

Global Learning

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International Perspectives on Teaching and Learning
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ACE[®] American
Council on
Education[®]
CENTER FOR INTERNATIONALIZATION
AND GLOBAL ENGAGEMENT

Topics for Today

- Introduction
- Internationalization of higher education
- Today's college students
- Global Learning
- Why Does It Matter?
- How Do We Do It?
- Resources for Global Learning

Campus Internationalization

**International affairs &
Latin American studies**

Florence, Alabama

Paddle boarding

Heather H. Ward





ACE Center for Internationalization & Global Engagement



Programs & Research



Internationalization of
colleges & universities



Global engagement of
ACE



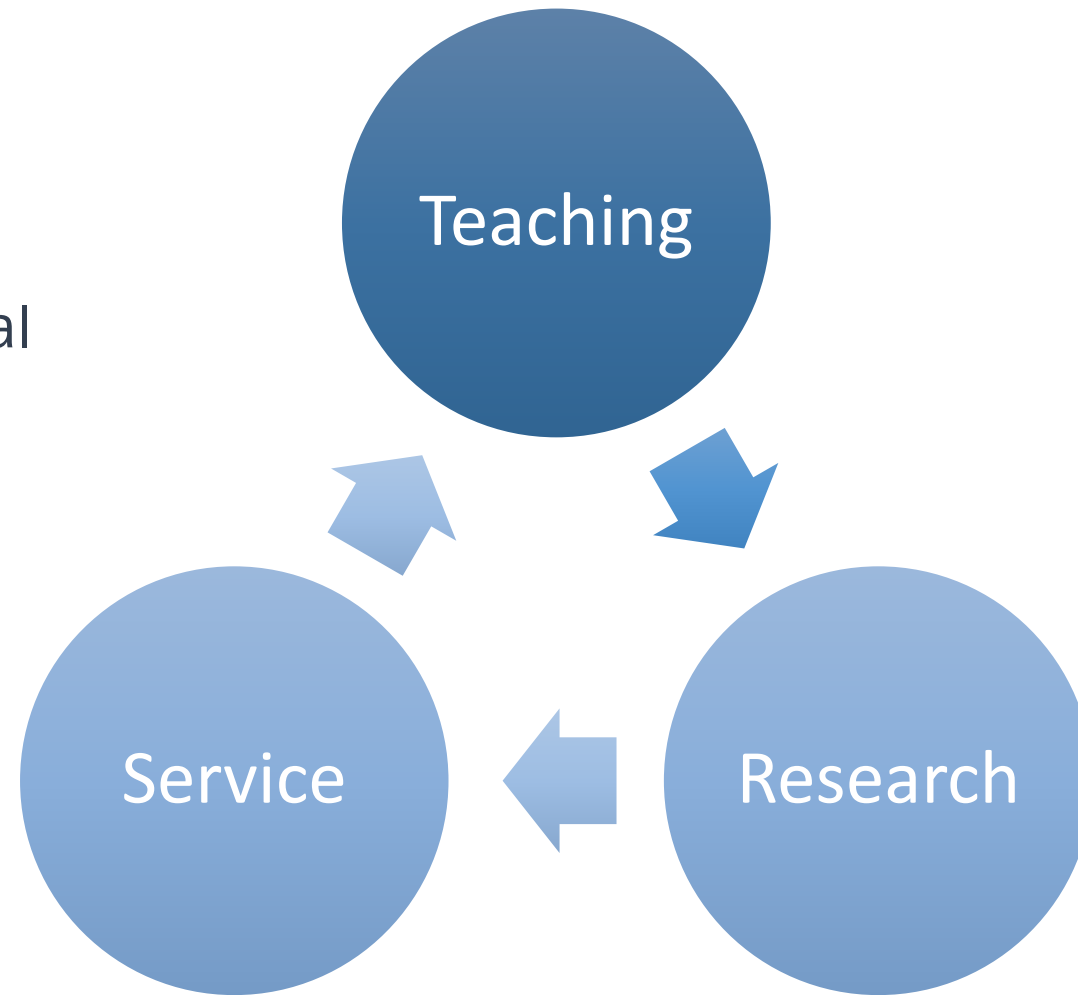
Higher education
advancement worldwide



Internationalization

Internationalization...is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

(Jane Knight, 2015)



Globalization vs. Internationalization

Globalization

The movement of people, ideas, goods, capital, services, pollution, and diseases across borders.



Internationalization

Higher education's engagement with that reality.

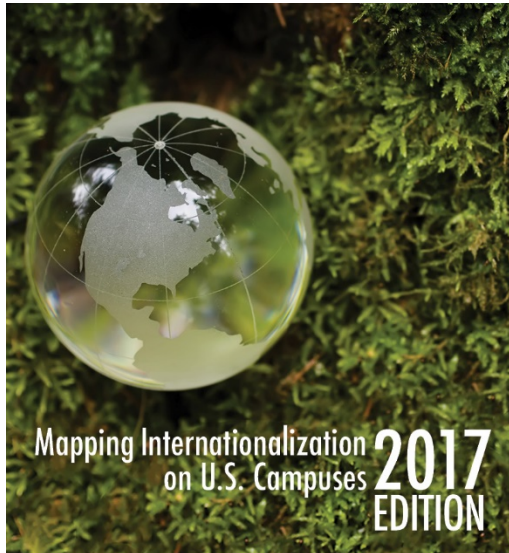
Barbara Hill, 2013

ACE Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.



