



# Supporting academic staff in becoming internationalized teachers

Designing for Global Learning – Highlighting some issues

# My work

Support and academic

## Global Learning:

Co-curriculum

Service Learning

Program design and standards

## Academic:

World Views, Belief Systems, Ethics

Social Activation and Engagement

Socio-Ecological Systems

## Background:

Resident Director

Faculty for Global Sustainability & Environment

Student Learning Outcomes Researcher



# Relevance to your work?

“The need for universities to **contribute to local/regional development** is a growing policy priority across the world. This is true for both young universities, created in remote regions so as to boost the knowledge economy, and older traditional universities, who are under pressure to expand access and demonstrate **graduate employability**.”

“VitaGlobal is a curricula development project, but it also intends to ensure that joint programme collaboration is embedded in a more sustainable network for collaboration amongst universities in diverse regions committed to local development.”

Vita **G**L**O**BAL

A Global Network for Agricultural Sciences and Viniviculture:  
Internationalising through Joint Programmes

<b>Dimension (actor)</b>	<b>Focus of activity (process)</b>	<b>Quality principles</b>
<b>1. The institution</b>	Educational context & institutional environment	1. Providing an inclusive learning space 1.1 Providing institutional support for learning-conducive environments 1.2 Integrating students and staff in the institution
<b>2. The teacher</b>	Educational processes	2. Raising awareness about teaching and learning processes 2.1 Reflecting on teaching approaches and negotiating learning processes 2.2 Managing and leveraging diversity
<b>3. The student</b>	Educational outcomes	3. Developing one's own cultural identity and extending one's knowledge base 3.1 Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 3.2 Acquiring and applying contextual and intercultural knowledge to different cultural contexts

The IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space (Cozart, Haines, Lauridsen & Vogel, 2015:19).



So why are we  
doing all of this?

# Relevance to your work?

“The need for universities to **contribute to local/regional development** is a growing policy priority across the world. This is true for both young universities, created in remote regions so as to boost the knowledge economy, and older traditional universities, who are under pressure to expand access and demonstrate **graduate employability**.”

“VitaGlobal is a curricula development project, but it also intends to ensure that joint programme collaboration is embedded in a more sustainable network for collaboration amongst universities in diverse regions committed to local development.”

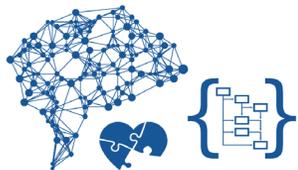
The logo for VitaGLOBAL. The word 'Vita' is in a lowercase, sans-serif font. 'GLOBAL' is in a larger, uppercase, sans-serif font. The letter 'O' in 'GLOBAL' is replaced by a circular graphic consisting of several concentric, slightly irregular red and purple lines, resembling a globe or a stylized 'O'.

A Global Network for Agricultural Sciences and Viniviculture:  
Internationalising through Joint Programmes

# Top 10 skills

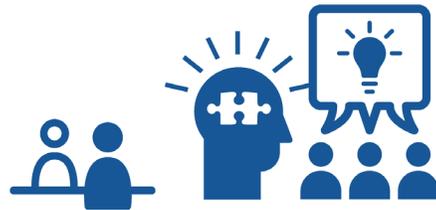
## in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

