

# Forum on Global Learning

*Developing Capacity for Global Impact:  
From Skill Sets to Mindsets*



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# Welcome & Overview

# Key Terms

- Global Learning
- Creative Inquiry
- Global Impact
- Global Mindset







# UN Sustainable Development Goals





A pair of hands, one light-skinned and one dark-skinned, are shown holding a small, textured globe of the Earth. The globe is held in the palms, with the fingers visible around it. The globe shows continents in shades of green and yellow and oceans in blue. The background is black.

Intercultural  
Competencies

Global  
Competencies

Global Learning

# Global Learning

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. Through global learning, students should **1)** become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, **2)** seek to understand how their actions affect both local and global communities, and **3)** address the world's most pressing and enduring issues collaboratively and equitably.

-AAC&U Global Learning VALUE Rubric



# Global Competencies



## Considerations:

- Developmental
- Transformative
- Takes Time
- Requires Safe + Supportive Environment

- Self-Awareness
- Perspective Taking
- Understanding Cultural Diversity
- Personal and Social Responsibility
- Understanding Global Systems
- Applying Knowledge to Contemporary Global Contexts

# Why Global Learning?

**Cheryl Matherly, EdD**  
Vice President/Vice Provost for International  
Affairs, Lehigh University



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# Theories & Definitions of Global Learning for Global Impact

**Dawn Michele Whitehead, PhD**

Senior Director for Global Learning and Curricular Change, Office of Integrative Liberal Learning and the Global Commons, Association of American Colleges and Universities (AAC&U)



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# Theories and Definitions of Global Learning for Impact

Dawn Michele Whitehead, PhD  
Association of American Colleges & Universities



“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”  
(Hawawini, 2016).



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# Variety of Terms That Inform Our Definition(s) of Global Learning

Global Citizenship      Global Competence      “Glocal”  
Global Learning      Global Mindset      Global Perspectives  
Internationalization      Intercultural Competence  
International Education      Global Service Learning  
Study Away      Study Abroad      Global Engagement  
Community-Based Global Learning



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# That brings us to Global Learning!



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# The definition of global learning should

- \*define global learning

- \*describe what students are able to do



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# Identifying Your Definition of Global Learning

- Raise your hand if you have a definition of global learning at your institution.
- Please tell us what it is.



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# Global Learning Definition Inventory

- Who knows this definition?
- How does it cross disciplinary/school lines?
  - Are there silos that prevent the articulation of global learning?



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Critical to have a **shared** *definition* and *understanding* of global learning across your institution

- ✓ Faculty
- ✓ Administrator
- ✓ Students
- ✓ Advisors
- ✓ Student Affairs professionals
- ✓ International Educators
- ✓ **Guides in class and out of class global activities**

You must also think about  
institutional context when defining  
global learning.



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Let's take a look at a few definitions  
that are action-oriented and involve  
shifting perspectives



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# Association of American Colleges & Universities

Leading national association concerned with quality of student learning in college

1400 institutional members

Public, private, 2-year, 4-year, research, state systems, liberal arts, range in selectivity, and international



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# Mission:

Advance the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy



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# The Definition of Global Learning Used by AAC&U

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.



On the  
handout



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# Florida International University

- Located in Miami
- Research Institution
- Nearly 54,000 students
  - Diverse Student Body: 61% Hispanic, 15% White Non-Hispanic, 13% Black, 4% Asian Pacific Islander, and 7% other groups of color



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# Florida International University

**Global learning** is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.

Landorf, H., & Doscher, S.P. (2015). Defining global learning at FloridaInternational University. *Diversity & Democracy*, 18(3), 24-25.



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# Kennesaw State University

- Located on two metro Atlanta campuses
- More than 35,000 students
- Doctoral Institution with moderate research activity
- Student Population: 57.8% White, 21.5% Black, 9.2% Hispanic/Latino, 4.4% Multiracial, 4.6% Asian, .2% American Indian/Alaskan Native, 2.2% Unknown
- 1.6% International Students



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# Kennesaw State University

- 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.



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# La Guardia Community College

- Located in Queens, NYC
- 45,695 students
- Diverse student body
  - From 150 different countries and speak 96 different languages
  - 49% Hispanic, 18% Black, 21% Asian, 11% White, and 1% Other



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# LaGuardia Community College

- Global learning focuses on transnational economic, political, environmental, physical, social and cultural issues and their implications. It enables students to:
  - Advance their knowledge and understanding of global issues, events and histories;
  - Strengthen their knowledge and understanding of divergent global perspectives and pluralistic views and develop their abilities to thoughtfully communicate across difference; and,
  - Apply learning and consider opportunities for ethical engagement, identifying ways their actions affect both local and global communities.



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# Nebraska Wesleyan University

- Located in Lincoln, Nebraska
- Private Master's College & University
- Liberal Arts University
- Focus with a Methodist connection
- 2100 students
- Student body
  - 83.9% White, 6.6% Hispanic/Latino, 2.6% Black, 2.5% Multi-racial, 1.9% Asian, .2% American Indian/Alaskan Native, .1% Native Hawaiian/Pacific Islander, and 2.2% Unknown



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# Nebraska Wesleyan University

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



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# University of South Florida

- More than 50,000 students on 3 campuses in Tampa, St. Petersburg, and Sarasota-Manatee
- Student Body: White 55.7%, Latino/Hispanic 19.5%, Black/AA 10.5%, 6.8% Asian American, 2 or more races 3.8%, American Indian .2%, Hawaiian/Pacific Islander .2%, and 3% not reported
- 10% of students are international students



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# University of South Florida

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/globallearning/definitions> )



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Definitions of Global Learning—that  
are focused on impact and shift  
from a skillset to a mindset—should  
be guided by global learning  
principles



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# Global Learning Principles

meaningful opportunities to analyze and explore complex global challenges

enhance students' sense of **identity, community, ethics,** and **perspective-taking**

apply learning to take responsible **action** in contemporary global contexts, and evaluate the goals, methods, and consequences of that action.

collaborate respectfully with diverse others

Planning Language



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# Why do we do this work of Global Learning?

To Prepare Students!!!



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# Expectations for Students

Preparation to participate in life, work, and citizenship

“Understand responsibilities to societies—locally,  
nationally, and globally “

“Develop perspective on ethics and power relations across the  
global and within individual societies”

“Engage and learn from perspectives and experiences different  
from one’s own”

AAC&U Global Learning VALUE Rubric-Personal and Social Responsibility



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# What Employers Want

Key findings from survey among 400 executives at private-sector and nonprofit organizations that have at least 25 or more employees (November and December 2014) for The Association of American Colleges and Universities by Hart Research Associates

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Employers are increasingly globally connected  
and are placing more emphasis on hiring  
candidates with global knowledge and  
experience

**70%** reported  
being globally  
connected



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# Globally Connected Employers

- 41% operations outside the US
- 49% suppliers outside the US
- 54% clients outside the US



# A majority of employers want *all* students to gain global knowledge and intercultural skills

96% SA or A all students should have experiences solving problems with people whose views are different from their own

78% SA or A that regardless of a student's chosen field of study, all students should "gain intercultural skills and an understanding of societies and countries outside the US"



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# Employers gave students weak grades on key global learning outcomes

- “Not Prepared” on 5 outcomes
  - \*Knowledge of global developments
- \*Problem-Solving in diverse groups
- \*Scientific Literacy
  - \*Knowledge of cultures & societies outside the USA
  - \*Foreign Language proficiency



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**80%** said it was very important for recent graduates to demonstrate their ability to apply learning in real-world settings.



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# 2016 Nobel Prize Winners in Chemistry



Pioneers in the second wave  
of nanotechnology  
“for their design and  
production of molecular  
machines”

Jean-Pierre Sauvage (French), **University of Strasbourg, France**

Sir J. Fraser Stoddart (Scottish), Northwestern University, Evanston, IL,  
**USA**, and

Bernard L. Feringa (Dutch) , University of Groningen, **the Netherlands**



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# Global Learning Skills and Mindsets that Students Need: For Life, Citizenship, and Work

## Skills

Gain global knowledge and awareness

Preparation to communicate, gather information, and collaborate respectfully with diverse others

Gain and practice intercultural skills

Problem solve with people whose views, backgrounds, educational levels, and cultural backgrounds are different from their own

Awareness of power and stratification at home and abroad and an opportunity to meaningfully analyze and explore global challenges



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Global learning **cannot** be achieved in a single course or a single experience but is acquired cumulatively across students' entire educational experience through an schools in-class and out-of-class programming.



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In order to consider crossing disciplinary and curricular/co-curricular lines, here are some dimensions of global learning for impact you should consider.



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# 6 Dimensions of Global Learning

1. **Global Self-Awareness**
2. **Perspective Taking**
3. **Cultural Diversity**
4. **Personal and Social Responsibility**
5. **Understanding Global Systems**
6. **Applying Knowledge to Contemporary Global Contexts**



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<b>Global Self-Awareness</b>	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.
<b>Perspective Taking</b>	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. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
<b>Cultural Diversity</b>	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. 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.
<b>Personal and Social Responsibility:</b>	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. This requires developing competence in ethical and moral reasoning and action.
<b>Global Systems:</b>	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. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.
<b>Knowledge Application</b>	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. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

The dimensions help students move  
beyond the course content, to  
specific skills and mindsets to  
prepare them for life, citizenship,  
and work



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# Sustainable Development Goals to Guide Global Learning for Impact



Image from <https://sustainabledevelopment.un.org/partnerships>

As you consider exploring thematic, integrated global learning, involve all of the constituents:

Consider the role of student organizations, student affairs programming, faculty from across disciplines and majors as students work on projects, and make deliberate connections that are clear to students.

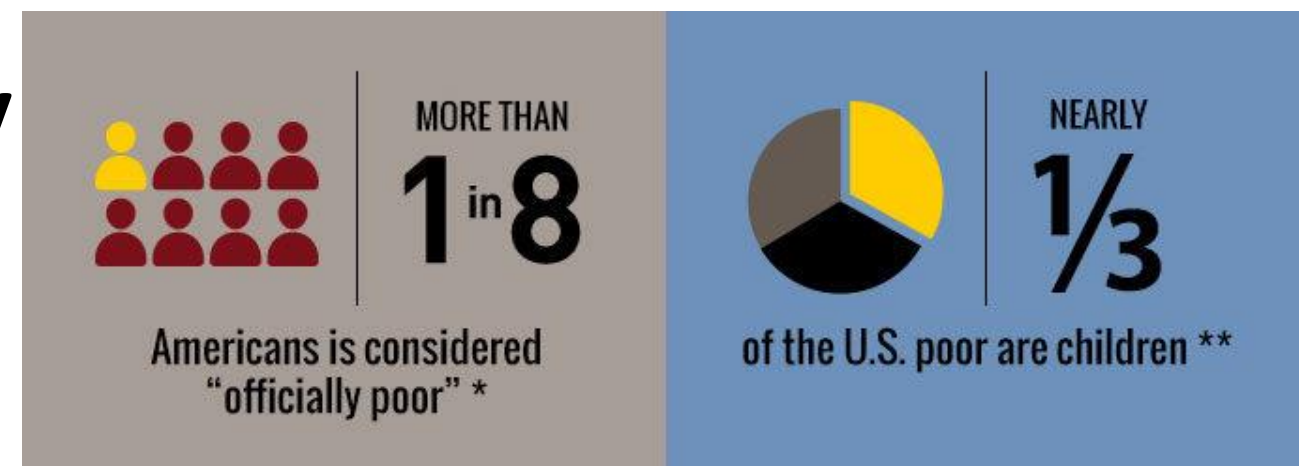


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# Eradication of Poverty



<https://poverty.umich.edu/about/poverty-facts/>

Poverty is a global issue that countries, states/districts, and communities of all types face. Addressing the issue locally can be solved by using global solutions: Experiences at home before work abroad is critical.



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# Clean Water and Sanitation in Flint and the World



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# Migration: Refugees and Responses



Push and Pull Factors, Socio-Cultural Factors contributing to migration, local, national, and international policies, colonization, understand the sending and receiving states, etc.

Policy briefs, interviews, mini-documentaries, policy analysis, local education policy, letters to the editor, healthcare access, etc.



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Global Service Learning or  
Community-Based Global Learning



Interactive International  
Videoconferencing—  
Pre/Post



Research/Partnerships



Community-Engagement



# Common Global Learning Activities That Can Take Place at Home and/or Abroad

<hr/>		
<b>Community-Based Learning</b>	<b>Globally-Focused Capstones and Courses</b>	<b>Global Internships</b>
<b>Global Service Learning</b>	<b>Global Research</b>	<b>Interactive Videoconferencing</b>
<b>Language Study</b>	<b>Study Abroad</b>	<b>Study Away</b>
<hr/>		



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## Discussion Questions:

1. Why is global learning critical for today's students?
2. How does your institution define global learning, and how do you/could you make sure students, staff, and faculty have a shared understanding?
3. How are you able to cross disciplinary and departmental lines to ensure quality, integrated global learning experiences for students on your campus?



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# Thank you! Questions/Comments?

whitehead@aacu.org



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# Questions for Discussion

*Why is global learning critical for today's students?*

*How does your institution define global learning, and how do you/could you make sure students, staff, and faculty have a shared understanding?*

*How are you able to cross disciplinary and departmental lines to ensure quality, integrated global learning experiences for students on your campus?*



# Introduction to Creative Inquiry Model

**Khanjan Mehta**

Vice Provost, Creative Inquiry; Director,  
Mountaintop Initiative, Lehigh University



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# Introduction to the Creative Inquiry Model

Khanjan Mehta

Vice Provost for Creative Inquiry

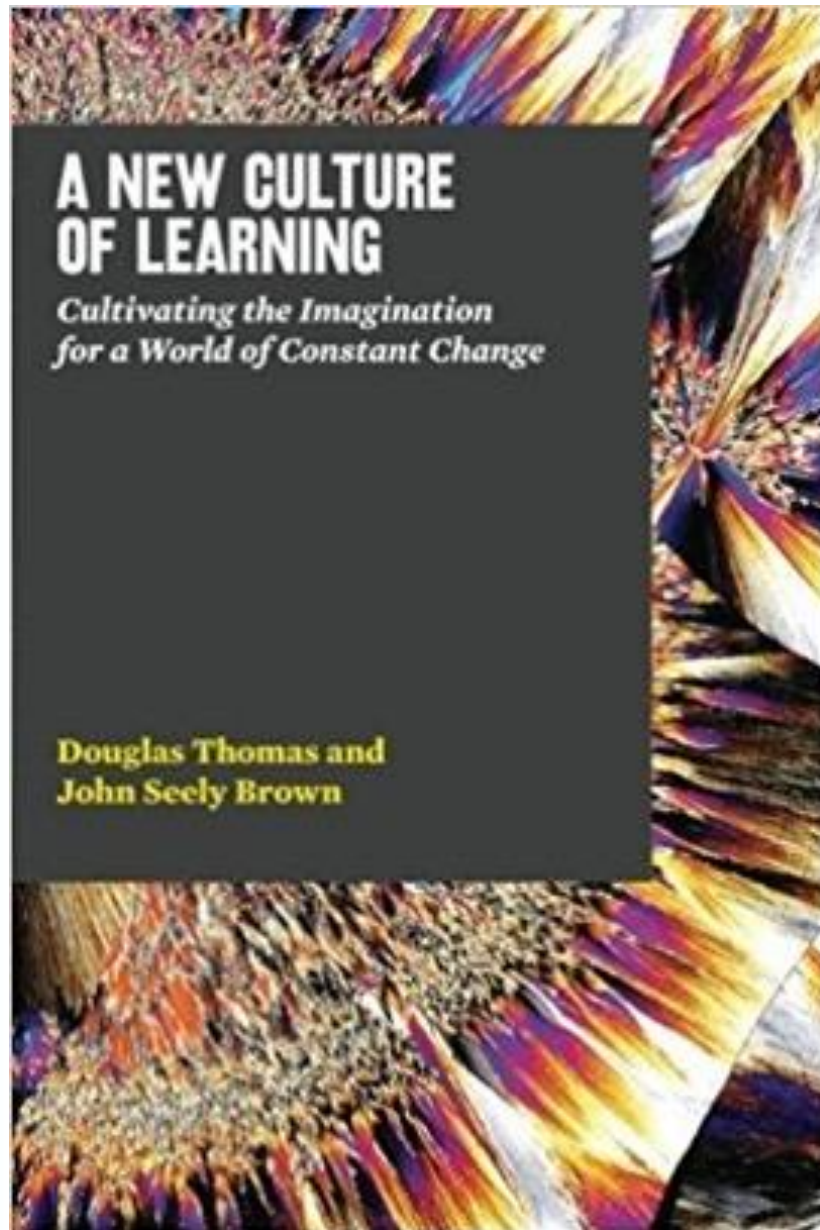
Director of Mountaintop Initiative

0

# **Why Creative Inquiry?**

## **Why Global Impact?**

# Assumption #1



Someone needs to teach for someone to learn.