Mapping Internationalization on U.S. Campuses



- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted **every 5 years** (2001, 2006, 2011, 2016).
- Includes a range of **institution types**:
 - Associates (community colleges)
 - Baccalaureate (4-year liberal arts)
 - Master's
 - Doctoral
- **New report released in June 2017.**
 - Available at www.acenet.edu/mapping

Reasons for Internationalizing

#1

Improve student preparedness for a global era.

#2

Diversify students, faculty, and staff at the home campus.

#3

Become more attractive to prospective students at home and overseas.

Primacy of students & global learning

Internationalization Priorities

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

- #1: Increasing study abroad for U.S. students
- #2: Recruiting international students
- #3: Partnerships with institutions abroad
- #4: Internationalizing the curriculum/co-curriculum
- #5: Faculty development

Education Abroad

UNDERGRADUATE PARTICIPATION IN U.S. STUDY ABROAD



1 in 10 U.S. undergraduates studies abroad before graduating.

Open Doors is conducted by the Institute of International Education
with the support of the Bureau of Educational and Cultural Affairs
of the U.S. Department of State. **Online at: www.iie.org/opendoors**

opendoors[®]

Profile of U.S. Study Abroad Students

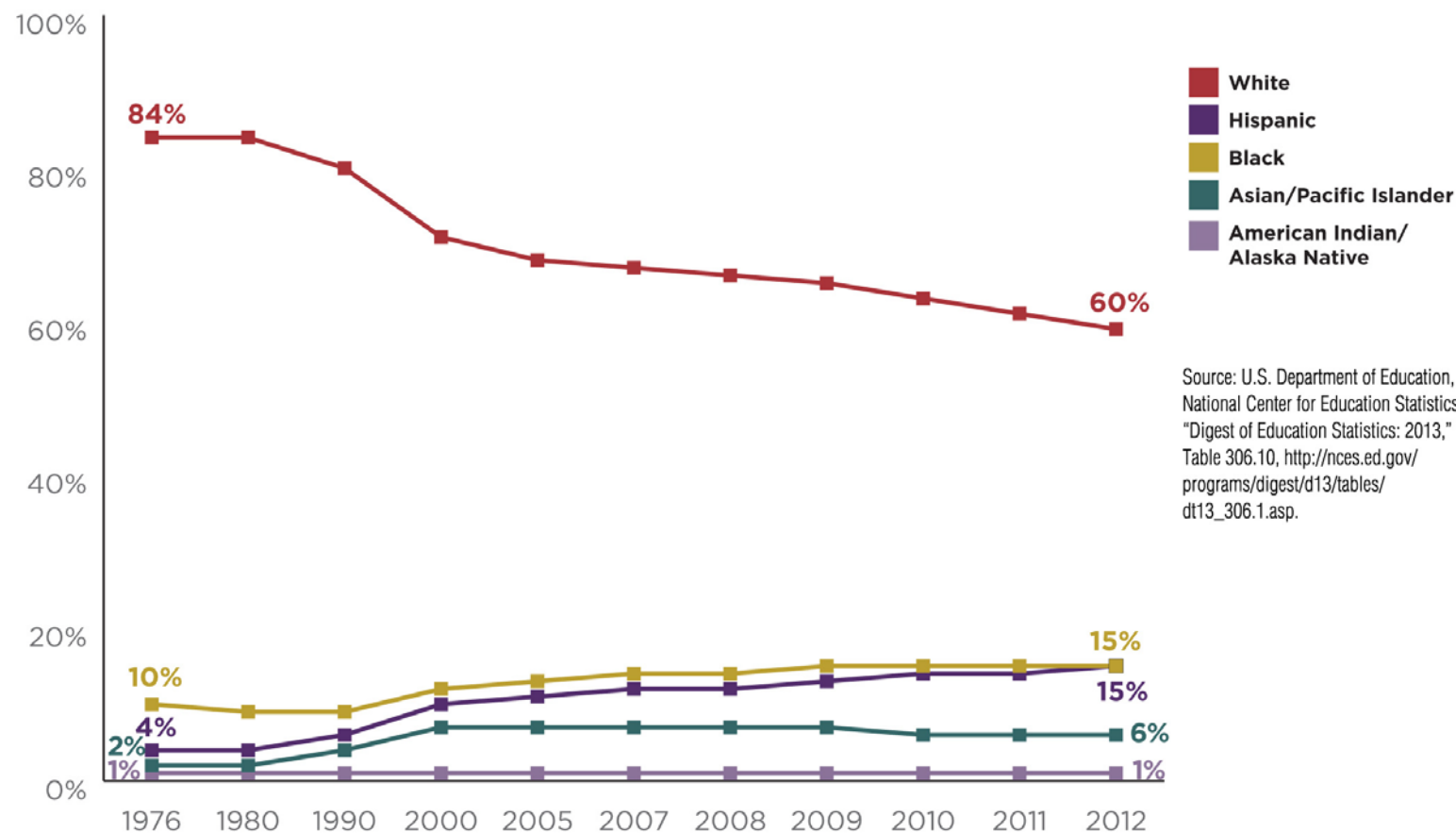
	Study abroad participation	Total U.S. Enrollment
Associates-level	1.7%	48%
Women	66.5%	56%
White	71.6%	55%

Sources: Institute for International Education, *Open Doors 2017*,
Bill & Melinda Gates Foundation

