NAFSA 2016
ANNUAL CONFERENCE & EXPO
MAY 29 - JUNE 3
DENVER, CO USA
BUILDING CAPACITY for GLOBAL LEARNING

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Global Learning Colloquium on General Education
Assessment and Curricular Design Strategies for Global Learning Across the Disciplines

Welcome and Introductions

Topic of the Day

- *Global Learning Colloquium on General Education:*

  Integrating Assessment Strategies across the Disciplines

Introductions-who we are

- Craig Shealy

- Ashley Finley

- David Blair

- C. "Griff" Griffin

- Ryan Guffey

- Kristin Wobbe

Introduction—who you are

- Department chairs, Faculty, Directors of International Programs, Study Abroad professionals, Grad students
- **Institutions**
  - 4 year public, 4 year private, 3 year public (London)
  - 1300-30,000 students
- **Expectations**
  - Best practices, Integration of global learning in curriculum, Definition of global learning, faculty and staff buy-in
- **Challenges**
  - Stagnation of program, changing culture, administrator buy-in, curricular restrictions, cross disciplinary collaboration

Agenda

- **Situating GE Programming on Campus**

- **Models of GE Curricula and Global Learning**

  ➢ *Definitions/Levels/Locations of Learning*

- **Guiding Principles of Assessment**

- **Assessing Global Learning**

- **Global Learning Goals on Campus**

  ➢ *Best practices and pitfalls/Success design/Details/Definition*

- **Strategizing Campus Next Steps**

  ➢ *Faculty/Staff/Mindfulness/Getting Started*

- **Beyond campus**

Key Issues

- **Questions**
  - What is "Global Learning"?
  - How can General Education Curricula be designed to maximize Global Learning?
  - How do you know how effective these experiences are?
  - How do you recruit others to "your cause"?

- **Follow up**
  - Participant responsibility on campus
  - Plans to share information and how?
  - NAFSA Follow-up

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Introduction to: Models of General Education Curricula Built Around Global Learning

Ashley Finley, PhD
Associate Vice President of Academic Affairs and
Dean of the Dominican Experience
Dominican University of California

How should students be different by the time they leave from when they entered?

Models of General Education Curricula Built Around Global Learning

- What is your definition of Global Learning?
  Who created it?
  Different levels?

- What are your student learning outcomes about global learning?

- What is the driving force behind Global Learning?
  Accreditation?
  Mission Statement?
  Strategic Plan?

- Where does Global Learning happen on campus?
  Formally?
  Informally?

IBAVI
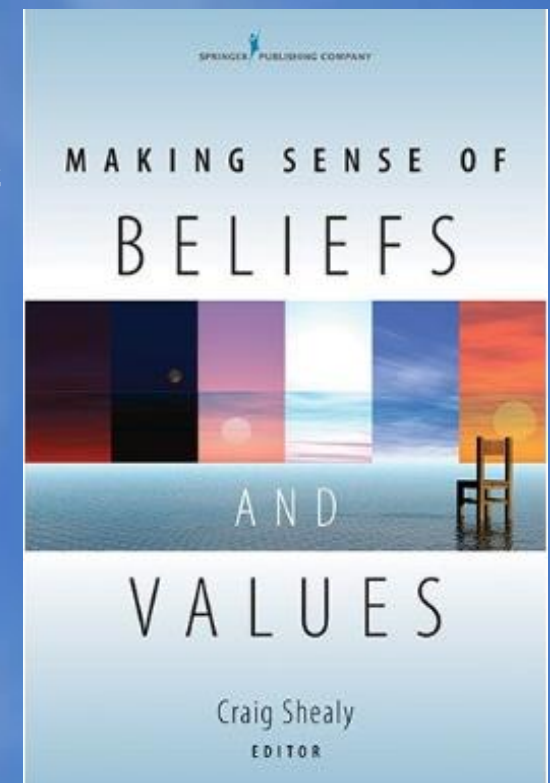## INTERNATIONAL BELIEFS AND VALUES INSTITUTE

The Forum BEVI Project

The Forum BEVI Project was a six-year collaboration between the Forum on Education Abroad (www.forumea.org) and the International Beliefs and Values Institute (www.ibavi.org).

