Assessing Global Learning in the Disciplines: The Case of Geographic Science and Community Planning

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- Harvey Charles, Ph.D.
- Thomas Paradis, Ph.D.
- R. Dawn Hawley, Ph.D.

Assessing Global Learning

- Historical Approach to Global Learning
- Curriculum Focus is Relatively New
- Different Models of Global Learning
- Different Sites for Global Learning
- The Intimidation Factor
The Imperative to Assess

- Fundamentally About Accountability
- May Reveal Shortcomings in Strategy
- Further Institutionalizes Global Learning
- May Support Accreditation Objectives
- Multiple GL Strategies Require Tailored Approach to Assessment

NAU’s Approach to Global Learning

- University Strategic Planning
- Strategic Planning for Comprehensive Internationalization
- Global Learning As One Element
- Global Learning Means the Curriculum
- Themes of Global Learning
Aims of Global Learning

- To Touch ALL Students
- Multiple, Strategic, Intentional, Substantive Encounters
- Disciplines as Principal Site + LS Program and Co-Curriculum
- Faculty to Lead the Process
- SIO to Guide the Process

Process Issues

- Adequate Faculty Representation
- Deconstructing Global Learning
- Adoption by Faculty Senate
- Invitation to Departments to Participate
- Stipend to Support Faculty Teams
- CIE Support to Faculty Teams
- Departmental Adoption of Global Learning Commitments
Departmental Tasks for Global Learning Commitments

- Develop Global Learning Outcomes
- Map the Curriculum
- Develop Curricula Strategies for GL Encounters
- Assessment

Geography, Planning & Recreation at NAU

- Integrating Global Learning into Curriculum and Assessment Structures

GSP Faculty Participants
- Dawn Hawley (co-chair)
- Ruimhong (Ray) Huang
- Alan Lew (co-chair)
- Mark Manone
- Tom Paradis
- Erik Schiefer

Full GPR Faculty in the snow, 2012.
A Process for Integrating Global Learning Outcomes (1 semester, summer)

Meeting 1
- Develop Program Goals, Outcomes
- Round Robin of draft

Meeting 2
- Approve goals, outcomes
- Introduce Course Inventory Form
- Review compiled results
- Draft Assessment Plan
  - Who does what
  - Liberal Studies content analysis
- Round Robin of draft

Meetings 3, 4
- Review compiled results
- Draft Assessment Plan

Write GLI Report
Disseminate documents

Curriculum Inventory
Discovering What You Have.

- Where does global learning occur in existing courses?
  - See Example Handout
- Round-robin Inventory form by course
  - Level Taught (beginner, intermediate, advanced)
  - How addressed in the course
  - Assessment Tools
  - Lesson/project topics
Faculty Participation is Vital

- Involve everyone at some level.
  - “Committee of the Whole”:
    - Discuss goals & outcomes together.
  - Teams (if necessary): Draft documents
    - Regular updates and input sessions
  - Round-Robin for Curriculum Inventory
    - Leader compiles and reports.

The Assessment Process
(No different for Global Learning)

1. Create intended learning outcomes
2. Create experiences leading to outcomes
3. Develop, select assessment techniques
4. Feedback: use results to improve learning

(Adapted from Huba & Freed, 2000, p.10)
Methods to Assess Learning

- Begin with what you already have.
  - **Direct Evidence** (Student work):
    - Research papers and projects
    - Field experiences
    - Oral presentations or performances
    - Internship supervisor reviews
    - Comprehensive exams
  - **Indirect Evidence** (Student Perceptions)
    - Surveys & interviews
    - Focus Groups
    - Reflective Essays

Integrating (more) Global Learning into our Curriculum

- **Education Abroad** option for 6 credits of Experiential Learning requirement
- Department-sponsored summer abroad: *Siena*
- Emphasize or add lessons/projects to focus on *sustainability, global education, diversity*
  - Look for manageable opportunities: embedded essay/exam questions, reflections, broadening of assigned readings, web research, rubric criteria.
- Full course revisions and name changes:
  - GSP 130 Mapping the World (Geo-technologies)
  - GSP 375W Community & Global Analysis
Questions and Comments?

NAU in Siena 2013