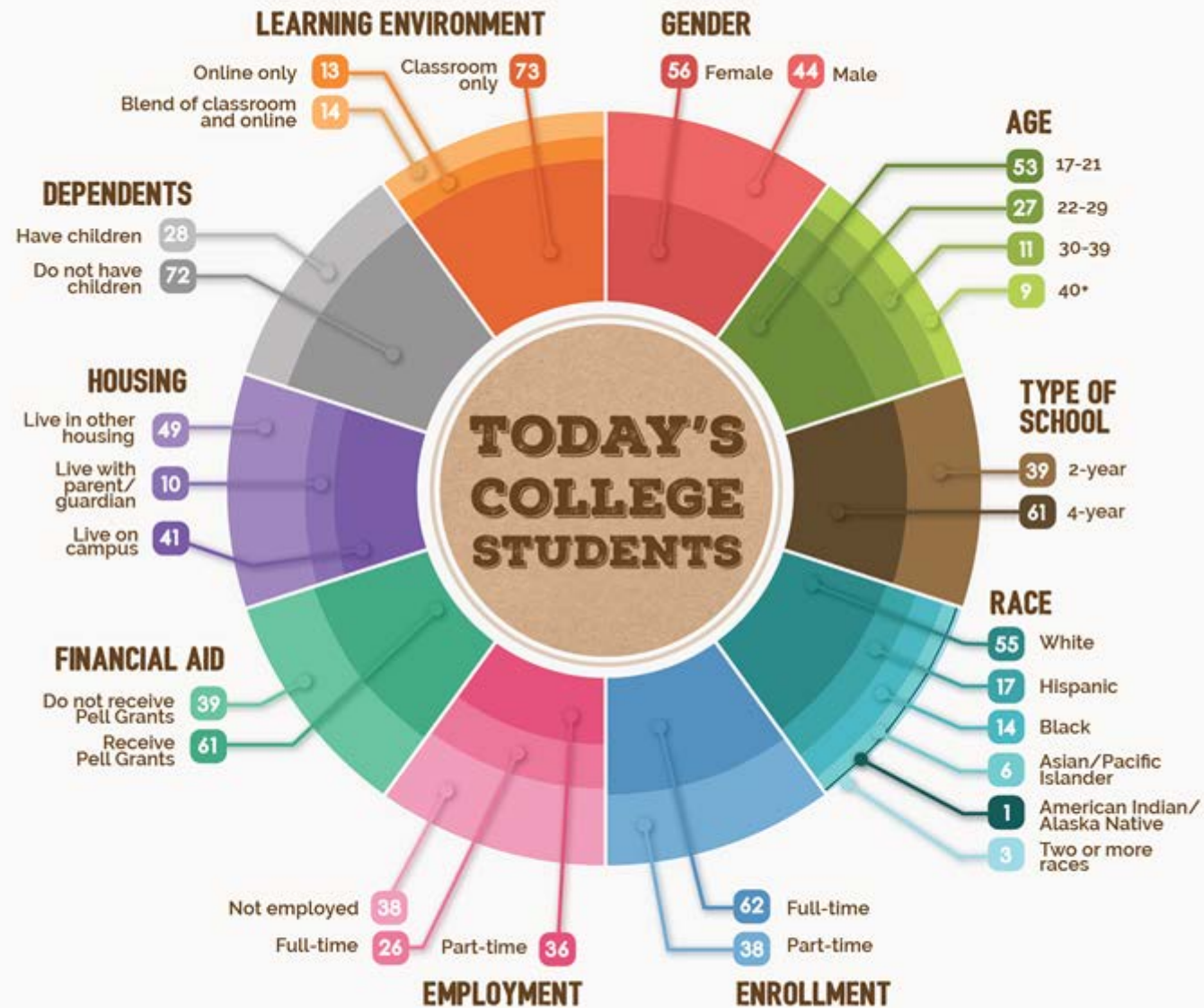
The Face of Higher Education Is Changing

College enrollment trends

PERCENTAGE OF TOTAL FALL ENROLLMENT IN COLLEGE



Source: U.S. Department of Education, National Center for Education Statistics, "Digest of Education Statistics: 2013," Table 306.10, http://nces.ed.gov/programs/digest/d13/tables/dt13_306.1.asp.



- Slowly increasing but low participation in education abroad
- Study abroad demographics and post-traditional students
- Increasing value of global experience
- Concerns about quality, cost, scalability

*Take-away:
Focus internationalization efforts
on the curriculum.*

Outputs vs. Outcomes

Outputs

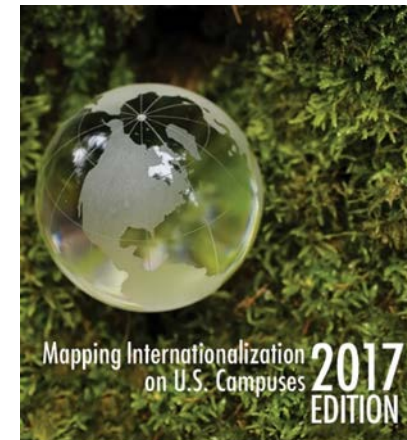
- Airplane tickets
- Student visas
- Number of globally-focused courses
- Cultural events

Outcomes

- Global competency
- Intercultural skills
- Critical thinking
- Cultural identity

