INNOVATIVE AND HIGH-IMPACT PRACTICES: EVIDENCE-BASED TEACHING PRACTICES FOR GLOBAL LEARNING

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CORE CONCEPTS

- **Defining** global learning and a set of associated student learning outcomes
- **Designing** educational experiences through which students learn and practice defined outcomes
- **Deploying** programs and initiatives designed to provide students with opportunities to learn and practice defined outcomes
- **Demonstrating** that deployed experiences help students achieve global learning outcomes
- **Refining** at each stage of the process based on feedback, lessons learned, and assessment data

RESOURCES

- Davis-Salazar, K. L (2016). 'Glocalizing' the Campus to Advance Global Learning. Liberal Education, 102(2).
**INSIGHTS GAINED**
What insights have you gained during the conference related to defining, designing, deploying, & demonstrating global learning experiences that are integrated with other high-impact practices on your campus?

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**REMAINING GAPS**
What do you still need to know to successfully integrate global learning experiences with other high-impact practices on your campus?

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**NEXT STEPS**
What steps can you take to successfully integrate global learning experiences with other high-impact practices on your campus?

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THEME 4: INTEGRATION OF GLOBAL LEARNING WITH OTHER HIGH-IMPACT EDUCATIONAL PRACTICES

- POSTER 11: Integrating Global Perspectives into Service Learning Courses
- POSTER 12: Addressing Issues of Diversity in Elementary Spanish
- POSTER 13: Multidisciplinary, Experiential Learning Assignments: Making the European Union (EU) Local
- POSTER 14: Examining a Collaborative Model of Support for Global Learning Experiences
- POSTER 15: Georgia Tech’s International Plan: Integrating Global Learning into Degree Plans and Capstones
- POSTER 16: Incorporating Language and Culture into International Collaborative Undergraduate Research
- POSTER 17: Global Learning through Service Learning: A Flexible, High-Impact, K-16 Model
- POSTER 18: International Education and Service Learning: Taking Steps to Encourage an Ethical, Global Mindset
- POSTER 19: Broadening Perspectives through Multidisciplinary Learning in France and Morocco
- CS 7: Starting Early: Integrating Global Learning into the Freshman Year Experience
- CS 8: Study Abroad, Multi-Destination Programs, and Brief Global Study Tours
  o Crossing Borders and Reading Landscapes: Reimagining Short-Term Study Abroad’s Purpose and Pedagogy
- CS 15: Learning Communities, First Year Seminars, Critical Thinking, and Perspective-Taking: Campus Examples
  o Global Learning at a Midsize University: Building an International Learning Community on a Budget
  o Global Education and Critical Thinking: A Combined Focus
  o Project Based Global Learning in the First Year
  o Infusing Global Learning in the Classroom: Awareness, Engagement, and Transformation
- CS 17: Going Epic: Achieving a New and Necessary Level of Interdisciplinarity in Global Programs
- CS 18: NC Global Distinction: A Model for University-Community College Collaboration in Global Education
- CS 19: Using High-Impact Learning Practices as Bookends of Global Citizenship Education
- CS 25: Engagement for Civic Empowerment: Models for College Students’ Local and Global Activism
- CS 26: Integrating Global Learning and Undergraduate Research Into a Liberal Arts International Studies Curriculum
- CS 27: Internationalizing the Co-Curriculum: Ethical and Social Justice Approaches to Experiential Global Learning
- CS 28: Building Global Learning Communities; Using Interactive Teaching and Learning Tools
  o Global Learning Communities: Overcoming the Tyranny of Distance
  o Fostering Global and Digital Learning with Zoom as a Communication and Knowledge Sharing Tool
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LESSONS LEARNED

Defining
- Link to institutional strategic plan, priorities & data
- Invite faculty, staff, student involvement early
- Define global citizenship, global learning, globalization, etc.
- Establish measurable learning outcomes
- Identify a framework to validate global nature of experiences
- Think global and ‘glocal’
- Differentiate between international & global

Designing
- Investigate what’s already being done
- Consider needs of other departments & look for the win-wins
- Look for competing/conflicting policies
- Anticipate and offer solutions to reasonable objections
- Consider expectations for breadth vs. depth
- Develop student-facing messaging

Deploying
- Leverage existing technology (LMS, CMS, CRM)
- Use social media to engage campus
- Don’t underestimate creative marketing
- Know it’s okay to build the plane as you fly it!
- Expect & be comfortable with flexibility
- Base adjustments on learning outcomes
- Celebrate small successes

Demonstrating
- Think about assessment strategy from the beginning
- Differentiate between assessment & program evaluation
- Link assignments and reflection to objectives/outcomes
- Consider the impact on underserved students
- Evaluate alignment of existing assessments with your specific outcomes