**KHAN**ACADEMY



**coursera**



UDACITY



**P2PU**

*Learning for everyone  
by everyone  
about almost anything.*

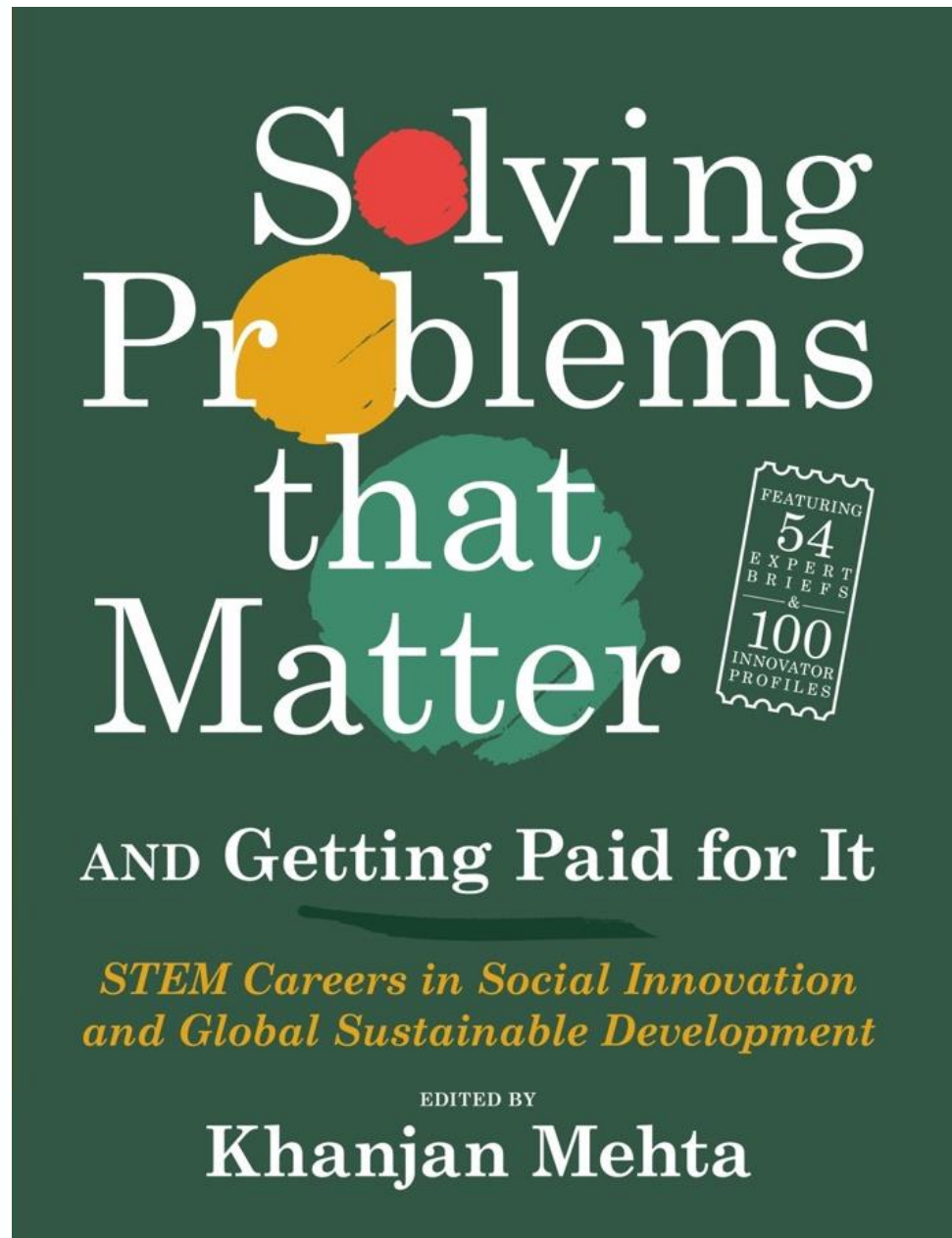
**42**

1010 TUITION-FREE 1010101010101010101010  
1010 CODING 10101010101010101010101010  
1010 UNIVERSITY 1010101010101010101010

[www.42.us.org](http://www.42.us.org)

# Assumption #2

Universities prepare students for industry.





Nonprofits



Academia



Corporations



Fourth Sector



Startups



Multilaterals



Consultants



Government

## The **gig** economy

**42**  
million

US workers  
are 1099

**34%**

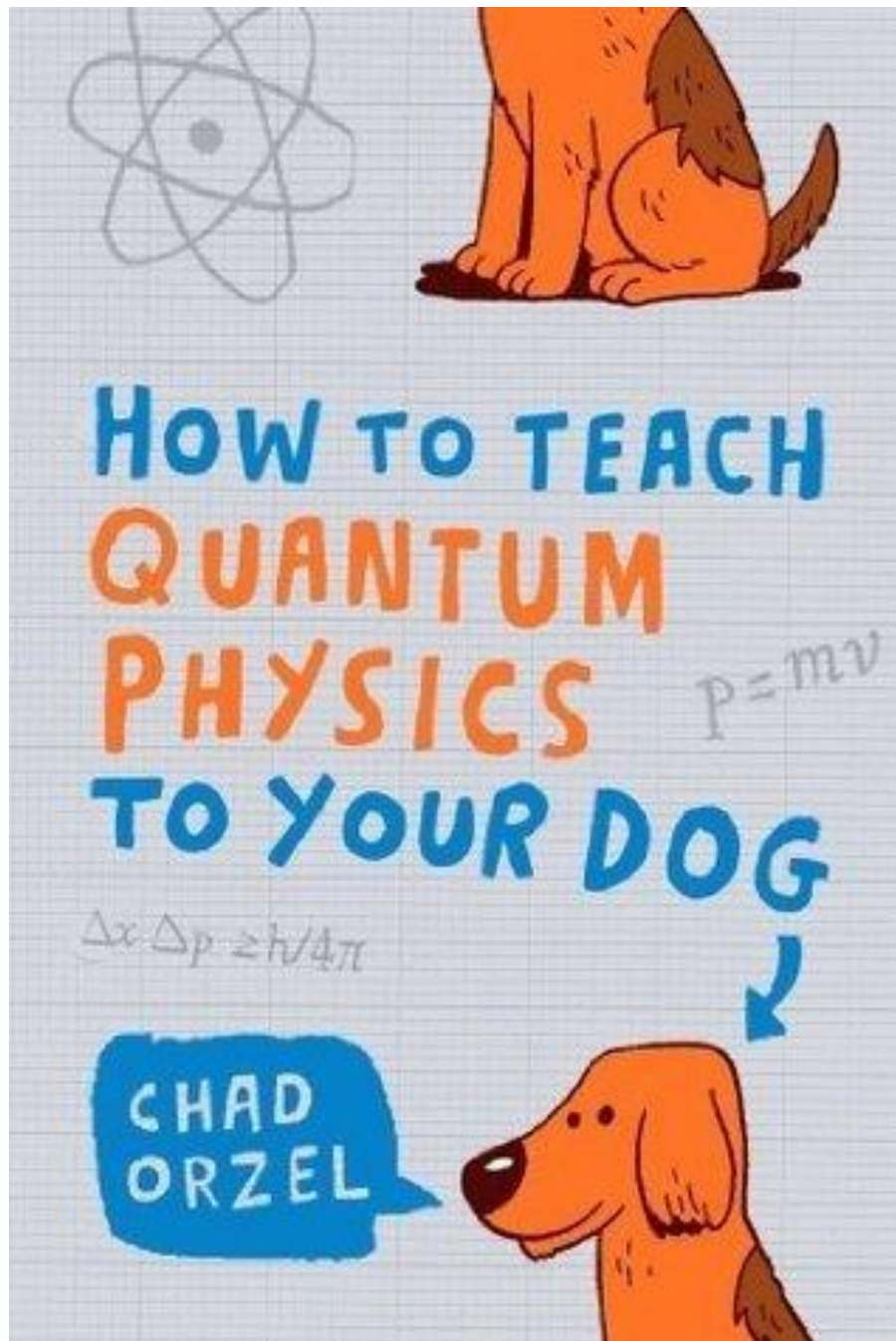
of the workforce  
has a second job





# Assumption #3

You need to know basics to do more advanced work.





# Start with Food Security?



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# Creative Inquiry

...the process of pursuing new intellectual, artistic, and creative pathways that respects and builds upon what is known.

Stand on the shoulders of giants →  
Advance knowledge and praxis

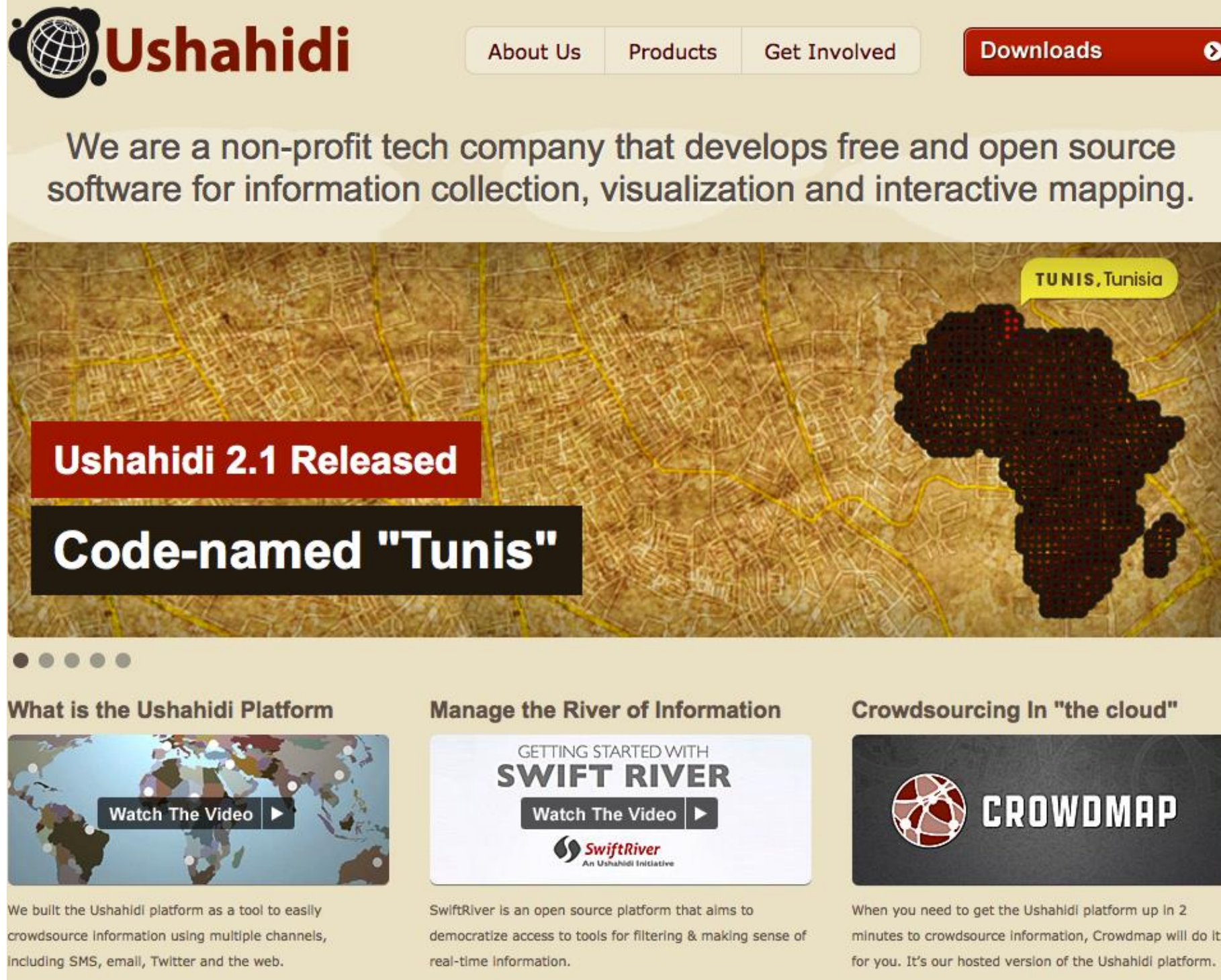


# Why Global Impact?





# Why Global Impact?



The screenshot shows the Ushahidi website homepage. At the top is the Ushahidi logo, a globe with a grid, followed by the name "Ushahidi" in a bold, dark red font. To the right of the logo are four navigation buttons: "About Us", "Products", "Get Involved", and "Downloads" (which is highlighted in red and has a right-pointing arrow). Below the navigation bar is a large banner area. It features a background image of a map of Africa with a dense grid of red dots. Overlaid on the left side of the banner is a red box with the text "Ushahidi 2.1 Released" and a black box below it with the text "Code-named 'Tunis'". On the right side of the banner, there is a yellow speech bubble pointing to the map with the text "TUNIS, Tunisia". Below the banner are three columns of content. The first column is titled "What is the Ushahidi Platform" and features a world map with a "Watch The Video" button. The second column is titled "Manage the River of Information" and features a "GETTING STARTED WITH SWIFT RIVER" header, a "Watch The Video" button, and the SwiftRiver logo. The third column is titled "Crowdsourcing In 'the cloud'" and features the "CROWDMAP" logo. Each column has a short paragraph of text below its respective image.

**Ushahidi**

About Us Products Get Involved Downloads

We are a non-profit tech company that develops free and open source software for information collection, visualization and interactive mapping.

**Ushahidi 2.1 Released**

**Code-named "Tunis"**

TUNIS, Tunisia

What is the Ushahidi Platform

Watch The Video

We built the Ushahidi platform as a tool to easily crowdsource information using multiple channels, including SMS, email, Twitter and the web.

Manage the River of Information

GETTING STARTED WITH  
**SWIFT RIVER**

Watch The Video

SwiftRiver  
An Ushahidi Initiative

SwiftRiver is an open source platform that aims to democratize access to tools for filtering & making sense of real-time information.

Crowdsourcing In "the cloud"

**CROWDMAP**

When you need to get the Ushahidi platform up in 2 minutes to crowdsource information, Crowdmap will do it for you. It's our hosted version of the Ushahidi platform.





