A Research-Based Definition of Global Learning: “What?” “So What” and “Now What”

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Session Outline

• Context and Rationale of Global Learning
• Defining Global Learning: What is it?
• Discussing Global Learning: So What?
• Acting on Global Learning: Now What?
US Students Will Soon Be Majority Students of Color

Public elementary and secondary school enrollment, 2010–2060 (projected)

PERCENTAGE OF ENROLLED STUDENTS

The Face of Higher Education Is Changing

College enrollment trends

Percentage of total fall enrollment in college

Wanted: Problem Solvers and Innovators

Growth in jobs that require adaptive skills and learning

Students of color experience fewer high-impact practices

<table>
<thead>
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<th>High-Impact Practice</th>
<th>White</th>
<th>African American</th>
<th>Latino</th>
<th>Asian</th>
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304,467 U.S. students studied abroad for academic credit in 2013/14.

In 2013/14 there was an increase of 5% over the prior year in the number of U.S. students studying abroad.
The proportion of U.S. minority students studying abroad has increased modestly over the past ten years.
Measuring Participation in Global Learning....

Study abroad has been the FACE of Global Learning, but there is so much more.
INTERNATIONAL
GLOBAL
GLOBAL LEARNING
“Global” + “Learning”
A Definition of Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.

Global Learning

Internationalization

Globalization

Student Success & Knowledge
Global Learning through Difference (Kahn & Agnew, 2015)

• Emphasis on the processes of learning
• Importance of digging deep into the complexity of subject matter
• Thinking about the world relationally and through plurality and multiplicity
• Significance of critical self-reflection and recognition of interconnected and interdependent lives
• Ability to navigate between the general and the particular and undo binary thinking
• Pursuit of understanding through collaboration and collective knowledge production
• Emphasis on fostering responsibility and taking action
• Recognizing a role for disagreement and disorientation in how learning occurs
Silos and Boundaries
Relational, Complexity, Connections, Commitment
So What?

PUTTING THESE IDEAS INTO PRACTICE AT INDIANA UNIVERSITY AND ELSEWHERE...
Global Learning Speed-Dating

1. Why does the definition of global learning matter?

2. How do you know faculty across the disciplines are prepared to engage in the type of global learning you have defined?

3. How would your students define global learning on your campus?

4. How have you engaged other units on campus—diversity/multicultural—in “doing” global learning? What have been the challenges?
Action Planning

• Develop an action plan for integrating Global Learning at your institution
  ✓ One thing you’ll do as soon as you get back to campus
  ✓ One thing you can’t wait to share
  ✓ One thing you’ll learn more about
Thank You!

For more information please contact us!

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