

Global Learning Matters—For Today and Tomorrow

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AAC&U's Mission

AAC&U advances the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education.

Through our programs and events, publications and research, public advocacy and campus-based projects, AAC&U serves as a catalyst and facilitator for innovations that improve educational quality and equity and that support the success of all students.

AAC&U's Membership

Institutional Type

- Four Year 80%
- Two Year 12%
- Other 8%

Public and Private Institutional Membership

- Private 49%
- Public 51%

Today's Key Points

- Why Global Learning Matters
- What Global Learning Is
- Global Learning for All

Why Global Learning Matters: The Importance of Global Connections: Historically and Today

Local Issues with Global Implications for the Common Good

Transnational Anti-Slavery Movement

- 1870s Cuban Anti-Slavery Committee (CASC)
- 1000s of Black Americans participated in the CASC and supported emancipation in Cuba

Transnational Struggle for Women's Suffrage

- Princess Sophia Duleep Singh was a member of the Women's Social and Political Union and campaigned for women's suffrage in the UK for women influence felt by Indian women in India
- Women's Suffrage was a global issue
- *Feminist journalist Teresa Villareal.*
 - The Villareal sisters used the publication to forward their views on social, political and economic reform as they related to conditions for Mexican-Americans in Texas, often taking a bold or radical stance. La Mujer Moderna also urged Mexican-American women to assert their rights, including the right of suffrage.
- Ida B. Wells-Barnett integrated the Illinois Delegation in the March for Women in 1913

Global Cooperation for COVID-19: Vaccine Development and COVID-19 Response

No single country can solve global problems. Countries must work together.

Global Challenges—UN Sustainable Development Goals: Framework for Global Learning Across Disciplines, Faculties, Institutions, and Countries



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

SDGs 1 (Poverty) and 3 (Health)

- Poverty is a global issue that countries, states/districts, and communities of all types face. The issue can be solved with global solutions, not just local solutions
- Health care: Lessons to learn about healthcare delivery, diseases and disease patterns, and paths of disease (COVID, Ebola, etc.), and treatment

Importance of Global Learning for Society

- Improve Quality of Life
- Better Research and Production of Knowledge
- For the Common Good
- Preparation for Economic and Social Realities
 - Workforce Development and Career Readiness
 - Civic Involvement

How is global learning described in the global higher education context?

United Nations University Framing (Thank you [Hilary and Stephanie](#))

Define the nature of global problems

Determine learning processes that would initiate change

Global Learning is

- Social
- Involves Learning with Others
- Integrative
- Collaborative-exchange and synthesize learning

Framing of Global Learning by Jos Beelen of The Hague University of Applied Sciences (The Netherlands)

By including the global dimension in teaching, links can *easily* be made between local and global issues and young people are given the opportunity to:

- Critically examine their own values and attitudes
- Appreciate the similarities between peoples everywhere and learn to value diversity
- Understand the global context of their local lives
- Develop skills that will enable them to combat injustice, prejudice and discrimination (O’Loughlin & Westmont, 2003)

University College London

- Global Learning is a pedagogical approach that encourages
- Active engagement with a diverse, interdependent and fragile world
- Encompasses Education for Sustainable Development and Global Citizenship Education, which are essential for achieving the UN’s Sustainable Development Goals

Florida International University

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

(Landorf & Doscher, 2015)

Alamo Colleges District

- Utilizes different perspectives to problem solving and decision making
- Ability to engage and collaborate with others from diverse cultures with understanding, respect, and compassion
- Demonstrates a sense of global social responsibility

Key Words in Global Learning Definitions

Educational Process	Approach	Curricular and Co-Curricular
Problem Solving	Addressing Complex Problems	
Crossing Borders	Using Diverse Perspectives	Interdependent
Productive	Responsible	Collaborative
International	Intercultural	Global

Characteristics of a student with a global mindset (Extracted from [AAC&U VALUE Rubrics](#))

- Active participant in society with a strong commitment and responsibility to work with others toward public purposes
- Reflect and adjust one’s own attitudes and beliefs because of working within and learning from diverse communities and cultures to promote engagement with diversity

AAC&U Civic Engagement VALUE Rubric

- Engage and learn from perspectives and experiences different from one’s own and...understand the interrelationships between multiple perspectives”
- Recognize the origins and influences of one’s own cultural heritage, including the curiosity to learn respectfully about the cultural diversity of other people
- Comparatively analyze how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities
- Develop competence in ethical and moral reasoning and action

[AAC&U Global Learning VALUE Rubric](#)

6 Dimensions of Global Learning from the AAC&U [Global Learning VALUE Rubric](#)

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

Part III: Global Learning for All: Equity-Focused Global Learning

Examining Participation in Global Learning

Who Participates?

- Faculty/Professor Rank
- Professional Staff
- Students
- Racial/Ethnic Diversity
- Gender Diversity
- Diversity among Majors
- New Majority Student Participation

Pathways to Participation

- First Year Seminars
- Majors/Faculties
- Co-Curricular Programs
- Specific Courses

- Scholarship Programs
- Undergraduate Research
- Cohort Programs

Principles of Equity in Global Learning

- Developing a culture ripe for contribution by all
- Offering equitable access, participation, and engagement across courses, programs, and experiences
- Addressing institutional and societal racial, ethnic, cultural, ability, gender, language, religion, and socioeconomic status inequities and systemic disparities
- Creating a culture of belonging
- Committing to remove systemic barriers

Equitable Access to Global Learning: Practical Examples

- Integrated into the curriculum—part of course and included in course hours*
- Course offerings at all levels and across departments/faculties
- Integrated into the institutional structure(s)
 - Providing dates for opportunities in advance
 - Provided funding for transportation to off-campus sites
- Stipends for more in-depth summer experiences at home and abroad

Equity-Mindedness

- “The term ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.”
- “It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.”
- Center for Urban Education (2020). Equity Mindedness (now USC Race and Equity Center) <https://cue.usc.edu/about/equity/equity-mindedness/>

Diverse Ways to Offer Global Learning-Are There Entry Points for All Students?

Types	Duration	Oversight	Integration Levels
<ul style="list-style-type: none"> • Internships • Community-Based Learning • Field Experiences • Education Abroad • Research Projects • Co-Ops • Service Learning 	<ul style="list-style-type: none"> • Single Day • Select Days • Weekly • Semester • Across Program 	<ul style="list-style-type: none"> • Community or Placement Partners • Faculty • Professional Staff 	<ul style="list-style-type: none"> • None • Low • Middle • High

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