



Internationalization of the Curriculum Workshop: Course Design for Global Education

Dr. Sandra Sgoutas-Emch

Dr. Carole Huston

Dr. Lisa Nunn



Internationalization

“ the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (Knight, 2008, pg.21)

Learning Goals for Liberal Education and Global Citizenship

In today's workshop, we hope to:

- * Generate new knowledge about global studies and global learning**
- * Encourage greater awareness of cultural diversity, civic engagement and social responsibility as outcomes for your international courses**
- * Explore and develop course designs that promote global studies and global learning.**

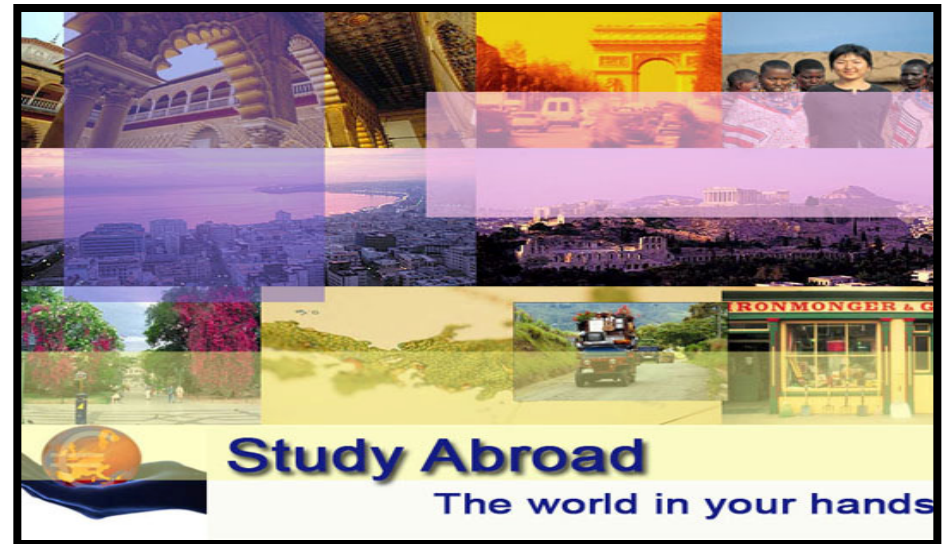
From: AACU (2006). Assessing Global Learning, pages 12 – 13.

(Check out “Global Learning Resources” handout for more information.)

3 Opportunities for Global Education



**Global Studies
Courses on Campus**



International Students

Powerful Learning Experiences



- Centrality of student's identity
- Development of issues analysis from multiple perspectives
- Analysis of privilege, power, democratic opportunity and patterned stratifications
- Power of experiential learning
- Value of ethical and moral reflection and action
- Necessity of applying knowledge and values to solve real-world issues
- Understanding that actions of individuals matter

American Values/ Values of Some of Countries

- * **Individualism/Privacy**
- * **Competition**
- * **Informality**
- * **Directness/Openness/
Honesty**

- * **Group's Welfare**
- * **Birthright/Inheritance**
- * **Formality**
- * **Indirectness/Ritual/
Face**

Global Studies Course Examples

Cultural diversity, civic engagement, literature, art/architecture/art history, language literacy, citizenship, intercultural communication, cognitive and emotional development, moral reasoning and ethical development, nursing, peace studies, sustainability, international media, world affairs, teacher education, urban development and planning, student success, science, engineering, mathematics, undergraduate and graduate research, global competence, etc.

(Check out “Advance Courses in Global Pluralism” handout)