The Forum-IBAVI Working Group was charged with:
1. identifying and investigating assessment processes and outcomes of international, multicultural, and transformative learning;
2. providing guidance regarding how the BEVI may best be used; and,
3. specifying best practices for usage of the BEVI's report system.

Findings, applications, and recommendation have been presented in multiple forums and is published in *Making Sense of Beliefs and Values*, a book from Springer Publishing (www.springerpub.com/making-sense-of-beliefs-and-values.html).

Related scholarship continues through a wide range of projects / activities in the U.S. and internationally, including a multi-year research-to-practice summit series – *Cultivating the Globally Sustainable Self* – hosted by James Madison University (www.jmu.edu/summitseries).

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MAKING SENSE OF
BELIEFS
AND
VALUES

Craig Shealy
EDITOR

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Cultivating the Globally Sustainable Self

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FORUM ON EDUCATION ABROAD

Forum BEVI Project

The Forum BEVI Project is a special collaboration between the International Beliefs and Values Institute (IBAVI) and the Forum on Education Abroad. Initiated in 2007, this state-of-the-art project uses the Beliefs, Events, and Values Inventory (BEVI) to assess the processes and outcomes of international, multicultural, and transformative learning, broadly defined.

Project Overview and Recent Activities
To learn more about the latest developments, please see the PowerPoint presentation from the April, 2011 roundtable session at the Forum Annual Conference, The Forum BEVI Project in 2010 – 2011: Assessment, Research, Teaching, and Training, along with the current activities and future plans of the Forum – IBAVI Working Group on BEVI Implementation in Research, Education, and Practice. If you, your institution, or organization would like to learn more about this project, including how to participate or gain access to the BEVI, please feel free to contact one or more members of the Working Group (contact information is available at the above link), the Forum on Education Abroad (info@forumea.org), or the International Beliefs and Values Institute (ibavi@ibavi.org).

About the BEVI
In development since the early 1990s, the Beliefs, Events, and Values Inventory (BEVI) is an innovative analytic tool that examines how and why we come to see ourselves, others, and the larger world as we do (e.g., how life experiences, culture, and context affect our beliefs, values, and worldview) as well as the influence of such processes on multiple aspects of human functioning (e.g., learning processes, relationships, personal growth, the pursuit of life goals). For example, highly relevant to international, multicultural, and transformative learning, the BEVI assesses processes such as:

- Basic openness;
- The tendency to (or not to) stereotype in particular ways;
- Self- and emotional awareness;
- Preferred strategies for making sense of why "other" people and cultures "do what they do";
- Global engagement (e.g., receptivity to different cultures, religions, and social practices); and,
- Worldview shift (e.g., to what degree do beliefs and values change as a result of specific experiences).

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The Forum BEVI Project: Implications for International, Multicultural, and Transformative Learning

Given the scope of this work, it is challenging to select only a small sample of findings from hundreds in order to identify the most salient "lessons learned." Ultimately, it proved most useful to distill all that we discovered through this project into a series of 15 implications for international, multicultural, and transformative learning:

1. Who we are affects whether, what, and how we learn.
2. Education, broadly defined, is associated with – and likely causes – change in beliefs and values.
3. To understand how effective our interventions are, we must assess who learners are.
4. It is possible to predict who will be interested in – and satisfied by – a learning experience even before the learning experience actually occurs.
5. Specific analyses may be conducted for purposes of outreach and engagement.
6. All educators and educational experiences are not equal.
7. Educational experiences are associated with desirable as well as undesirable processes and outcomes across a wide range of constructs that must be measured to be known.
8. Examining only overall (e.g. aggregate) findings or privileging only a few BEVI scales constitute tempting but counter-productive approaches to comprehensive assessment.
9. Although distinct characteristics of various cross-cultural groups are identifiable, broad-based assessment suggests within as well as between group variation.
10. As Kurt Lewin observed, there is nothing so practical as a good theory.
11. It is possible to identify the profile or signature of an institution or organization.
12. Group reports help course instructors, program directors, and administrators understand better the nature of their particular class, cohort, or staff.
13. By jointly utilizing individual and group reports, multiple opportunities for self-assessment, enhanced understanding, and group development may be facilitated.
14. Changes in beliefs and values about self, others, and the world at large appear determined largely by the 7Ds (duration, difference, depth, determine, design, deliver, debrief).
15. Best practice in assessment requires best practice in research.