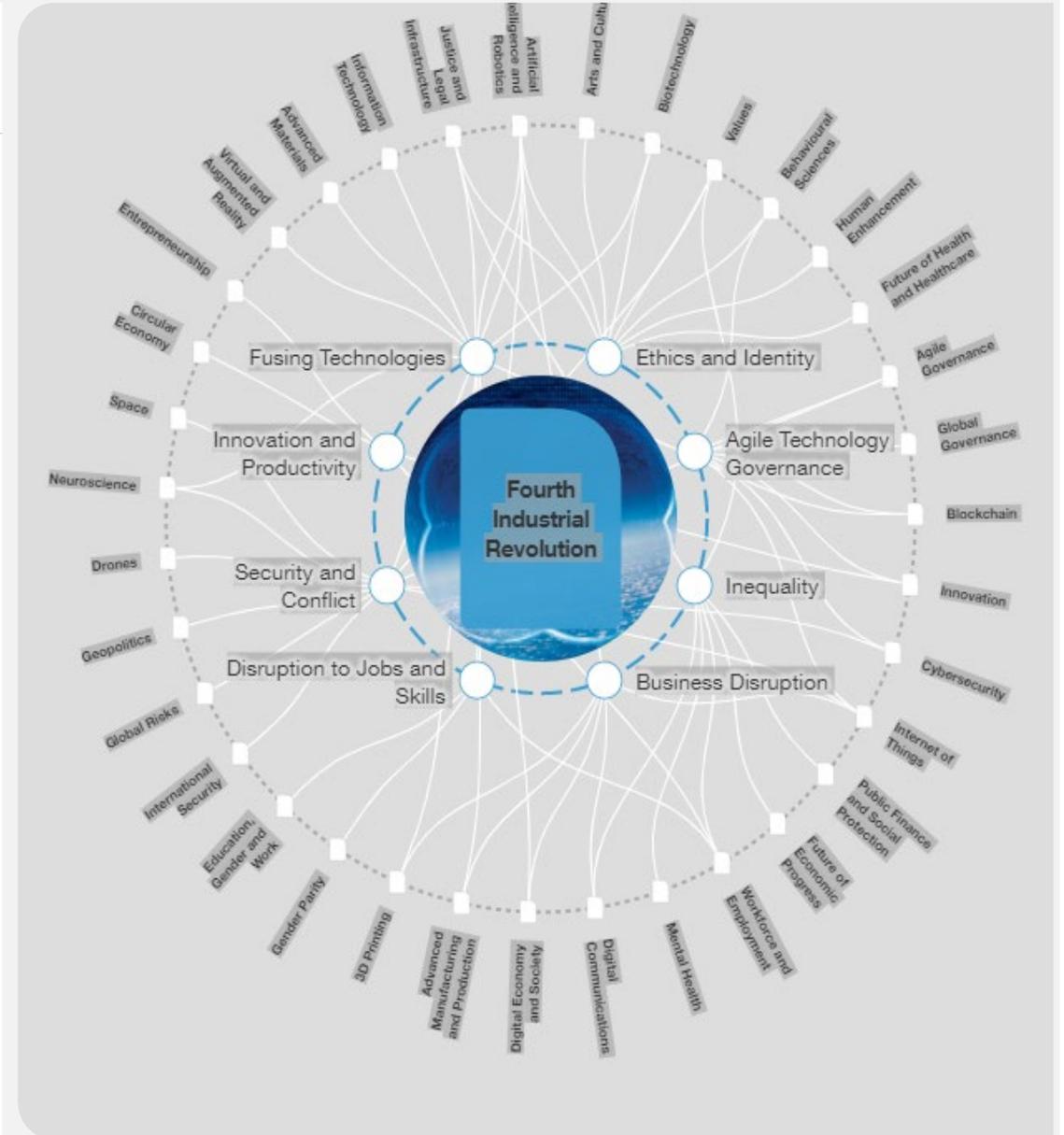


## in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum





Oh Hey!!!  
That's us, right?