Characteristics of Internationalized Experiences

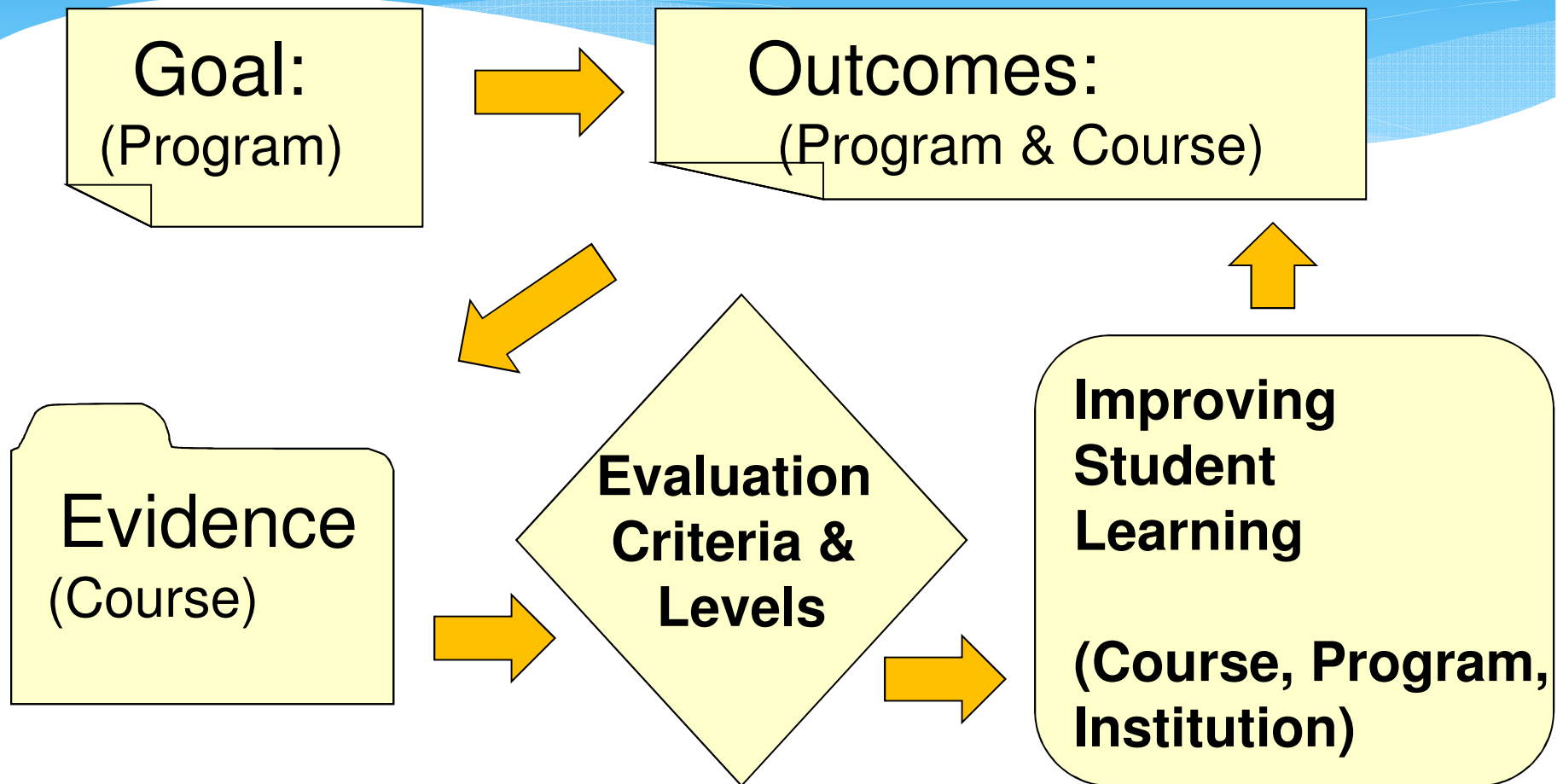
- **Cross-cultural and cross-national comparisons**
- **Readings and research on and from other countries**
- **Books and articles written by scholars from other countries**
- **Texts that have an international or alternate national perspective**
- **Insights into the problems and issues of other countries**
- **Encouragement to read newspapers and listen to broadcasts from multiple countries**
- **Opportunities for mutual work between American students and students from host country.**
- **Writing assignments requiring demonstration of a cross-cultural perspective**
- **Learning experiences with scholars and other experts from host countries or who have an international perspective as guest presenters**

Curricular Programs

- * [Integrative Studies at Otterbein: Reinvigorating a Signature Program for a Global Century](#)
- * [Crossroads in the Study of the Americas \(CISA\), the Five Colleges](#)
- * [Cultural Encounters, St. Lawrence University's Intercultural and Area Studies Program](#)

See “Global Curricular Transformation” handout on table.

