Think globally, act locally

A step by step guide to planning global learning in your program

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Thompson Scholar, 2011-12
A year’s worth of learning!

Back to basics.

Collaborate. Include all views.

Be patient. Rome wasn’t built in a day.

Begin with idealism. End with realism.
It’s a process.

Fact finding ➔ Understanding global learning in the discipline ➔ Listing current resources

Identifying & closing knowledge gaps ➔ SWOT Analysis ➔ Selecting focused objectives

Examining strategies and scope ➔ Making tactical choices ➔ Executing & assessing plan
What is global learning in the context of our discipline?

- Is it well defined, adequately understood, or widely practiced?
- Can we adopt a working definition acceptable to our programs?

Get everyone on the same page.

Fact finding: concept

Global learning: What’s our take on it?
The mass communication example

Global learning in mass communication

Understanding the diversity of peoples and cultures as well as significance and impact of mass communication in a global society.

Developing requisite professional and personal skills to live and practice as media professionals in a globally interconnected world.

Global learning in IMC

Understanding the diversity of peoples and cultures as well as significance and impact of promotions and communication in a global society.

Developing requisite professional and personal skills to live and practice as IMC professionals in a globally interconnected world.
Where are we now?

- Faculty
  - Global exposure
  - Teaching experience
  - Research experience
  - Other global expertise

- Students
  - Study abroad numbers
  - International enrolments
  - Other experiences

- Support Structures
  - Technology
  - Staff
  - Materials
  - Global partnerships

- Curriculum & Activities
  - Courses
  - Planned international experiences

Fact finding: resources
What are the global learning/interest gaps?

Student attitudes and interests:
- What do they know?
- How do they feel?
- What do they do?

Faculty attitudes and interests:
- What interests them?
- What do they think can be done?

Fact finding: Filling information gaps
mass communication
students

- understand current intercultural competency levels
- Likelihood of participating in global activities
- Comments and suggestions to enhance global learning

mass communication
faculty

- understand level of interest and buy-in
- Suggestions on doable actions/activities
- Difficulties in implementation
SWOT

Strengths

Weaknesses

Opportunities

Threats

Fact finding: Evaluation

Resources

- Limited in-class technology
- Few active collaborations
- No clear path to integrate study abroad
- Limited global advising and planning materials
- Arbitrary integration in curriculum
Strategic Planning

From 2012-15 the department will make significant progress to:

- improve the global focus of programs of study
- strengthen necessary support structures

Dimensions of global learning to be addressed:

- Knowledge building
- Social responsibility
- Intercultural competency
- Experiential engagement
1. Incorporate global units in existing classes & use technology to facilitate global interactions
2. Facilitate study abroad
3. Identify short term global/cross cultural opportunities
4. Stress experiential opportunities in regular advising
5. Address infrastructure and support needs
Where should we add GL?

Curriculum review model: “levels of learning”

Level 1:
- Foundations
- Courses
- Global elements?

Level 2:
- Basic applications and concepts
- Courses
- Global elements?

Level 3:
- Advanced skills and issues
- Courses
- Global elements?

Level 4:
- Integrative skills, professional practice
- Courses
- Global elements?

Study Abroad
What should we add?

**Curriculum**
- Add global content to courses
- Strengthen international communication course
- Review foreign language requirement
- Create/add short term global experience course with mass comm focus
- Identify courses with global emphasis across university (gen ed/business) and promote to majors
- Promote peer to peer learning through in-class experiences
- Reaction papers and reflective writing assignments focusing on intercultural issues
- Analyses of international case studies
- Problem solving exercises focusing on international or intercultural contexts
- Use of multimedia and technology within the classroom
- Use of international students and international guest speakers in the class
- Incorporate wherever possible sources representing local, national, and international perspectives

**On-campus co-curricular experience**
- Require at least 5 global cultural events during college career
- Arrange speakers on global communication topics e.g. during mass comm week; in class visits via skype or in person

**Off campus experience**
- Facilitate immersion tours, service learning and off campus visits/activities
- Develop study abroad partners & integrate study abroad in degree plan

Making tactical choices
Facilitate study abroad

Make it easy and accessible for students by integrating study abroad in a four year degree plan.

1. Create systems & resources to simplify process (e.g. list of institutional partners abroad, major courses and how they will transfer)
   - Curriculum chart for students & advisors
   - Identify course equivalency listings at popular international partners

2. Appoint and train a global advisor in the department as primary information resource

3. Connect with faculty at partner institutions to establish stronger rapport

4. Maintain annual data on students studying abroad and document the feedback

5. Promote study abroad to majors at an early stage of their college career to help effectively develop a planned semester abroad.
Do we have at least one program (strategic) goal and one student learning outcome related to global learning?

Is our plan incremental?
3 - 5 years is a good time frame for a full plan.

What can we assess?

- Direct assessment of student learning outcomes in the overall assessment plan
- Indirect assessment of intercultural competency through senior survey
- Number of global units introduced in courses and evaluation of their effectiveness
- Study abroad enrolment numbers
- Participation rate in short term courses/service learning
- Resource development: faculty development & training, technology, global advising
- Creation of documents and processes to facilitate the study abroad

How did we do?
Executing & assessing plan