



AIEA 2014 Annual Conference
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UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Mapping and Assessing Global Learning Challenges and Strategies

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Schedule

- **Assessing Global Learning Opportunities**
(30 min)
 - Institutional Assessment of Global Learning
 - Mapping Global Learning Across Campus
 - Assessing Global Learning in the General Education Curriculum
- **Challenges and Strategies (discussion)**
(45 min)

Institutional Assessment of Global Learning



Institutional Assessment of Global Learning



Mapping Global Learning Across Campus

- Mission/ Vision and Strategic Planning
- Accreditation
- The International Office
 - Co-curricular
 - Curricular

Assessing Global Learning in the General Education Curriculum

Office of Institutional Assessment

+ Provost's Office

Home of GenEd Assessment

Middle States Recommendation →
GenEd Assessment timeline

In 2013-14 assess International (*I*) distribution courses and Cultural Analysis (**CA**) courses. The committee is a superset of ILAC.

Assessing Global Learning in the General Education Curriculum

- International (I) distribution
 1. *The course introduces students to the history, art, literature, philosophy, or civic life of people of different nationalities.*
 2. *The course requires students to think and express themselves in a language other than English.*
 3. *The course examines international social, material, cultural, or intellectual exchange at a systemic level.*

Assessing Global Learning in the General Education Curriculum

- Cultural Analysis (**CA**) courses
CA courses deal with human culture in the variety of its philosophic, literary, artistic, economic, social, political, scientific, and other forms.
Each course focuses on how relationships between ideas and institutions have shaped societies, and the thoughts and behaviors of individuals and groups.

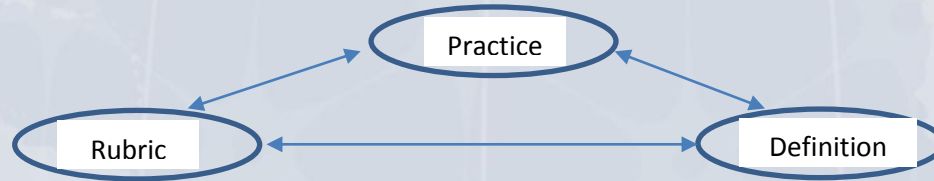
Challenges and Strategies at Juniata

- Our Scholarship of Teaching and Learning (SoTL) Center helps promote a culture of assessment at Juniata. Is your Teaching and Learning Center part of your strategy or a barrier?

<http://www.juniata.edu/services/sotl/>

http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1311&context=int_jtl

- Rubric – Definition – Practice



- Time commitment
- Leveraging existing work

Your Challenges, Strategies, and Suggestions?

- Who owns data and conducts the analysis?
 - Individual groups/offices collect and synthesize
 - Centralized with specific roles charged with planning, collection, synthesis
- Collection of student work
 - Electronic storage
 - Pre-Post survey (study abroad) Pre-During-Post (surveys, student reflection)
- Culture of assessment
 - Open dialogue

- “Chain of evidence”
 - Planful connection
 - Faculty buy-in, interest, reporting
 - Balance of direct and indirect measures
 - Benchmarks – internal, external
- Mapping of curriculum to institutional goals
- Data rich – how synthesize, ‘get it out’ and use it?
- Skills – learning the terminology, process
- AAC&U Value Rubrics

Contacts

Challenges/ Strategies will be posted:

<http://www.juniata.edu/departments/international/faculty/ILAC>

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Rubric examples

REMEMBER	4 Extensive	3 Moderate	2 Minimal	1 Inadequate
Locate different countries or culturally unified regions on a map	Student can label more than 30 countries total on five different continents on a map	Student can label 20-30 different countries on four different continents on a map	Student can label 10-20 different countries on three different continents on a map	Student can label up to 10 different countries on two different continents on a map

Slide prepared by: Kirsten Greene, MA Candidate, International Education Management, Monterey Institute of International Studies

Rubric examples cont.

<p>Demonstrate an understanding of ones own culture</p>	<p>Student can demonstrate a profound understanding of major aspects and smaller nuances of the native culture</p>	<p>Student can demonstrate an understanding of major aspects, but not of smaller nuances, of the native culture</p>	<p>Student can demonstrate a shallow understanding of major aspects of the native culture</p>	<p>Student cannot demonstrate any understanding of any aspect or nuance of the native culture</p>
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