The Origin and Meaning of Global Learning

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A coherent and useful definition of global learning has long been absent in the literature on international and intercultural education. Instead, researchers and practitioners have used global learning for almost any educational activity with an international aspect. If we do not know what it is, how do we know if we are doing it, much less doing it well? This article sets forth a definition of global learning, supported by the term's origin and meaning, and provides an example of how an institution of higher education uses this definition in the curriculum and co-curriculum. The article concludes with a call for global learning to become foundational for all students in higher education.

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Chapter   D: Learning and Teaching
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1. Introduction

Different use of terms

Higher education institutions acknowledge that global diversity and interdependence must be addressed within the student learning experience to prepare graduates for success in the 21st century. Global learning is a term used to describe educational initiatives that develop students' capacities to navigate global conditions and address interconnected issues, trends, and systems. Global learning is also used as an umbrella term. It connotes almost any educational activity with an international aspect, from area studies and language courses to study abroad, service learning, and international videoconferencing. The term is used interchangeably with others such as 'internationalisation', 'global education', 'global competence' and 'global dimension' (Gadsby & Bullivant, 2010; Green, 2012; Peterson & Warwick, 2015). To complicate matters, an increasing number of colleges and universities claim to provide global learning programmes to their students; yet lacking a common definition, it is impossible to distinguish those institutions that facilitate global learning from those that do not. It is equally impossible to evaluate the relative quality of these programmes.

Citing serious implications for research and practice, educators are pointing to the need to define global learning. Hovland (2014) affirms, "there is no single definition of global learning that applies to all colleges and universities" (p. 3). He adds that even within institutions, stakeholders often differ in their understanding of global learning. Hovland calls for institutions to engage in broad-based discussions to define the concept, so that they may design programmes and teaching strategies consistent with the learning outcomes they want students to achieve. While contextually situated definitions of global learning may add coherence to individual institutions' initiatives, Bourn (2014) finds that the multiplicity of meanings leads to "a lack of clarity and rigour" (p. 4) in pedagogy and practice. Albertine (2014) adds a sense of urgency to these concerns. In her opening address to the 2014 Association of American of Colleges and Universities (AAC&U) Global Learning in College Conference, she tied the need for definition to the pressing need to solve today's global problems. She called upon participants to address the dilemma now:

> We have raised the theme of global learning and devoted resources to this series of conferences not because we think we know so well what global learning in college means. We genuinely do not … We are here out of compassion and heartfelt tough-minded concern because there is urgency, a critical need to understand what global learning is, what our global moment and condition mean, and what to do as educators with that knowledge for our students–right now, and into the future (p. 1).

Aim of the article

In short, Hovland, Bourn and Albertine pose an essential question to all who purport to engage in global learning: If we do not know what

it is, how do we know if we are doing it, much less doing it well? Global learning is particularly important in this moment, one in which nationalism and the rhetoric of anti-globalism are on the rise, while public and government support for higher education are on the wane. Global learning reaffirms the compatibility of national and global citizenship, is a necessary process in solving the world's pressing problems, and allows people to anticipate change. This article sets forth a definition of global learning, supported by the term's origin and meaning, and provides an example of how an institution of higher education uses this definition in their university-wide curriculum and co-curriculum initiative.

2. Key Terms

Of first order in defining any complex concept, and especially one around which there is ambiguity of meaning, it is important to be clear about the meaning of key terms associated with it. In this section, we define and differentiate among key terms – global, international, globalisation, internationalisation and learning. 'Global' dates from the 1600s, stemming from the Latin 'globus', "round mass, sphere, or ball" (Online Etymology Dictionary, www.etymonline.com/word/global). Over time, it became associated with the earth, and emphasised connectivity. Since the 1800s global has had two meanings: having to do with the "whole world" or "relating to or encompassing the whole of anything or any group of things: comprehensive, universal, total, overall" (Oxford English Dictionary, en.oxforddictionaries.com/definition/global). Today the term is typically concatenated with other words to indicate either reach, for example, 'global trade' or more commonly, to indicate holistic or comprehensive, for example, 'global warming' or 'global health'. In contrast, *international* means "relating to relations between two or more nations or organizations made up of nations" (Oxford English Dictionary). While at one time international was used interchangeably with global, in the current era it is more confined to discussions relating to governance, specifically legal, economic, political, social or cultural interaction between nations.

