



Exploring Disciplinary Differences in Global Engagement and Learning

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Higher Education Global Learning Goals

- Expand global partners
- Increase global opportunities for students
 - study abroad & international service
 - global coursework, programs & curricular themes
 - cocurricular engagement in global learning
- Internationalize institution
- Grow international student population



State of Global Learning Emphasis



- Declared commitment in colleges & universities
- Expressed in Quality Frameworks



- Framed in Global Learning VALUE Rubric
- Employers agree all students should learn about cultures outside the U.S.



- Disinvestment in int'l studies in federal policy & programs
- No accreditors have emphasized expectations for global literacy
- Study abroad much touted, but involves <10% of all college students

At the bachelor's level, the student

- Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
- Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.
- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.
- Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.

Global Learning VALUE Rubric

6 Dimensions:

- Global Self-Awareness
- Perspective Taking
- Cultural Diversity
- Personal & Social Responsibility
- Understanding Global Systems
- Applying Knowledge to Contemporary Global Contexts

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact valur@aacu.org



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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

Students' Global Learning Experiences

- **Limited curricular emphasis – little language, only 1-2 global courses in transcript studies** (Adelman)



- **Students want more global & diversity learning** (Hart & Associates)
- **Multicultural & global learning activities expanded in cocurriculum/student activities** (NACA)

Students' Global Learning Experiences

- **63% seniors:** “strong perception that institution contributed to their gains in understanding people of other backgrounds” (NSSE, 2017)
- **41% FY students:** “plan to do” study abroad (NSSE, 2017)
 - *Yet, <10% of all college students study abroad (Open Doors)*



What are your Global Learning Goals?

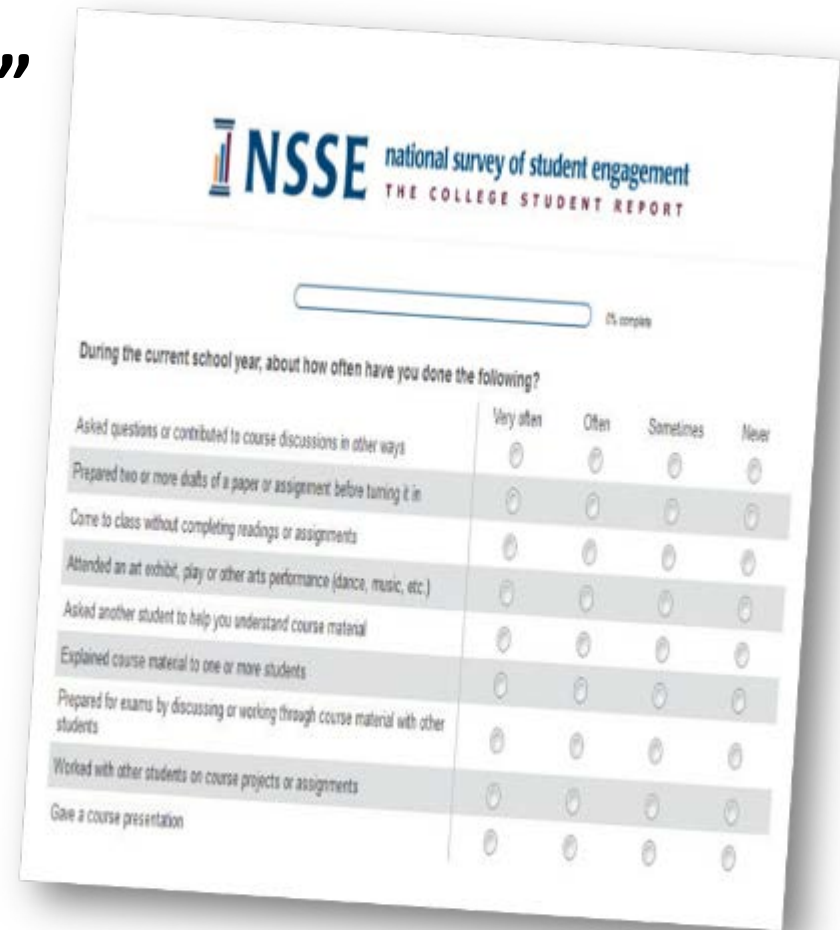


Is “global” more invoked than ensured as a framing theme for college student learning?



NSSE and Global Learning

- **Optional “Global Learning” module added in 2016**
- **Assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics**



NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

0% complete

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education's 2016 edition of the Mapping Internationalization on U.S. Campuses survey. Launched in 2016, the Global Learning module replaces the retired Global Perspectives module.

1. How much does your institution emphasize the following?

	<i>Very much</i>	<i>Quite a bit</i>	<i>Some</i>	<i>Very little</i>
a. Providing courses that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing activities and experiences (speakers, events) that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the following have you done or do you plan to do before you graduate?

	<i>Done or in progress</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Complete a course that focuses on perspectives, issues, or events from other countries or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Complete a course that focuses on religions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, how much has your coursework encouraged you to do the following?

	<i>Very much</i>	<i>Quite a bit</i>	<i>Some</i>	<i>Very little</i>
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Global Learning Module 2016-2017

91 US Bachelor's-granting institutions

- 34% public
- Carnegie type:
 - 23% Doctoral
 - 46% Master's
 - 25% Baccalaureate
 - 6% other



Global Learning Module 2016-2017

Today's analysis

- **22,482 seniors**
- **Double majors excluded for a sharp focus on disciplinary context**
- **10 Related-major groups: 978 – 4,432**



Global Learning Findings Overall

- Institutional Emphasis
- Global Course-Focus
- Global Engagement
- Global Gains
- Study Abroad

NSSE
national survey of
student engagement

Topical Module: Global Learning

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education's 2015 edition of the Mapping Internationalization on U.S. Campuses survey. Launched in 2016, the Global Learning module replaces the retired Global Perspectives module.

1. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Providing courses that focus on global and international topics	0	0	0	0
b. Providing activities and experiences (speakers, events) that focus on global and international topics	0	0	0	0

2. Which of the following have you done or do you plan to do before you graduate?

	Done or in progress	Plan to do	Do not plan to do	Have not decided
a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)	0	0	0	0
b. Complete a course that focuses on perspectives, issues, or events from other countries or regions	0	0	0	0
c. Complete a course that focuses on religions or cultural groups other than your own	0	0	0	0

3. During the current school year, how much has your coursework encouraged you to do the following?

	Very much	Quite a bit	Some	Very little
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	0	0	0	0
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	0	0	0	0

1. What % of seniors perceive a strong emphasis [Quite a bit + Very much] on activities/experiences (speakers, events) focusing on global & international topics?

- a) 25% b) 35% c) 46% d) 55%**

55%



2. What % of seniors have completed a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)?

- a) 26% b) 38% c) 49% d) 60%



3. T or F? Nearly all seniors have had some coursework that encouraged them to understand the viewpoints, values, customs of different world cultures, nationalities and religions.

True



4. What % of seniors NEVER talked about international opportunities (study abroad, international internships, Model UN, etc.) with a faculty member or advisor?