Changes in beliefs and values about self, others, and the world at large appear determined largely by the 7Ds

1. *duration* (i.e., how long an international, multicultural, or transformative education experience occurs);

2. *difference* (i.e., how different the experience is from what the "self" of the experiencer is accustomed);

3. *depth* (i.e., what the capacity of the learner is to experience all that the intervention is able to convey);

4. *determine* (i.e., through formal and informal assessment, how well the intervener understands his / her audience);

5. *design* (i.e., based upon knowledge of the audience and careful deliberation and development, what the quality of the intervention is);

6. *deliver* (i.e., how well the intervener can fulfill the transformative potential of the intervention); and,

7. *debrief* (i.e., before, during, and after the intervention, how deeply the intervener assesses the nature of the learning experience, and uses such feedback to improve future interventions).

Assessing Global Learning:
Principles from the Forum BEVI Project

Principle 1
You can't know where to go
if you don't know where you are.

- There is no way to improve "student learning outcomes" if you don't assess such outcomes. That is, you can't know if your students are "improving" if you don't gather data regarding where they "start" and where they "end."

- But, neither is it as simple as that…

Assessing Global Learning:
Principles from the Forum BEVI Project

Principle 2
Define your terms.

- What do we mean by phrases such as "international learning," "intercultural development," "global citizenship," or "student success"?

- These are constructs, any one of which may be defined as "a concept or a mental representation of shared attributes or characteristics, and it is assumed to exist because it gives rise to observable or measurable phenomena" (Hubley & Zumbo, 2013, p. 3).

Assessing Global Learning:
Principles from the Forum BEVI Project

Principle 3
Assess complex constructs
in an ecologically valid manner.

- Institutions and organizations may differ wildly not only in their definitions of such constructs, but may – and do – go about measuring them in radically different ways, and with methods that may or may not meet minimal standards of assessment best practice.

- So, even if measurement occurs, the data that are gathered regarding the effectiveness of a particular learning intervention (e.g., a course, a program of study, an international learning experience, institutional learning goals) may be uninterpretable, or worse yet, uninterpretable but interpreted nonetheless.

Assessing Global Learning:
Principles from the Forum BEVI Project

Principle 4
Good assessment practice
is good assessment research.

- To understand whether, how, for whom, and under what circumstances "improvement" is occurring, we must assess longitudinally (i.e., over time and on more than one occasion) the complex and interacting mediators and moderators of such change (e.g., life history, affective capacity, attributional tendencies, self / other awareness, and the like).

- If we do not assess in this manner, there is no way to determine if the "student learning outcomes" we observe are due to our learning interventions, the attributes and experiences our students bring to the learning process, or more likely, interactions between these different levels of analysis (e.g., see the "7Ds").

IBAVI

Assessing Global Learning:
Principles from the Forum BEVI Project

Principle 5
Good assessment practice
should be meaningful, relevant, and fascinating.

- Assessment often has a "bad name" for many reasons:
  - lacks necessary and sufficient reliability and validity
  - implemented in a de-contextualized, culturally-insensitive, or oversimplified manner
  - artificially reduces human complexity
  - too face valid or unidimensional to capture and illuminate interacting phenomena
  - theoretically underdeveloped, which impedes operationalization, measurement, analysis, and interpretation
  - not translated into understandable terms for non-assessment experts
  - too far removed from whatever processes or outcomes it is designed to assess
  - insufficiently attendant to real world implications and applications

- It is possible – indeed necessary – to assess complex phenomena such as "global learning" in ways that are meaningful, relevant, and fascinating.

Assessing Global Learning:
Best Practices from the Forum BEVI Project

Practice 1   Convene your assessment team and review models and
methods for developing an assessment plan (e.g., the above   15
implications, "7Ds," and 5 principles may be helpful).

Practice 2   Determine your focus and derive consensus (e.g., which
learning experiences / levels of analysis).

Practice 3   Review learning outcomes that are relevant and measurable
(e.g., external and internal to your institution).

Practice 4   Select demonstrably valid and reliable measures that
theoretically link to these outcomes (e.g., ideally mixed
methods, including quantitative and qualitative).

Practice 5   Ensure long-term commitment to your plan (e.g., via
longitudinal assessment, ongoing review / analysis,
institutional buy-in, and modification as needed over time).

