

## A Dynamic Systems Approach to Assessment of Global Learning

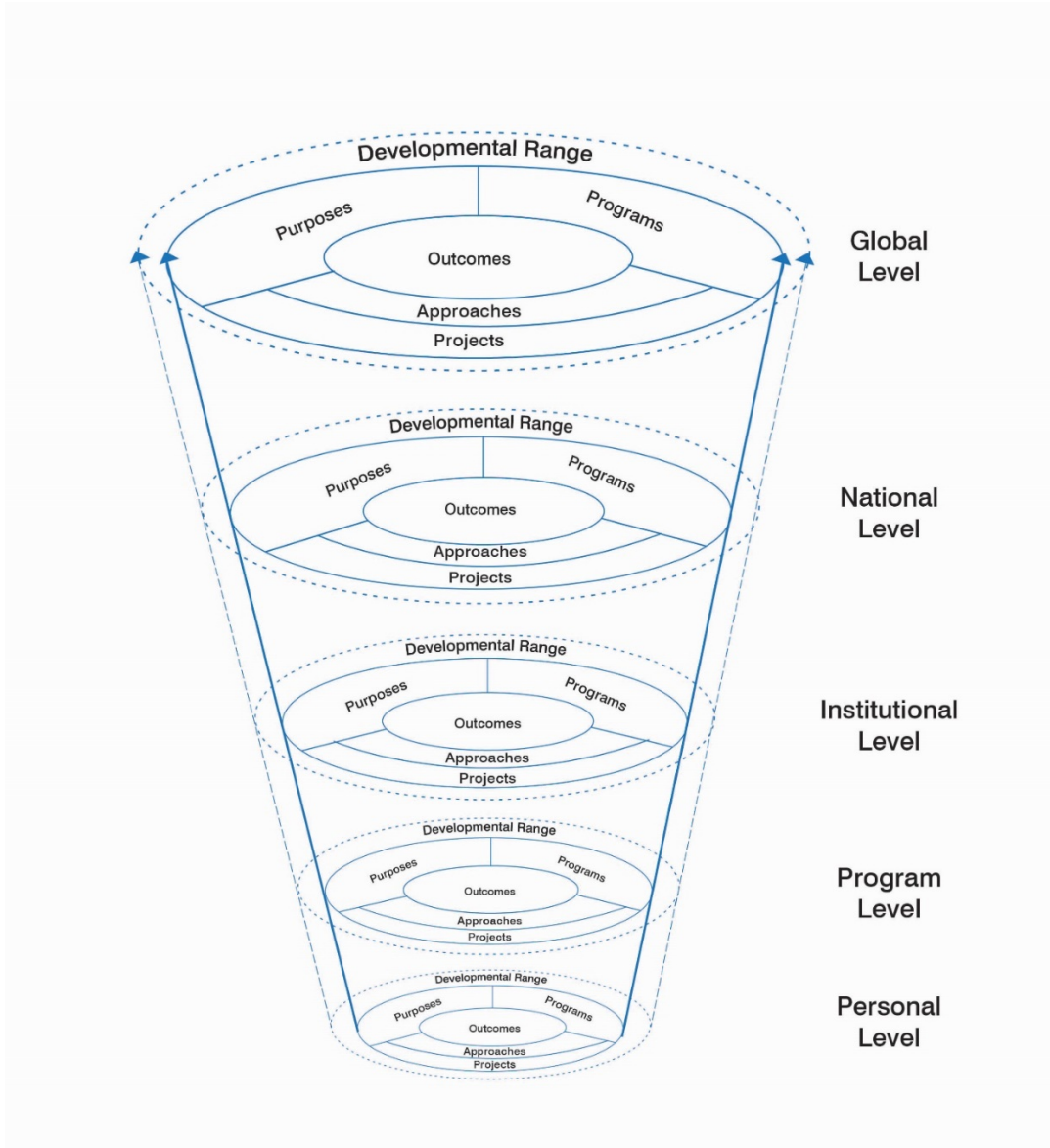
JY Zhou

Stockton University, Galloway, NJ USA 08205

[JY.Zhou@stockton.edu](mailto:JY.Zhou@stockton.edu)

### STEP ONE: Which level are you assessing your global learning?

Please circle your focused level.