- a) 34% b) 47% c) 60% d) 72%

47%



Senior Perceived Gains

RANK

- A. Being informed about current international & global issues**
- B. Speaking a second language**
- C. Seeking international or global opportunities out of your comfort zone**
- D. Understanding how your actions affect global communities**
- E. Preparing for life and work in an increasingly globalized era**
- F. Encouraging your sense of global responsibility**

1

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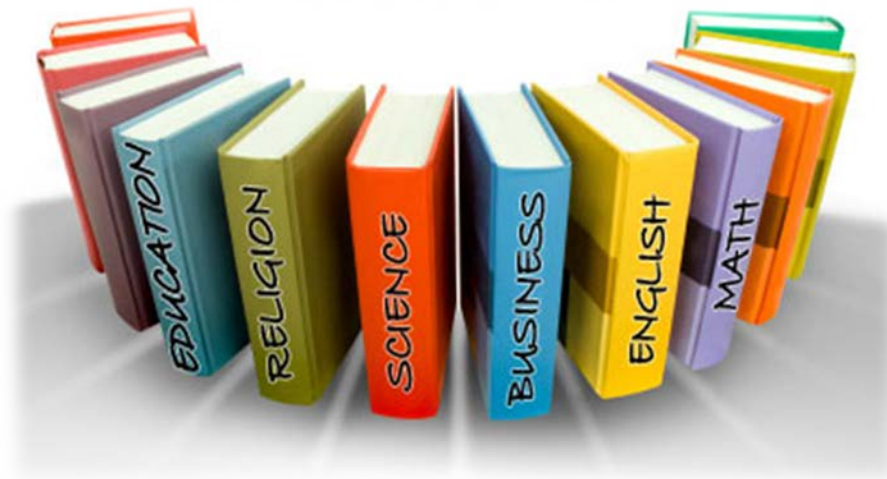
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A Disciplinary Perspective on Global Learning

- Offers insight into the role of the major in shaping global learning
- Important when considering how to promote global learning outcomes