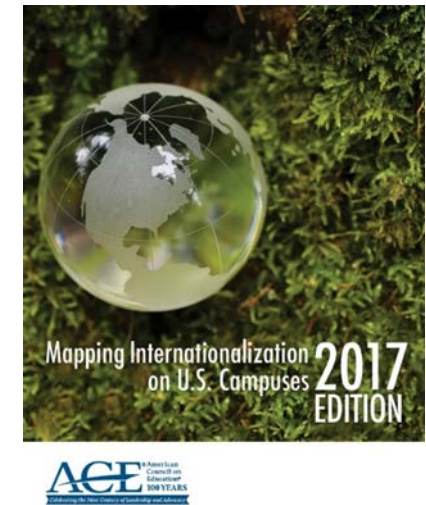
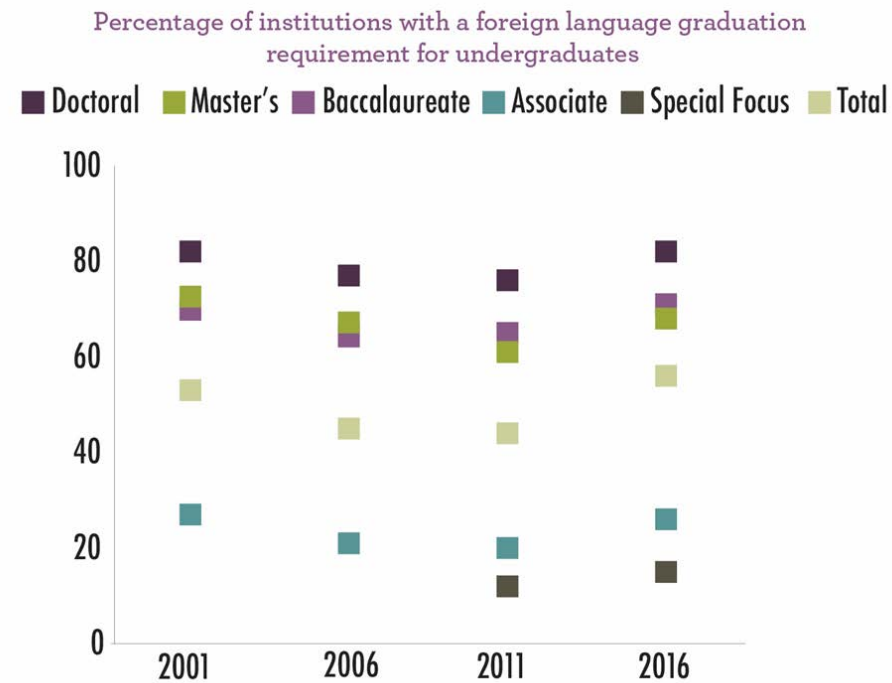
Curriculum

- **Half** of responding institutions reported having curriculum internationalization initiatives.
- **92%** of the these institutions indicated that internationalization of individual courses is taking place.
- **More** in 2011 vs. 2006 reported efforts toward curriculum internationalization at the department/program, school, and institution levels.



Curriculum, Co-Curriculum & Learning Outcomes

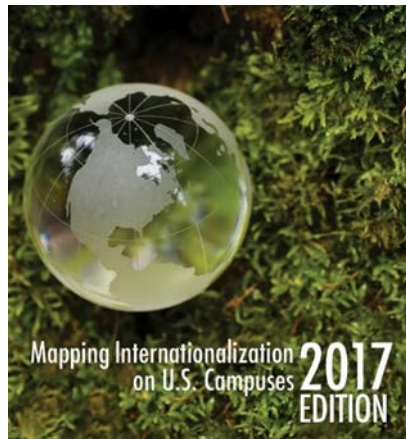
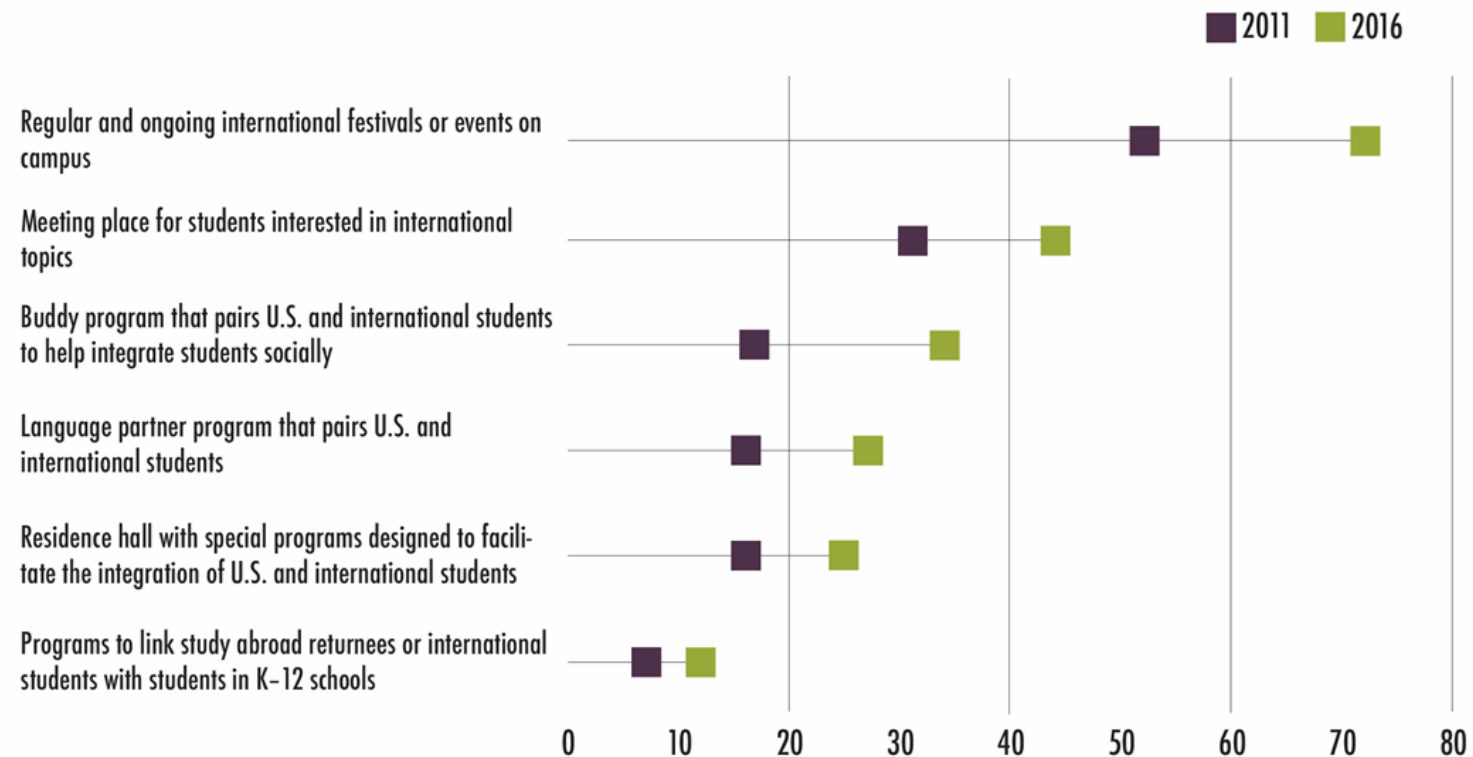
- 64% of institutions have **global learning outcomes**.
- 49% of **general education requirements** include a global component.
- **Language requirements** are (modestly) on the rise (!).