Want to know more? Please read:

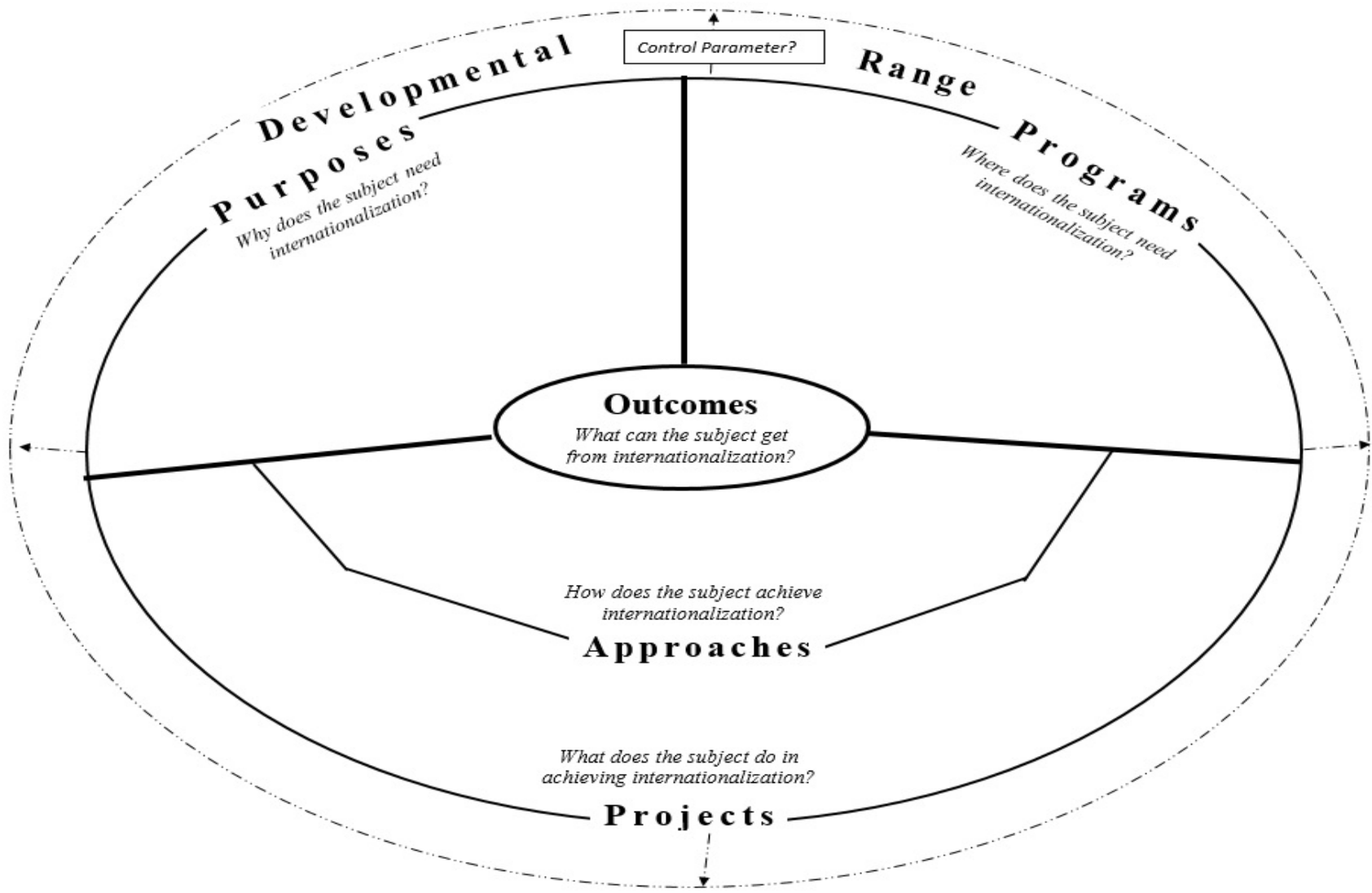
**Zhou, J.** (2017). Assessment of internationalization of higher education: Theoretical contributions and practical implications. *NAFSA Research Symposium Series 1, 1*, 31-49.