In education the terms 'globalisation' and 'internationalisation' are sometimes also used as synonyms. While globalization refers to the "reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions" (Altbach, Reisberg, & Rumbley, 2009, p. 7), internationalisation is defined as "the variety of policies and programs that universities and governments implement to respond to globalization" (Altbach, et al., 2009, p. 7).

Defining key terms is essential for any global learning initiative

The other key term here is 'learning'. Learning is defined as "the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something" (Merriam Webster Dictionary, 2017). Learning does not happen at once, but builds upon and is shaped by previous knowledge. Putting the two words of the term together – global plus learning – creates a concept that, from the definitions above, involves a process and the whole of something. What does this concept mean?

3. The Origin of Global Learning

Global learning conceived in contexts of interconnectedness

Global learning was first conceived in the late 1960s and early 1970s, a time of heightened awareness of and concern for global issues. These issues were daily headline news, as people were becoming very concerned about the transnational socio-cultural and political implications of the arms race, the proliferation of nuclear weapons, overpopulation, poverty and environmental degradation. People visualised human's place in the world in 1967, when they saw the earth rising over the moon's horizon in a photograph called Earthrise, taken during the Apollo 8 mission. For the first time ever, people could see the earth not as continents, or nations, or oceans, but as a holistic entity. That same year, in his last Christmas sermon before he was assassinated, civil rights icon Reverend Dr Martin Luther King gave voice to an even larger cosmology of connection, by suggesting "to have any chance of achieving peace on earth, we must develop a world perspective" (para. 3[1]). In his sermon, at Ebenezer Baptist Church in Atlanta, Georgia, Dr King went on to say: "It really boils down to this: that all life is interrelated" (para. 5). The United Nations declared 1968 as the International Year for Human Rights, affirming its conviction that a year-long celebration would "contribute significantly to the promotion of universal respect for … human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion" (United Nations, 1967, p. 42). For their part, leading educators called for a new approach to teaching and learning, one that would prepare youth to address the challenges of life in an increasingly complex, dynamic, and interconnected world. They suggested learning strategies in which students and teachers could co-construct their learning and attain a global perspective (Hanvey, 1975; Becker & Anderson, 1969).

Another response in this era of rapid change was the development of a new kind of university. The United Nations University (UNU) was established in 1973 as an international network of research and teach-

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[1] www.beaconbroadside.com/broadside/2017/12/martin-luther-king-jrs-christmas-sermon-peace-still-prophetic-50-years-later.html, last accessed on March 14, 2018.

ing scholars charged with generating and disseminating knowledge about the world's most pressing problems (Soedjatmoko & Newland, 1987; United Nations, 2014). To this day, the UNU operates without a campus, degree-seeking students, or a permanent faculty. Unlike a traditional brick-and-mortar university, the decentralised UNU was formed to tear down intellectual barriers by engaging students and scholars throughout the world in interdisciplinary, problem-centred studies and research (Soedjatmoko & Newland, 1987).

It was the UNU that first used the term global learning, as part of its 1982–87 strategic plan. The plan divided the institution into three divisions: Development Research, Global Studies and Global Learning (United Nations, 1981). The Global Learning Division focused on defining the nature of global problems and determining learning processes that would help people to develop solutions (Ploman, 1986). The UNU's leadership contended that such learning would have to be social— involving learning with others—as well as integrative— enabling people to exchange and synthesise information by connecting across borders of difference (Botkin, Elmandjra, & Malitza, 1979; Soedjatmoko, 1985). The Global Learning Division's name was a deliberate double entendre, "meant to convey both the sense of learning as a global process that must include all levels of society, and the sense of learning to think globally, in the recognition that the world is a finite, closely interconnected, global system" (Soedjatmoko & Newland, 1987, p. 221).

The United Nations University coined the term global learning

From its inception, global learning's purpose has been to enable people to become aware of, understand and develop solutions to global problems. To accomplish this purpose, people's diverse perspectives are utterly essential. Edward Ploman, an international communications researcher and the first vice-rector of the Global Learning Division at the UNU, described the need for global learning as "the need to learn how to accept, understand, and profit from cultural diversity" (Ploman, 1986, p. xxiii). Diverse people and points of view are necessary in order to prevent ethnocentric solutions to problems that have varied, differential impacts (Soedjatmoko & Newland, 1987, p. 216).

Global learning's purpose

Global learning was also developed to expand the capacity of the learning process itself. According to Soedjatmoko and Newland (1987), in addition to the assimilation of knowledge, the global learning process includes "the capacity to turn information into knowledge; the capacity for integration, synthesis, and judgment; and the capacity for collective learning" (p. 221).

