

2018 Forum on Global Learning

Developing Capacity for Global Impact: From Skill Sets to Mindsets

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Theories & Definitions of Global Learning
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Definitions and Key Terms

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. (Association of American Colleges & Universities)

Global learning is “the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders” (Landorf & Doscher, 2015)

“**Global Learning for Engaged Citizenship** is defined as an educational process that enhances one’s competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world. Global learning opportunities exist in the academic curriculum and in co-curricular experiences, and can be pursued both at home and abroad.” (Kennesaw State University <https://www.aacu.org/global-learning/definitions>)

“USF defines **global learning** within the context of global citizenship. Specifically, we define a global citizen as someone who engages meaningfully and effectively with diverse people, places, events, opportunities, and challenges. Our student learning outcomes for the Global Citizens Project are divided into cognitive and affective/conative domains and grouped into three broader competencies (global awareness, global responsibility, and global participation) in our conceptual framework.” (University of South Florida, <https://www.aacu.org/global-learning/definitions>)

Nebraska Wesleyan University’s definition of **global learning**: “In an increasingly diverse world where global migration is increasing at a rapid pace, where inequality based on heritage is built into social systems, and where the societal problems facing all of humanity will require the minds, voices, and actions of individuals from every background, students must have a deeper understanding of the diverse nature of their world. This deeper understanding will allow for movement toward social justice.” (Nebraska Wesleyan University, <https://www.aacu.org/global-learning/definitions>)

“**Internationalization** at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.” (Jane Knight, 2015)

“**Internationalization** is an ongoing process of change whose objective is to integrate the institution and its key stakeholders into the emerging global knowledge and learning network.” (Gabriel Hawawini, 2016)

Six Dimensions of the Global Learning VALUE Rubric

Global Self-Awareness	In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
Perspective-Taking	<p>The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge.</p> <p>The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.</p>
Cultural Diversity	<p>The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals.</p> <p>On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.</p>
Personal and Social Responsibility	<p>The ability to recognize one's responsibilities to society—locally, nationally, and globally— and to develop a perspective on ethical and power relations both across the globe and within individual societies.</p> <p>This requires developing competence in ethical and moral reasoning and action.</p>
Global Systems	<p>The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption.</p> <p>These systems influence how life is lived and what options are open to whom. Students need to understand how these systems</p> <ol style="list-style-type: none"> (1) are influenced and/or constructed, (2) operate with differential consequences, (3) affect the human and natural world, and (4) Can be altered.
Knowledge Application	<p>In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels.</p> <ul style="list-style-type: none"> •An ability to apply knowledge and skills gained through higher learning to real-life problem solving both alone and with others.

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