

Internationalization of the Curriculum Workshop: Course Design for Global Education

Dr. Sandra Sgoutas-Emch
Director
Center for Educational
Excellence

Dr. Carole Huston
Associate Dean
College of Arts and
Sciences

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

- To generate new knowledge about global studies and global learning
- To spur greater civic engagement and social responsibility
- To promote deeper knowledge of, debate about, and practice of democracy
- To cultivate intercultural competencies

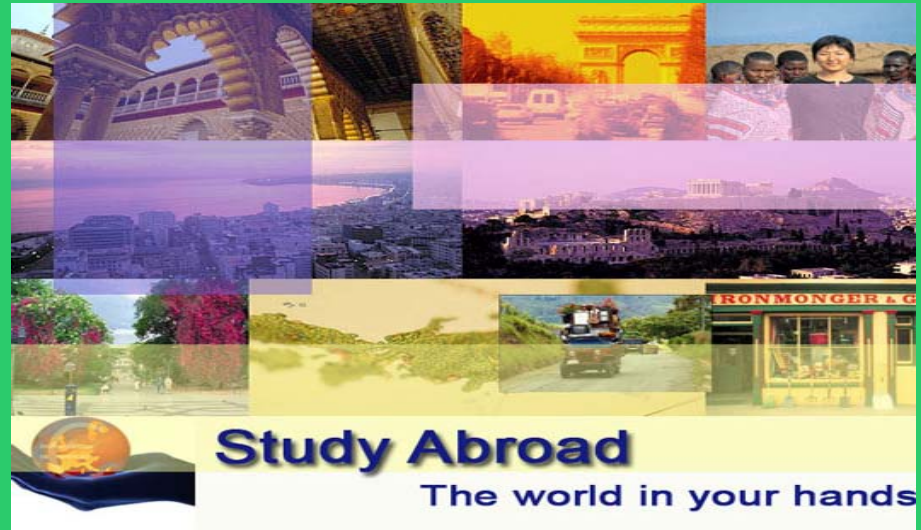
From: AACU (2006). *Assessing Global Learning*, pages 12 – 13.

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

3 Opportunities for Global Education



**Global Studies
Courses on Campus**



International Students

Powerful Learning Experiences

A dark blue background with a faint, light blue world map showing the continents. The map is centered on the Atlantic Ocean, with North and South America on the left and Europe and Africa on the right.

- **Centrality of student's identity**
- **Development of capacity to analyze issues 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 the actions of individuals matter**

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 that cover writings and research on other countries
- Books and articles written by scholars from other countries
- Texts that have an international perspective
- Insights into the problems of developing countries
- Encouragement to read foreign newspapers and listen to foreign broadcasts
- Opportunities for local students and foreign students to work together on projects
- Opportunities for foreign students to exchange opinions with local students in class
- Writing assignments requiring demonstration of a cross-cultural perspective
- Learning experiences with foreign scholars and other experts who have an international perspective as guest presenters

Curricular Programs



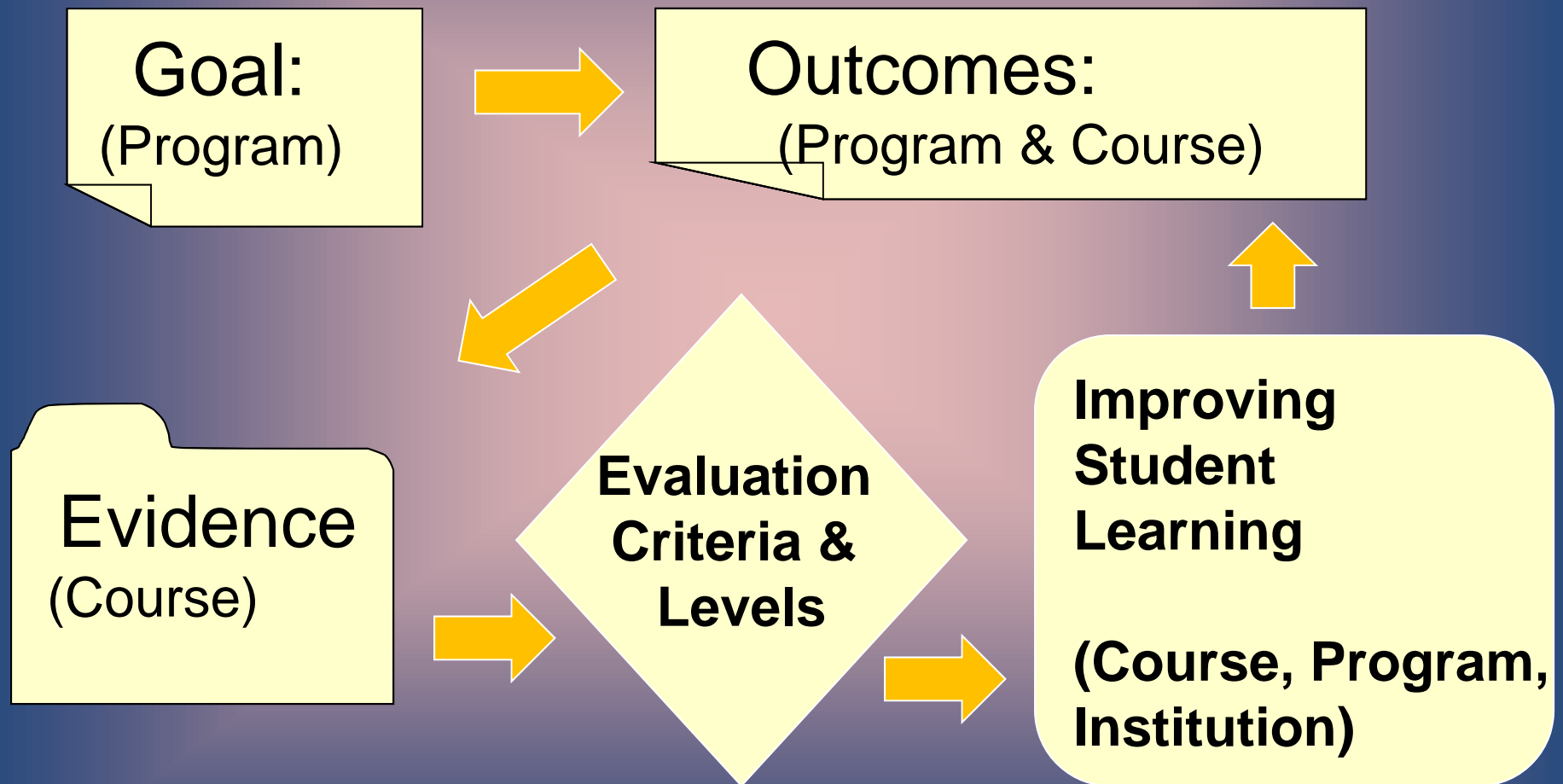
- Integrative Studies at Otterbein: Reinvigorating a Signature Program for a Global Century
- Crossroads in the Study of the Americas (CISA), the Five Colleges
- Cultural Encounters, St. Lawrence University's Intercultural and Area Studies Program