# Why Global Impact?



**SUSTAINABLE  
DEVELOPMENT** GOALS



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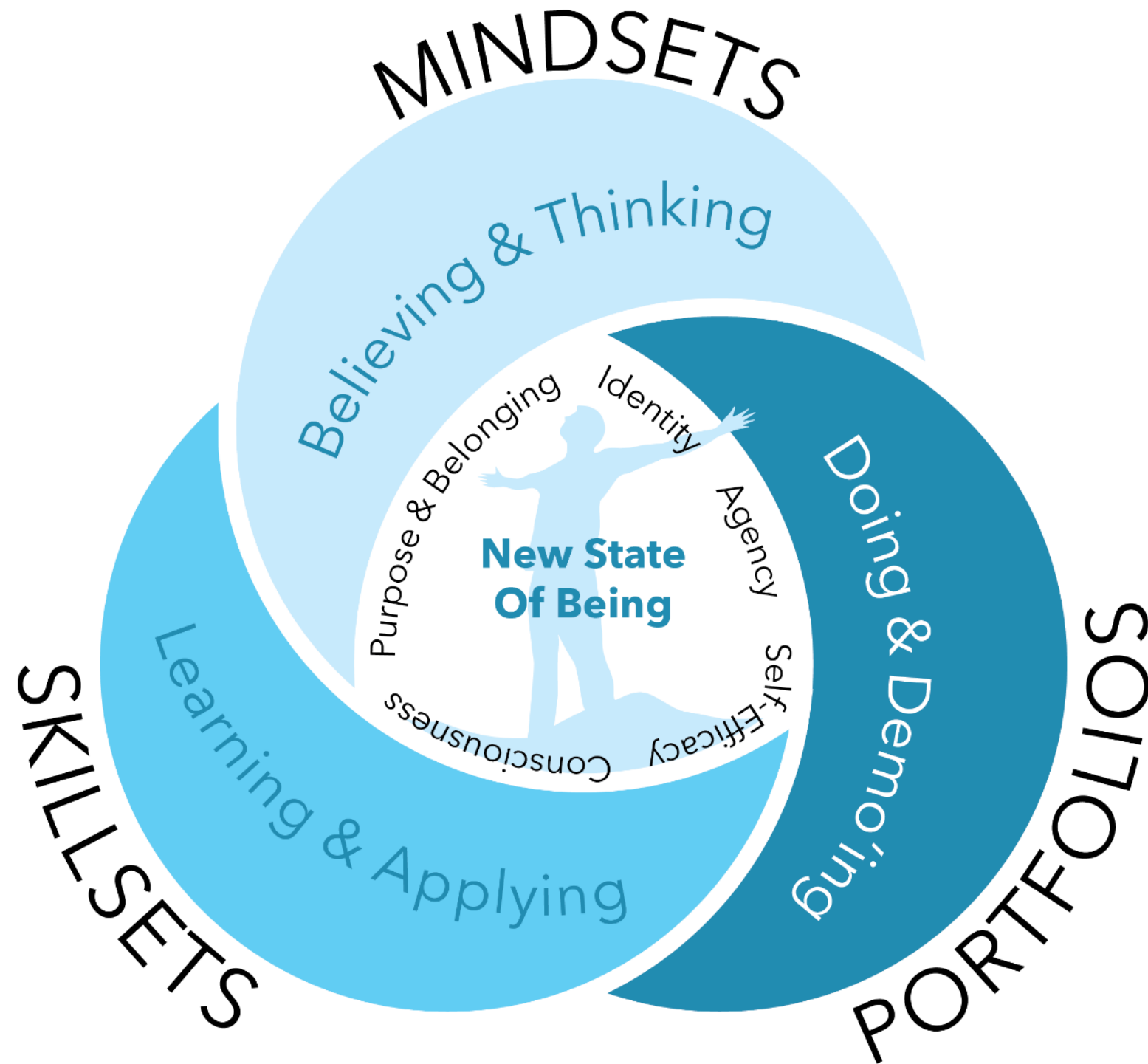
# Education for a life of Impact!



1

**Prepare for Lives of Impact?**

# Mindsets | Skillsets | Portfolios





# Skillsets



# Mindsets

Creative Inquiry-Led  
Approach



Design Thinking



Entrepreneurial Thinking



Systems Thinking



Data-Driven Approach



Evidence-Based Approach



Global Citizenship



Envisioning the Future



Coalition Building  
& Taking the Lead



Ethical Decision-Making



Taking the Lead &  
Playing by Strengths



Execution &  
Getting Stuff Done



# Portfolios





# Portfolios

JOURNAL OF MEDICAL ENGINEERING & TECHNOLOGY, 2016  
http://dx.doi.org/10.1080/03091902.2016.1213907



ORIGINAL RESEARCH ARTICLE

## Value propositions of mHealth projects

Irena Gorski<sup>a</sup>, Joshua T. Bram<sup>a</sup>, Staci Suterma<sup>a</sup>, Molly Eckman<sup>a</sup> and Khanjan Mehta<sup>b</sup>

<sup>a</sup>The Pennsylvania State University, University Park, PA, USA; <sup>b</sup>Humanitarian Engineering and Social Entrepreneurship (HESE) Program, Engineering Design, The Pennsylvania State University, University Park, PA, USA

### ABSTRACT

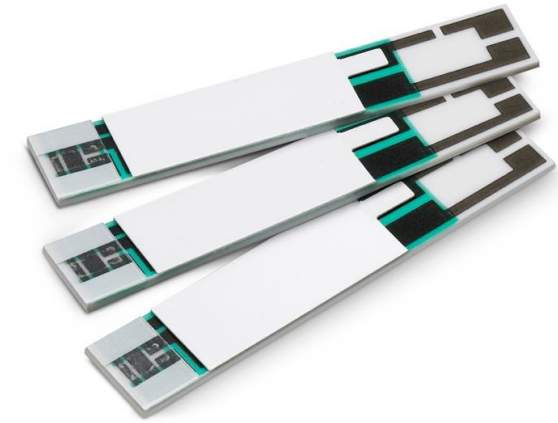
While mHealth holds great potential for addressing global health disparities, a majority of the initiatives never proceed beyond the pilot stage. One fundamental concern is that mHealth projects are seldom designed from the customer's perspective to address their specific problems and/or create appreciable value. A customer-centric view, where direct tangible benefits of interventions are identified and communicated effectively, can drive customer engagement and advance projects toward self-sustaining business models. This article reviews the business models of 234 mHealth projects to identify nine distinct value propositions that solve specific problems for customers. Each of these value propositions is discussed with real-world examples, analyses of their design approaches and business strategies, and common enablers as well as hurdles to surviving past the pilot stage. Furthermore, a deeper analysis of 42 mHealth ventures that have achieved self-sustainability through project revenue provides a host of practical and poignant insights into the design of systems that can fulfil mHealth's promise to address health-care challenges in the long term.

### ARTICLE HISTORY

Received 1 March 2016  
Revised 13 June 2016  
Accepted 16 June 2016  
Published online 11 August 2016

### KEYWORDS

mHealth; value proposition; healthcare; developing countries; meta-analysis





# Portfolios

## experiences

Arts

Research

Creative Inquiry

Entrepreneurship

Internships & Coops

Teaching & Mentoring

Global & Cross-Cultural

Community Engagement

Leadership & Teamwork

### Personal Growth

Identity, Agency, Life Goals,  
Career Pathways, Purpose  
and Belonging, etc.

### Advancing Praxis

New or Improved Products,  
Processes, Organizations,  
Ventures, etc.

### Professional Recognition

Grants, Awards, Fellowships,  
Invited Talks, Expanding  
Network, etc.

### Advancing Knowledge

Journal Articles, Conference  
Presentations, Op-Eds,  
Symposia, etc.

## outcomes ←



# From Inquiry to Impact



















**Real, Meaningful,  
Authentic Projects**

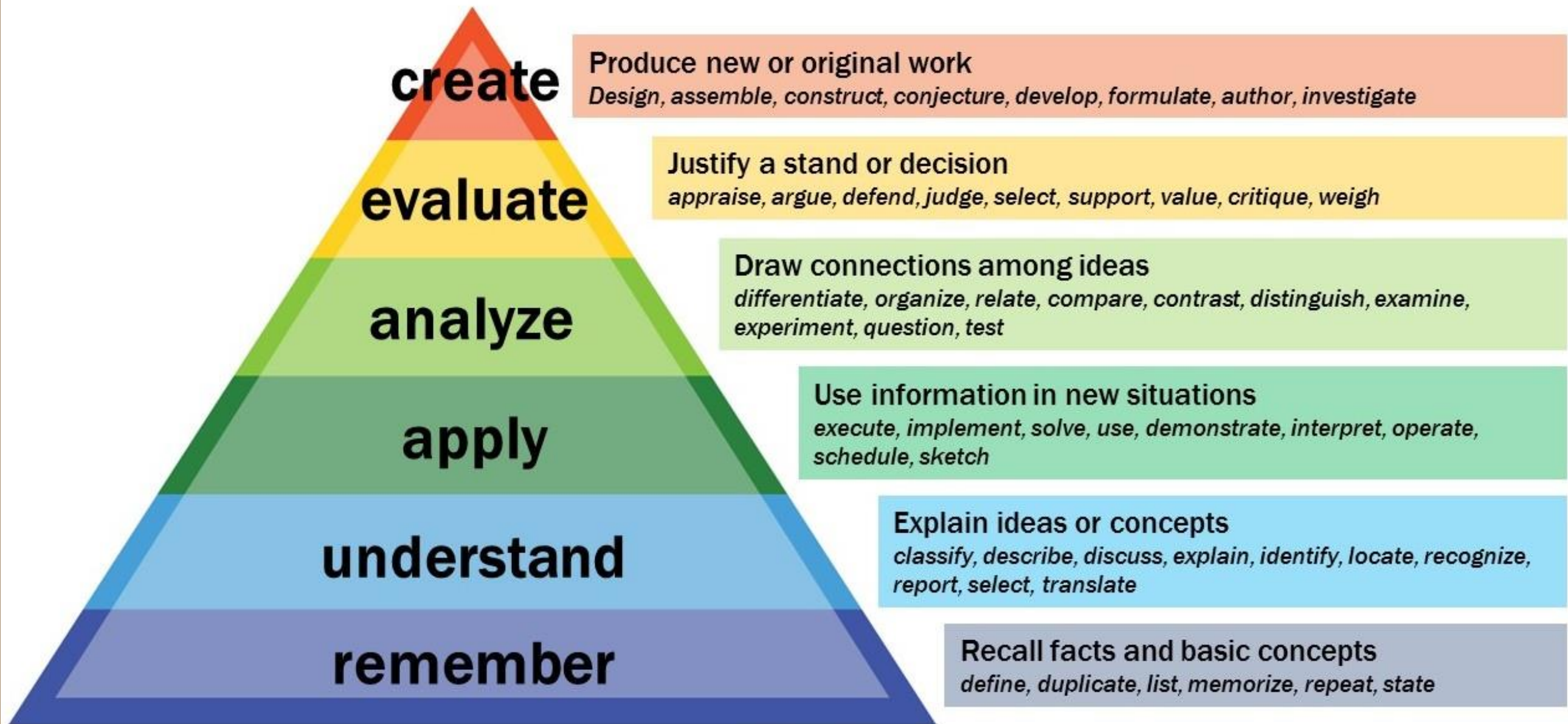


# 2

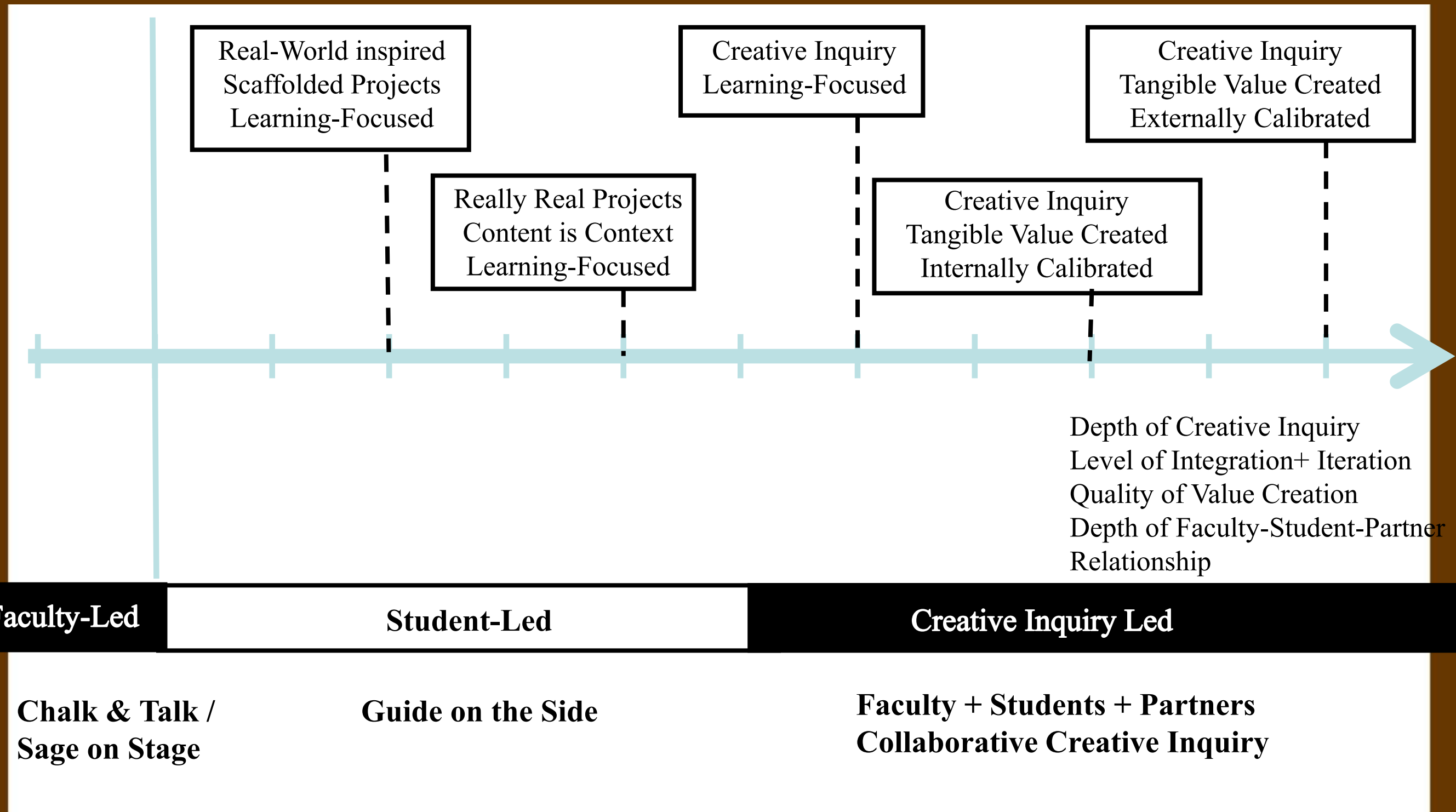
## **Importance of Creating, Creative Inquiry, and Spaces**

# Creating @ Epitome of Learning

## Bloom's Taxonomy



# Creating @ Epitome of Learning





# Fruits of Innovation

Knowledge

Education, Medicine, Technology, Happiness, Process, Enlightenment, Freedom, Mindset, Religion, Organization, Quality of Life, Perspective, Engagement, Reality, Equity, Concept, Brave New World, Design, Documentary, Lifestyle Change, Philosophy, Poem, Approach, Patent, Culture, Research Findings, Policy, Movie, Stage Setup, Language, Communication Medium, Power, Partnership, Service, Artwork, Sculpture, Perception, Business, Model, Competition, Alliance, Product, Strategy, System, Relationship, Social Movements, Play, Recipe, Meme, Milestone





# Creative Spaces





# Creative Spaces





# Creative Spaces





# Creative Spaces

**60+**

**Kinds of  
spaces**



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3

# Hallmarks of Lehigh Creative Inquiry Projects



# Creative Inquiry Project Hallmarks

1

## Real, Relevant, Authentic

Life's too short for academic exercises.  
Dream big and focus on truly new  
intellectual, artistic, and creative pathways  
that might advance the world forward.

**Hallmarks of Lehigh  
Creative Inquiry Projects**

# Creative Inquiry Project Hallmarks



## Curiosity, Purpose, Passion

Students, faculty, and partners come together driven by a strong sense of purpose and fueled by passion. Take ownership, make it the purpose of your life, do whatever it takes to get stuff done.