Curriculum, Co-Curriculum & Learning Outcomes

Notable increase in internationally-focused co-curricular programs,
BUT...

Percentage of institutions offering co-curricular programs and opportunities

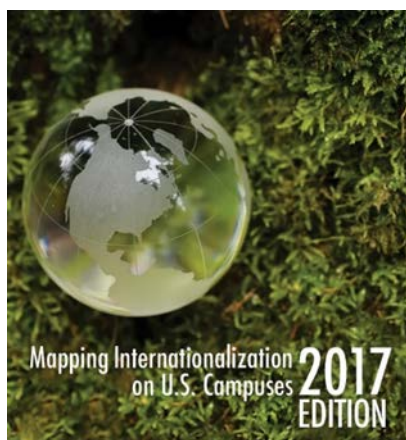
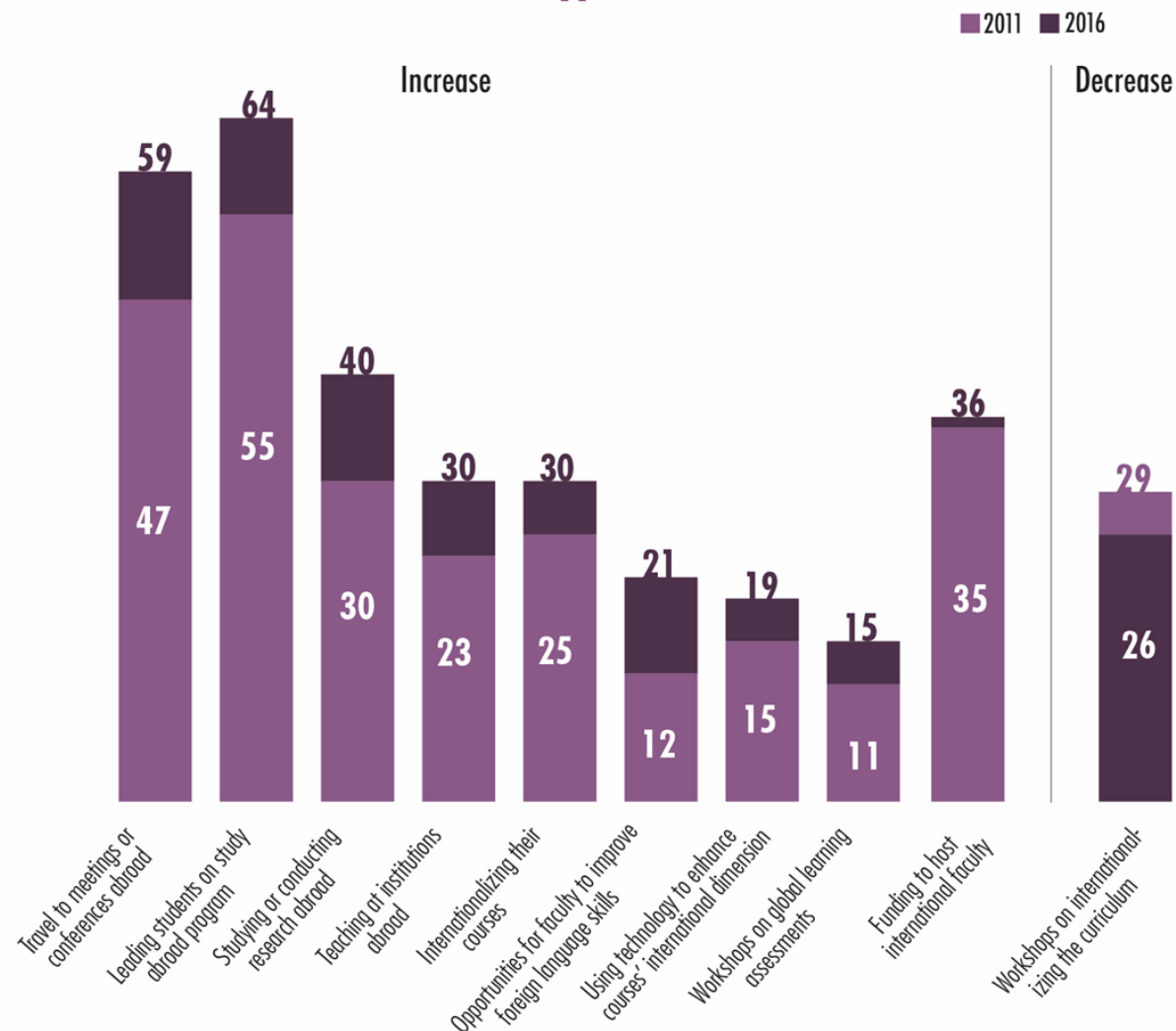