For more information…

The Forum BEVI Project: Applications and Implications for International, Multicultural, and Transformative Learning

Elizabeth Wandschneider, *Michigan State University, lead author*

Dawn T. Pysarchik, *Michigan State University*

Lee G. Sternberger, *James Madison University*

Wenjuan Ma, *Michigan State University*

Kris Acheson, *Georgia State University*

Brad Baltensperger, *Michigan Technological University*

R.T. Good, *Shenandoah University*

Brian Brubaker, *IES Abroad*

Tamara Baldwin, *University of British Columbia*

Hajime Nishitani, *Hiroshima University*

Felix Wang, *James Madison University*

Jarrod Reisweber, *Beck Institute*

Vesna Hart, *James Madison University*

The only person who is educated is the one who has learned how to learn and change. – Carl Rogers

In a diverse portfolio of curricular and programmatic options in colleges and universities, global education has become highly prominent over the past 50 years (O'Meara, Mehlinger, & Newman, 2001; De Wit & Merkx, 2012). To take one of any number of indices in this regard, the Institute of International Education (2014) reported that a record number of global students, 886,052, studied at U.S. institutions in 2013-14 (up 8.1 percent over the previous year) and 289,408 American students studied abroad in 2012-13 (an increase of 2.1 percent over the previous year) (see also International Association of Universities, 2010; Knight, 2006). At a complementary level, institutions of higher education now are interested in "the internationalization of research, offering dual degrees with foreign partners, establishing a branch of campuses abroad," among other areas of emphasis (Marmolejo, 2011). Duru and Poyrazli (2007) contend that these sorts of trends demonstrate the important role that colleges and universities play in training workers for entry

Getting Organized:
Mapping a Vision for Global Learning in General Education
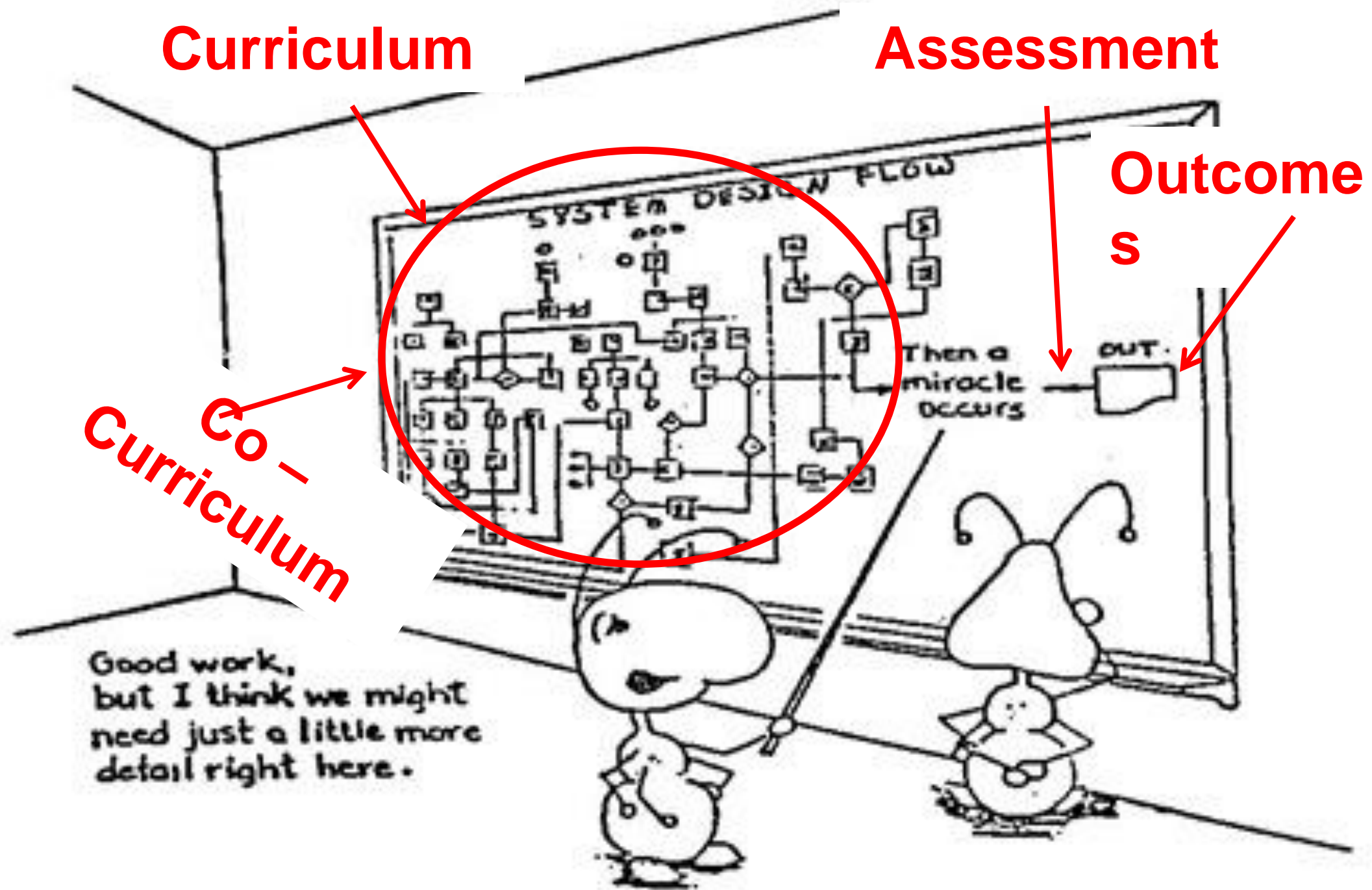
Ashley Finley, Ph.D

