This session

- Institutional Context
- USF’s Global Learning (GL) Model
- GL Across the Disciplines at USF
- GL Across the Disciplines at Your University
INSTITUTIONAL CONTEXT

- Large, public university
- Office dedicated to global citizenship
- Some funding
- Defining global as a university
Global Engagement and Spaces of Practice:
Exploring Global Challenges across Disciplinary Boundaries
October 11-13, 2018, Seattle, WA

USF’s Global Learning Model

- University-wide global learning outcomes

Global Competencies

- Self-Awareness
  - Self-awareness with regard to values, beliefs, attitudes, and behaviors

- Global Awareness
  - “Awareness of one’s role in the world”

- Knowledge
  - Knowledge of global/cultural systems and issues

- Willingness
  - Willingness to make individual choices that reflect concern for others

- Global Responsibility
  - “Responsible behavior linked with recognition of global interdependencies”

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

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

- Synthesis
  - Ability to develop and/or apply context-appropriate actions to address complex issues and/or unfamiliar situations

- Global Participation
  - “Participation in politics or civil society,” locally or globally

Global Citizen Definition

A global citizen engages meaningfully and effectively with diverse people, places, events, challenges, and opportunities
USF’s Global Learning Model

- Bringing university-level outcomes into course-level outcomes

- Effective/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 content-appropriate actions to address global and cultural issues or situations

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 strengthens 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:
  - analyze cultures as complex systems shaped by relations of power and interdependence.
  - analyze global issues and challenges, their histories, and impacts.
  - compare and contrast the impact of historical and geopolitical processes on cultural systems.
  - compare and contrast how global issues and systems are experienced at different 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.
Self-Awareness: Syllabus

- By the end of this course, students will be able to recognize differences in people’s values, beliefs, attitudes & behaviors...
  - ...by appreciating how differential human vulnerabilities are created & how behavioral actions affect the outcomes of natural disasters.
    - Geosciences / Natural Hazards
  - ...through exploring personal ethics in the context of computing technologies.
    - Business / Cyber Ethics
Self-Awareness: Syllabus

- By the end of this course, students will be able to recognize differences in people’s values, beliefs, attitudes & behaviors...
  - ...by analyzing cultural representations of food to see how they reveal major social & political issues.
    - Italian
  - ...by examining the diverse ways in which music making is practiced by global cultures & peoples.
    - Music
Self-Awareness: Assignment – Geosciences / Natural Hazards

...recognize differences in people’s values beliefs, attitudes & behaviors by appreciating how differential human vulnerabilities are created & how behavioral actions affect the outcomes of natural disasters.

- **Disaster Diary**
  - Weekly diary of disaster events occurring around the world.
  - Discuss human vulnerability & resilience in different societies.
  - Consider behavioral subcultures in disaster environments, how the norms of different societies either exacerbate or ameliorate impacts of disasters.
Knowledge: Syllabus

- By the end of this course, students will be able to recognize that global issues & systems are experienced differently at local scales...
  - ...by identifying the customs & culture of the majority population as well as experiences of the Deaf community within different contexts.
    - American Sign Language
  - ...by considering the impact of global migration on local schools & communities.
    - Education
Knowledge: Syllabus

- By the end of this course, students will be able to recognize that global issues & systems are experienced differently at local scales...
  - ...by evaluating public health issues identified in the mass media from an ecological perspective.
    - Public Health
  - ...by locating, analyzing, mapping, & describing the physical locations represented in literary texts.
    - English

Knowledge

Knowledge of global and cultural systems and issues

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.
Knowledge: Assignment – American Sign Language

...recognize that global issues & systems are experienced differently at local scales by identifying the customs & culture of the majority population as well as experiences of the Deaf community within different contexts.

- **Belief Systems**
  - Research another country to identify the beliefs of the majority population regarding various societal issues.
  - Compare those beliefs against the Deaf community’s belief system.
  - Work with a partner to develop a signed presentation about the commonalities & differences.
University-level Shared Global Learning Outcomes

- STRENGTHS: What do you do well?
- WEAKNESSES: Where do you need to improve?
- OPPORTUNITIES: What are your goals?
- THREATS: What obstacles do you face?
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