Finally, global learning was conceived to enable people to thrive within the context of ambiguity and instability by anticipating change and creating new alternatives where few or none existed. New conceptions of the world and new solutions to global problems could be developed through global learning, which enables people to connect diverse ideas

horizontally "across disciplines and professions…cultures, societies, and ideologies" and vertically "across local, national, regional, and international levels" (Ploman, 1986, p. xix).

4.   The Meaning of Global Learning

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

Taking our cue from the term's origins, we define global learning as the process of diverse people collaboratively analysing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Global learning strategies prompt groups of people to determine relationships among their diverse perspectives on problems and to formulate equitable, sustainable solutions for the world's interconnected human and natural communities.

Global learning is not about inputs, the resources available to support internationalisation efforts, or outputs, the amount, expressed in numbers, of the kinds of activities undertaken (Hudzik & Stohl, 2009, p. 14). Instead, it is a learning process in which students actively engage in collaborative global problem solving as a central part of the college experience. Universality, or the inclusion of the diverse perspectives and participation of all students, is fundamental to the efficacy of global learning. When global learning is limited to some, it limits the effectiveness of global problem solving for everyone. Ploman (1986) stated this in concrete, measurable terms: Global learning must "foster participation in the learning and information sharing process, at all levels of society and all age groups" (p. xxii) because it is "the aggregate of individual decisions" that determine the success or failure of solutions to global problems (p. xxiii).

> The attributes of global learning are engagement with diversity, collaborative learning, and a focus on problems that transcend borders.

Our goal in defining global learning was also to determine the essential attributes of the process of global learning. A number of contemporary researchers have explored the kinds of learning practices that promote the knowledge, skills, and attitudes of global citizenship (Bourn, 2014; Braskamp & Engberg, 2011; Gadsby & Bullivant, 2010; Gibson, Rimmington, & Landwehr-Brown, 2008; Hartmeyer, 2008). Global citizenship is defined as the willingness of individuals to apply their knowledge of interrelated issues, trends, and systems and multi-perspective analytical skills to local, global, international, and intercultural problem-solving (Florida International University,

2010). Their findings point to three practices in particular: engagement with diversity, collaborative learning, and a focus on problems that transcend borders. Let us examine these practices more closely.

5. Engagement with Diversity

While the presence of a diverse student body may be a valuable source of diverse perspectives, diversity alone is not a sufficient condition for facilitating global learning. Global learning involves students' experience with, rather than their exposure to, difference. Engagement with diversity requires long-term, sustained participation in pedagogies of difference that involve individual and group reflection on pluralism (Chickering & Braskamp, 2009). Such pedagogies involve content generated from diverse disciplinary, cognitive and sociocultural perspectives and opportunities for meaningful dialogue about this content among students with different backgrounds, beliefs and understandings. This combination allows students to recognise the limits of a single approach to analysing or addressing complex problems (Braskamp & Engberg, 2011; Gurin, Dey. Hurtado, & Gurin, 2002).

Global learning involves students' experience with difference

Context is essential in talking about diversity in global learning. In the college setting, the recruitment and enrolment of a diverse student body may include demographic categories including race, ethnicity, and gender, as well as age, socioeconomic status, and sexual identity. Education and engineering programmes may have different diversity targets from one another, as may a Hispanic-serving institution compared to a historically black college, as a result of the contemporary and historical balances of what groups hold and have held power and privilege in these various settings. The presence of diverse voices in the classroom reframes discussions of the forces that underlie our world's most pressing dilemmas from being exercises in conveying privileged knowledge to engaging students' first-hand experience and wisdom in confronting problems head-on. As a physics faculty member at the University of Texas-Austin has put it, "Diversity in our classrooms is a matter of justice, prosperity and maybe even survival" (Marder, 2015).

Context is essential

6. Collaborative Learning

Collaboration is also essential to global learning. It is rooted in the idea that learning takes place through interactions and communication with others. Collaborative learning encourages students to bring their diverse perspectives to the classroom for the benefit of others, particularly when challenged with complex tasks or questions (Barkley, Cross, & Major, 2005; Bruffee, 1998; Gerlach, 1994; Smith & MacGregor, 1992). Whereas cooperative learning maintains the traditional

Learning through communication and interactions

structure of the classroom and is aimed at coordinating individual efforts to find a predetermined solution, collaborative learning is largely unstructured and encourages doubt and critical reflection (Bruffee, 1998).