Global Studies Course Design



Course Alignment: Connecting 3 Elements

- 1. What do you want student to learn by taking your course? (outcomes)**
- 2. What activities and assignments do you have them do so that they can achieve the course outcomes? (student work)**
- 3. How will you evaluate whether they've achieved your outcomes? (your rubrics or evaluation criteria)**

USD's Goals and Outcomes



Goal 3: Cultivate personal and social responsibility

- Explore the complex issues of both local and global cultures (ethics, sustainability).
- Cultivate understanding of, and respect for, cultural diversity and religious traditions.
- Analyze one's own background and perspectives within these contexts.

Outcomes: cultural competence and engagement (civic, local, global), ethical judgment and conduct, environmental awareness

Clarification of Terms

- * **Outcomes:** faculty expectations for student learning by end of course or program.
- * **Course objectives:** traditional focus on what the course covers or what professor intends to accomplish.
- * Be careful: academic units sometimes use the terms interchangeably which can be very confusing!!



Course Learning Outcome (CLO) Characteristics

1. Student-focused.
2. Manageable number.
3. Measurable.
4. Focused on learning that endures.
5. Aligned with program-level outcomes.
6. Aligned with discipline expectations for knowledge and learning.

Types of Course Outcomes

- **Knowledge outcomes**
- **Skills outcomes: cognitive, interactive, creativity**
- **Attitudes outcomes**

Kennesaw State CLO Examples:

Global Perspectives (Knowledge):

- * Students will acquire knowledge and methods needed for critical assessment of global events, processes, trends, and issues.
- * Students will recognize and explain bases for the interconnectedness of political, economic, and environmental systems.
- * Students will articulate and critically evaluate the role of culture in identity formation, social relationships, and the construction of knowledge systems.

Intercultural Communication (Skills):

- * Students will recognize individual and cultural differences and demonstrate an ability to communicate and interact effectively across cultures.

Social Justice (Values):

- * Students will connect root causes of basic global problems (e.g., population growth, poverty, disease, hunger, war, and ethnic strife) to issues of land use and access to natural resources (e.g., clean air and water, biodiversity, nutritious food sources, minerals, and energy).
- * Students will demonstrate an understanding of the need to protect human rights in areas such as access to education, health care, and employment.

Nunn's SOCI 350 Example

- * Learning Outcomes (on syllabus)
- * 2. To critique how well a given social institution serves the best interests of the wider society CLO: Civic Engagement
- * 3. To leverage comparisons between the same social institution in two societies/cultures in a discussion of the benefits and hazards to the wider societies CLO: Global Engagement

Outcomes Activity

- 1. Answer the following questions first alone and then with everyone at your table:**
 - What would a globally aware/competent/engaged graduate from your course be able to demonstrate?*
 - Considering we are now first in the nation to send students abroad, what do you think we should expect our graduates to have acquired regarding international/intercultural knowledge, skills, and attitudes?*
- 2. From the USD goals and outcomes (cultural awareness, competence, engagement, ethical judgment, environmental awareness) identify at least one which would seem to best relate to the course you would like to offer.**
- 3. Identify any of the other outcomes or competencies from the examples of outcomes and competencies provided that also seem relevant.**

Be sure to discuss why you came up with your answers. Pick a spokesperson for your group so that we can share your ideas with the entire group.

Gathering Evidence of Student Learning

LO: Students should be able to develop an understanding of multiple cultural perspectives: Assignment examples:

- * **Exam questions** “Contrast characteristics of a collectivistic culture with the characteristics of an individualistic culture.”
- * **Short reflective essays:** have students reflect on family planning interpreted in distinct ways by members of different cultures (multiple perspectives).
- * **Research proposal:** have students construct a proposal for original research that would analyze trends such as population growth or global warming.

Nunn's SOCI 350 Example

Three Types of Assignments

1. **Weekly homework:** 1-2 page response to a question posed by me that incorporates the assigned texts.
2. **Essays:** 5-6 pages responding to prompt
3. **Final exam:** take home of 3 essay questions

Nunn's SOCI 350 Example

- * **Global Engagement —Cultural Empathy**
- * **1-2pg homework assignment**
- * **Before you read:** Would you ever consider working in a factory for your future profession? Why or why not? What do you imagine factory work to be like? Where do your ideas come from (e.g. do you know someone who works in a factory)?
- * **After you read:** Marx argues that factory work erodes our human-ness. Does this seem to be the case for the factory girls whom Leslie Change interviewed in China? How so (or how not)? In light of Susan Shirk's text, what are the positive effects of this kind of exploitative capitalism?