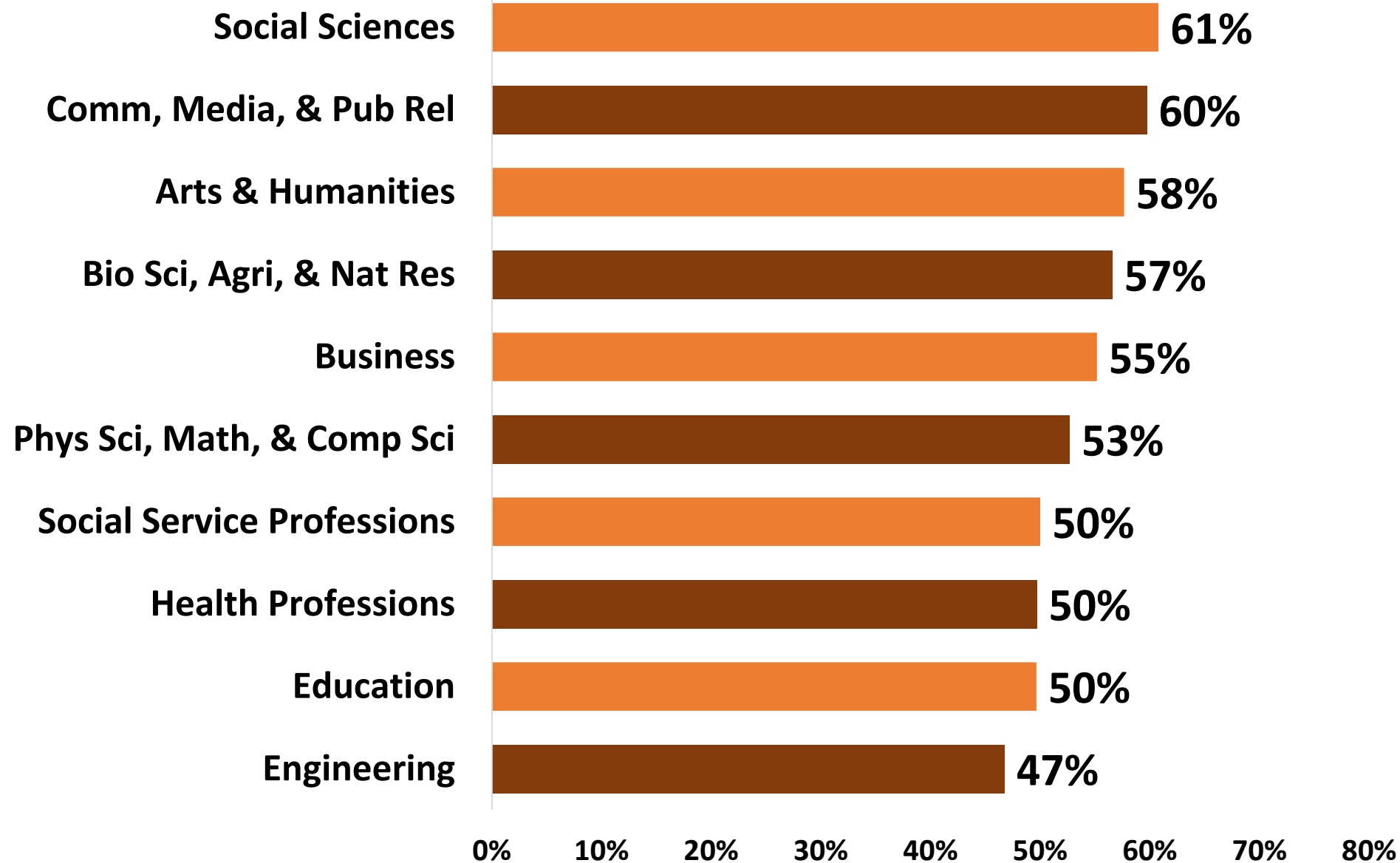


Global Learning Module 2016 & 2017: Distribution of 10 Related-Major Groups*

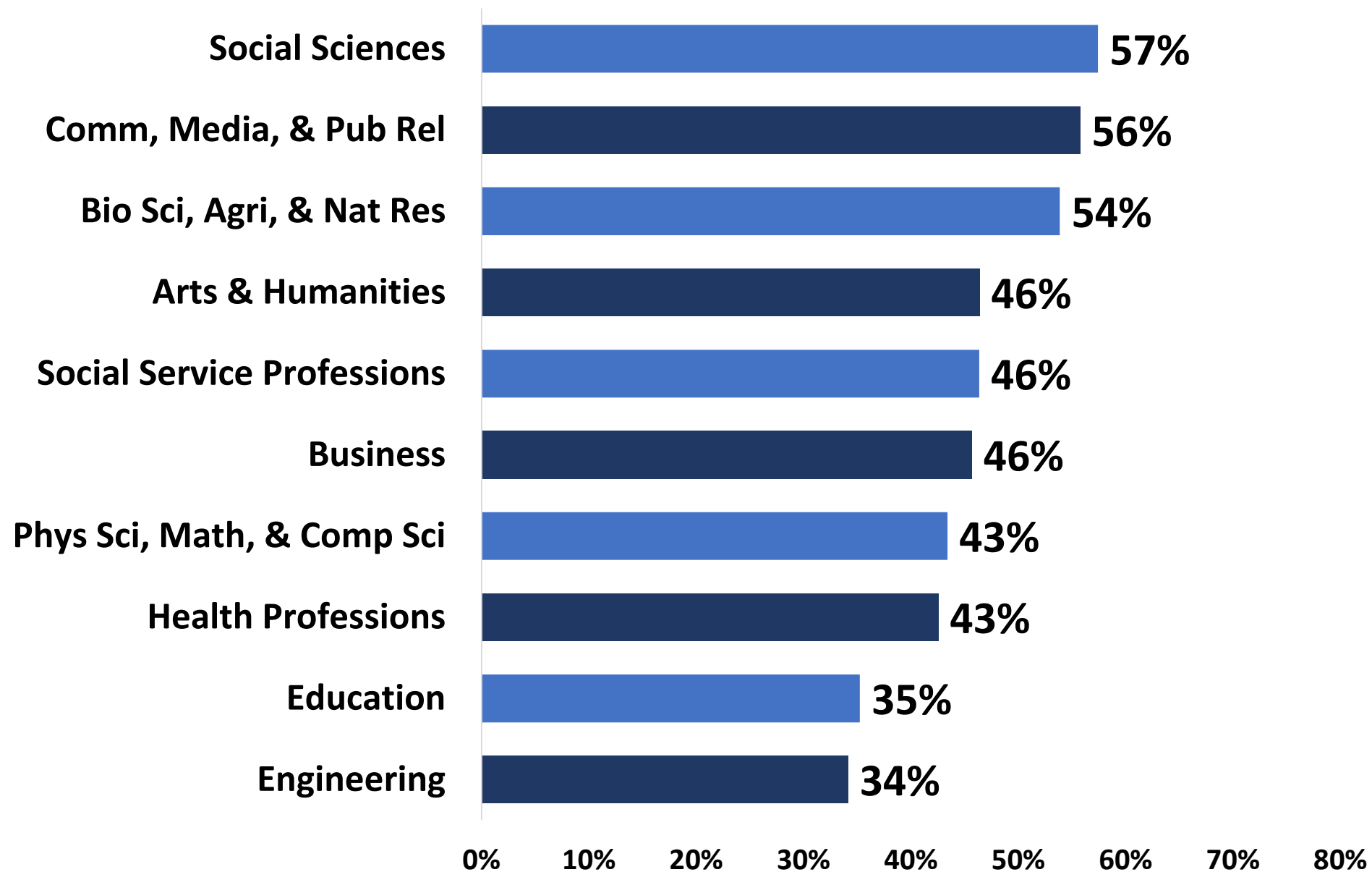
Arts & Humanities	9%
Biological Sciences, Agriculture, & Natural Resources	9%
Physical Sciences, Mathematics, & Computer Science	6%
Social Sciences	11%
Business	20%
Communications, Media, & Public Relations	4%
Education	8%
Engineering	10%
Health Professions	17%
Social Service Professions	6%

Institutional Emphasis: Providing activities and experiences (speakers, events) that focus on global and international topics

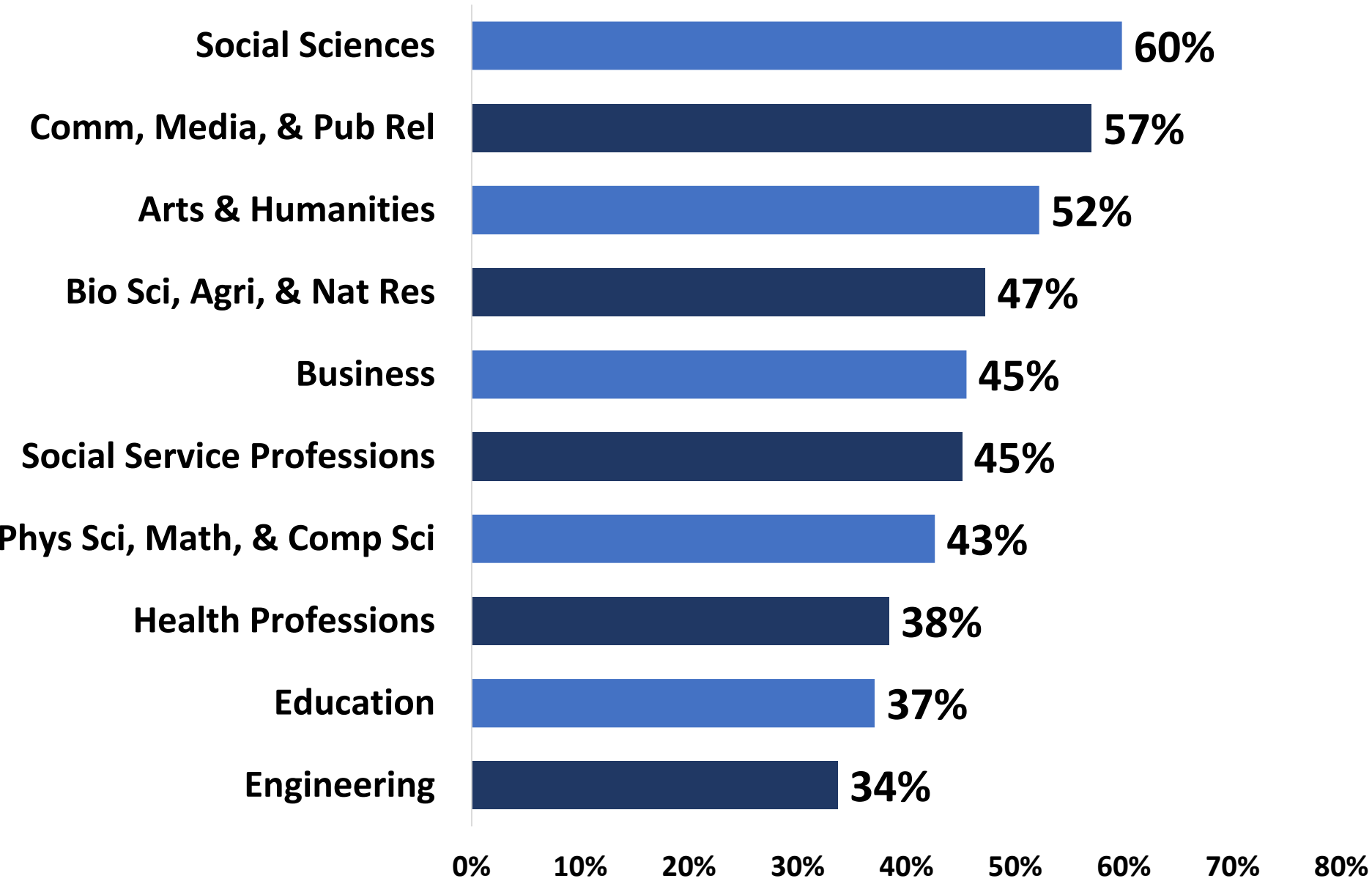
(Quite a bit or Very much)



Complete a course that focuses on global trends or issues (Done or in progress)

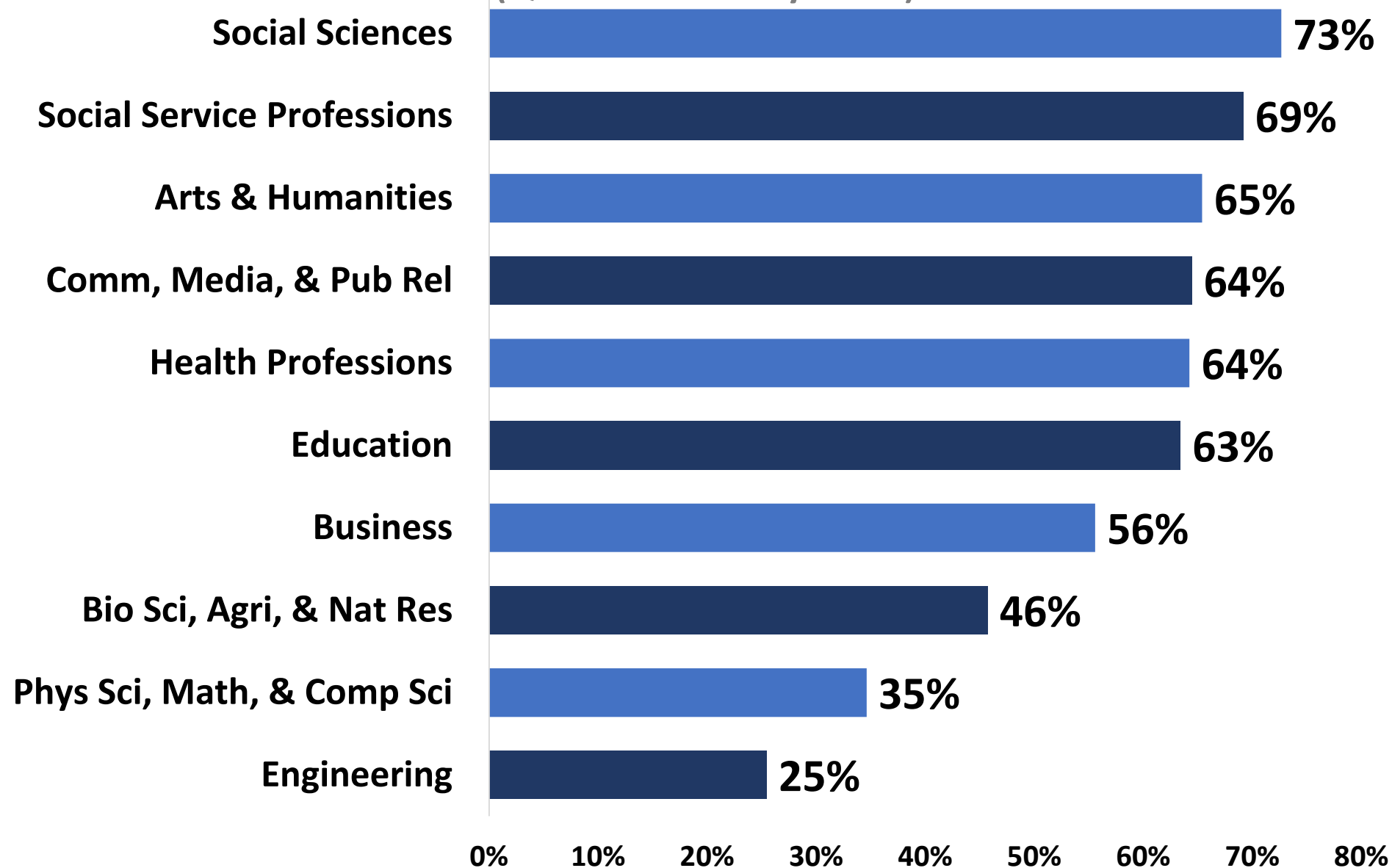


Complete a course that focuses on perspectives, issues, or events from countries or regions outside the United States (Done or in progress)



Coursework encouraged: Understand the viewpoints, values, or customs of different world cultures, nationalities, & religions

(Quite a bit or Very much)



Talked about international opportunities (study abroad, int'l internship, Model UN, etc.) with a faculty member or advisor

(Often or Very Often)

Comm, Media, & Pub Rel 33%

Arts & Humanities 30%

Social Sciences 29%

Business 28%

Bio Sci, Agri, & Nat Res 26%

Health Professions 22%

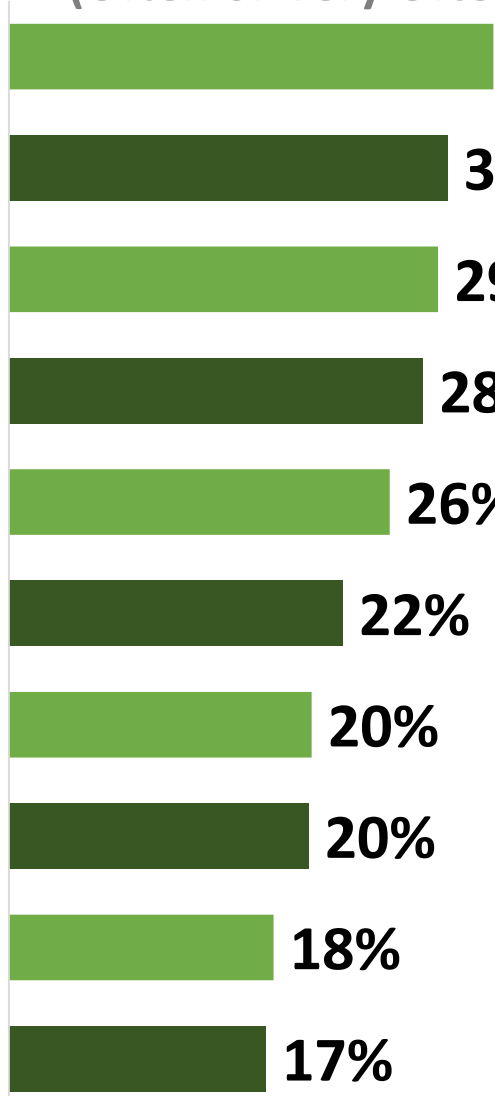
Education 20%

Social Service Professions 20%

Engineering 18%

Phys Sci, Math, & Comp Sci 17%

0% 10% 20% 30% 40% 50% 60% 70% 80%



Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)

(Often or Very Often)

Comm, Media, & Pub Rel 14%

Business 14%

Social Sciences 12%

Bio Sci, Agri, & Nat Res 11%

Health Professions 11%

Education 10%

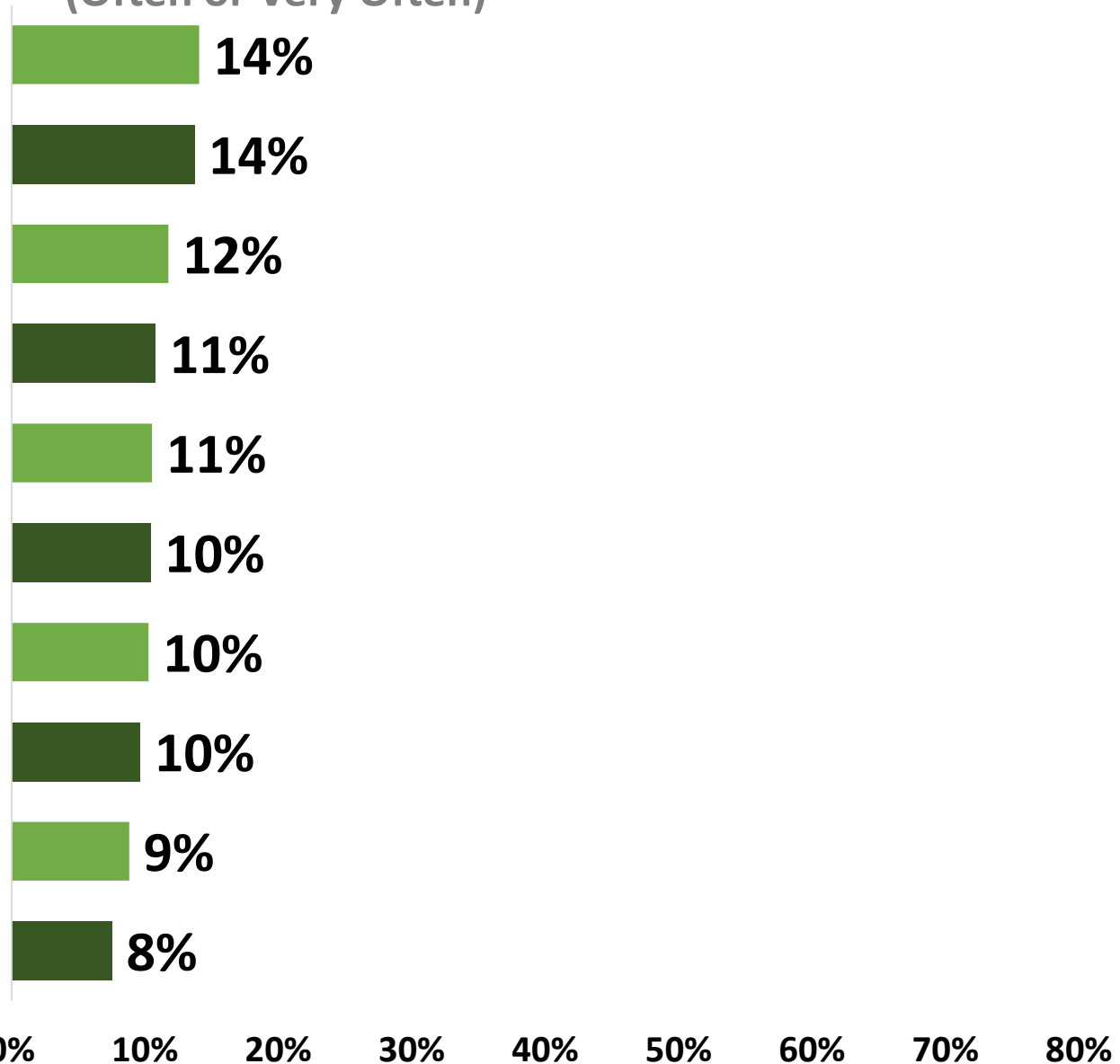
Arts & Humanities 10%

Engineering 10%

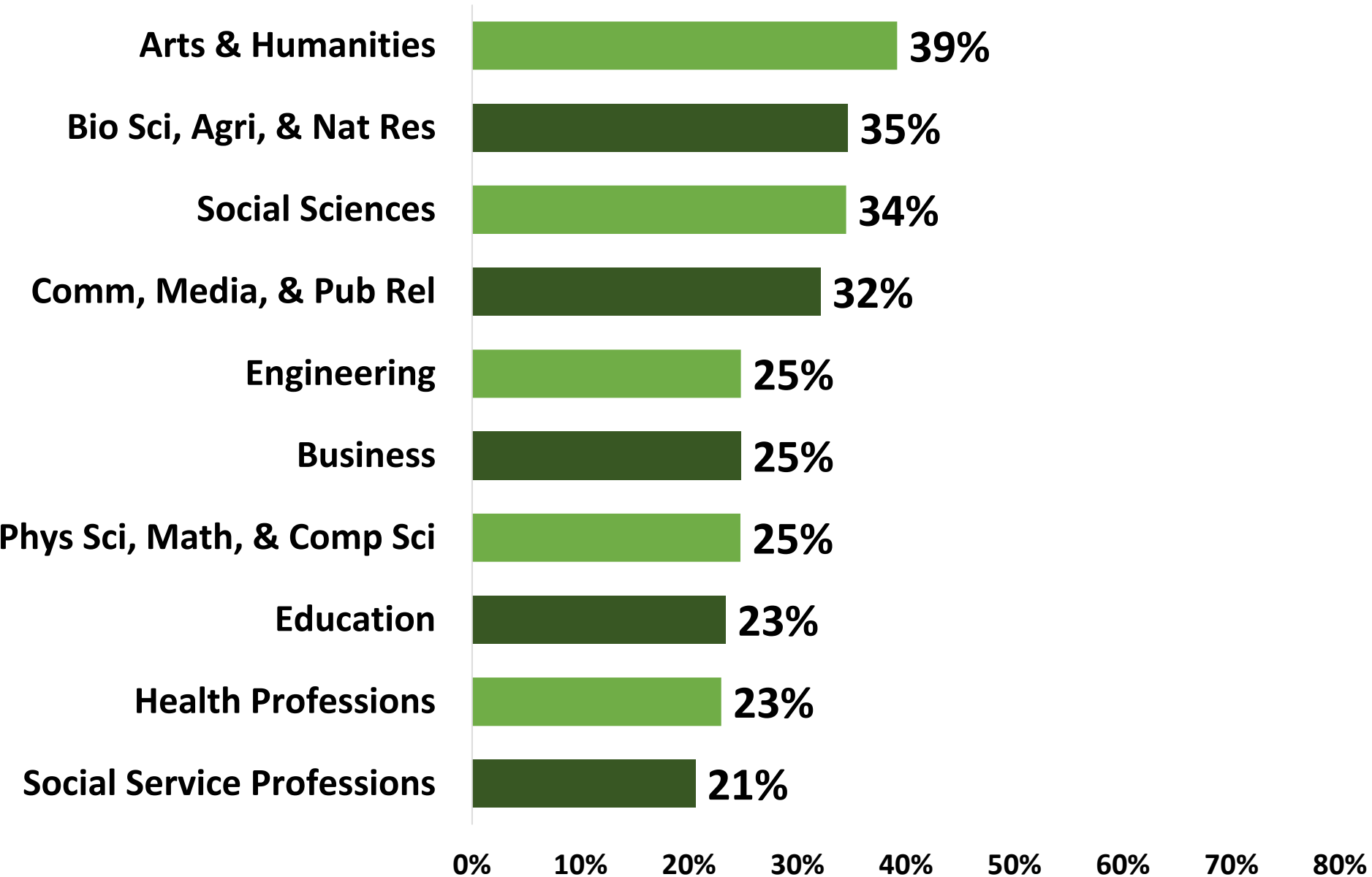
Social Service Professions 9%

Phys Sci, Math, & Comp Sci 8%

