

## KEY ASPECTS OF FACULTY INTERNATIONALIZATION

Faculty engage in internationalization efforts in a wide variety of ways. What follows are four key aspects of faculty internationalization from practitioners in the field.

### I. CURRICULUM INTERNATIONALIZATION

## Promoting Engagement in Curriculum Internationalization

By Hilary Landorf and Stephanie Doscher

**FLORIDA INTERNATIONAL UNIVERSITY** (FIU) understands that faculty engagement is key to its founding mission of promoting greater international understanding. In 2006, FIU initiated a broad-based self-study to determine how the institution could work cooperatively to strengthen its mission. This study revealed an “internationalization gap”—a disparity between the importance the FIU community ascribes to internationalization and its implementation across all areas of the university, particularly student learning. The university spent the next three years developing Global Learning for Global Citizenship, a curriculum and co-curriculum reform initiative established to prepare all FIU undergraduates for citizenship in a highly interconnected world. Through the process of global learning, FIU undergraduates achieve three student learning outcomes (SLOs):

- Global Awareness: knowledge of the inter-relatedness of local, global, international, and intercultural issues, trends, and systems
- Global Perspective: the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems
- Global Engagement: a willingness to engage in local, global, international, and intercultural problem solving.

The components of this initiative are focused on the educative process of developing

these outcomes rather than on the number of international activities in which students and faculty are involved. The enactment of the educative process depends on effective global learning faculty and staff development.

#### Internationalizing FIU's Undergraduate Curriculum

FIU has defined global learning as a process composed of active, team-based exploration of real-world problems and issues (Gibson, Rimmington, & Landwehr-Brown, 2008). As part of the Global Learning for Global Citizenship initiative, undergraduates are required to take a minimum of two global learning courses and participate in global learning co-curricular activities prior to graduation. Students take a global learning foundations course as part of their general education sequence, and a second, discipline-specific global learning course in the context of their major program of study.

FIU's Office of Global Learning Initiatives (OGLI) offers workshops for faculty and staff who are developing courses and co-curricular activities for global learning. In addition, FIU brings together faculty and student affairs professionals in the context of global learning professional development to enable idea exchange and collaborative partnerships.

#### Promoting Engagement in Curriculum Internationalization

To empower faculty and student affairs professionals to engage in global learning, the OGLI employs the Backwards Curriculum Design model (Wiggins and McTighe 2005). Backwards Curriculum Design involves three stages: establishing desired outcomes; determining the kinds of evidence that will demonstrate achievement of the outcomes; and developing learning experiences and selecting content that will enable student achievement of the outcomes.

The OGLI's interdisciplinary, interdepartmental workshops nurture a global learning culture for students by facilitating cognitively

dissonant experiences for faculty and staff. The strategies used in the workshops sensitize participants to the development of their own global awareness and perspective in order to move them toward new ways of implementing courses and activities. To do this, participants engage in active, team-based learning experiences that they can later facilitate for their own students.

The OGLI begins each workshop with a reiteration of the dialogic process the university used to determine its definition of global citizenship and the global learning outcomes. After taking time to individually consider open-ended questions such as, “What is global citizenship? What must global citizens know, feel, and be able to do?” participants gather in small groups to discuss their thoughts and then discuss findings with the group at large. The facilitator records responses on a large poster and together the group identifies common, overlapping themes. Since the groups are interdisciplinary, different terms are used to describe these ideas, but invariably, when facilitators code for themes with the group, they are able to demonstrate how they cluster around FIU's three global learning SLOs. The process supports the freedom of individuals to simultaneously articulate their visions and aspirations for global citizenship, while at the same time identifying consensus that lies beneath differences in language, discipline, and outlook.

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#### References

- Gibson, K. L., Rimmington, G. M., & Landwehr-Brown, M. (2008). Developing global awareness and responsible world citizenship with global learning. *Roepfer Review*, 30(1), 11-23.
- Wiggins, G. & McTighe, J (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.



FIU faculty participate in a “Global Learning Blast,” a 15-minute interactive presentation of a global learning strategy.