Associate Vice President & Dean of the Dominican Experience,
Dominican University of California

National Evaluator, Bringing Theory to Practice

NAFSA Annual Conference

June 3, 2016

The problem with institutional assessment…

Actions needed to produce outputs:

| **INPUTS** *(What is needed for the process?)* | **ACTIVITIES** *(What will students be asked to do?)* | **OUTPUTS** *(What counts as good evidence?)* | **OUTCOMES** *(What should improve as a direct result of efforts that contribute to the long-term vision?)* | **Impact Goals** *(What is the hope for the future for students, for faculty, for the institution ?)* |

Products needed to assess outcomes, "countables":

Expected Changes: short, inter-mediate

Long-term vision for change

Moving from Goals to Expected Outcomes

Short-Term

Intermediate

Long-Term

EXPECT to see

Would LIKE to see

Would LOVE to see

The need for collaboration necessarily increases as you move toward LOVE – ability to affect outcomes requires greater resources and input

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Connecting the Threads of Global Learning with Gen Ed

- Given your current general education program:
  - What would you love to see in terms of global learning?
  - What would you like to see?
  - What do you expect to see?

- Who do you need to involve to move from "expected" outcomes to the outcomes you would like and love to see?

INPUTS
(What is needed for the process?)

ACTIVITIES
(What will students be asked to do?)

OUTPUTS
(What counts as good evidence?)

OUTCOMES
(What should improve as a direct result of efforts that contribute to the long-term vision?)

Impact Goals
(What is the hope for the future for students, for faculty, for the institution ?)

Products needed to assess outcomes, "countables":

Expected Changes: short, inter-mediate

Long-term vision for change

Actions needed to produce outputs:

INPUTS

• Study abroad and internatl. programs
•SL, comm-based programs
• LLCs
•Internships
•Res life staff
•Stud. Affairs staff
•Multicultural/ diversity center
•Student grps
•Advising
•Alum Rel
•Career Services

•Inst. Res.

ACTIVITIES

•Service-learn., comm. engage.
•Campus engagement
•Intergroup dialogue
•Research, critical analysis
•Tasks focused on: discovery, synthesis, application, prob.-solving, communication
•Tasks focused on big questions
•Engagement w/ difference

OUTPUTS

•Crit. reflection
•Community action plan
•Public service announcement
•Reflection on event development
•Oral presentation
•Group presentation
•Website, Blog/wiki dev.
•Video diary

OUTCOMES

•   Global Learning
•   Intercultural competence
•   Openness to diversity
•   Civic mindedness
•   Critical Thinking
•   Integrative Learning
•   Problem-solving

Impact Goals

Enable students to become global leaders and engaged citizens

Products needed to assess outcomes

Expected Changes: short, inter-mediate

Long-term vision for change

Working with Logic Models

- What are the outcomes of your current general education program (or institutional outcomes)?

