from multiple perspectives. “

-- Shared Understanding?
Shared understanding is complex

- shared sacrifices and compromises, shared ethics for common interests, shared language
- change of perspectives in disciplinary teaching too: each in its own way
- HUGE OPPORTUNITY to make education meaningful and lasting through practice of pedagogies

Articulation is the first step: Use

- “Producing global xxx” in strategic plan
- “global xxx” in general education
Global Education

- a change of perspectives, of the aims of education
- enlargement of the scope and scale of higher education.

Needs:
- *authentic* learning,
- calling upon all that we know about pedagogy and how people learn. For
- Enlarging worldview, find models that students find personally relevant and that they can apply successfully in their personal and professional lives.

**A simple definition is challenging and misleading, as the concept is complex.** Use your articulation to scaffold.

For each of our contexts and areas how we do it is different. And when the students see diverse faculty in different courses referring to global context in multiple ways, they begin to learn to think globally.
Example: Global Citizenship (USF)

• *Citizenship* ==> awareness, responsibility and action.

• True citizenship a complex, integrative behavior, a *system* of behavior and action.

• Components emerge from this definition -
  
  Starting with
  
  • CITY – “definition of the context”: What is our city?
Full spectrum of “citizenship”

• CITY – “definition of the context”: What is our city?
• Understanding of the city – awareness of its cultures, issues, behaviors; its overall ethos.
• Taking responsibility – sense of agency and accountability;
• Ensuring competence – We cannot do anything effectively just by caring about the ideal. Full caring involves being competent for the task we are responsible for, for informed decision-making and responsible, thoughtful action.
• Observing, evaluating and learning from the consequences; modifying

Similar to engineering design ... point for later
Example: USF Goal...

Goal to cultivate global citizens who are

• skilled in problem solving
• attentive to human diversity and cultural complexity
• instilled with a sense of personal and social responsibility

(USF)

“habits” to achieve this type of teaching
# SWOCh Example

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESS</th>
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<tbody>
<tr>
<td>Regular writer in article directory</td>
<td>W1 - Little internet marketing knowledge</td>
</tr>
<tr>
<td>Own several ebooks in management</td>
<td>W2 - No knowledge in internet research</td>
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<tr>
<th>OPPORTUNITIES</th>
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<tr>
<td>Internet market is huge and expanding</td>
<td>W1 - Competition is very high</td>
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<tr>
<td>Demand for research on the internet increases</td>
<td>W2 - Website page ranking position assured</td>
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To do

• SWOCh
• Strategies
• “best practice”, examples
• Something that didn’t work and why
• Anything you want to share
Facilitating integrative teaching

• Start with a local context.
• Be boldly interdisciplinary.
• Form a learning community of faculty.
• Begin collecting global examples, relevant stories, books.
• Partner with Student Affairs and academic advisors.
Example: Global Issues, Local Solutions

• UN Millennium Development Goals –the MDG’s—as our context
• Students explored the parameters locally and globally and suggested solutions.
• Learning from: unpacking these goals, taking a general goal and setting specific measurable targets, realizing the problems in getting data, both in the national regimes and when they tried to understand local conditions, the uncertainty and complexity inherent in the issues and

........most of all, the diverse perspectives
Other Examples

• International Collaborative Construction Management (Civ E & Architecture)
  – Pittsburgh, Brazil, Turkey, Israel
• (U.S.-Arab Encounters)
• Disastrous Encounters (History)-Pittsburgh, Doha
• Global Systems Project management (IS)
  – Pittsburgh, Singapore, Doha
• World Englishes – Pgh, Doha
• Hunger and Obligation (Ethics)
• Global Responsibility (Interdisciplinary)
• Global Histories
• Privilege, Responsibility and Community
Formats

• Examples, (Precautionary Principle in European environmental policy)
• Case studies or modules– Org behavior, ethics
• Weekend courses:
  – INDIA Today: Industry, Innovation, Education
  – Brazil today: Ethnicity, Education, Environment
  – China today: Ethnicity, Economy, Education
  – Russia Today: Ethnicity, Economy, Political transformations
• Passport course
“Now, without a world war or a cold war, we have the luxury to move to the global in a more deliberative, engaged, disciplined, and intellectually serious (and less directly politicized) way than when area studies began.

....... As we realize that we still need local knowledge, that moral values and perspectives are important, and that we—and our students—need not limit ourselves to orthodoxies, we should learn from the period when many of our scholars were spies. This time, the knowledge we seek is neither covert nor short term. It is fundamental to the core commitments and activities of the university in our global future.”

– Nicholas Dirks, 2012 August
Bibliography for Global Learning Workshop, October 3, 2013


   www.aacu.org/liberaleducation/le-wi12/nair.cfm

   http://www.diversityweb.org/DiversityDemocracy/vol14no2/nair.cfm


6. Annie Murphy Paul, “Eight Ways of Looking at Intelligence”  
   http://www.pbs.org/wgbh/nova/secretlife/blog/2013/06/11/science-smart-eight-ways-looking-intelligence/


   http://www.ditext.com/strauss/liberal.html

9. AACU’s Liberal Education articles


14. Santilli, Nick. ““Don’t Call Us Millennials!” We are emerging Adults”, reprint from Nick.  

**Websites etc**

Great for use in: Concept maps, performance metrics, country comparisons, cultural or industry exchanges or organization establishment, role-playing scenarios, statistics, PPP, GDP

Thomas Pogge, TED talks
Charlie Rose interviews
UN – especially MDG, WHO, Human Development Reports
unstats.un.org/
Sustainability, trade,
www.sustainablebrands.com
http://www.fairtradeusa.org
USAID, OECD
stats.oecd.org/
United Nations Permanent Forum on Indigenous Issues

Global Climate Change
www.Climatecounts.org
Human Rights Watch
www.hrw.org

Books to keep on hand
1. The Timetables of History: A Horizontal Linkage of People and Events by
   Bernard Grun and Eva Simpson (Sep 13, 2005)
3. Human Development Reports
   GDP Doesn’t Add Up, The Report by the Commission on the Measurement of
5. Moyo, Dambisi and Niall Ferguson, Dead Aid: Why Aid is not working and how there is
   a better way for Africa (2010)
6. Novak, Joseph D. Learning, Creating and Using Knowledge: Concept Maps as
8. Histories (including intellectual history of your discipline), Biographies (Isaacson’s
   Einstein, Franklin), Bodanis’s and Dava Sobel's books on history of Science, books by
   Anthony Demasio and others; Stories such as Ishmael
   (2011)
10. Hooker, John. Working across Cultures,
### Strengths, Weaknesses, Opportunities, Challenges on my campus

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<thead>
<tr>
<th>Strengths</th>
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Strategies, Best Practices, Examples

Something that worked:

Something that failed and why:

Something I could try: