

Research on Existing Global Learning Outcomes\*

Outcome Categories

Learning About the World

**World Knowledge:** content knowledge concerning the state of the world, including forces that have shaped conditions and key issues in the profession or major field of study

**Interrelatedness:** ability to construe the world’s complexity, i.e. to discern connections among individuals, systems, and nations and to articulate how these influence one another, both directly and through secondary effects or unintended consequences

Learning With Others

**Cultural Knowledge:** content knowledge concerning diverse modes of thought and behavior across the world, which may include awareness of own culture

**Multiple Perspectives:** ability to see the world through the eyes of others, i.e. *transpection* (Hanvey, 1975)

**Foreign Languages:** ability to communicate in another language

**Intercultural Communication:** ability to behave appropriately in diverse cultural contexts

**Ethnorelativism:** *acceptance* of difference (Bennett, 1986)

**Technology:** skills students need to “join and contribute to the shaping of the emerging global knowledge and learning network” (Hawawini, 2011, p. 5)

Learning to Act

**Problem Solving:** ability to solve problems in individual and collaborative contexts

**Adaptability to Change:** ability to respond and adapt to globalization and change

**Global Citizenship:** willingness and ability to take on responsibilities as citizens of interconnected local and global communities

**Environmental Sustainability:** capacity to make environmentally sustainable choices

Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-196.

Hanvey, R. G. (1975). *An attainable global perspective*. Retrieved from ERIC database. (ED116993)

Hawawini, G. (2011). *The internationalization of higher education institutions: A critical review and a radical proposal*. Singapore: INSEAD.