See “Global Curricular Transformation” handout on table.

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 evaluation criteria)

Global Studies Course Design



USD's Goals and Outcomes



Goal 3: Cultivate personal and social responsibility

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

Outcomes: cultural awareness, competency, engagement, ethical judgment, environmental awareness

Clarification of Terms

- **Outcomes:** faculty expectations for what they want students to learn by the end of a course or program. Often outcomes begin with the phrase “Students will be able to...” but they need not. **Ex. Students will become aware of the diversity in relationships, history, values, beliefs, and practices as differences in communication between the United States and in Japan.**
- **Course objectives:** traditional focus on what the course covers or what the faculty intends to accomplish. **Ex. This class provides an overview of the historical and psychosocial contexts understanding communicative practices in Japan and the U.S.**
- 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:**

Cultural awareness, cultural self-awareness, awareness of connections between discipline's knowledge content and principles and concepts of civic engagement, ethical reasoning, sustainability...

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

Communication (written, oral, second language literacy), critical thinking, analytic inquiry, methodological application, quantitative analysis, teamwork, information literacy, problem-solving...

- **Attitudes outcomes:**

Commitment to action, commitment to sustainability, ethical judgment and conduct, movement toward ethnorelativism (openness, tolerance for ambiguity, acceptance)

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 describe and explain the interconnectedness of political, economic, and environmental systems.
- Students will be able to interpret the role of culture in identity formation, social relationships, and the construction of knowledge systems.

Intercultural Communication (Skills):

- Students will develop ability to recognize individual and cultural differences and apply those effectively in communicating across cultures.

Social Justice (Values):

- Students critically evaluate 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 valuing the need to protect human rights in areas such as access to education, health care, and employment.

Outcomes Activity

Answer the following questions first alone and then with everyone at your table:

- *A globally aware/competent/engaged graduate from our institution should . .*
- *Our university expects its graduates to have the following international/intercultural knowledge, skills, and attitudes . . .*

- 1) 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.
- 2) 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 a problem interpreted in distinct ways by members of different cultures. Use the exercise to help students develop an awareness and appreciation of multiple perspectives.
- **Research proposal:** have students construct a proposal for original research on any outcome related to global engagement or citizenship; e.g., project designed to explore trends associated with world issues, such as population growth or global warming.

Evidence Activity #2



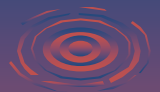
1. Working alone, identify several assignment ideas that would evaluate the learning outcomes you identified as important to your course in the first activity;
2. Share these with a neighbor.

Interpreting and Assessing Evidence

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

Rubrics:

AAC&U has developed a set of rubrics for basic competencies 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:** usually appearing in the far left column of a rubric, they identify conceptual criteria for learning outcome or competency.
2. **Performance levels:** these are articulated levels of student performance on a particular outcome usually ranging from beginning to mastery levels (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.

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

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.

Closing the Loop: Making Improvements

- **The purpose of assessing global awareness/competence/engagement is to assist teachers and students in building a collaborative understanding about achieving these outcomes and to use evidence assessments to make improvements to learning opportunities.**
- **After you offer your courses, we want to hear back about the outcomes your students achieved, the assignments that helped students achieve them, and ideas you have/had for improving their experiences. If you have any “post-travel” experiences, we’d like to hear about these as well.**