- What are students expected to do to demonstrate global or civic capacities? What about other skills?

- What activities are students expected to engage in that encourage them to apply specific global learning skills? What about other outcomes or skills?

- What departments/programs/campus centers contribute to these activities? Who is involved?

Mapping Outcomes Beyond the Student

INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**
Student ·Program resources • Inputs from student affairs? •Curricular inputs?	**Student** •Reflection •Group projects • Activities in co-curr	**Student** • Reflection papers • Summary pts from group discussion among mentors • Collaborative work?	**Student** • Global learning • Civic engagement • Critical thinking
Faculty & Staff ·No. of faculty & staff involved • Faculty & staff dev. resources	**Faculty & Staff** •Faculty & staff orientation • Faculty & staff development workshops	**Faculty & Staff** • # of courses/progs w/ best practices • global learning modules integrated into course material • Faculty/staff dev. hrs	**Faculty & Staff** • Innovation in teaching practices • Understanding of global learning • Bldg. Communities of Practice
Institutional ·Current assess. • Inst. Research • Student Affairs • Study abroad • Teaching Center	**Institutional** ·Assessment workshops • Communication strategies to promote global learning	**Institutional** • increase in courses focused on global learning • Posters/banners on global learning • recognition event	**Institutional** •Disaggregated outcomes across student populations • Retention • Campus awareness

Additional Resources

- Me: ashley.finley@dominican.edu

- Logic Models: http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide

- AAC&U VALUE Rubrics: http://www.aacu.org/value/index.cfm

- VALUE Case Studies: https://www.aacu.org/value/casestudies

- Additional Campus Examples: http://www.aacu.org/peerreview/pr-fa11wi12/

Global Learning Goals on Campus

○ David Blair
  ■ Definitions and Rubrics (SEU)
  ■ Data Collection
  ■ Best Practices and Pitfalls

○ C. "Griff" Griffin
  ■ Designing for Success

○ Ryan Guffey
  ■ Who is Handling the Details?

○ Kristin Wobbe
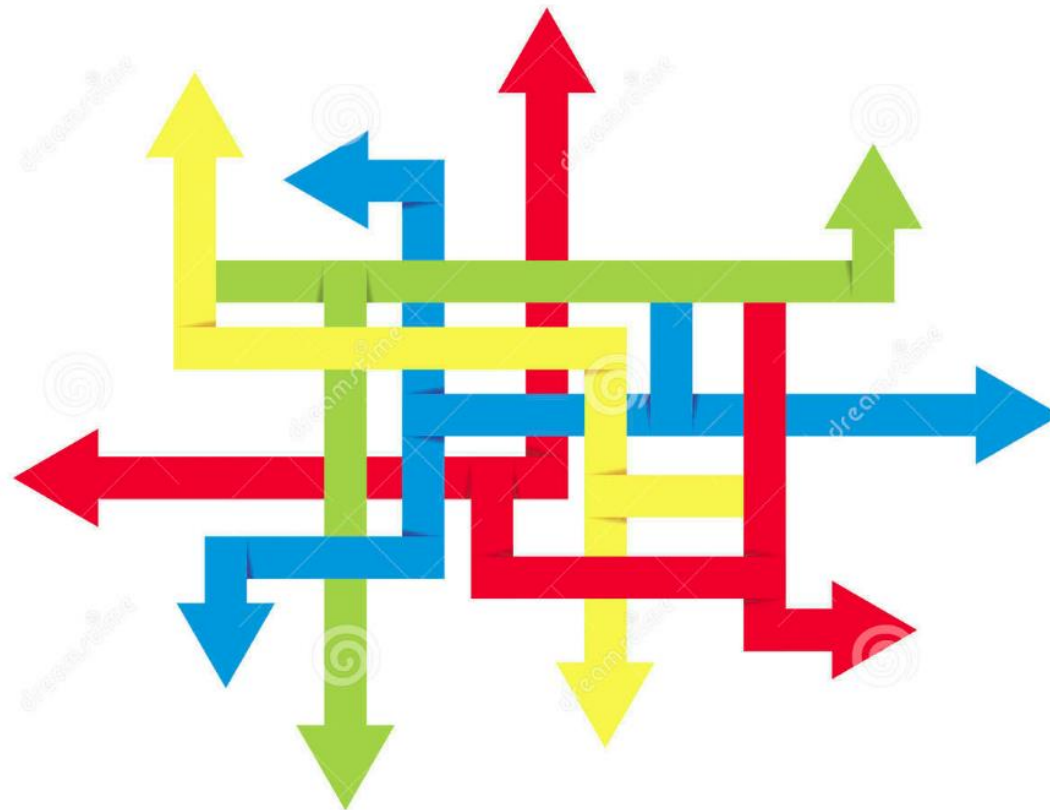 ■ Definition in line with Campus and Goals