Guided by research-based principles

Collaborative learning for global problem solving is guided by research-based principles. Examination of one's own beliefs, values, and assumptions – that is, perspective consciousness (Hanvey, 1975) – is prompted by cultural contrast or culture shock. Evidence supports the contention that contrasts can be felt even when individuals remain immersed in their home cultural context through pedagogies of difference and the use of long-distance communication technologies (Gibson et al., 2008). Allport's (1954) contact hypothesis stated that interactions between different groups reduces prejudice if the following conditions are met: that the groups have common goals, are of equal status, and cooperate between the groups, and support from authority. Research confirms this hypothesis that these conditions promote collaboration and reduces prejudice, stereotyping and discrimination among diverse groups (Pettigrew, 2008; Pettigrew & Tropp, 2006).

Collaborative global learning can take place among students in a classroom, in interdisciplinary settings within an institution, and between students in different institutions via web-based technology or videoconferencing. In a collaborative learning environment, diverse groups are presented with substantive common goals, resting within authentic global conditions, requiring the varied expertise and perspectives of all participants. In this context, participants are helped to see that they are of equal status. Collaboration is further aided by external institutional supports that promote contact between diverse individuals and groups and assist with reconciling differences in language, customs, perspectives and behaviour.

7. Problems that Transcend Borders

If students are expected to graduate with the ability to collaboratively analyse and address complex open-ended global problems such as climate change, poverty, population growth and terrorism, then they must be tasked with doing so during their college experience. In school, students are traditionally taught to draw boundaries around problems to better allow analysis and evaluation using discrete, linear processes (Downey et al., 2006). Global learning requires a shift away from a narrow focus on subject matter, "forged over a century ago, in an era that placed high value on broad understanding, reasoning, and abstract analysis" (AAC&U, 2007, p. 21). As a process, global learning's focus is the collaborative exploration of complex problems that defy neat categorisation by discipline, culture or geography. In a global learning course, a group of students made up of a white student

from a small Midwestern town, a second-generation immigrant from China, and an African American may discuss the intricacies of access to drinking water in Bangladesh and come up with solutions. Within this experience, each student brings his or her own unique perspective. Through negotiating the problem with their peers, students learn to incorporate their local experiences into a practical solution for the people of Bangladesh. When students collaboratively explore global problems with diverse others, their relationship to their own education changes. Rather than seeing college or university as preparation for navigating and coping with world conditions in the future, students begin to see themselves as agents of change who can positively shape the present.

8. Global Learning at Florida International University (FIU)

Global learning has had a history of prominence at FIU

FIU is an urban, public, research university, with a diverse student population located in the global crossroads of Miami. It is a relatively 'young' North American institution that has always aspired to respond to the needs of its diverse community. Just as the UNU was established in the context of the increasingly interconnected world of the early 1970s, FIU was founded in the same time period to address the challenges and opportunities faced by a rapidly growing and globalising Miami. When FIU opened its doors in 1972 to 5,667 students it was an institution that served a non-traditional population – the typical student was 25 years old and attended school full-time while holding down a full-time job.

Although international was part of our birth name and greater international understanding was one of our founding goals, FIU's founding president, Charles Perry, used rhetoric that revealed a distinctly global rather than an international orientation:

> We realize that solutions to the problems of pollution, urbanization, and population growth which beset us can only be approached by a consciousness of their relation to the global human environment. It is this consciousness which led to the commitment of Florida International University not only to the traditions of higher education, but also to innovation in response to the changing needs of the citizens of the world (FIU, 1974, p. 1).

Since its founding, FIU has grown considerably in size and in the scope of its activities. It is currently the tenth largest public university in the US in terms of student enrolment, with over 55,000 students, 84% of whom are classified as minority. FIU is a Hispanic serving institution, and ranks first in the United States in awarding bachelor's and master's degrees to Hispanic students.

Global Learning for Global Citizenship university-wide integrated (co)curriculum initiative

Global Learning for Global Citizenship is FIU's university-wide integrated curriculum and co-curriculum initiative that engages every student in multiple opportunities for active, team-based, interdisciplinary exploration of real-world problems. After three years of planning, this initiative was fully implemented in 2011. The heart of Global Learning for Global Citizenship is a requirement to take at least two global learning courses and participate in integrative global learning cocurricular activities prior to graduation. Global learning courses and activities engage students in collaborative analysis and problem solving and are aimed at developing three graduation-level student learning outcomes (SLOs):

·   global awareness, knowledge of the interrelatedness of local, global, international, and intercultural issues, trends and systems;

·   global perspective, the ability to construct a multiperspective analysis of local, global, international and intercultural problems; and

·   global engagement, the willingness to engage in local, global, international, and intercultural problem solving.

