ENGAGING FACULTY IN GLOBAL LEARNING:
STRATEGIES FOR CURRICULUM DESIGN AND DEVELOPMENT
Karla Davis-Salazar, Kara Fulton, and Sommer Mitchell
Global Citizens Project | University of South Florida

University Mission
Deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment

University Strategic Goal #1
Prepare well-educated and highly skilled global citizens through our continuing commitment to student success

Global Citizen Definition
A global citizen engages meaningfully with diverse people, places, events, challenges, and opportunities.

Global Citizens Project Goal
Develop students’ affective, conative, and cognitive abilities essential to being a global citizen

Affective/Conative Domain
Self-Awareness
Self-awareness with regard to values, beliefs, attitudes, and behaviors

Willingness
Willingness to make individual choices that reflect concern for others

Practice
Ability to put into action professed values, beliefs, and attitudes that express concern for others

Cognitive Domain
Knowledge
Knowledge of global and cultural systems and issues

Analysis
Ability to analyze global and cultural interrelationships and interdependencies across place and time

Synthesis
Ability to develop and/or apply context-appropriate actions to address global and cultural issues or situations

GCP Objectives

Students will be able to:
- define personal values and beliefs.
- explore how one’s worldview is shaped by personal values, identity, cultural rules, and biases.
- evaluate congruency between values and actions.
- recognize differences in people’s values, beliefs, attitudes and behaviors.
- recognize common human experiences.

Students will:
- participate in community service that strengthen communities and improve lives.
- participate in research that strengthens communities and improves lives.
- participate in study abroad programs that strengthen communities and improve lives.

Students will be able to:
- evaluate the impact of individual choices on local and global communities.
- actively communicate to prevent or resolve conflict.
- use appropriate language and communication methods that consider others’ points of view and respect differences.
- develop relationships with others from different cultural backgrounds.

Students will be able to:
- identify and describe major global issues.
- describe multiple aspects of global/cultural systems.
- recognize that cultural systems experience historical and geopolitical processes differently.
- recognize that global issues and systems are experienced differently at local scales.

Students will be able to:
- synthesize different types and sources of information to assess global/cultural issues or situations:
  - incorporate multiple perspectives into decision making.
  - assess local and/or global impacts of planned actions.
  - weigh options/planned actions and/or formulate possible solutions.
  - communicate ideas and information to diverse audiences.
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Objective

Students will be able to:

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Behavioral Indicators

Course Learning Outcome
GLOBAL COURSE ENHANCEMENT

WHAT IT IS:  WHAT IT ISN’T:

OUTCOME-CENTERED  TOPIC-CENTERED

- outcome-centered
- topic-centered
- topics
- outcomes

ABOUT CONNECTIONS AND INTERRELATIONSHIPS  DISCUSSING TOPICS IN ISOLATION

- about connections and interrelationships
- discussing topics in isolation

INTERNATIONAL, GLOBAL, AND INTERCULTURAL  ONLY NATION-STATES AND BORDERS

- international, global, and intercultural
- only nation-states and borders

SIGNIFICANTLY INTEGRATED THROUGHOUT THE COURSE  SIMPLY ADDING READINGS

- significantly integrated throughout the course
- simply adding readings

MOVING TOWARDS SYNTHESIS AND PRACTICE  FOCUSED SOLELY ON KNOWLEDGE

- moving towards synthesis and practice
- focused solely on knowledge