Faculty

More faculty professional development opportunities for faculty, BUT:

- Focus abroad
- Uneasiness re. overall status
- Not recognized

Percentage of institutions offering faculty development funding, programs, and opportunities



That brings us to Global Learning...

Global Learning

Global Engagement

International Education

Study Away

Study Abroad

Internationalization

Intercultural

Global Citizenship

International

Global Service Learning

“Glocal”

Service Learning

Global Competency

Global Perspectives

Intercultural Competence

International Education

Post-World War II

Peace Education

Area Studies

Learn about the rest of the
world

Fulbright



Global Citizenship

Civic engagement in diverse and global contexts

Narrative Imagination: “the ability to be an intelligent reader of another person's story”
(Nussbaum 1996)

Global Perspectives

- How do I know?
- Who am I?
- How do I relate?

Intercultural Competence

Local and international experience
with difference

“Ability to communicate effectively
and appropriately in intercultural
situations”

(Deardorff 2004)

Global Learning


Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.

(Landorf & Doscher, 2015)

Why Does It Matter?

- Student learning
- Career preparation
- Equity and access
- Accreditation
- Employment
- Global economy and competitiveness
- International relations

What Employers Want



America's Global
Future: Are
Students
Prepared?

Key findings from survey among 400
executives at private-sector and nonprofit
organizations that have at least 25 or more
employees (November and December 2014)
for the Association of American Colleges and
Universities (AAC&U)
by Hart Research Associates

Globally Connected Employers

41% operations outside the U.S.

49% suppliers outside the U.S.

54% clients outside the U.S.

A majority of employers want *all* students to gain global knowledge and intercultural skills.

96% Strongly agree or agree that all students should have experiences solving problems with people whose views are different from their own

78% Strongly agree or agree that regardless of a student's chosen field of study, all students should “gain intercultural skills and an understanding of societies and countries outside the US”

Accreditors and Global Learning

Social Work: Engage diversity and difference in practice
Intersectionality of...class, color, culture, ethnicity, gender, immigration status, race, religion...

Nursing: Practice in a culturally and ethnically diverse global society; Experiences from regional, national, & global perspectives

Engineering: Function on multi-disciplinary teams; Broad education to understand the impact...in global, economic, environmental, and social contexts.

Business: Inclusion & Diversity; Global perspectives, careers in the global context

Our Nation and the World

- Increase mutual understanding between people and cultures
- Improve quality of life through research and collaboration
- Solve shared problems

Tiger University Consortium

MEDIA RELEASES

FEATURED STORIES

PUBLICATIONS

NEWS BY TOP

Clemson, Auburn lead U.S. higher education effort to save wild tiger populations

 MEDIA RELEASE

Michael Staton, College of Behavioral, Social and Health Sciences
July 18, 2017



27

Share

CLEMSON, South Carolina — Clemson University and Auburn University have joined forces to throw the weight of multiple academic disciplines behind efforts to save wild tiger populations worldwide.

The two universities, along with Louisiana State University and the University of Missouri, are leading the efforts of the newly formed U.S. Tiger University Consortium, so named for the mascots the institutions share.

Brett Wright, dean of the Clemson University College of Behavioral, Social and Health Sciences, the dwindling tiger populations are an issue demanding the attention of land-grant institutions such as those belonging to the consortium. For Wright, the issue should also be central to the many who cheer on their preferred teams on game



Representatives from Clemson University and Auburn University traveled to India to observe tigers in the wild.

Image Credit: Marcia Boosinger

How do we do it?