Nunn's SOCI 350 Example

- * **Global Engagement—Cultural Self Awareness**
- * **1-2pg homework assignment**
- * 1. Are you convinced that a person can be “healthy at any size” and that fat people endure unwarranted discrimination? What arguments from the texts did you find the most/least compelling?
- * 2. Compared to Ethiopia's dire problems with smoke from cooking stoves, does our US health concern with obesity seem less critical to you? More critical to you? Foreigners are stepping in to help Ethiopia solve its health problem with stoves, how would you respond if a foreign organization tried to step in and solve America's obesity problem in a similar way?

Nunn's SOCI 350 Example

- * **Civic Engagement—Analysis of Knowledge**

- Final Exam essay question**

- * When a society (or segment of society) seeks to conquer or subjugate another society (or group) there are many strategies it might use. We have discussed: genocide with legal backing; abduction and forced education of children; exclusion from mainstream education; exclusion from marriage rights; forced adoption of mainstream marriage practices; and forced abandonment of religious practices. Discuss two of these that you think are the most successful in subjugating a society/group with long-lasting effects.

Activity #2: Identifying Student Work

1. Working alone, identify several assignment ideas that would evaluate the learning outcomes you identified as important to your course in the first activity;
2. Share these with a neighbor.

Interpreting and Assessing Student Work

How do you know if students have achieved the learning outcomes that you set?

Most of us develop grading criteria for assignments. You will engage in a similar process with outcome assessment.

A critical link must be established between the learning outcome that you expect and the assignment that you give students.

Rubrics for Global Competence

Approaches to assessing student work:

1. Use an internal/external test of knowledge and/or skills.
2. Use rubrics to assess student work.

Rubrics:

AAC&U: set of rubrics for essential outcomes listed on their website (see handouts):

<http://www.aacu.org/value/rubrics/>

1. Intercultural Knowledge and Competence
2. Civic Engagement (local and global)

Rubric Dimensions

Rubrics contain two basic dimensions:

- 1. Performance criteria:** conceptual criteria for learning outcome or competency.
- 2. Performance levels:** articulated, developmental levels of student performance on an outcome (ranging from benchmark, milestones, capstone on the AAC&U rubrics).

Performance Criteria: Civic Engagement Example

	Cap (4)	Mile (3)	Mile (2)	Bench (1)
Diversity of Communities & Cultures				
Analysis of Knowledge				
Civic Identity and Commitment				
Civic Communication				
Civic Action and Reflection				
Civic Contexts and Structures				

Performance Levels: Civic Engagement Example

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Diversity of Communities & Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

Nunn's SOCI 350 Example

	A level	B level	C level	D level
Cultural Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act and/or write in a supportive manner that recognizes the feelings of another cultural or social group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in (written) interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

Assessment Plan

Activity #3

Working with a partner:

1. Identify one learning outcome.
2. Identify possible assignments used to assess that one outcome.
3. Identify existing rubric components from AACU's 2 rubrics that could be adapted to evaluating your student assignments.
4. Construct a rubric that could be used for additional learning outcomes relevant to your course.

The Broader Context

Most models of building successful study abroad experiences and integration of international students consider three steps:

- Preparatory work: increasing cross-cultural awareness; helping students understand what factors contribute to successful integration living abroad in a different culture.
- Integration support: developing support networks for students; cross-cultural advising as well as academic support.
- Post-experience debriefing: re-integration attempts are often accompanied by some sense of alienation or confusion. Debriefing sessions can help students integrate their international experiences with returning to life in their home cultures.

Workshop Outcomes

- * **Generate new knowledge about global studies and global learning**
 - * **Encourage greater awareness of cultural diversity, civic engagement and social responsibility as outcomes for your international courses**
 - * **Explore and develop course designs that promote global studies and global learning.**
-
- * **Next steps:**
 - * **Your own course design with a new syllabus (please send it to Carole Huston)**
 - * **Assessment of your student work (please send it to Carole Huston)**
 - * **We'd also like feedback on any aspects of our course that you think would help to explain how well your students achieved your course outcomes, creative and effective features of your assignments and ideas for improvement. If you teach a course abroad, we'd also like to hear about any preparatory or re-entry steps taken with your students, or unexpected developments along the way.**