<http://www.nafsa.org/Shop/detail.aspx?id=140E>

**Zhou, J.** (2016). A Dynamic Systems approach to internationalization of higher education. *Journal of International Education and Leadership*, 6(1), 1-14. <https://goo.gl/f2XcGa>

**STEP TWO: How well do you know your system? What are the variables of your system?**

Who is the subject? \_\_\_\_\_



**STEP THREE: What are the indicators of the Outcomes (i.e. Global Learning) of your system?**

Write 2-3 indicators of the global learning at your focused level, and quantify them:

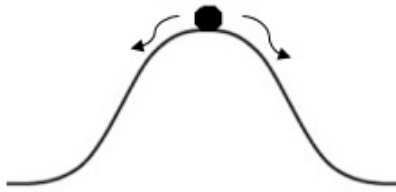
Indicators	Quantity	Potential

Sample **Indicators** of global learning at various levels:

- Number of international students in your class / institution
- Number of international / foreign-born faculty / staff members
- Number of courses with globalized curriculum
- Number of study abroad programs
- Number of languages taught on campus
- Number of languages spoken among students
- Number of courses focusing on global learning in a program
- Number of weeks in semester that the course discusses global learning
- Number of global awareness perspective in learning outcomes
- Number of projects aiming at developing global learning
- Number of programs aiming at developing global learning
- Number of faculty who actively support the goal of comprehensive internationalization
- Number of faculty taking advantage of development opportunities related to global research, teaching and service
- Number of faculty that have participated in international partnerships
- Number of global co-curricular activities (e.g., student internships, clubs, service learning, etc.)
- Number of funding supports the goal of developing global learning
- Number of regular and consistent campus-wide dialogues on the subject of global learning leading to a shared understanding of the internationalization
- Number of global learning course development grants to individual faculty members from the central administration
- Number of a departmental curriculum committee leads a review of global learning integration
- ...

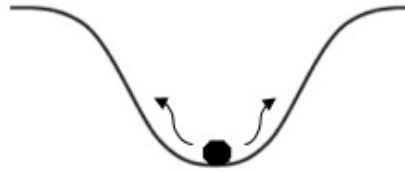
**STEP FOUR: Where is your Global Learning? How would you predict your Global Learning?**

Figure A: "Little Push"



With little push, the ball can move forward.

Figure B: "Big Push"



With a big push, the ball can move forward

1. Please identify the positions of your Global Learning Indicators below.
2. Please identify the **push factors** of each Global Learning Indicator you identified (*Big Push* or *Little Push*)

**Global Learning Indicator:**

---

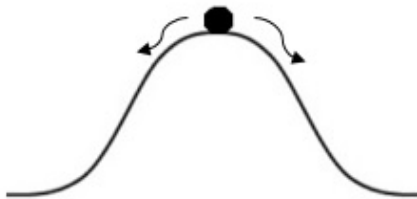


Fig. A (Little Push)

**Push factors/Changes Needed:**

---

---

---

---

**Global Learning Indicator:**

---

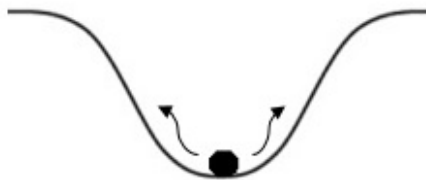


Fig. B (Big Push)

**Push factors/Changes Needed:**

---

---

---

---