**Hallmarks of Lehigh  
Creative Inquiry Projects**

# Creative Inquiry Project Hallmarks



## Convergence

The most transformative innovations emerge at the convergence of concepts, disciplines, cultures, and countries, and the convergence of partners who have a shared vision and philosophy of engagement.

**Hallmarks of Lehigh  
Creative Inquiry Projects**



# Creative Inquiry Project Hallmarks



## Play by Strengths

Everyone brings something to the table.  
Leverage positive interdependence: play by strengths and bring out the best in all team members.

**Hallmarks of Lehigh  
Creative Inquiry Projects**



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# Creative Inquiry Project Hallmarks

5

## Creative Freedom

Take risks, manage uncertainty. Constraints drive creativity. All team members enjoy creative freedom and contribute intellectually to project outcomes.

**Hallmarks of Lehigh  
Creative Inquiry Projects**

# Creative Inquiry Project Hallmarks



## Bias For Action

Do first, learn later. Balance thinking with doing, ideation with execution. Understand problems and context before finding solutions. It's here, it's now. Give the project everything you have.

**Hallmarks of Lehigh  
Creative Inquiry Projects**





# Creative Inquiry Project Hallmarks



## Fail Fast, Fail Often

Learn from failure. Iterate. Pivot until successful. Persistence pays, but listen to the data and pull the plug when needed.

Hallmarks of Lehigh  
Creative Inquiry Projects



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# Creative Inquiry Project Hallmarks



## Create Value (every step)

While you don't know where the path will take you, when you have something worth sharing with other travelers, share it.

**Hallmarks of Lehigh  
Creative Inquiry Projects**



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# Creative Inquiry Project Hallmarks



## Impact, Impact, Impact

Outcomes, not activities. Execution, not just ideation. Elevate impact that advances knowledge and praxis...and be ready for the blips and adventures along the way.

**Hallmarks of Lehigh  
Creative Inquiry Projects**



# Creative Inquiry Project Hallmarks

10

## Have Fun!

Be driven by the dream. Have fun and make friends as you strive to realize it. Did we say, life is short? Carpe Diem!

Hallmarks of Lehigh  
Creative Inquiry Projects



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3

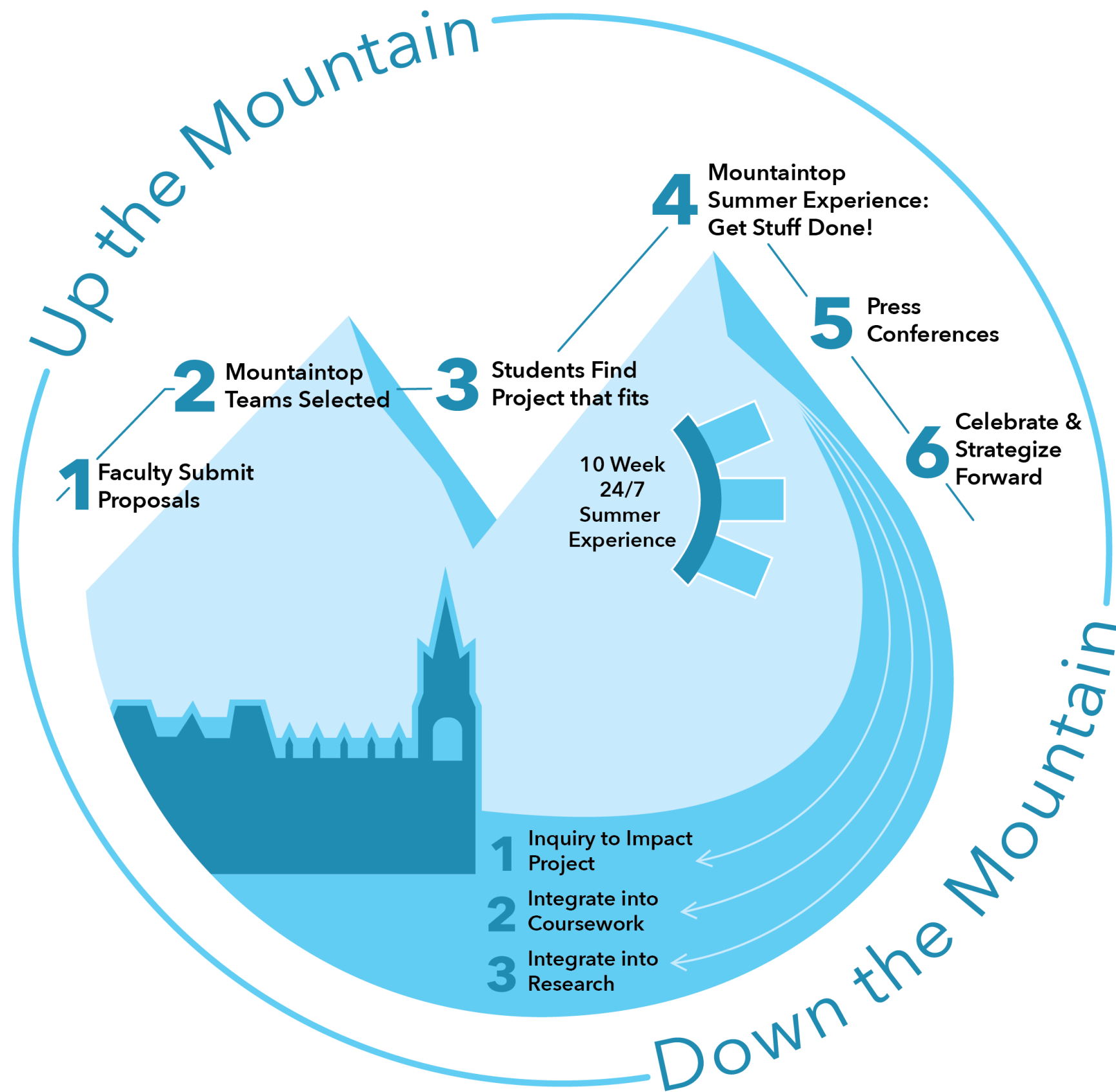
# Global Learning → Impact Mountaintop @ Lehigh



# Mountaintop Summer Experience







# 2018 Mountaintop Summer Experience

**20**

**Projects Funded  
or Supported**

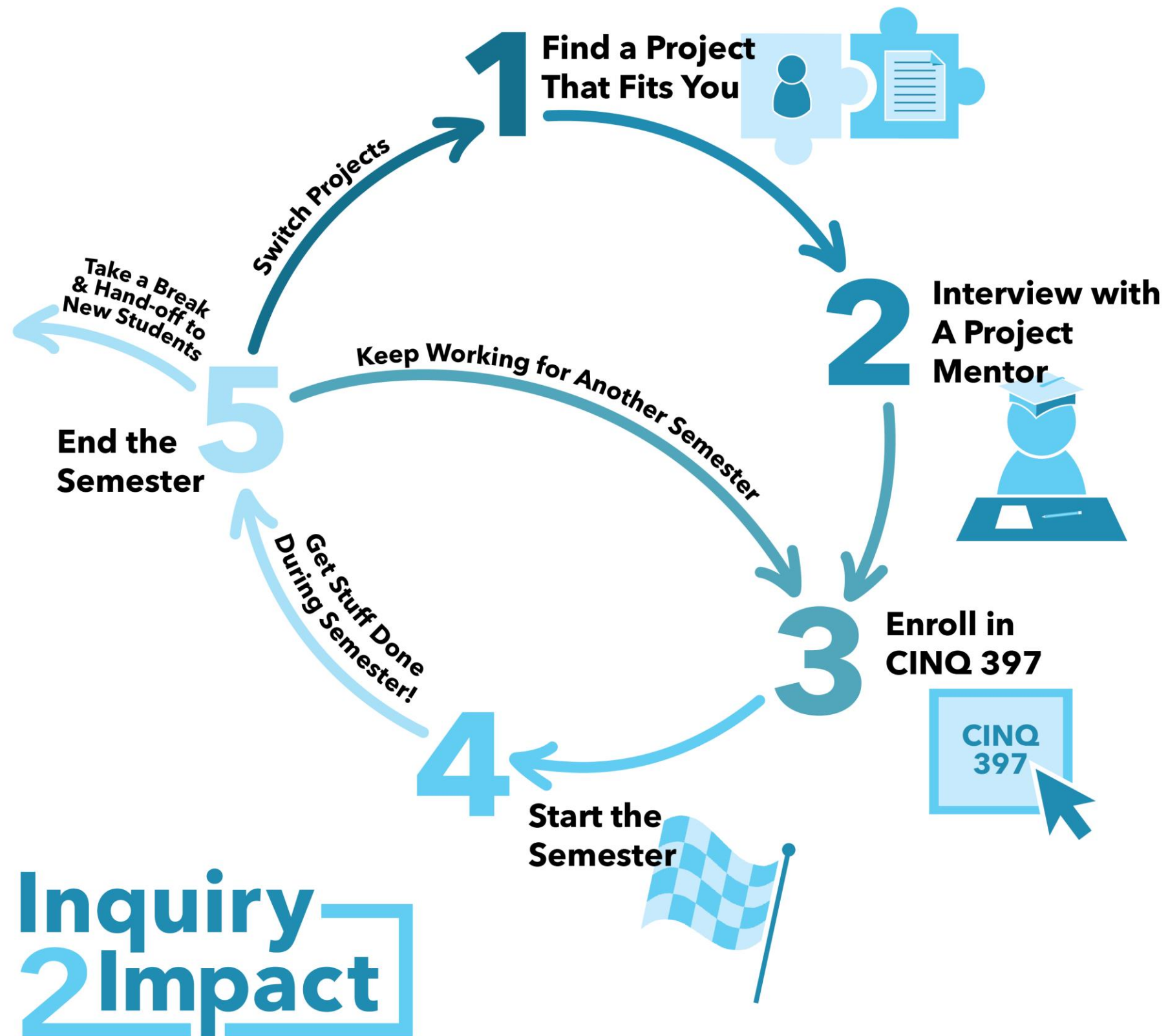
**80+**

**Students  
Involved**

**45+**

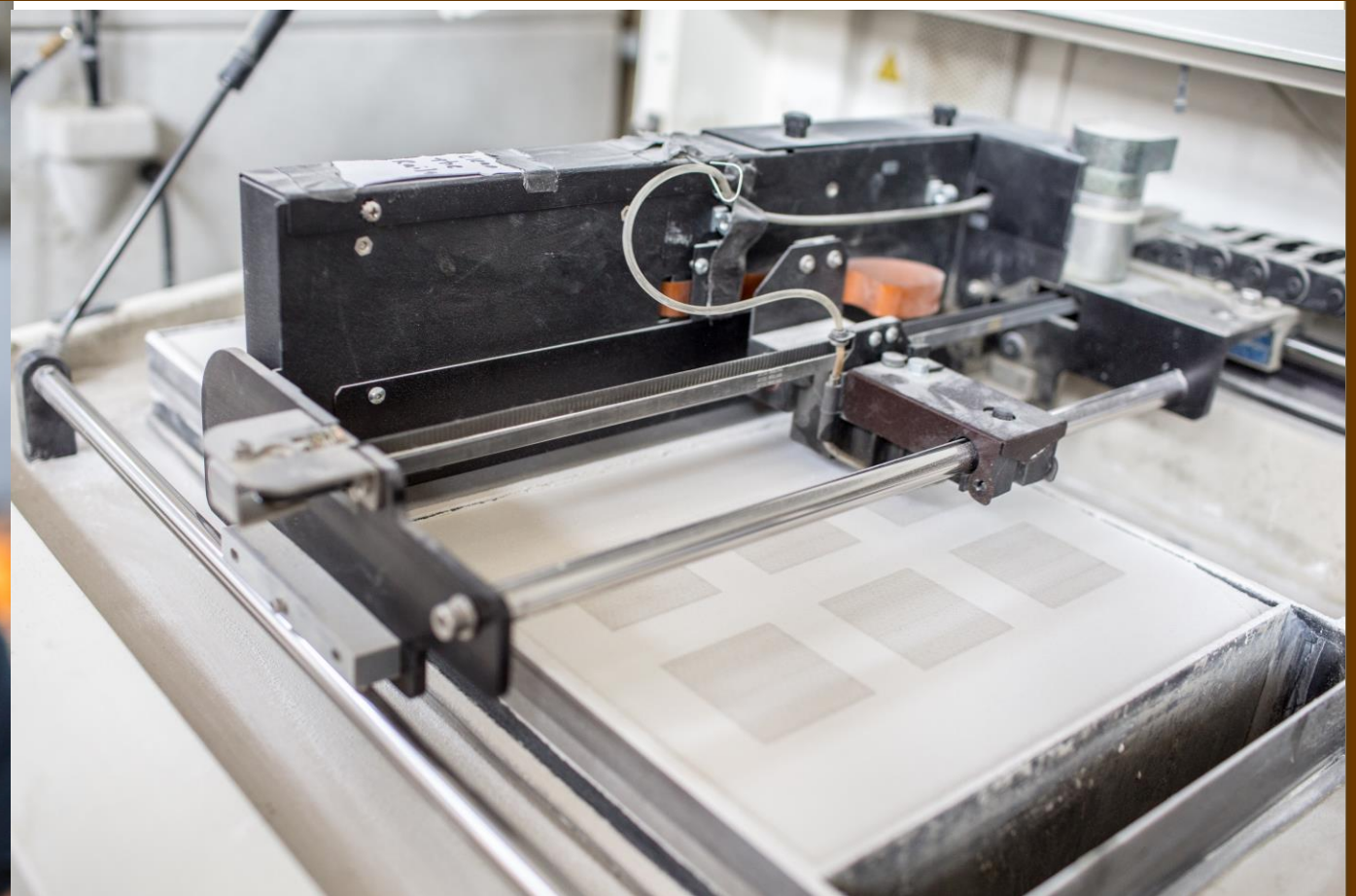
**Faculty and Staff  
Mentors**







# 3D-Printed Concrete





# Mushroom Production Systems





# Ukweli Test Strips



**VENTUREWELL™**  
idea to impact



**Grand Challenges Canada®**  
**Grands Défis Canada**

**BOLD IDEAS WITH BIG IMPACT®**



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# From Inquiry to Impact









# Coffee Break

*How would you change the definitions of Global Learning that have been discussed?*



# Impact through Global Learning

**Jason Scorza, PhD**

Fairleigh Dickinson University

**Lisa Getzler**

Baker Institute for Entrepreneurship,  
Creativity and Innovation

**Sara E. Farley**

Global Knowledge Initiative



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# FDU University Core Program

Global Education for Everyone

Jason A. Scorza  
Vice Provost for Academic and International Affairs  
Fairleigh Dickinson University  
2018 NAFSA Forum on Global Learning

# Innovative Global Learning Programs

## Opportunities:

- ✓ Can provide extraordinary experiences for participating students
- ✓ Can serve as laboratories for experimentation
- ✓ Can create inspiring models for emulation

## Challenges:

- ✗ Can be prohibitively costly to deliver at large-scale
- ✗ Can exclude many learners from participating
- ✗ Can create bias *against* global learning due to perception of cost and exclusivity



# Why a ‘Global Mindsets’ Approach?

- **Flexibility** across the curriculum and co-curriculum
- **Applicability** across civic/social and professional/career domains
- **Measurability** through competency-based assessment
- **Replicability** across different institutions
- **Adaptability** for different learning styles and levels

# Global Mindset for Citizenship and Success

*Academic, Professional, and Social Self-Awareness*

```
graph TD; A["Academic, Professional, and Social Self-Awareness"] --> B["Academic, Professional, and Social Self-Development"]; B --> C["Cross-Cultural Understanding"]; C --> D["Knowledge of Global Issues"];
```

*Academic, Professional, and Social Self-Development*

*Cross-Cultural Understanding*

*Knowledge of Global Issues*

# Discussion Questions

- How can a global mindset approach help us engage faculty across the curriculum in efforts to promote a global learning among students?
- How can a global mindset approach help us balance the imperatives of professional/career growth with those of civic/social responsibility?
- How can global mindset approach help us deploy the innovations of small-scale global learning programs for mass effect without losing their essence?