# Internationalisation

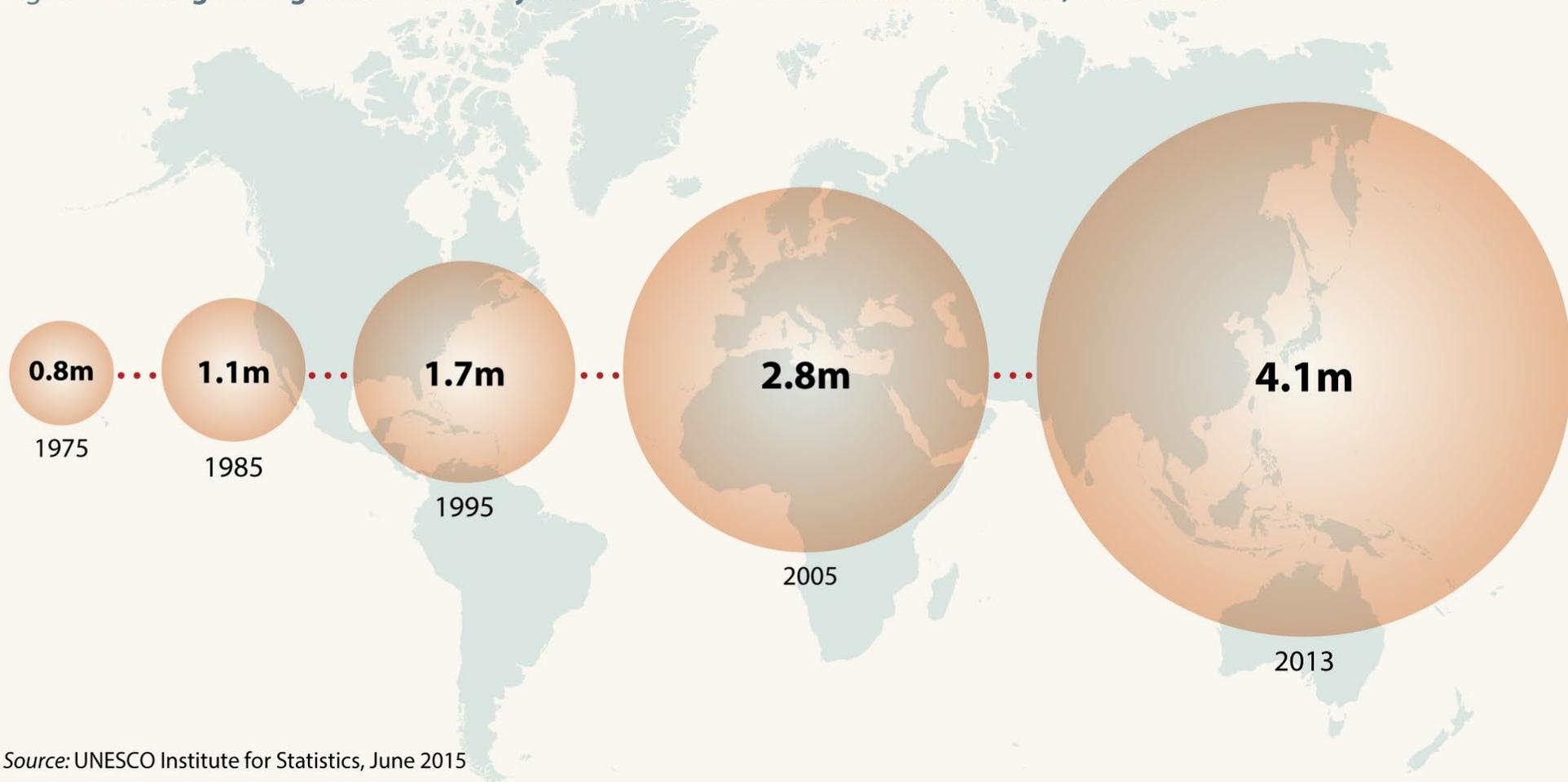
Providing our students 'international' experiences

- “colleges and universities have adopted mission and vision statements that link their degrees to successful preparation for a complex, globally interconnected world.”  
(Hovland)
- “we want to position SU as the leading research-intensive university on the African continent and a consequential university in the world”
- “prepare graduates to lead and excel in a diverse world”

(SU Vision 2040)



Figure 1.4: Long-term growth of tertiary-level international students worldwide, 1975–2013



Source: UNESCO Institute for Statistics, June 2015

The background of the slide is a collage of hexagonal images. The largest hexagon shows a white building with columns and a black fence. Other smaller hexagons show trees and parts of the building. A dark grey speech bubble is overlaid on the collage.

**Yeah exactly!!!**

**They're learning  
those skills,  
right?**

# Internationalisation and learning

Beyond 'just do it' (Landon *et al* 2017)

Conceptualizing the relevant metrics, and measuring the learning outcomes of short-term study abroad is an ongoing and important challenge. For study abroad to complete the transition from a marginal experience, reserved for economically elite students, to a mainstream educational experience that all students have the opportunity to partake in **requires unequivocal evidence that it is worth the investment.** As of right now, our data, and the data of others, support such meaningful value added. However, fostering higher-order learning outcomes in short-term study abroad requires more than a philosophy of “just do it.”



