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How To Increase Global Learning In Your Classroom

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Global Learning

for students to address global issues
at increasing levels of complexity



Defining the Global

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- The term global rather than international was to signal greater attention to the locational, cultural, and political fluidity characterizing real-world challenges and opportunities.
- Stems from an awareness that global issues are complex and urgent; not equivalent to international studies; not the same as study abroad; and not synonymous with acquiring a second language.
- It requires knowledge, appreciation of differences, interdisciplinary perspectives, problem-solving abilities, collaborative skills, and leadership.



Global Learning

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- . . . 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:
- become informed, open- minded, and responsible people who are attentive to diversity across the spectrum of differences
- seek to understand how their actions affect both local and global communities, and
- address the world's most pressing and enduring issues collaboratively and equitably.
- (Association of American Colleges and Universities 2014)



SYLLABUS

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- Identify your course goals, learning outcomes and objectives: determine connections between optimizing the global experience and meeting the course goals, outcomes and objectives.
- Consider developing and adding some aspects of global understanding in course content as a measurable learning objective, and include it in your syllabus.
- Use your syllabus to address course expectations.



STUDENTS

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- Take time at the beginning of the semester to orient, prepare and “train” students on the importance of global knowledge and understanding.
- Constantly communicate your guidelines for respecting and sharing of diversity and differences.
- Make yourself knowledgeable about the profile of your students, including country of origin and native language.
- Include assignments and activities for students that compare and contrast course content between different contexts, cultures or countries.



ACTIVITIES/ASSIGNMENTS

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- Design in-class activities where all students are required to interact with each other, especially cross-culturally.
- Provide helpful tools for English as a Second Language (ESL) students.
- Writing Assignments: Consider increasing short writing assignments that give international students time to reflect and assimilate answers to questions or problems from the “local” POV.
- National students can use this same time to reflect and assimilate “the other’s” perspectives as well.



LECTURES/INTERACTION

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- In lecture: Use examples that are global in nature and emphasize important concepts/ideas.
- Bring in guest speakers who are international and/or have international cultural expertise.
- Use educational technologies that encourage student interaction.
- Use problem-based learning.
- Include international sources in your references and examples.
- Consider re-designing your course into a Service-Learning (SL) format.

The Global Learner

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- articulates their own values in the context of personal identities and recognizes diverse and potentially conflicting positions in view of complex social and civic problems.
- gains and applies deep knowledge of the differential effects of human organizations and actions on global systems.
- understands the interactions of multiple worldviews, experiences, histories, and power structures on an issue or set of issues.
- initiates meaningful interaction with people from other cultures in the context of a complex problem or opportunity.

The Global Learner

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- A global learner takes informed and responsible action to address ethical, social, and environmental challenges.
- A global learner applies knowledge and skills gained through general education, the major, and co-curricular experiences to address complex, contemporary global issues.