

## **The Global Learning Across Indiana Initiative: An Overview**

Global Learning Across Indiana is funded by the U.S. Department of Education's Undergraduate International Studies and Foreign Language (UISFL) program. Ivy Tech will be partnering with the Center for the Study of Global Change at Indiana University in this three-year initiative for the internationalization of the Ivy Tech curriculum. There are four main components of the initiative:

- 1) Ivy Tech faculty, staff, and administrators will develop a system-wide Global Learning Certificate, consisting of a variety of internationalized and foreign language courses, and an experiential global learning component.
- 2) A core group of Ivy Tech faculty and staff will attend regular professional development workshops to support them in the process of internationalization of select courses across all regions. Two workshops will be held each semester and each summer during the three years of the project.
- 3) Ivy Tech will offer two semesters of Arabic language instruction, working in collaboration with the Center for the Study of the Middle East at Indiana University.
- 4) Ivy Tech faculty and administrators will create benchmarks and assessments to measure progress and outcomes of the initiative, while also developing outreach and marketing to raise awareness of the new Global Learning Certificate.

Global Learning Across Indiana represents a strategic expansion and will allow Ivy Tech to work toward its objectives of strengthening cultural diversity, global awareness and international competitiveness among faculty, staff and students. At the center of "Accelerating Greatness 2013" are four strategies that will guide Ivy Tech's resource allocation and decision making process. Strategy Two includes the objectives of strengthening cultural diversity, global awareness, and international competitiveness among faculty, staff and students. The Global Learning Across Indiana Initiative will be key to helping Ivy Tech meet those objectives.

Emphasis for this program will be placed on courses from the fields of business, education, healthcare, technology, and the life sciences—high-growth sectors of the economy and areas in which students critically need global perspectives and competencies.

According to Smith and Czarra (2003), "Global education should provide students with the information and intellectual tools – coupled with the willingness to use them – that enable them to function as competent American citizens in a complex and rapidly changing international environment. "

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## **Timeline for the Global Learning Across Indiana Initiative**

### **Spring 2013**

- Faculty/staff for Global Learning Project to be appointed/recruited by administration

### **Summer 2013**

- Global Teaching and Learning Workshops for faculty in June/July
- Begin discussions on requirements for Global Learning Certificate
- Develop specific global learning outcome goals to guide re-design of CORs
- Development of Arabic 1 course

### **Fall 2013**

- Internationalization and Course Redesign Workshops for faculty in Sept/Nov
- Finalize Global Learning Certificate requirements
- Approval of re-designed Course Outline of Records
- Development of Arabic 2 course

### **Spring 2014**

- Promotion of Arabic Language courses + redesigned courses to be offered in Fall 2014
- Global Learning Certificate approved for statewide promotion

### **Summer 2014**

- Global Teaching and Learning Workshops for new faculty cohort in June/July

### **Fall 2014:**

- Internationalization and Course Redesign Workshops for faculty in Sept/Nov
- Promotion of Global Learning Certificate with outreach and information sessions
- Internationalized courses taught
- Arabic 1 course taught

### **Spring 2015**

- Global Learning Certificate available -- orientation for new students in Global Learning
- Promotion of Global Learning Certificate, internationalized courses, and Arabic courses
- Internationalized courses taught
- Arabic 2 taught

## What makes a course internationalized?

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Course internationalization is a process where international/global/intercultural components are integrated into course content, teaching methods, resources, assignments, and measures of assessment. There are a variety of approaches to how to internationalize a course, from the addition of a module or assignment that is international in scope to a complete course re-design where the entire course is structured around the learning and assessing of global/international/intercultural student learning goals. This guideline aims for the middle ground in these approaches, where instructors can fairly easily internationalize their teaching, content, and assessment while simultaneously teaching toward global learning outcomes.

**Learning Objectives:** An international course, at a bare minimum, must be structured such that it achieves and assesses at least one global/international/intercultural learning objective. Ideally, however, it should be aligned such that it achieves and assesses more than one global learning objective such that the course is oriented to global/international/intercultural learning outcomes that cross student knowledge, development, attitudes, skills, and actions.

### **Global Learning involves:**

- Breaking down the four walls of our classrooms
- Creating international communities of learning based on dialogue and collaboration
- The integration of multiple perspectives, voices, and angles of analysis
- Seeing the world through others' eyes (the platinum rule by Milton Bennett)
- Getting beyond knowledge, skills, and attitudes to learning outcomes that emphasize what we do with them
- Encouraging action, interaction, responsibility, commitment
- Knowledge emerging through international communities and collaborations
- Rethinking traditionally accepted knowledge frameworks and concepts
- Reflecting upon oneself and surroundings
- Recognizing the global in our own countries and how they are interconnected with the world
- Anchoring global understanding in students' lives, practices, and perceptions
- Creating encounters of difference
- Utilizing both sides of our brains
- Discerning the connections as well as what is connected
- Making connections, finding meaning, and digging below surfaces

### **Any course or form of teaching and learning can be internationalized**

- By revealing how the discipline is taught differently across the world
- By showing how the field/profession is impacted by world issues
- By problem-solving global and international challenges
- By integrating international content
- By turning your class into an international learning community with multiple perspectives, with international voices, with global resources
- By emphasizing the complementarity of global learning outcomes with professional or disciplinary goals

### Factors to Consider

- What kinds of teaching techniques might best suit international learning objectives and the accompanying evidence and means of assessment?
- What situational factors might impact achievement of global learning goals?
- What activities might promote self-reflection and cross-cultural understanding?
- What are my student demographics?
- What learning styles do my students reflect?
- What resources are available for classroom instruction?

### Sample Strategies for Global Learning

- Review syllabi and your readings. Are they really international? Where are the international voices?
- Comparative articles to discuss key concepts, problem-solving approaches, and ways of thinking within your discipline
- Inviting students with learning abroad experience to relate their experience to course content
- Creating case studies that involve decision-making and problem-solving situations that are cross-cultural in nature
- Encouraging students to use themselves as informants to examine their personal beliefs, assumptions, and knowledge about course content

<b>2013-2014 Cohort for Global Learning Across Indiana Workshops</b>		
<b>Name</b>	<b>Region</b>	<b>Classes</b>
Brown, Evan	Northwest	SOCI 111
Benhanu, Neamen	N Central	CINS 101
Howar, Julie	N Central	BUSN 101
Andrejevich, Milan	N Central	POLI 101
Linda Taylor	N Central	EDUC 101
Andrew Bell	Northeast	ENGT 120
Satish Bawa	Lafayette	ENTR 101
Erin Larrabee	Kokomo	BIOL 101
Robert (Robb) Haywood	Kokomo	CRIM 101
Brookbank, Kathy	Muncie	NURS 201
Bolinger, Bonnie	Terre Haute	BUSN 102
Cooney, John	Central Ind	HIST 101
Duncan, Jim	Central Ind	COMM 101
Ramey, Mary	Richmond	ENGL 111
Bilz, Julie	Columbus	EDUC 130
Anderson, Maribeth	Columbus	ENGL 220
John, Matt	Columbus	AGRI 201
Harsin, Amanda	Southeast	COMM 102
Alvarez, Megan	Southwest	PARA 101
Paulson, John	Southwest	HUMS 101
Sams, Anthony	Sellersburg	ARTH 101