# Internationalisation and learning

Beyond 'just do it' (Landon *et al* 2017)

*Simply traveling overseas and participating in a study-abroad program will not necessarily generate desired learning outcomes.* First, those **outcomes** need to be clearly known and identified—beyond the disciplinary (i.e., knowledge) objectives often listed in the syllabus. Second, the program needs to be driven by a **conceptual framework that explains and predicts how those outcomes arise.** Ultimately, transforming students into global citizens requires a pedagogy that is attentive to **instructional design** and rooted in **theory.**





**From  
internationalization  
alone to intentional  
design for 'global  
learning'**

# Global Learning

## 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.”

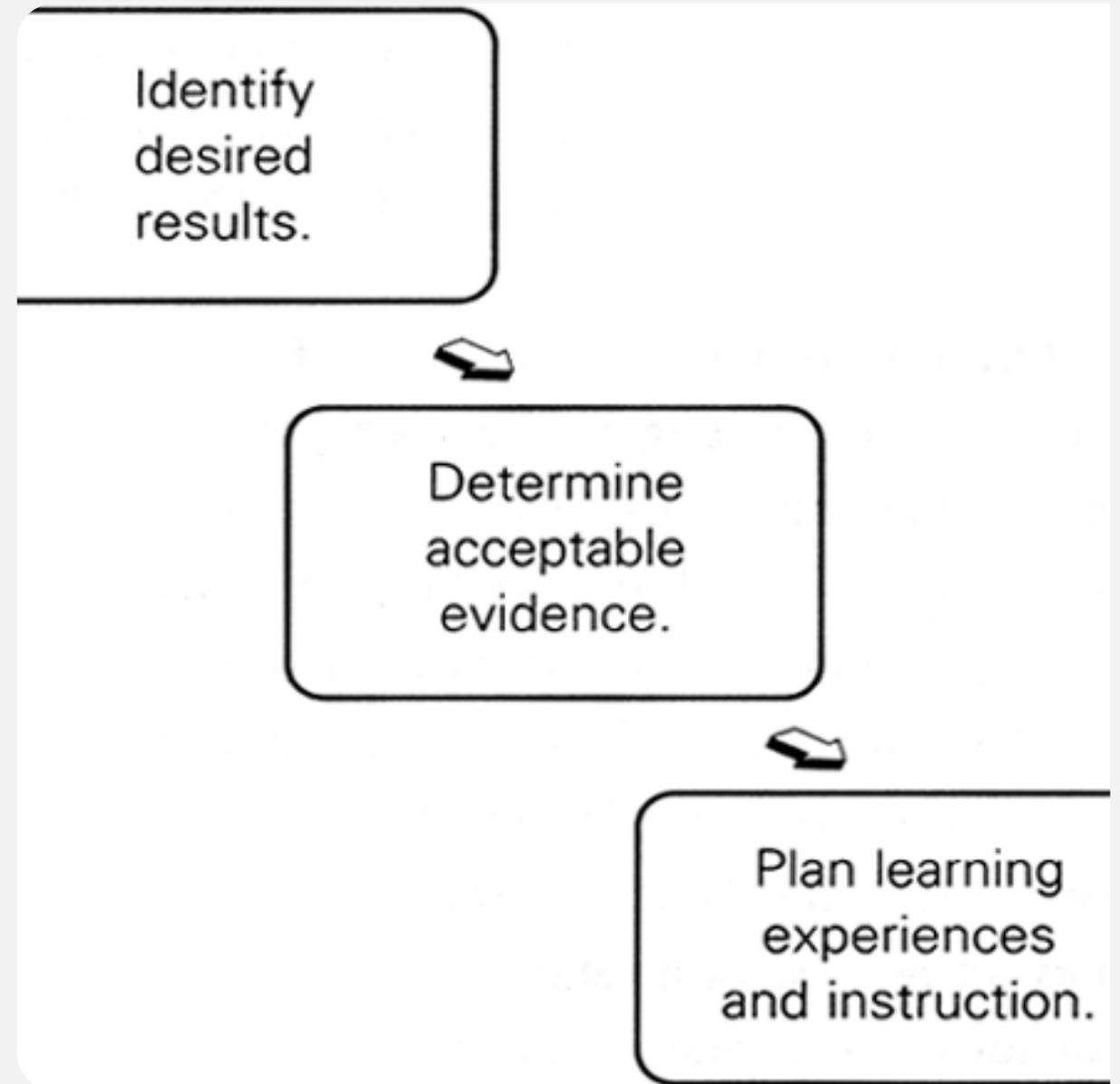
(Association of American Colleges & Universities)