Global Learning Principles

meaningful opportunities to analyze and explore complex global challenges

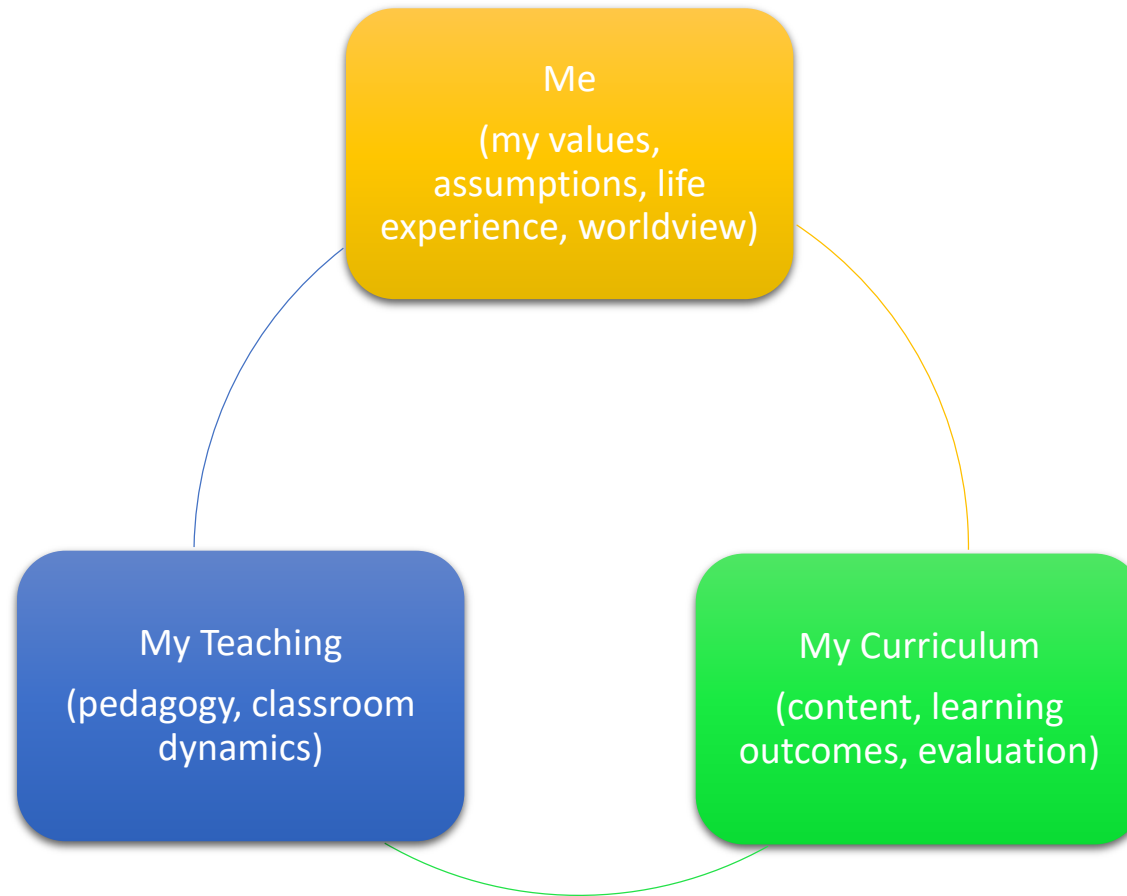
enhance students' sense of **identity**, **community**, **ethics**, and **perspective-taking**

apply learning to take responsible **action** in contemporary global contexts, and evaluate the goals, methods, and consequences of that action.

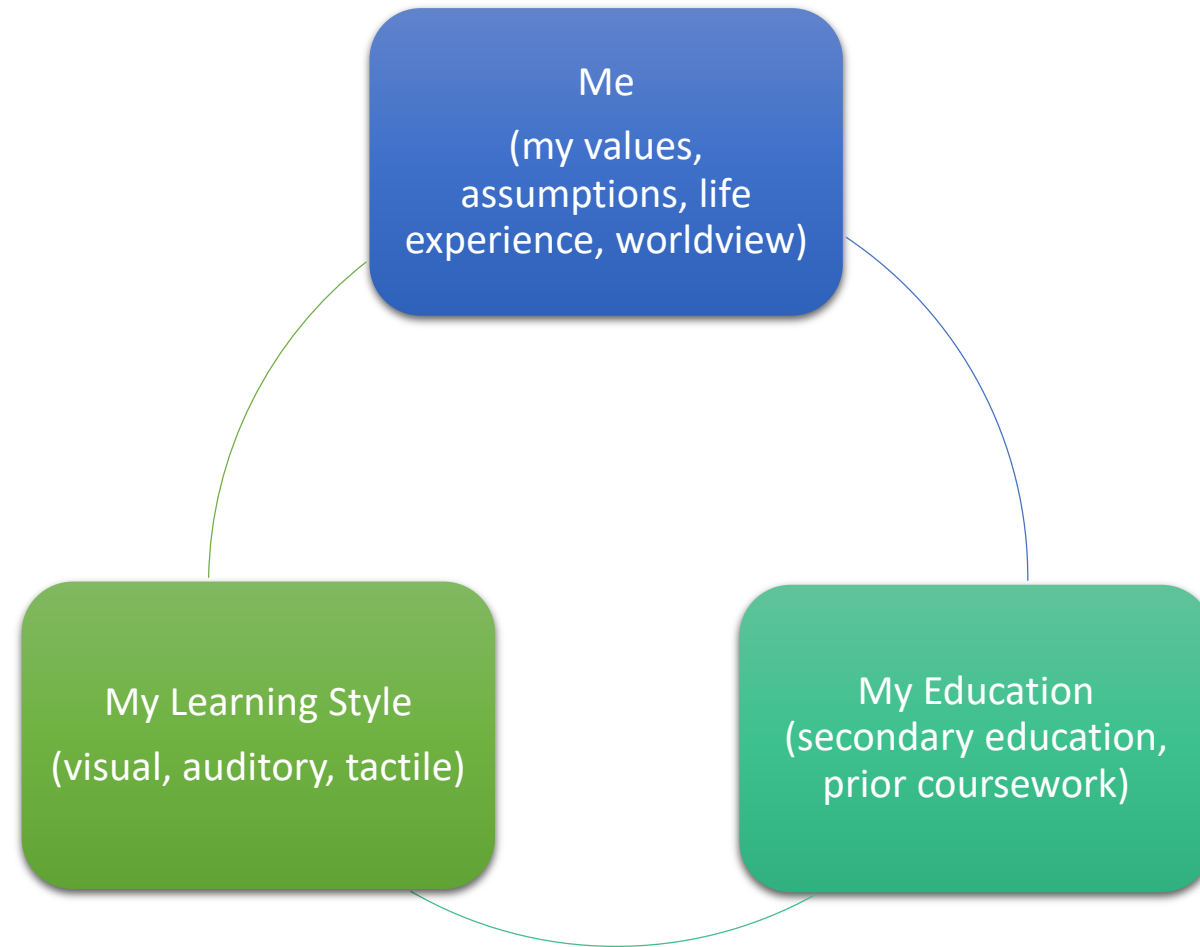
collaborate respectfully with diverse others