# **FDU University Core Program**

**<http://www.fdu.edu/core>**

**© 2018**

# BAKER INSTITUTE

ENTREPRENEURSHIP • CREATIVITY • INNOVATION

Lisa Getzler, Executive Director

The Baker Institute is dedicated to  
inspiring & educating  
the next generation of  
entrepreneurial thinkers and  
doers.





# 10

# Things I know are true

# The definition of entrepreneur

A photograph of three students at a booth. On the left, a woman in a dark blue dress. In the center, a woman in a dark blue blazer and patterned skirt, smiling, with a name tag that says 'Kira Gobes'. On the right, a man in a dark blue suit and striped tie, holding a smartphone, with a name tag that says 'STUDENT'. In front of them is a round wooden table with a laptop displaying a video of two women, and a white box. Behind them is a sign that says 'Loop' and describes it as a smart bracelet that teaches coding, listing the names Kira Gobes, Kaitlin Strober, Viktor Kord, and Michaela Zhong.

# Imagination, Creativity & Innovation are equal companions to Entrepreneurship.



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It's about  
asking the right  
questions...

like...

WHY?



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# Environment and Culture Matter



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When this planet is  
populated by a majority of  
empowered  
entrepreneurial thinkers  
and doers, we will thrive.



Fully engage  
Gain experience  
Learn the context



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# Entrepreneurship can be taught.



Baker Institute for Entrepreneurship Presents:

## LehighSiliconValley Information Sessions

**Tues., Sept 20**

**12 pm** RBC 091

**4 pm** RBC 091

**Thurs., Sept 22**

**12 pm** RBC 091

**4 pm** STEPS 101

**Mon., Oct 10**

**12 pm** RBC Perella

Auditorium



Come learn more about the **LehighSiliconValley entrepreneurship immersion program** offered exclusively by Lehigh University as a 3-credit experiential course that spans a full week during January 2017 Winter Term.

**RSVP:** [LehighSiliconValley.com](http://LehighSiliconValley.com)

For more info: [lehighsiliconvalley.com](http://lehighsiliconvalley.com) or email: [inentin@lehigh.edu](mailto:inentin@lehigh.edu)

inspired ideas, creating value  
[www.lehigh.edu/entrepreneurship](http://www.lehigh.edu/entrepreneurship)



**BAKER INSTITUTE**  
for entrepreneurship, creativity and innovation



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**BAKER INSTITUTE**  
ENTREPRENEURSHIP • CREATIVITY • INNOVATION

# Global Entrepreneurship Internship

- 8-week summer internship experience with startups in New Delhi
- 3-day immersion program at L@NC in SF (with Startup Academy students)



**ASHOKA**  
UNIVERSITY



INDIA



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LEHIGH@  
**Nasdaq**Center

 **LEHIGH**  
UNIVERSITY  
INTERNATIONAL AFFAIRS

LEHIGH@  
**Nasdaq**Center



# Global Learning ↔ Entrepreneurial Mindset

Critical Thinking ↔ Framing & Reframing the Problem

Intercultural Competency ↔ Empathy & Human Centered Design

Leadership ↔ Bias Toward Action

Collaboration ↔ World Positive Solutions

Resilience ↔ Grit

Ambiguity ↔ Failing Forward




If we measure success only by  
numbers of companies started  
and products launched...

we'd be missing the point.



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The Baker Institute provides opportunities for students from all disciplines and in all stages of their education to engage in the value creation continuum as a way to build their competency and capacity in entrepreneurial thinking, doing and being.

Our programs are trans-disciplinary, both extra and co-curricular, authentic and action based.

Our outcomes are focused on the transformation of students from passive learners to dynamic, empowered doers through the lens of creativity, innovation and entrepreneurship.



# BAKER INSTITUTE

ENTREPRENEURSHIP • CREATIVITY • INNOVATION

Lisa Getzler, Executive Director

[lig4@lehigh.edu](mailto:lig4@lehigh.edu)

# Reimagining Development Through a Network-Based Approach

Sara Farley, Co-Founder & Chief Operating Officer  
NAFSA Annual Conference, Philadelphia, PA  
June 1, 2018



**Global Knowledge Initiative**

# Contents

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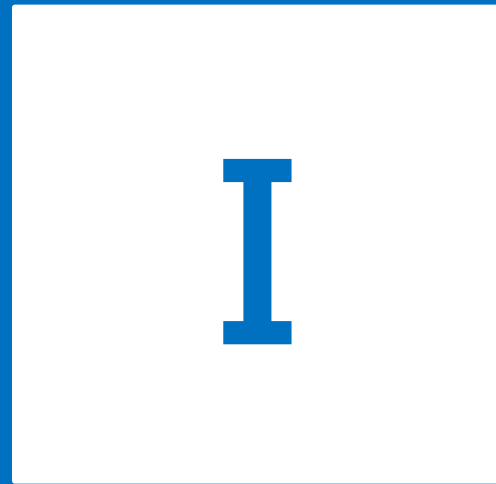
I Introducing Collaborative Innovation & GKI

I Unifying Skillsets and Mindsets

III Case Study

IV Closing Ideas

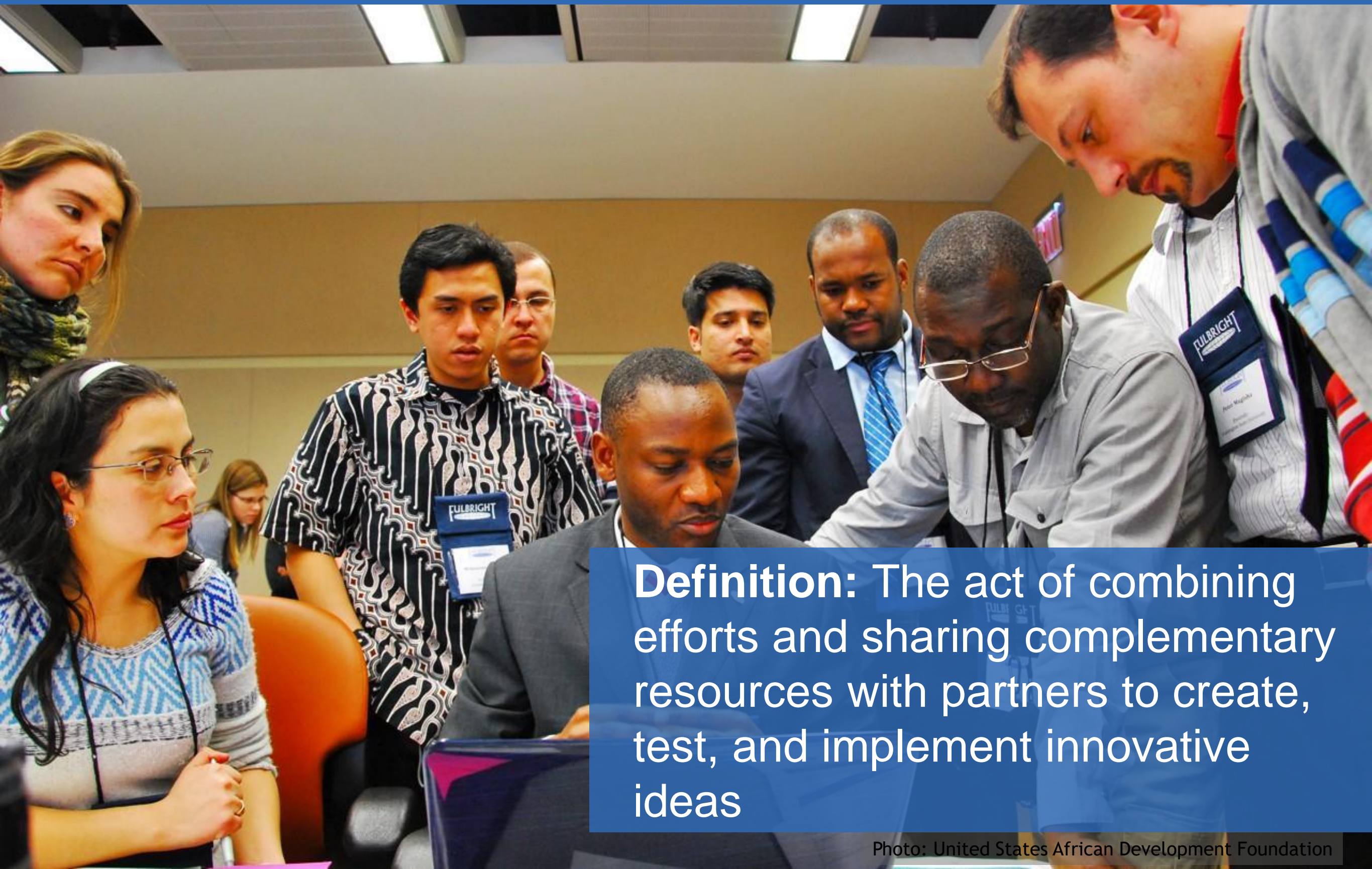




# Introduction to Collaborative Innovation



# The power of Collaborative Innovation



**Definition:** The act of combining efforts and sharing complementary resources with partners to create, test, and implement innovative ideas



# Who we are:

## The Global Knowledge Initiative (GKI)

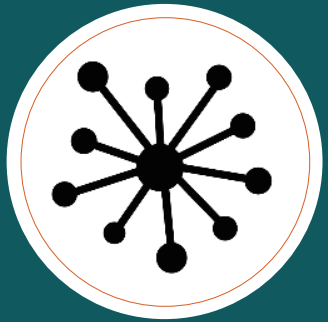
**Mission:** GKI builds purpose-driven networks to deliver innovative solutions to the world's most pressing problems.

We thrive on creating **the enabling environment, the mindset, and the tools** that make Collaborative Innovation possible globally.

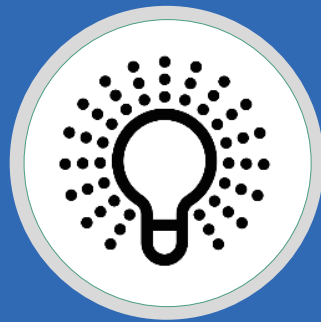




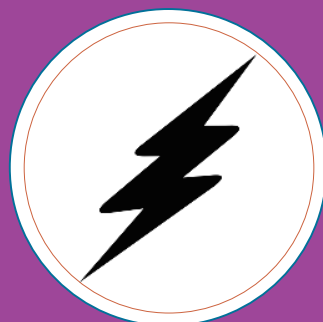
# GKI: Our work



Network  
Facilitation  
and Design



Social  
Innovation  
Labs



Policy and  
Strategy



Capacity  
Building  
and Training




Systems  
Research and  
Evaluation

# II

## Uniting Collaborative Innovation Skillsets and Mindset



# What's Possible? What's Most Impactful?

A black and white photograph of a man with a beard wearing a VR headset. He is smiling and gesturing with his right hand raised. He is wearing a dark hoodie and a wristband. The background is a plain, light-colored wall.

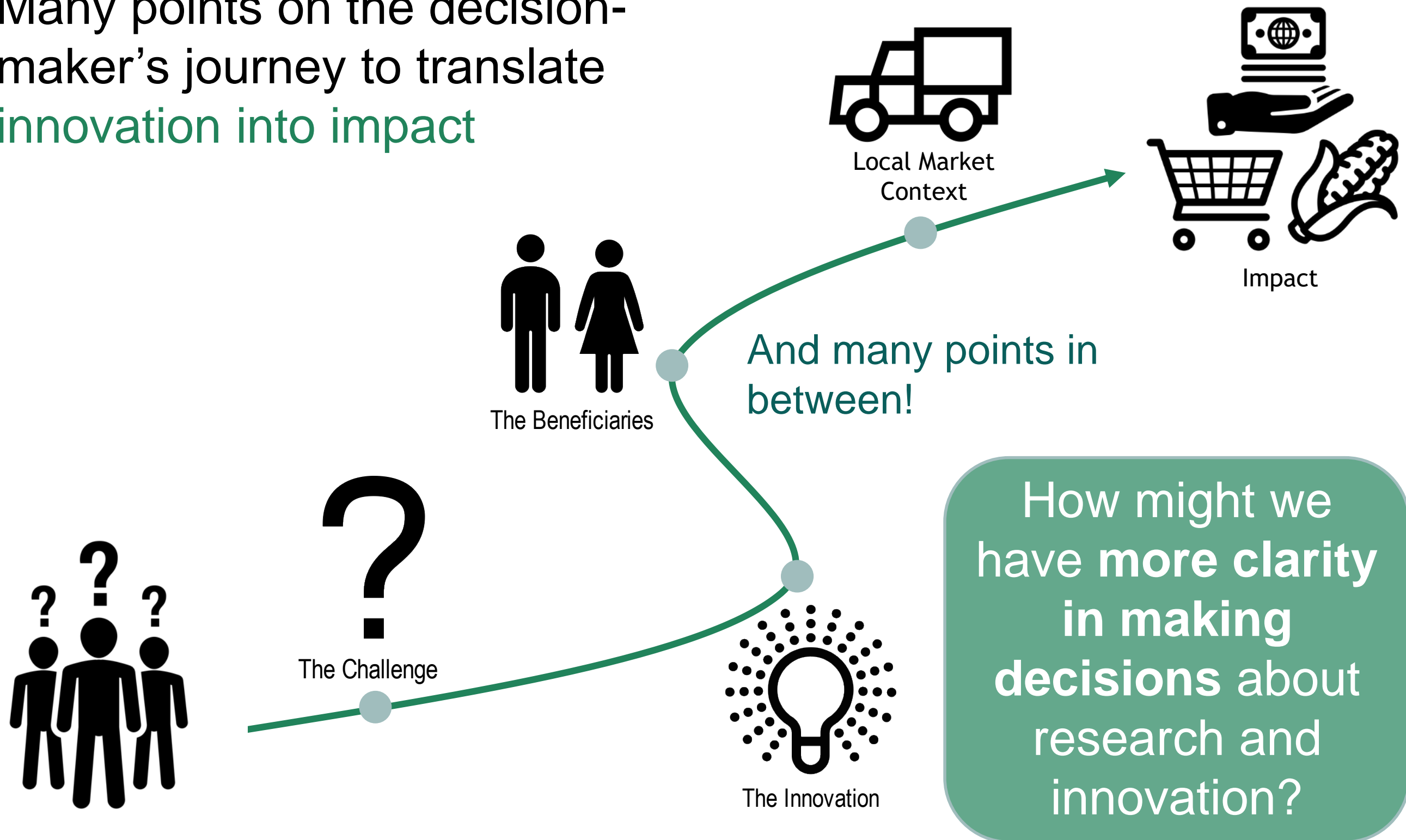
How do students and faculty at your universities determine what innovative ideas to pursue (or not)?

How do they contend with unknowns in the complex global systems in which they seek to have impact?