# Strategic design

These elements are not new

- Cannot 'copy and paste' modules in foreign environments/give to colleagues
- Cannot teach as though context does not matter
- A challenge to even programs that currently do it well to improve upon already existing methods



# 1. Desired Outcomes?

What skills, knowledge, and attitudes?

- Global Self-Awareness
- Perspective Taking
- Cultural Diversity
- Personal and Social Responsibility
- Global Systems
- Knowledge Application

(Global Learning Values: Association of American Colleges and Universities)



## 2. How would we measure it?

### Assessment

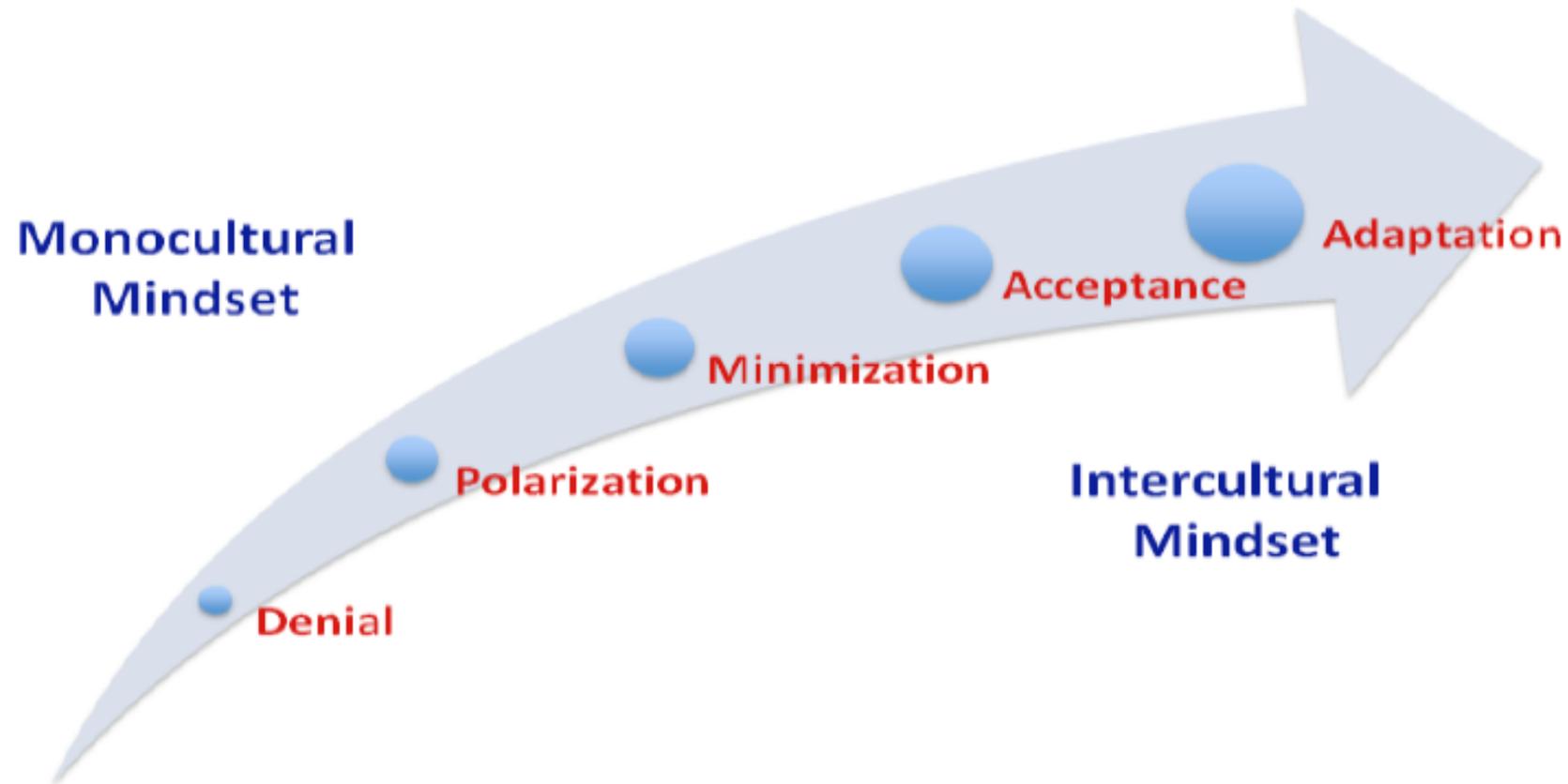
- What would global self-awareness look like in [insert subject area or program here]?
- How would you test for perspective taking in your students?
- What content knowledge might they need to be aware of? (and how does it relate to global learning?)
- What kind of assessment tools would we use?