Students currently choose from about 200 global learning courses located in every undergraduate-serving academic department and embedded in every degree programme of study. Global learning courses are offered in multiple modalities, on campus, online, hybrid or blended learning, and abroad. Global learning courses are complemented by a robust array of activities and programmes that serve all students, Students can drop in for weekly face-to-face or online discussion series, volunteering opportunities and international coffee hours; join student-led clubs and organisations such as GlobeMed, which pairs college and university chapters with grassroots community organisations in developing countries to design and implement health improvement projects; or immerse themselves in internships or in the Global Living Learning Community.

A backbone organisation facilitates effective global learning

Observing that the implementation of quality global learning required the assistance of full-time personnel, the provost hired an executive director and director with expertise in the multifaceted field of global education in August 2008 to lead the planning, implementation and growth of this university-wide initiative. They established the Office of Global Learning Initiatives (OGLI) to facilitate effective global learning at FIU. The executive director and director oversee the OGLI as the backbone organisation for Global Learning for Global Citizenship.

Global learning professional development workshops essential

The leaders of this initiative knew from the start that if global learning is to be provided to all students, professional development must be available to all global learning educators. The same attention must be given to faculty's and staff's growth and development as is given to students'. This involves establishing a common language for educators

to talk about universal global learning and common opportunities for them to critically reflect on their own global awareness, perspective and engagement. Educators must also be helped to connect the dots between self-reflection and instruction, empowering them to determine diverse ways to facilitate global learning for others. FIU provides global learning professional development offerings to all: administrators, staff, graduate and undergraduate faculty, graduate assistants, and even leaders of student organisations. From in-person and online workshops to brown-bag lunches, reading groups, day-long symposia, and multiday conferences, FIU global learning professional development opportunities enable participants to design and implement a wide range of strategies on and off campus.

To empower all participants to engage together meaningfully in global learning, the OGLI employs the Backwards Curriculum Design model (Wiggins & McTighe, 2005) in the conduct of its workshops. The workshops lead participants through the Backwards Curriculum Design process, which shifts the educator's perspective away from traditional content coverage towards a learner-centred approach that leads to deeper understanding and critical thinking. Backwards Curriculum Design involves three stages:

Backwards Curriculum Design

1. establishing desired outcomes;

2. determining what kinds of evidence will demonstrate achievement of the outcomes; and

3. developing learning experiences and selecting content that will enable student achievement of the outcomes.

With this shift in perspective, participants see that assessment and teaching strategies are as influential as content. Through Backwards Curriculum Design, participants across disciplines and departments come to see how their efforts strengthen and reinforce one another through common emphasis on the global learning outcomes.

During the workshop, participants draft learning outcomes for their course or activity that are aligned with FIU's global learning outcomes. In order to be approved for global learning designation, the course/activity-level outcomes must address the heart of the global learning outcomes – interconnectedness, multi-perspective analysis and real-world problem solving – while at the same time addressing the knowledge, skills and attitudes pertaining to their own discipline or pursuit. The group analyses each other's outcomes in a writing workshop format, evaluating language for clarity, internal consistency and coherence. During this iterative process, participants gain a broad view of the global learning occurring across the university and a critical understanding of the necessary congruity between the global citizenship outcomes and the global learning process.

Surveys and focus groups conducted annually by the OGLI every year reveal that the workshops' interdisciplinary dialogue and hands-on learning experiences increase participants' global outlook and the likelihood they will revise courses and activities to include global learning components. Participants express a renewal of interest in teaching through the formation of a deeper understanding and appreciation of global learning and growth in interest in pedagogical strategies for active learning.

Challenges that limit the effectiveness of application of learning

In addition to these successes, the OGLI has also encountered challenges that limit the effectiveness of development efforts in terms of participant application of their learning. These include

· institutional barriers such as a lack of financial resources;

· conflicting disciplinary priorities;

· restrictive tenure and promotion policies; and

· complex faculty governance structures.

Individual barriers include

· negative attitudes towards the concepts of global learning;

· lack of background knowledge and skills in pedagogy;

· curriculum development and assessment;

· limited cognitive competence; and

· persistent resistance to change.

