

Jump Start Your Assessment of Global Learning

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What are some of the goals at my institution for including global learning?

What is the purpose of assessing global learning at my institution?

Do you have measurable outcomes regarding Global Learning? What are they?

Global Learning Assessment Case Study

Large Public State University

University Goal regarding Global Learning

Global education across the disciplines seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world –and the forces that continue to shape them. It produces graduates who respect the many groups that make up a global society and who have skills and perspectives to meet the challenges of an interdependent world. As students learn to see the “global in the local,” global education allows students to understand how their own behavior affects and is affected by larger world patterns.

Learning Outcomes

Global Perspectives [knowledge]:

- Through the general education curriculum, students will demonstrate knowledge of world history, literature, regional geography, and economics.
- Students will demonstrate the ability to systematically acquire information from a variety of sources regarding diverse regions, countries, and cultures.
- Students will demonstrate an understanding of the interconnectedness of political economic, and environmental systems.

Intercultural Communication/Cross-cultural Adjustment [skills]:

- Student will recognize individual and cultural differences and demonstrate an ability to communicate and interact effectively across cultures.
- Students will demonstrate awareness of their own values as well as of their biases and how these influence interaction/relationships with others.
- Students will demonstrate flexibility, openness, empathy, and tolerance for ambiguity.

Social Justice and Sustainable Development [values]:

- Students will recognize the importance of diversity in globalization
- Students will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.
- Students will connect root causes of basic global problems (e.g., population growth, poverty, disease, hunger, war, and ethnic strife) to issues of land use and access to natural resources (e.g., clean air and water, biodiversity, nutritious food sources, minerals, and energy).

Large Public State University has chosen to approach global learning in a comprehensive way through curricular and co-curricular activities and programs.

How will your assessment team align the above goal and objectives with direct and indirect measures to assess global learning on your campus?

Why did you chose those methods? Have appropriate measures been chosen to measure students' knowledge, skills and attitudes?

How will you know if students have moved from lower-level thinking to higher-level thinking?