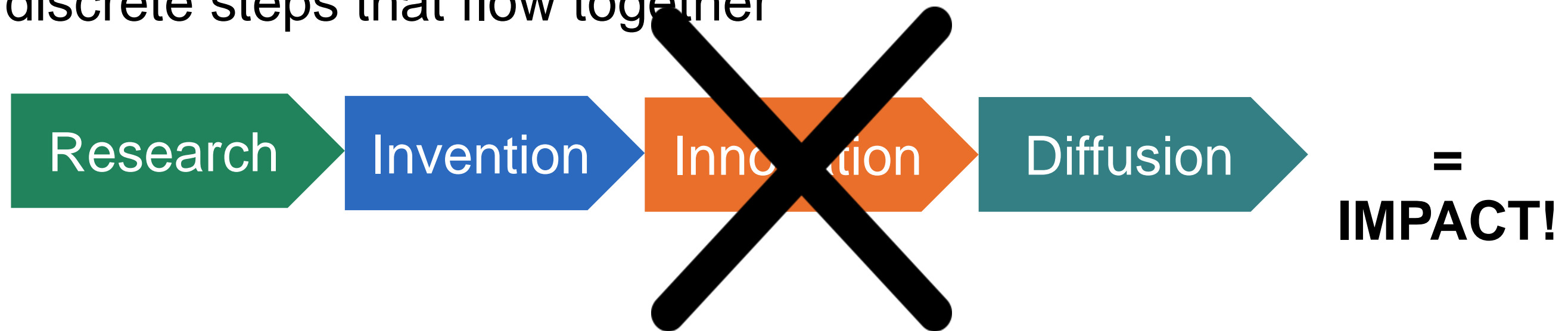
# From idea to impact

Many points on the decision-maker's journey to translate **innovation into impact**



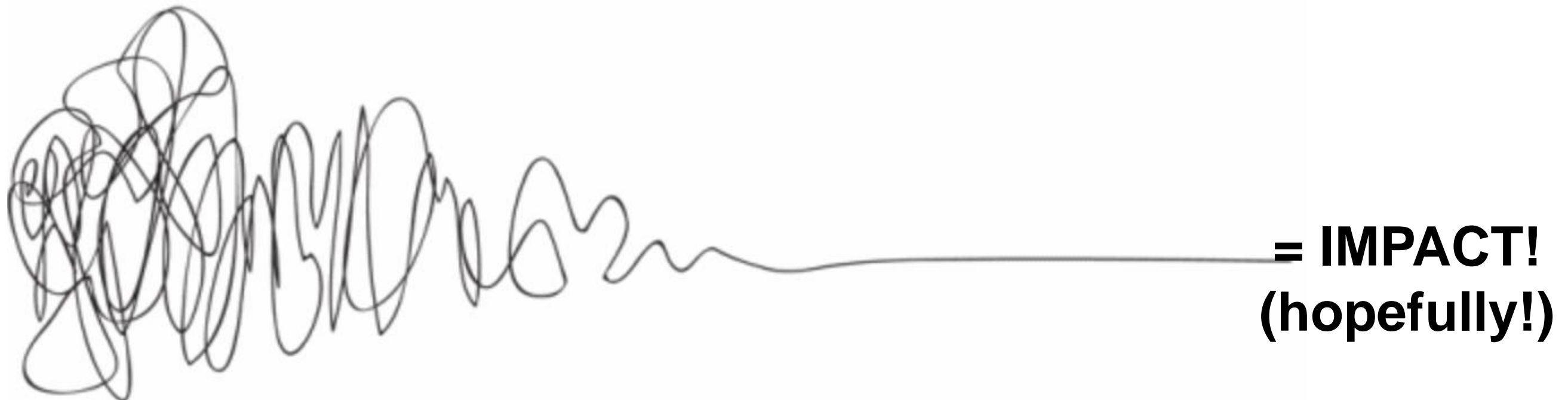
# A truth about innovation

Convenient to think of innovation process as linear, with discrete steps that flow together



**If only it were so!**

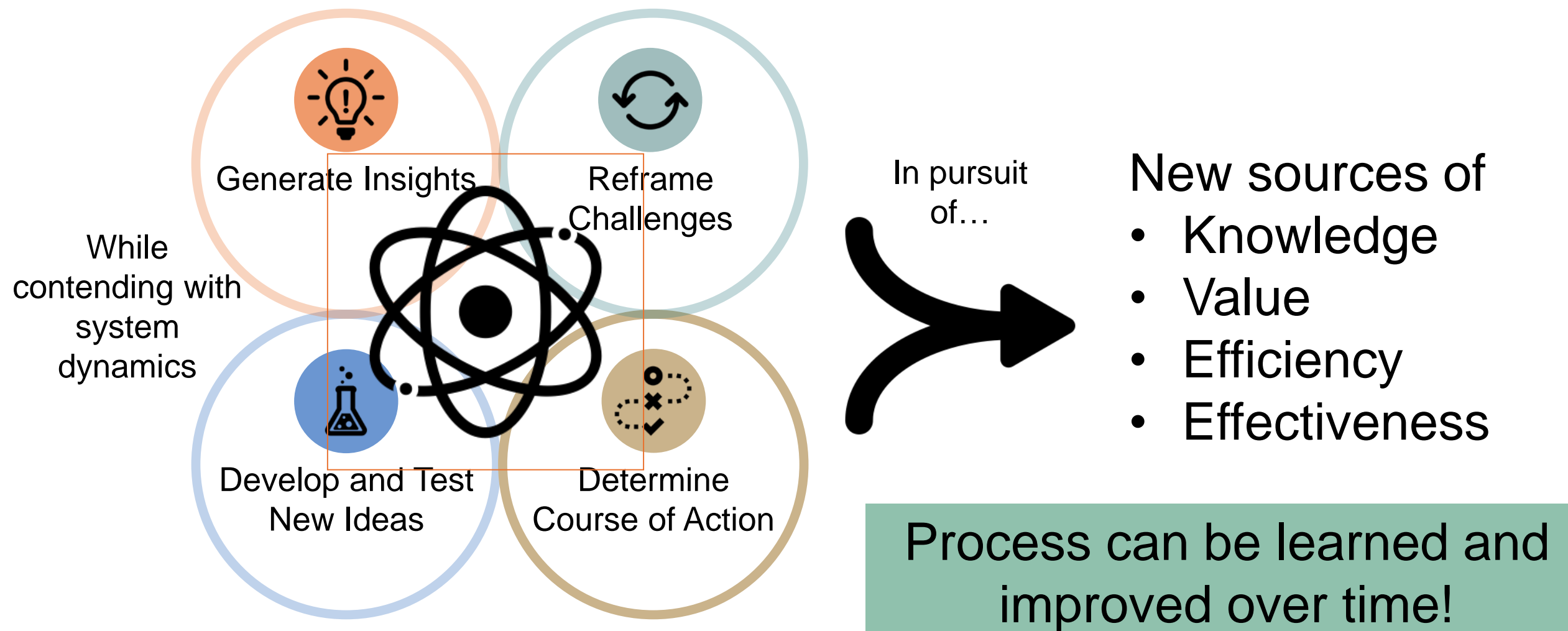
In truth, innovation process looks more like this...



# Another truth

**NOT** just about new products and shiny gadgets

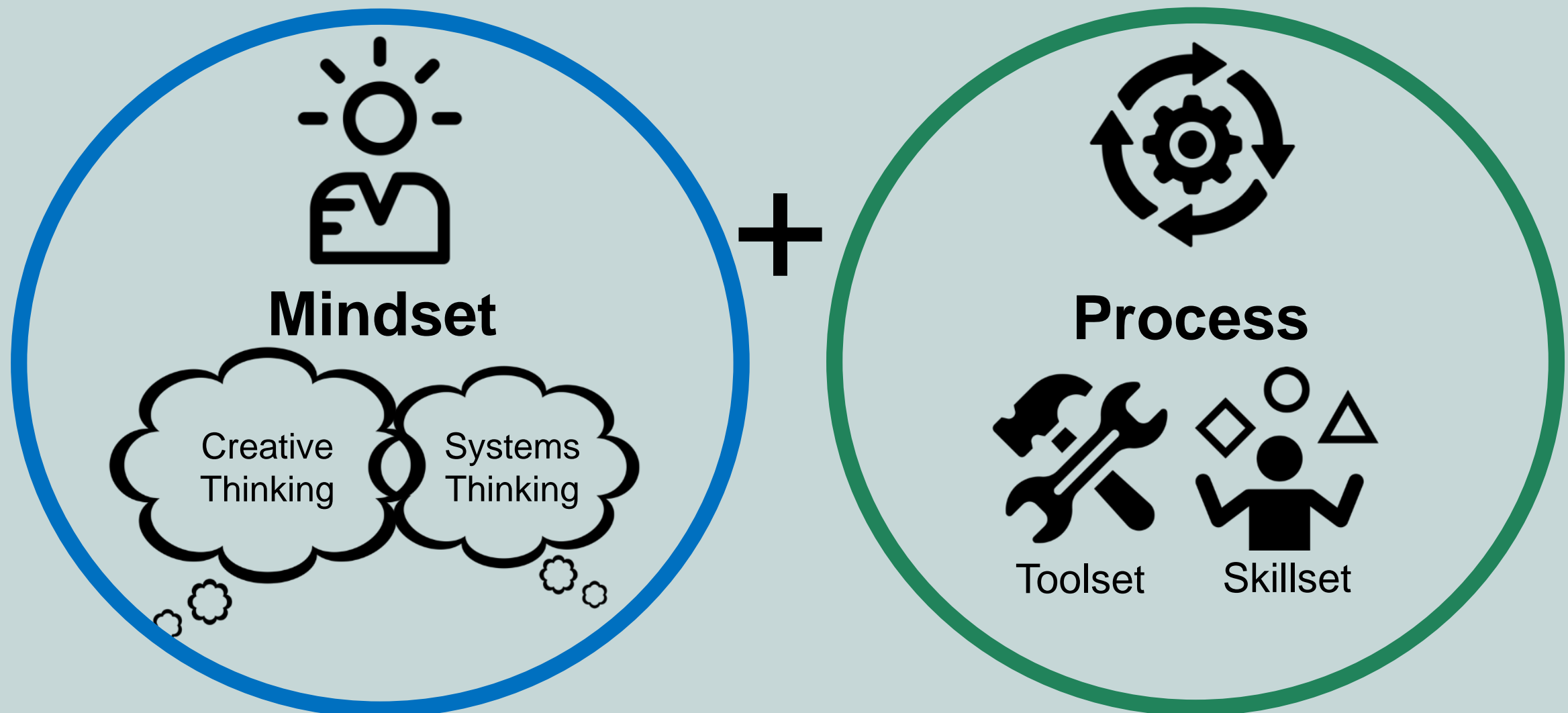
Innovation results from series of decisions made within a deliberate process of experimentation and design





# So, HOW do we build stronger, more effective global partnerships? What's new here?

## Innovation Decision Making



III

Case Study

# GKI's Improved Innovation Decision Making Toolset Training



**Challenge:** How might we build the capability of researchers, entrepreneurs and other actors across critical value chains to improve the outcomes of their joint innovation activities?



# Improved Innovation Decision Making process & results



## Assess Culture

- Benchmarked organizational culture in terms of openness to innovation, collaboration



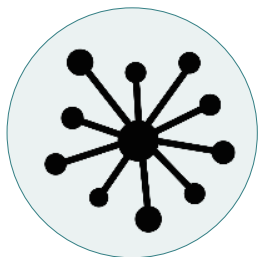
## Focus on mindset

- Designed suite of techniques to shift perspective, increase risk tolerance and creative confidence



## Build key skills

- 6 skill areas each with supporting tools and methods
- Offered learners' time for experimentation and application to real-world challenges



## Mobilize Innovation Networks

- Identified and assembled partners
- Increased skill building where partners voiced need

## Impact

**5 out every 6** surveyed learners reported an improvement in their confidence to innovate and collaborate

**Majority** of participants reported an increase in their risk tolerance for experimentation and failure

**14 tools** available

# What we learned

## Insight 1

Collaborative problem framing underpins smart partnerships and more effective global problem-solving networks



## Insight 2

Training facilitators who can design and shepherd Collaborative Innovation processes is vital for university-driven partnerships



## Insight 3

Critical skills underpinning Collaborative Innovation are those predicted to be most vital to compete in the global job market (WEF)



IV

Closing ideas



# Mindset + skillsets + toolsets



**Mindset**

Innovation starts with a **mindset**: by **reframing challenges to seek opportunities**, we begin a mental shift that becomes habit



Innovation is about experimentation, it is not linear, and it is best achieved collaboratively !

**Anyone**  
**can be an innovator!**  
“We are what we repeatedly do”



*“ When each step of the journey  
from problem to solution is  
collaborative, innovative solutions never  
thought possible,  
become realizable.*

*Collaborative Innovation recognizes our  
common fate and empowers  
us all to actively innovate  
the future that we seek to see unfold. ”*

# Thank you.

[www.globalknowledgeinitiative.org](http://www.globalknowledgeinitiative.org)

Have questions or ideas?

Email Sara Farley: [sara@gkinitiative.org](mailto:sara@gkinitiative.org)

Twitter: Innovationwoman



**Global Knowledge Initiative**



# Questions for Discussion

*How can we as international educators engage our colleagues in efforts to promote a global mindset among students?*

*How can organizational culture assessments be used to help fledgling partnerships improve the likelihood of success?*

*How do the critical skills needed for problem solving change when stakeholders are more diverse than strictly university researchers?*

# Plenary Address Terry Gross

## Networking Luncheon

# Theories and Approaches to Evaluating Global Learning

**Larry Braskamp, PhD**

Professor Emeritus of Education, Loyola University Chicago; Senior Fellow, Association of American Colleges and Universities (AAC&U)



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# Theories and approaches to evaluating global learning

Larry A. Braskamp

NAFSA

June 2018



# Life is a Journey

**Full of experiences, which we try to make sense and meaning of**

- **Simple to complex**
- **From external to internal focus**
- **Integrated holistic (and now global) perspective**

# My View of the Journey

**We learn and develop along several dimensions –**

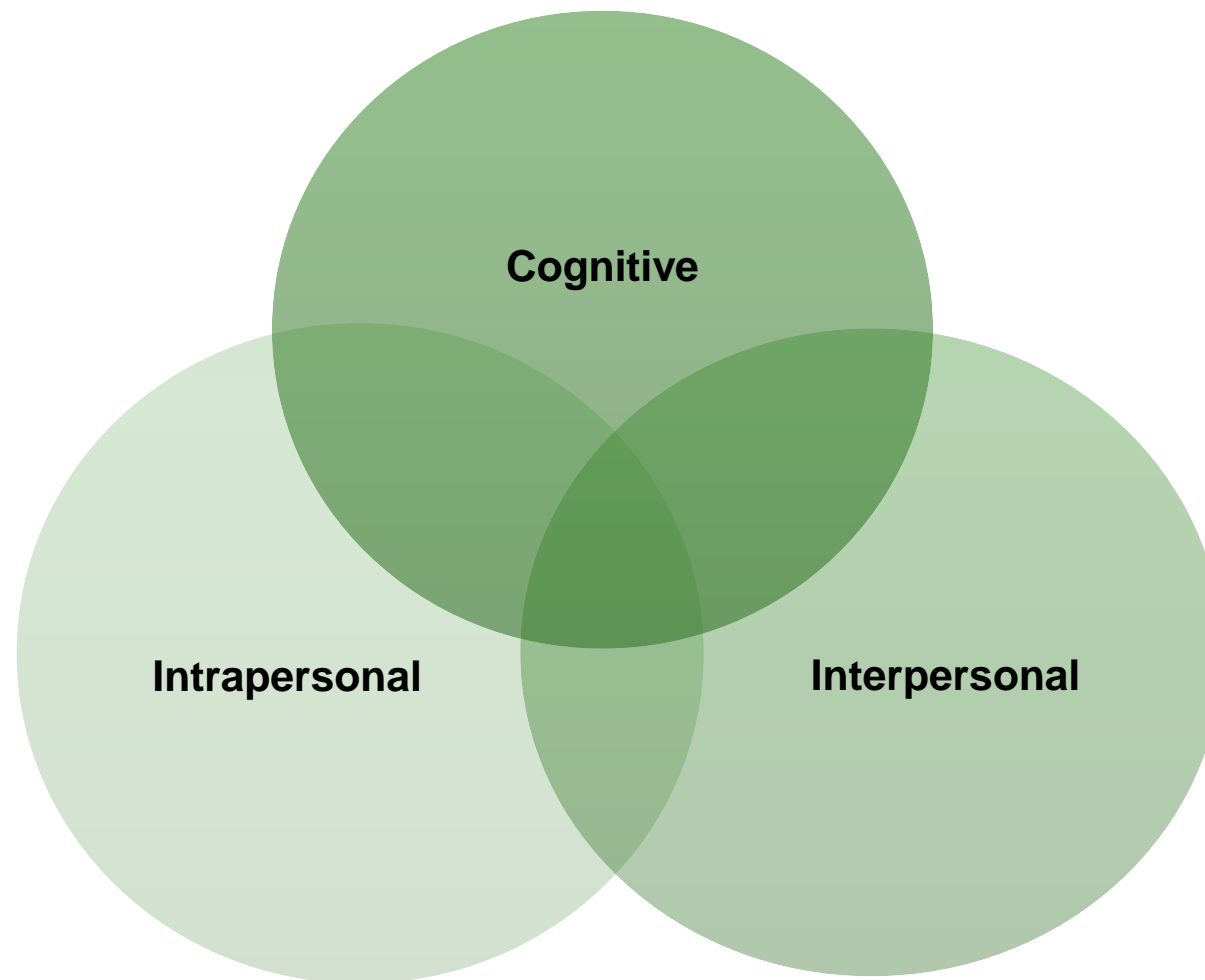
- **how to think and acquire knowledge (Head)**
- **develop an identity and sense of self (Heart)**
- **relate to others including those unlike us (Hands)**