the world is a collection of interdependent yet inequitable systems and that **higher education** has a **vital role** in expanding knowledge of. . . privilege and **stratification**, and sustainability and development to foster individuals' ability to **advance equity** and justice at **home** and **abroad**.

What the Instructor Brings to the Course



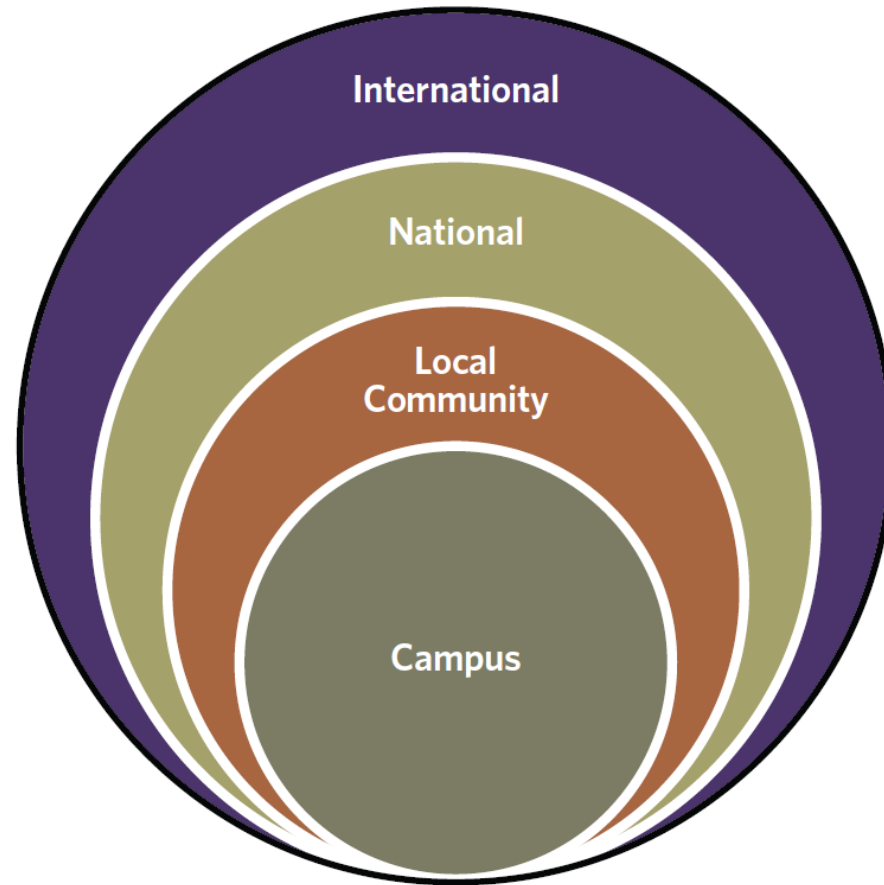
What the Student Brings to the Course



Common Global Learning Activities That Can Take Place at Home and/or Abroad

Community-Based Learning		Globally-Focused Capstones and Courses	Global Internships
Global Service Learning		Global Research	Interactive Videoconference
Language Study		Study Abroad	Study Away
Civic Engagement		Experiential Learning	Intercultural Engagement

Resources for global learning



Use of Technology in the Classroom

Institutions that reported using technology (e.g., video conferencing, online learning programs, social media) to facilitate course-level collaboration between faculty and/or students on the home campus and counterparts overseas:

2011: 20%

2016: 32%



“Connecting Classrooms: Using Technology to Deliver Global Learning”

www.acenet.edu

Mining the richness of student dialogue

Strategies for inviting students' diverse perspectives into the classroom



Internationalizing the Curriculum

Internationalization in Action 4-part series

www.acenet.edu



Internationalizing the Curriculum

For many institutions, student learning is – and should be – at the heart of internationalization. This four-part series explores how colleges and universities can bring a global dimension to all levels of the curriculum.

Individual Courses (Part 1, December 2013)

Academic Program Components (Part 2, January 2014)

Degree Programs (Part 3, March 2014)

Disciplines (Part 4, June 2014)

Questions?

Strategies for Assessing Global Learning

- Student self-assessment (pre-post, or comparison groups)
- Quantitative methods (instruments, rubrics)
- Qualitative methods (student-led dialogue, focus groups)
- Behavioral / longitudinal tracking
- E-portfolios
- AAC&U “Assessible Artifacts”

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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. 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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