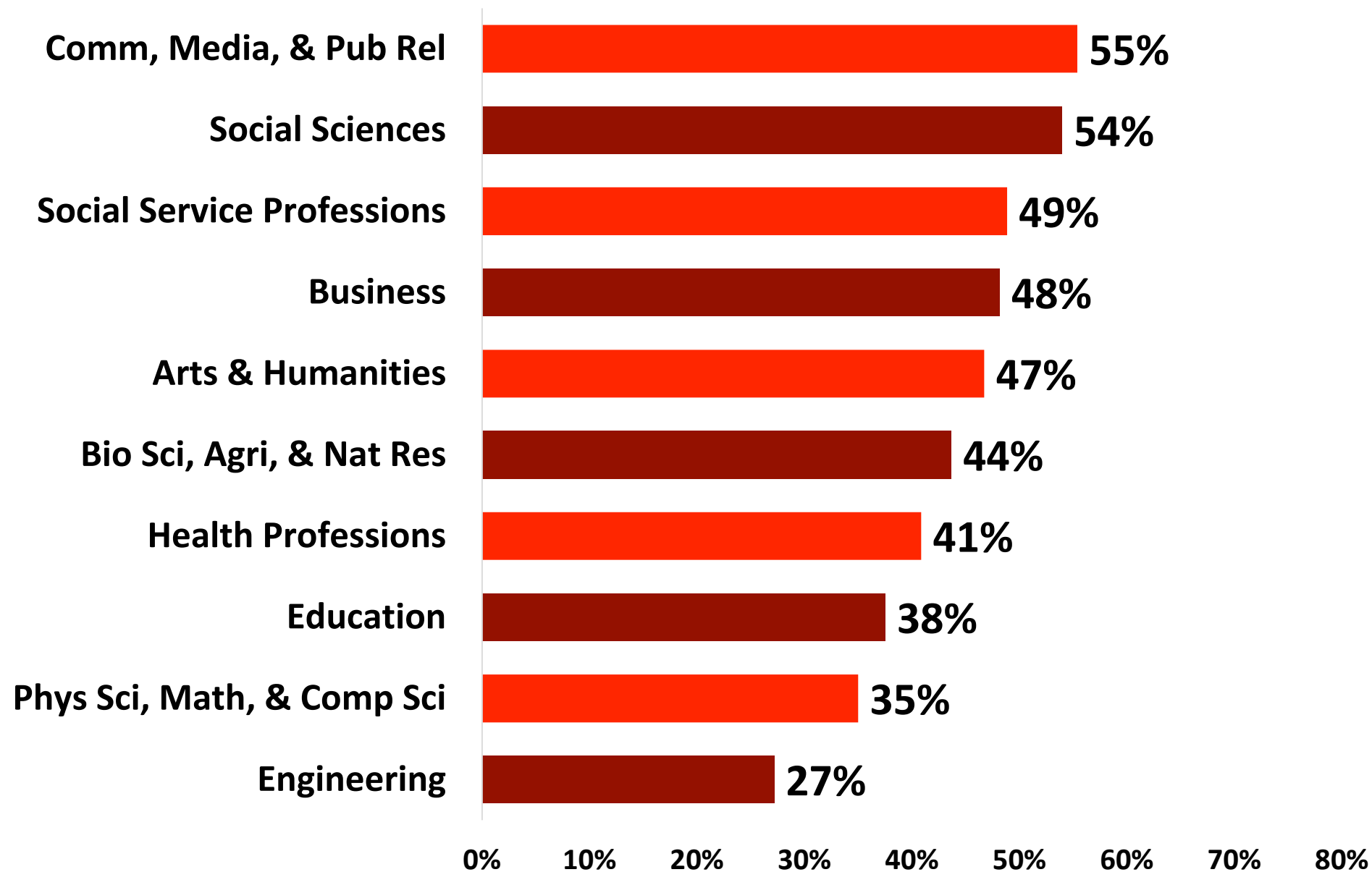
0% 10% 20% 30% 40% 50% 60% 70% 80%



During the current school year, have you looked for information about global education programs and opportunities...? (Yes)

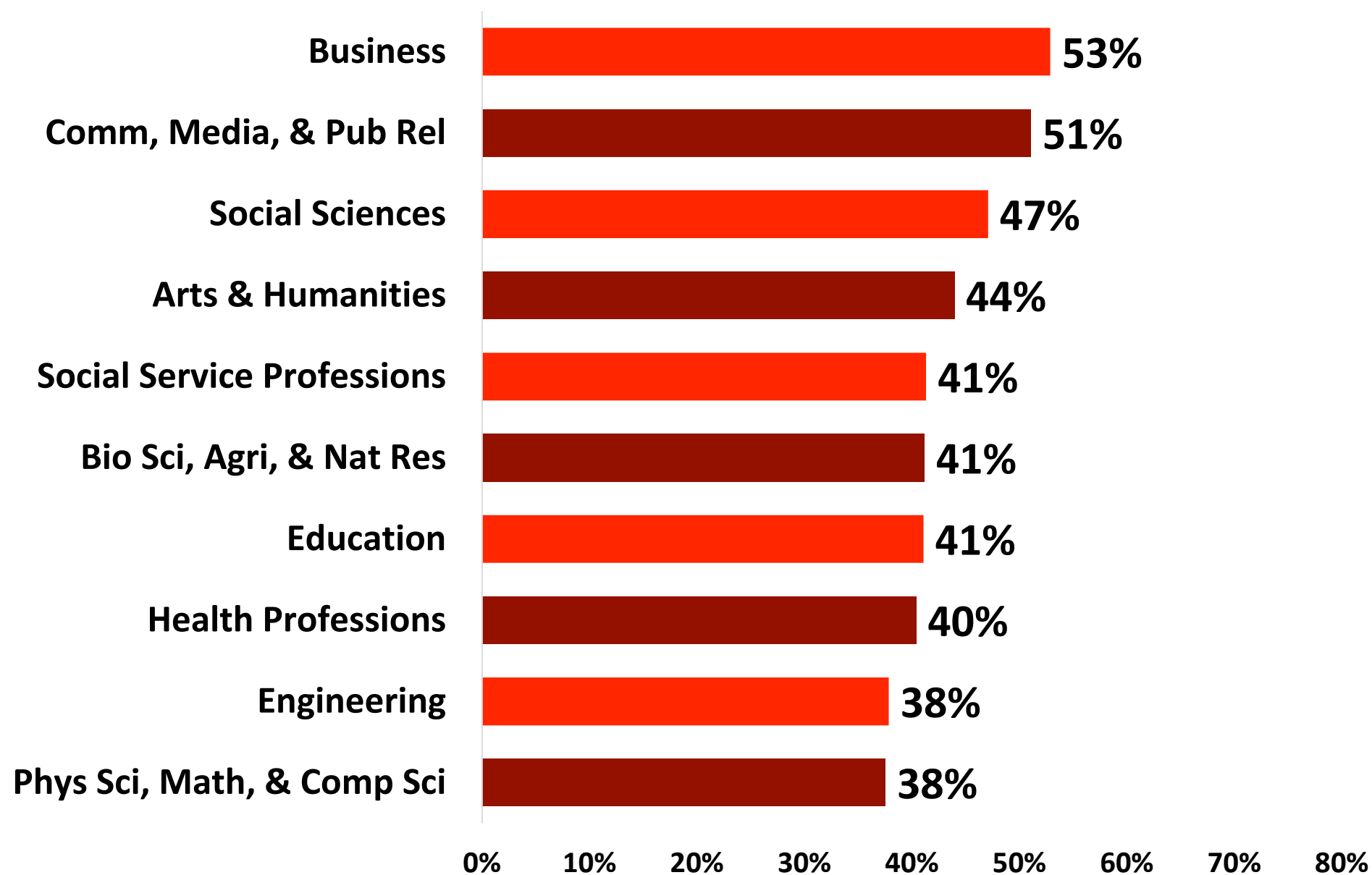


Perceived gains: Being informed about current international and global issue (Quite a bit or Very much)

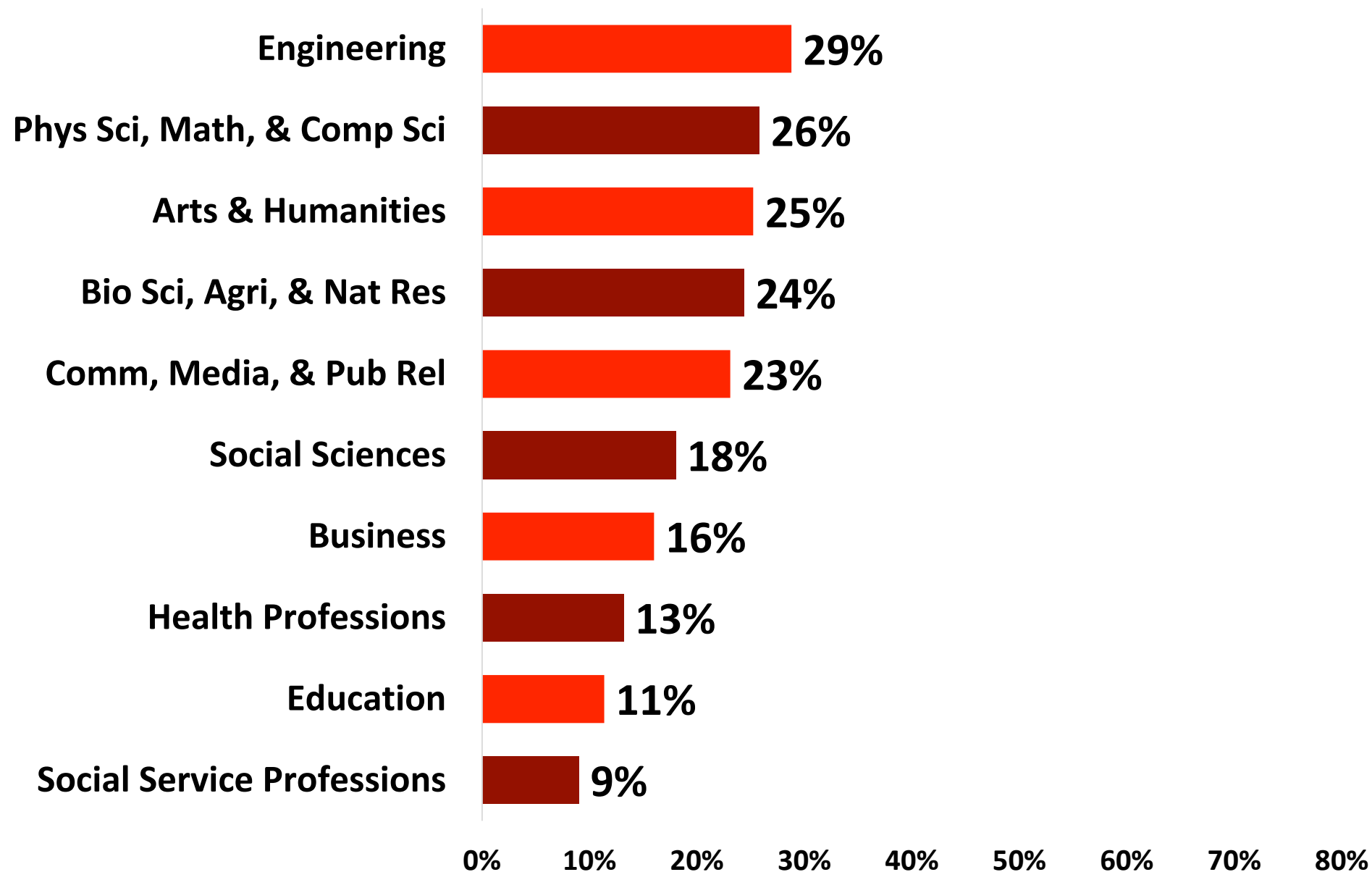


Perceived gains: Encouraging your sense of global responsibility

(Quite a bit or Very much)

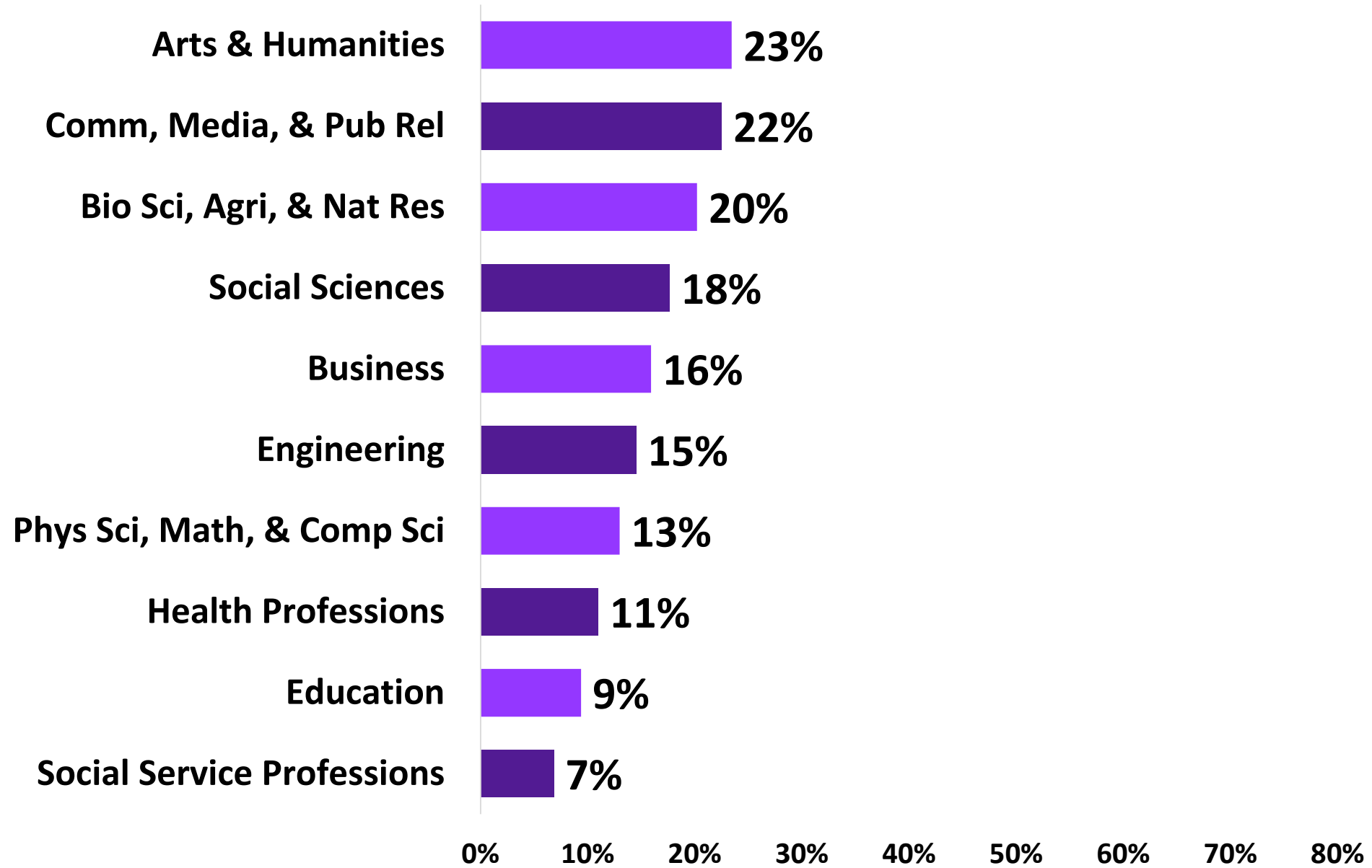


Since enrolling at your current institution, have you lived with students from a country other than your own (exclude study abroad...)? (Yes)