# Defining Global Perspective-Taking

## A Multidimensional Developmental Process

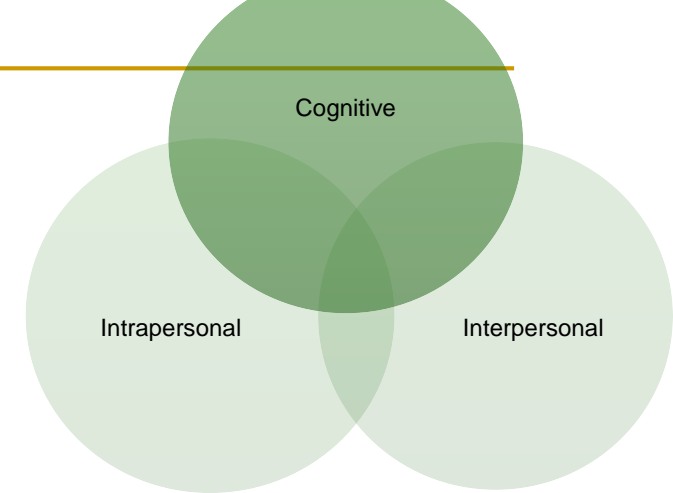
*How do I know?*



*Who am I?*

*How do I relate?*

# Cognitive Scales



## Scales

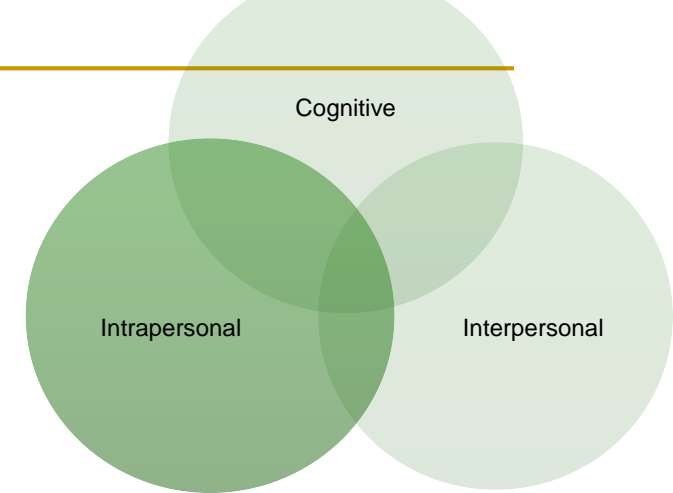
**Knowing (7 items).** Degree of complexity of one's view the importance of cultural context in judging what is important to know and value.

**Knowledge (5 items).** Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language

## Example Items

- In different settings what is right and wrong is simple to determine.
- Some people have a culture and others do not.
- I am informed of current issues that impact international relations.
- I know how to analyze the basic characteristics of a culture.

# Intrapersonal Scales



## Scales

**Identity (6 items).** Level of awareness of one's unique identity, purpose, and meaningful philosophy of life.

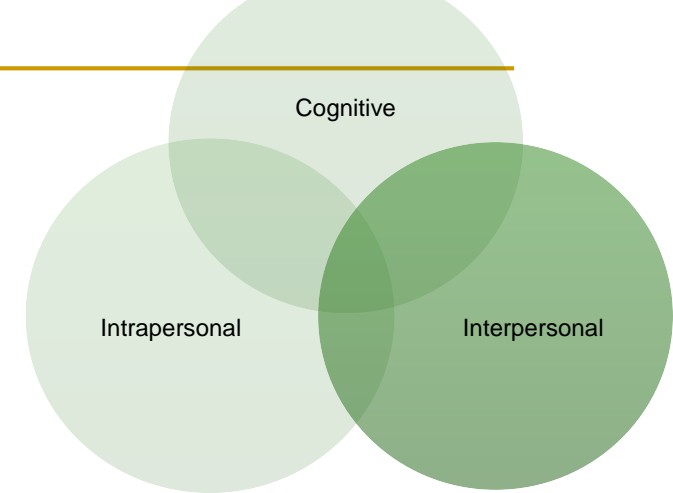
**Affect (5 items).** Level of respect for and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations, which reflects an "emotional intelligence" that is important in one's processing encounters with other cultures.

## Example Items

- I have a definite purpose in life.
- I can explain my personal values to people who are different from me.
- I am sensitive to those who are discriminated against.
- I do not feel threatened emotionally when presented with multiple perspectives.

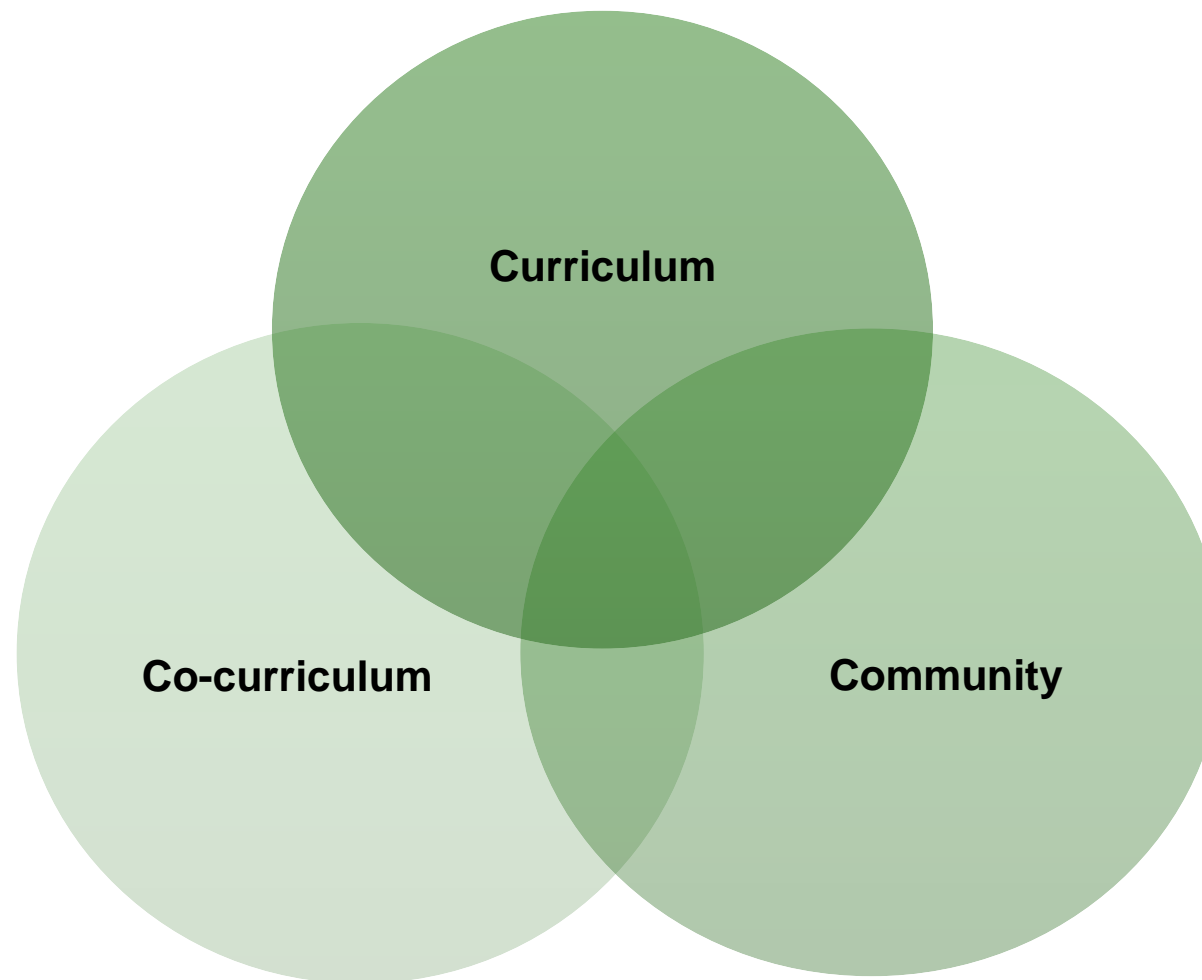


# Interpersonal Scales



Scales	Example Items
<b>Social Responsibility (5 items).</b> Level of interdependence and social concern for others.	<ul style="list-style-type: none"><li>• I work for the rights of others.</li><li>• I consciously behave in terms of making a difference.</li></ul>
<b>Social Interactions (4 items).</b> Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings	<ul style="list-style-type: none"><li>• I intentionally involve people from many cultural backgrounds in my life</li><li>• I frequently interact with students from a race/ethnic group different from my own.</li></ul>

# Student Experiences and Perceptions of Their Environment



# Connecting Experiences to Outcomes: The 3x3 Chart

What do we want students to be and become in terms of their developing a holistic and global perspective?

What can students experience in college that are most promising in fostering these desired student learning outcomes?

		EXPERIENCES		
		Curriculum	Co-curriculum	Community
OUTCOMES	Cognitive			
	Intrapersonal			
	Interpersonal			



# Digging Deeper into Global Learning

- **From Hands to Heads to Hearts**
- **Encounters with difference**
- **Intercultural Wonderment**
- **Sense of Belonging**
- **Place -- Study Away**
  - **International**
  - **Domestic**
- **Characteristics of Students**
- **Assessing with a growth mindset**

---

# From Hands to Heads to Hearts

**Machines will never have: “a heart.”**

**Our highest self-conception needs to be redefined from “I think, therefore I am” to “I care..., I hope..., I imagine..., I am ethical..., I have a purpose...I pause and reflect, therefore I am.”**

**Source: Thomas Friedman New York Times, January 4, 2017**

---

# Encounters with Difference

- **More than exposure, observation, or touring**
- **Challenge students to go beyond their comfort zone**
- **Often unsettling, create cognitive dissonance**
- **Direct engagement that requires one to readjust and adapt and to possibly alter existing ideas, views, relationships, and sense of self, interactions with others**



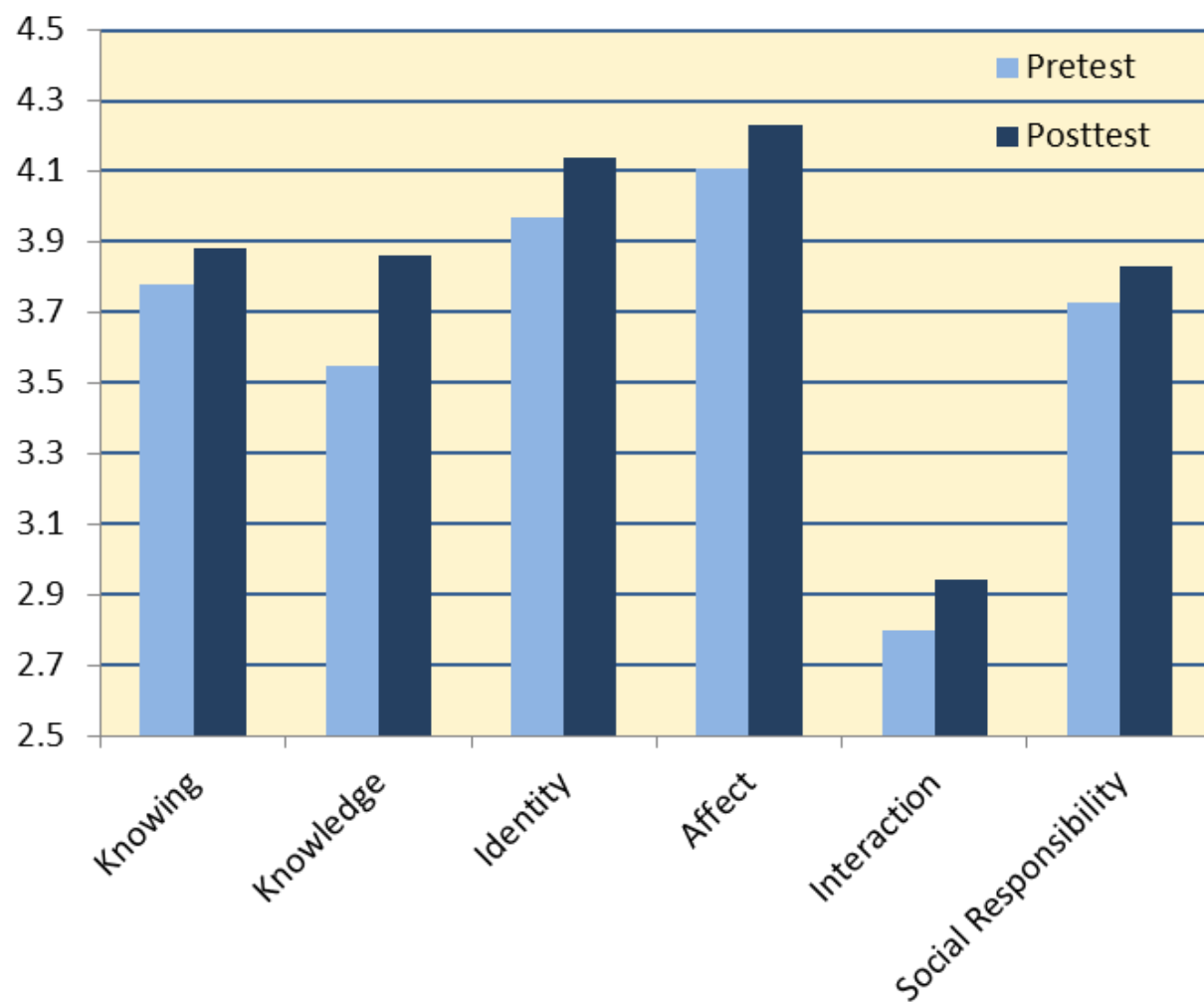
# Study Away

- ❑ **Experiences away from the four walls of a campus**
- ❑ **Study abroad**
- ❑ **Service learning**
- ❑ **Community based engagement**