# Assessment continued



## Intercultural Development Continuum



# 3. How do we construct programs?

Levels and interconnectedness

- Rethinking program and course design
  - Content
  - Presentation
  - Collaboration with local faculty
  - Critical reflective pedagogy
- High impact options
  - Core experience
  - Study Abroad
  - Service Learning
  - Community Engagement
  - Internships/job placements
  - COIL



# Forum on Education Abroad

Leading Short-Term Education Abroad Programs

## **PROGRAM CONCEPTUALIZATION AND PROPOSAL**

- What is the program proposal process?
- Who must I collaborate with on my campus to develop this program?
- What are the learning goals of my program?
- How will my program leverage the unique learning opportunities of the destination?
- How will I support students' personal and intercultural development?
- How will I prompt students to reflect on their learning in and outside of the structured experience?
- How will I support the continuity of student learning pre-departure, on-site, and post-program?
- How familiar am I with the cultural values, norms and language of the host community?

THE  
FORUM  
ON EDUCATION  
ABROAD

# Steps to take:

1. Read up on pedagogy design
2. Engage your faculty around their learning outcomes that are context and content specific
3. Think of tools/assessments to measure global learning. Use them.
4. Think of design holistically. Work with the faculty to create a coherent and integrated experience.
  1. Use high impact activities to bring the curriculum and co-curriculum together.
5. Build in critical reflection for formative assessment wherever you can (journals, end of day reflective sessions, digital stories, etc.)
6. Link it to funding/link it to higher level policies at the university (if no traction is being gained)



# Resources

## Literature

Landon, A.C., Tarrant, M.A., Rubin, D.L. and Stoner, L., 2017. Beyond “Just Do It” Fostering Higher-Order Learning Outcomes in Short-Term Study Abroad. *AERA Open*, 3(1), p.2332858416686046.

Vande Berg, M., Connor-Linton, J. and Paige, R.M., 2009. The Georgetown consortium project: Interventions for student learning abroad. *Frontiers: The interdisciplinary journal of study abroad*, 18, pp.1-75.

Berg, M.V., Paige, R.M. and Lou, K.H., 2012. *Student Learning Abroad: What Our Students Are Learning, What They? re Not, and What We Can Do About It*. Stylus Publishing, LLC..

Landorf, H., Doscher, S. and Hardrick, J., 2018. *Making global learning universal: Promoting inclusion and success for all students*. Stylus Publishing, LLC.

<https://www.aacu.org/resources/global-learning>

## Design guides:

Hovland, K., 2014. Global learning: Defining, designing, demonstrating. *American Association of Colleges and Universities*. NAFSA

The Forum on Education Abroad., 2017. Leading Short-Term Education Abroad Programs: Know the Standards. Available online: <https://forumea.org/resources/standards-of-good-practice/leading-short-term-education-abroad-programs/>