Study abroad

(Done or In progress)





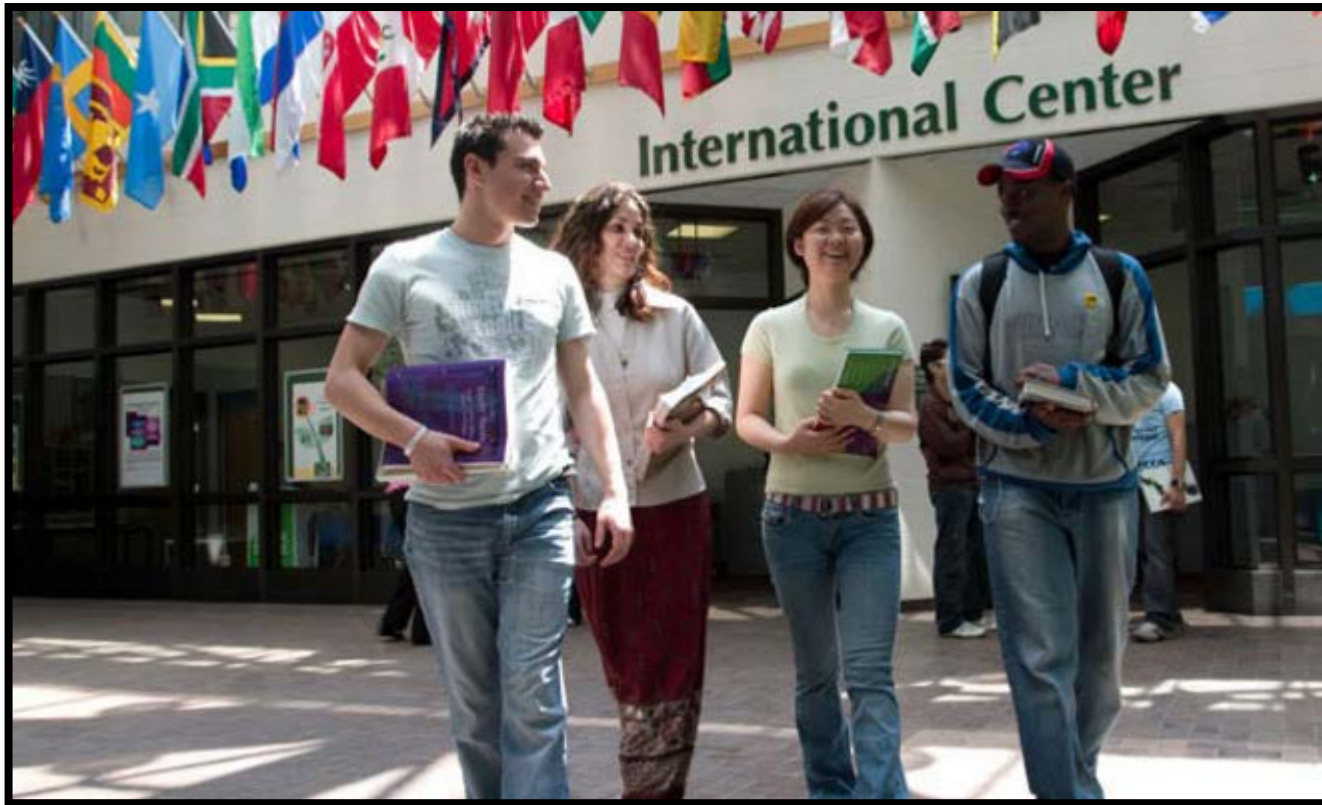
Summary of Global Learning by Discipline Results

Global Learning Areas	More	Less
Institutional Emphasis	Social Sciences Comm, Media, & Pub Rel Arts & Humanities Bio Sci, Agri, & Nat Res	Engineering
Global Course-Focus	Social Sciences Comm, Media, & Pub Rel Arts & Humanities Bio Sci, Agri, & Nat Res	Education Engineering Health Professions
Global Engagement	Comm, Media, & Pub Rel Arts & Humanities Social Sciences	Phys Sci, Math, & Comp Sci Engineering
Global Competency Gains	Comm, Media, & Pub Rel Social Sciences Social Service Professions Business	Phys Sci, Math, & Comp Sci Engineering
Lived With Students From Another Country	Phys Sci, Math, & Comp Sci Engineering	Social Service Professions Education
Study Abroad	Arts & Humanities Comm, Media, & Pub Rel	Social Service Professions Education



- Seniors across all fields generally sense a strong emphasis on global courses and activities
- Global courses more prevalent in Social Sciences, Comm, Media, Arts & Hum, and Bio, Agri. -- less so for Engineering, Education & Health Professions
- Global experiences more prevalent in same fields as courses
- Not surprisingly, students perceive less global gain in fields with fewer global courses or activities (except for Business seniors who perceive high gains in global responsibility)
- Engineering and Phys Sci, Math & Comp Sci seniors are living with students from other countries, but this may not contribute to global gains
- Study abroad remains largely an arts and social science experience

What are Institutions Doing with NSSE Global Learning Results?



Global Module Institutional Example: Texas Christian University



Using Global Module results to **evaluate progress** on Quality Enhancement Plan

“Discovering Global Citizenship” goals:

Students will....

- engage global partners in classroom to understand political, economic, and humanitarian crisis
- participate in long terms project on global engagement
- engage peers, faculty, community leaders from developing countries in real-time problem solving
- learn from diversity
- develop global network

Global Module Institutional

Example: Lebanon Valley College



- Global Learning Results related to strategic plan EV2020, which includes a focus on students becoming “world ready”
- Provided context and pre-assessment in preparation for college’s globalization report that identifies strategies for globalizing campus
- Results used to encourage globalization of curriculum – for example, when developing new environmental science major
- Inform faculty development

Global Module Institutional Example: **Drake University**



- **Assess new efforts on inclusion, diversity & global learning**
- **General Education assessment committee reviewing global learning using indirect & direct methods**
- **Embedded in continuous improvement plan, “to infuse global and intercultural learning throughout the Drake experience”**
 - **Will analyze experiences vs. perceived gains**

- **Research Opportunity:** little comparable, cross-institution information available about students' perceptions of internationalization & global learning, extent to which students experience institutional internationalization efforts, and activities associated with global learning gains
 - **ACE and NSSE will fill void using data from 2016 Mapping survey & NSSE's Global Learning Module**
 - **Colleges and universities that participate in NSSE 2016 & 2017, elect Global Learning Module, and participate in the Mapping survey, can explore institution-specific results**



Discussion

- Is global learning assured for all students?
- How are seniors faring in terms of expectations for global skills?
- What do these results suggest for your department? your field?
- What else do you want to know about your students global learning? About internationalizing efforts on campuses?

THANK YOU!!! For more: nsse.indiana.edu