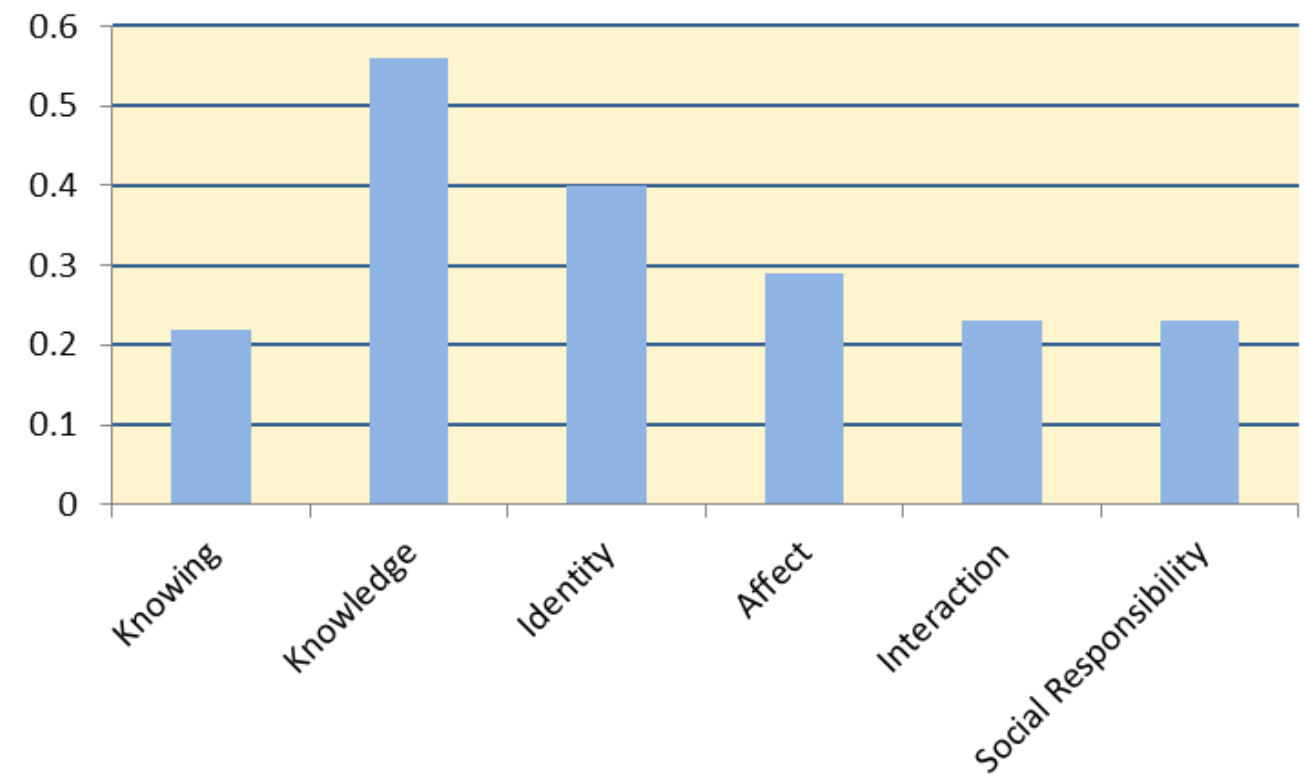
Source: Sobania and Braskamp, 2009

# Examining Changes Across the GPI Dimensions

## Changes in GPI Outcomes Over One Semester Abroad



## Effects Sizes in GPI Differences Over One Semester Abroad



# Relationship Between Encounters and Global Perspective Taking

Encounter	Cognitive Knowing	Cognitive Knowledge	Intra Identity	Intra Affect	Inter Soc Resp	Inter Soc Inter
Multicultural courses	X	X				
Intensive in class dialogue	X			X		X
Faculty challenges in class	X			X	X	
Faculty student out of class relationships	X	X	X	X	X	X



# Relationship Between Encounters and Global Perspective Taking

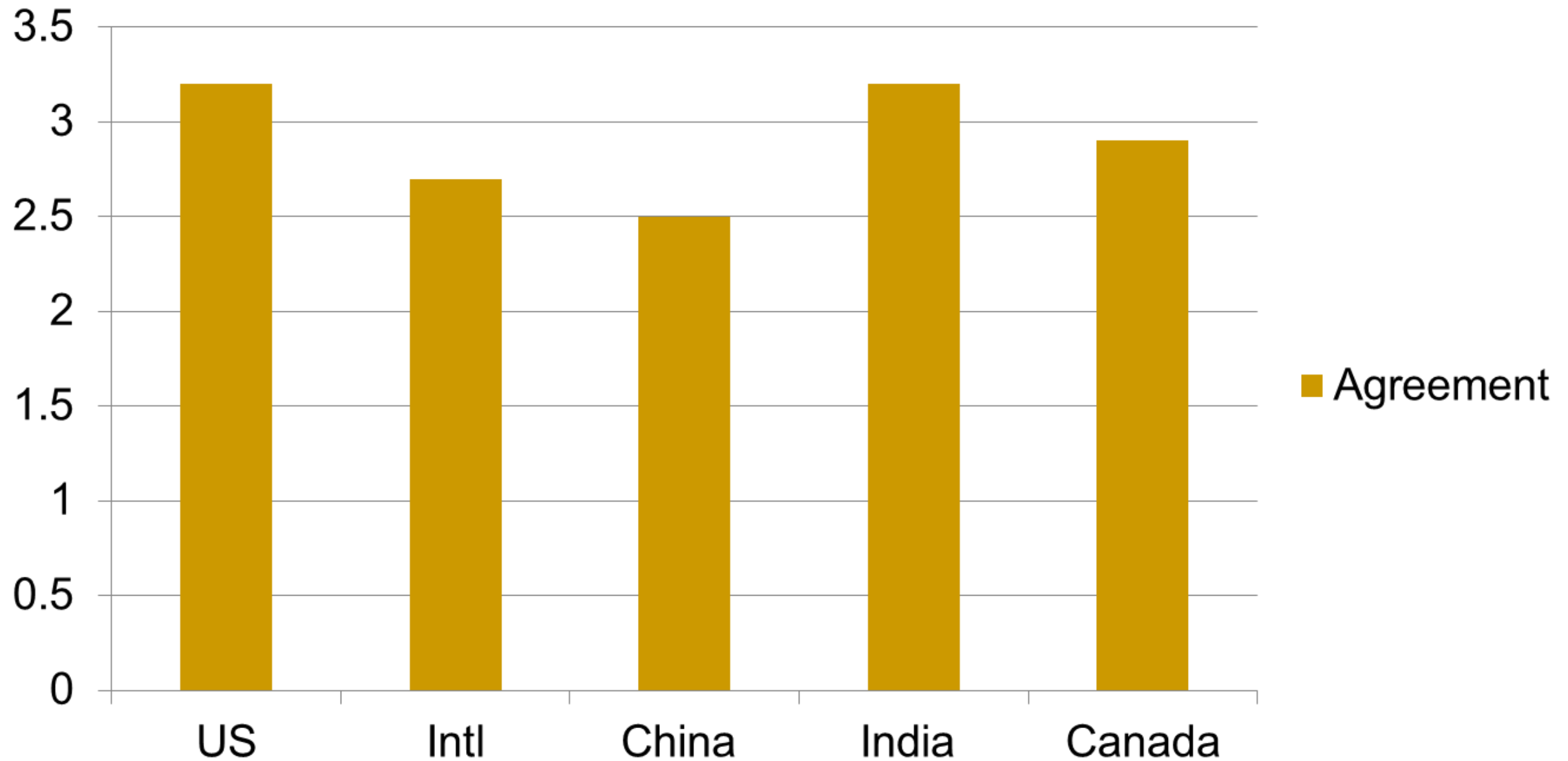
Encounter	Cognitive Knowing	Cognitive Knowledge	Intra Identity	Intra Affect	Inter Soc Resp	Inter Soc Inter
Self initiated current events engagement	X	X	X	X	X	X
Intercultural activities participation	X	X	X	XX	XX	XX
Attend lecturers workshops on global	X	X	X	X	XX	X
Total Intercultural Engagement	X	XXX	X	X	X	

# Student Perceptions of Community

- **I am both challenged and supported at my college/university (30% SA)**
- **I have been encouraged to develop my strengths and talents at my college/university (33% SA)**
- **I feel like I am a part of a close and supportive community of colleagues and friends (31% SA)**

# Level of Sense of Belonging by Origin of Country

## Agreement





# Our Generalization

***Create Global Learning Encounters  
that make a difference in global  
learning and development.***

Source: Larry Braskamp and Mark Engberg, 2011

# Conclusions

- **Utility of the 3 X 3 framework**
- **Encounters with difference as an organizing principle**
- **Self selection is important – Intercultural wonderment**

# Influences in Study Abroad

## ■ Intercultural Wonderment

- ❑ How often did you intentionally push yourself out of your comfort zone?
- ❑ How often did you feel immersed in the culture of the host country?
- ❑ How often did you on your own explore new habits and behaviors while studying abroad?
- ❑ How often did you interact with individuals from the host country outside of the classroom?

## ■ Developmental Influence of Faculty and Staff

- ❑ The onsite staff abroad took a genuine interest in my development as a person.
- ❑ My interactions with the faculty shaped the way I understand the host culture.
- ❑ I developed a strong relationship with one or more of my faculty while studying abroad.



# Salient Themes about Assessment

- Strategies should reflect the what to assess – surveys, interviews, essays, reflections, observations, behaviors, exams, portfolios
- Assess with a growth mindset – to improve not prove, focus on effort and progress

# An unresolved issue for me – 1.

- Are we selecting the “right” desired outcomes for students living in the 21<sup>st</sup> century?
- Global sustainability, human and gender equity, global hunger and nutrition, global poverty, social justice, civic engagement

# An unresolved issue for me – 2.

- How do I use my ideas and perspective in my current projects?
- Agile leadership and organization
- Reduce global poverty and hunger



## THE CRISIS

Education is the single largest determinant of future economic status and self-sufficiency, and yet 124 million children and adolescents worldwide are not in school.

Less education results in more illiteracy, crime, HIV/AIDS, and child marriage.



# An unresolved issue for me – 3.

- Global learning is good learning
- Good learning is global learning

Source: Larry Braskamp, “When will global learning cease to exist?”  
Peer Review.

# Definition of Good Learning

- Good learning for the future of our global society is lifelong, with no one country, nation, or culture have all the answers. Learning is enhanced if the learner is engaged in encounters with differences among ideas and people in an environment that is challenging and supportive and fosters a sense of belonging.
- Source: Braskamp, Peer Review 2018



# Definition of Global Learning

- A life long developmental process in which the learner engages with difference and similarity and develops capabilities to interact equitably in a complex world.

Source: Elon U. Center for Engaged Learning

# Our Challenge

- How can we assist and guide students in their journey of life so they effectively and meaningfully live, work, and contribute in a pluralistic global society?
- How do we know?

# Questions for Discussion

*Which dimensions of human learning and development – head, heart, hands – do you stress when you interact with students?*

*As an educator what encounters of difference do you create for your students? How, when, where?*

*Do we focus too much on fostering personal development of students rather than preparing them to be active problem solvers in an increasingly turbulent global society?*



# **Transformational Learning in Community-Based Global Learning: Key Concepts and Good Practices**

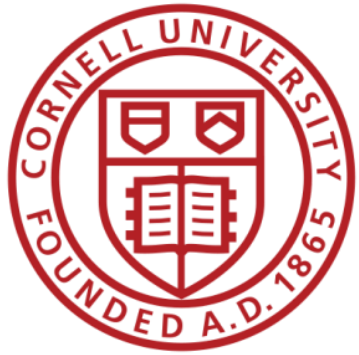
**Richard Kiely, PhD**

Senior Fellow, Program Evaluation, Office of  
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Visioning Committee, GLocalSL.org



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## NAFSA Forum on Global Learning 2018

# Transformational Learning in Community-Based Global Learning: Key Concepts and Good Practices

**Dr. Richard Kiely, Senior Fellow**  
**Office of Engagement Initiatives, Engaged Cornell**





# Framing Questions

- What are key dimensions of a transformative approach to CBGL?
- What are practical strategies for fostering transformative CBGL?
- What are challenges in fostering and assessing a transformative approach to CBGL?





# Transformational Learning in CBGL: Key Dimensions

- **Contextual Border Crossing:** Exploring assumptions worldview, biography, identity, privilege, power and positionality
- **Dissonance:** Preparing for type, intensity and duration
- **Personalizing** – Valuing emotional, visceral, affective responses and practicing humility, exploring social responsibility and commitment
- **Connecting** – building community thru relational trust, empathy and modeling
- **Processing** – **practicing critical reflection**, active listening and dialogue
- **Chameleon Complex:** Pre-during-post training to prepare for ongoing challenges with post-program (dis)integration



# Fostering Transformational Learning in CBGL

What is (critical) reflection?

Why is it important?

What strategies foster (critical) reflection?



# What is Reflection?

**Reflection** is a learning process that entails “a person’s intentional and systematic consideration of an experience, along with how that person and others are connected to that experience framed in terms of particular course content and learning objectives (Collier & Williams, 2005, p. 84).

**Reflection is the glue** linking the community-engaged experience with learning (Eyler & Giles, 1999).





# What is Critical Reflection?

**Critical reflection** adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality, and raising more challenging questions” (Jacoby, 2015, p. 27).

The ‘**critical**’ in reflection requires an explicit set of questions that prompt students to examine relations of power, hegemony, ideology, and trenchant historical structures and existing institutional arrangements that marginalize and oppress (Kiely, 2015, para 19).



# Why?

## **(Critical) Reflection Fosters Learning in CBGL**

- **Increases knowledge of cultural norms, the history of the community or region, belief systems, policies, and/or approaches to socio-economic, political, environmental problems**
- **Enhances skills in problem solving/finding**
- **Improves skills in listening and communicating in different languages, settings and with different people**
- **Enhances ability to apply technical/practical skills in clinical, organizational or community settings**
- **Increases knowledge and skill in assessment, research and evaluation**
- **Develops intercultural competence, and abilities to work with diverse people and adapt to social and environmental stressors**
- **Increases skills in critical reflection and dialogue**
- **Enhances personal growth and self-efficacy/self-direction**
- **Fosters “transformative” learning that is “life changing”**



# **Core Dimensions of Quality (Critical) Reflection**

**4Cs: Continuous. Connected, Contextualized, Challenging, Coached**

**Process: Developmental & Structured**

**Outcome: Meta-Cognition, Perspective Transformation**

**A (Critical) Reflection Framework Guides Practice**





# Critical Reflection Strategies

**Pre-flection: to surface and examine assumptions**

Dissonance

Think-Pair-Share

Identity Pie and Imagining

Ground tools building community & relational trust

**During: to make sense/give meaning to the CEL experience**

One good thing/bad thing, themes

Structured reflection prompts & journaling

Critical Incident Technique and a Covenant or Contract

**Post: to evaluate, represent and share CEL experience with others**

Reflect on changes in assumptions & KSABs

Research & writing for social change

Reporting & recognition (i.e., Showcase, Posters, Videos, Eportfolios)



# **The Key to Quality Critical Reflection**

**A critical reflection framework (and rubric) is key to facilitating CR and in learning how to enhance the skills, knowledge, attitudes and behaviors necessary for cultivating a lifelong critically reflective disposition...**

**Consistent, ongoing, structured and unstructured practice, practice, practice and more practice...**



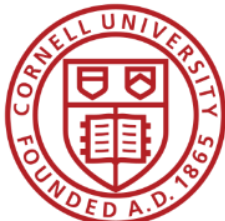
# **Assessment in Transformational Learning: Critical Reflection Frameworks**

**What? So What? Now What?**

**DEAL Model: Describe, Examine &  
Articulate Learning**

**It Was AWESOME**





# ***IT WAS AWESOME!***

<b>It was Awesome!</b>	<b>Describe, Analyze &amp; Interpret The Community Engaged Experience (CEL)</b>
<b>A</b>	<b>Activities &amp; Accomplishments</b>
<b>W</b>	<b>Who? What? When? Where? Why?</b>
<b>E</b>	<b>Explore with Examples</b>
<b>S</b>	<b>Sense-making</b>
<b>O</b>	<b>Opportunities &amp; Outcomes</b>
<b>M</b>	<b>Meaning-making</b>
<b>E</b>	<b>Evaluate with Evidence</b>



# QUESTIONS/COMMENTS/IDEAS?

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# Questions for Discussion

*What are key dimensions of a transformative approach to community-based approach to global learning (CBGL)?*

*What are practical strategies for fostering transformative CBGL?*

*What are challenges in fostering and assessing a transformative approach to CBGL?*



# Conclusion & Next Steps

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