Designing for Success

- Change is slow and nonlinear but it helps get buy in
    - Get General Education faculty (governance committee) invol
    - Form follows function or function follows form...

Designing for Success

- Develop common language to describe Global Learning
  - Does the college/university have language?
  - Let people edit current ones (campus, AAC&U, NAFSA) rather t
  - "Don't let the perfect be the enemy of the good"

Designing for Success

- Develop student learning outcomes with accompanying rubrics tha
  - You may need separate rubrics for skills, knowledge, and val
  - No more than 4 student learning outcomes on a rubric
  - Use a 4 point rubric (5=grades which is bad)

Don't bite off more than you can chew: Grand Designs and Interest Stagnation
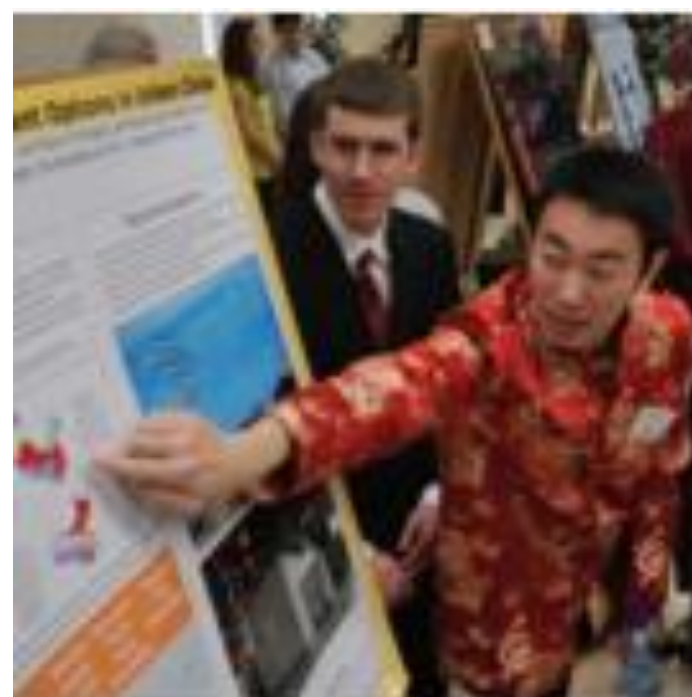
Global learning via projects in the 1st year

Great Problems Seminars - team taught courses focused on global problems

Complete course by proposing, in teams, a solution to a 'local' instance of the global problem

Public presentation and written report

Extensive Assessment demonstrates that students have increased global awareness among other outcomes

Global learning via projects in the 1st year

- Program is nine years old
- Started with 90 students and four faculty
- Currently enroll about ⅓ our first year students (~300-350) with 14
- Overcame much resistance from faculty and students

Global Learning Goals on Campus

Second Collaborative Opportunity (Concurrent Small Group Discussions)

- **Best Practices and Pitfalls -** David Blair

- **Designing for Success -** C. Griff Griffin

- **Who is Handling the Details? -** Ryan Guffey

- **Global Learning Within Your Community -** Kristin Wobbe

Stategizing Next Steps on Campus
Final Collaborative Opportunity (Concurrent Small Group Discussions)

- David Blair
  Involving/pairing both faculty and staff

- C. "Griff" Griffin
  Faculty are key

- Ryan Guffey
  Never forget the bad

- Kristin Wobbe
  Where do/did you start?

Next steps beyond campus

- **Create allies**
    Network of those attending today

- **Survey**
    Connection to next annual colloquium

- **Project IMPACT**
➢ Multi-year, multi-institutional study to understand and assess
    Learning, growth, and development
➢ Implications for actions, policies, and practices
➢ Locally and Globally

- **Other suggestions?**