To better understand the roots of these challenges with an eye towards effective revisions to the workshops, the OGLI restructured its assessment instrumentation to include focus groups and interviews and revised the content of the workshops by adding more pedagogical strategies that can be utilised in large classes across the curriculum. Additionally, the OGLI extended its support to participants by working closely with faculty and staff after the workshops, providing ideas, coaching and support as they endeavour to apply their learning and navigate the faculty senate course approval process. The goal of these efforts is not only to increase faculty and staff engagement in universal global learning but to sustain it for many years to come.

Programme goals

Ultimate success of the initiative is measured by students' achievement of the three graduation-level SLOs, and by the institution's achievement of four programme goals, all of which describe ways in which the institution supports every student's global learning. FIU's program goals are to

· provide a sufficient number of courses to allow students to fulfil their two-course global learning graduation requirement;

- increase the number of global learning co-curricular opportunities available;

- provide high-quality global learning professional development for faculty and staff; and

- increase levels of student achievement of the graduation-level global learning SLOs.

FIU uses the Global Perspectives Inventory (GPI) to assess the students' achievement of the three global learning SLOs. Landorf and Doscher (2013) conducted a study that found that the three domains assessed by this instrument – cognitive, interpersonal and intrapersonal – are highly correlated to FIU's global learning SLOs. To assess the achievement of the programme goals, FIU uses a number of assessment measures, shown in Table 1.

Programme Goal	Assessment
1. FIU will provide a sufficient number of global learning courses to enable students to meet the two-course global learning graduation requirement.	– Annual comparisons of global learning course offerings to student enrolment and to projections made in FIU's 5-year Global Learning for Global Citizenship strategic plan
2. FIU's faculty and Student Affairs professionals will integrate an increasing number of global learning co-curricular activities into the baccalaureate curriculum.	– Year-end surveys completed by faculty teaching global learning courses and Student Affairs profession also facilitating global learning co-curricular activities – Global Perspective Inventory (GPI), Curriculum and Co-Curriculum scales – Student Affairs and Office of Global Learning Initiatives' generated lists of global learning co-curricular activities offered per semester
3. FIU will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centred global learning.	– Global learning faculty/staff professional workshop evaluations – Focus groups conducted 3–6 months after workshops
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	– GPI

Table 1   **FIU's Global Learning for Global Citizenship Programme Goals and Assessments**

Seven years into our university-wide global learning initiative, the OGLI found the following:

- Global learning courses and activities have a statistically significant positive effect on students' global awareness, perspective, and engagement.

- Increased participation in two global learning strategies – intensive classroom dialogue among students with different backgrounds and beliefs and attendance of FIU events or activities reflecting a cultural heritage different from one's own – is consistently positively correlated with increases in students' proficiency in all three global learning SLOs.

- Multiple global learning experiences are essential for students to increase their global awareness, global perspective and global engagement (Landorf, Doscher, & Hardrick, 2018).

- These results underscore that all students benefit from global learning and inspire the OGLI to continue to work to help students understand and make connections between local and global concerns, analyse pressing issues from multiple perspectives, and grapple collaboratively with the problems experienced in their neighbourhood and around the world.

9. Conclusion

Now that the origin and meaning of global learning has been defined and best practices illustrated at a large, public, research university, the next step for an institution interested in incorporating global learning is to explore the possibilities of global learning further – in research, the curriculum, co-curriculum, and leadership. For it is more important now than ever, in this increasingly complex, conflict-ridden and interconnected world, that global learning become foundational to all students' higher education. Whether one believes that the purpose of higher education is career development, knowledge creation, preparation for a meaningful life, and/or civic development, global learning is essential.

Global learning demonstrates the compatibility of national and global citizenship. Contrary to abandoning allegiance to country, ethnicity, and culture, global citizens understand that these identities give meaning to one's life and are part of the rich tapestry of humankind. At the same time, global citizens know that there is a responsibility to advance the interconnected common good of our own communities and of others worldwide.

Global learning is necessary to solve complex problems, those that may be tough to describe, have many causes, and perhaps no single answer. Whether the problem pertains to addressing a local public health crisis, the challenge of international refugee resettlement, or the effects of sea level rise, the way toward equitable, sustainable solu-

tions involves the process of global learning. As Ploman (1986) put it, global learning enables us to use multiple perspectives "as resources for the solutions to problems which we either solve together or not at all" (p. xxvi).

Finally, global learning gives individuals the tools to be able to anticipate change. Many of the complex problems in the world today include unknown factors and unanticipated outcomes. Global learning gives people the ability to be open and flexible in responding to the inevitability of new information and changing circumstances. Within the context of increasing diversity, interconnectedness and change, global learning can increase one's own wellbeing and that of the greater human and natural world.

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