A Systems Thinking Approach to Assessing All Students’ Global Learning

2018 Assessment Institute in Indianapolis

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Undergraduate graduation requirement:
• Two global learning (GL) courses
• Integrated co-curricular activities
Student Learning Outcomes and Program Goals

Theory of Change

Resources

Faculty and Staff Development

Integrative Curriculum and Co-curriculum

Student Learning Assessment and Program Evaluation

Continuous Communication and Improvement

Model for Making Global Learning Universal
Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.

FIU’s Graduation-level Student Learning Outcomes

**Global Awareness**: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

**Global Perspective**: Ability to construct a multi-perspective analysis of local, global, international, and intercultural problems

**Global Engagement**: Willingness to engage in local, global, international, and intercultural problem solving
Like:

• Taste testing
• Many ingredients
• Local ingredients, following certain standards
• Evolves over time
• “Magical synthesis”

Not like:

• Only one cook
• Enclosed in a pot
A **system** is a set of elements that function as a whole to achieve a common purpose.

An **element** is a necessary but not self-sufficient component of a system.

Systems are characterized by **synergy**—the whole is greater than the sum of its parts because of the relationships among the elements.

A systems thinking approach to universal global learning assessment is a paradigm that illuminates the whole, not just the parts; one that is synthetic, not just analytic; one that integrates, as well as differentiates.
Levels of Assessment

Level 1. Individual student within a course or activity

Level 2. Individual student across courses or activities

Level 3. All students within a course or activity

Level 4. All students within a program

Level 5. All students within the institution
Level 3: Courses

• Course Description
• GL Boilerplate
• GL Course Outcomes
• GL Assessments
• Active, Collaborative Learning Strategies
• GL Grading Criteria
• Diverse Content & Readings
• GL Co-curricular Activity (required for GL Foundations courses)
<table>
<thead>
<tr>
<th>Global Learning Student Learning Outcome Addressed</th>
<th>Assessment Method</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Awareness:</strong> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>Assessment Activity/Artifact: Class discussions of online exercises Evaluation Process: Students must complete online exercises that require them to use ethical tests to evaluate standards, actions, and action analyses. In international and intercultural contexts. Minimum Criteria for Success: At least one evaluation in which the student sets aside gut feelings of right and wrong and makes a step-by-step analysis of specific actions based on a particular ethical test. Sample: All students will be assessed.</td>
<td>Attempted for the fourth time to shift the conversation into foreign ethical sets (Somalian, French, Chinese, Cuban). BINGO! This time I asked them to explain what the shared values of foreign (i.e., non-Western [not Canada, Great Britain, most of Europe] countries are, and then select rules that support those shared values. Students were very comfortable with this exercise as a demonstration that &quot;American&quot; standards are not the only ethical standards, that ethical rules can be developed from shared ethical values, and that such rules can move a diverse group closer to achieving agreed-upon goals. Students continue to evaluate each other’s evaluations, and these continue to somewhat match what I would have said. I am delighted with the assignment involving other cultures. It was good to flip the sequence so that this assignment followed the discussion on foreign ethics and how they are valid although different.</td>
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**Use of Results for Improving Student Learning**

I hesitate to focus this assignment in the future only on computing-based actions, because very few non-Western countries have advanced computer industries.
Level 4: GL Medallion
## Level 5: Global Learning for Global Citizenship

**Global Perspective Inventory**

<table>
<thead>
<tr>
<th></th>
<th>Cognitive Domain</th>
<th>Intrapersonal Domain</th>
<th>Interpersonal Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Awareness</strong></td>
<td>“How do I know?”</td>
<td>“Who am I?”</td>
<td>“How do I relate to others?”</td>
</tr>
<tr>
<td><strong>Global Perspective</strong></td>
<td>Intrapersonal Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global Engagement</strong></td>
<td>Interpersonal Domain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Pretest/Posttest Samples

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman with No College Credits Before Entering</td>
<td>n = 3879</td>
<td>n = 481</td>
</tr>
<tr>
<td>Transfer Students with An AA Degree</td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>n = 3258</td>
<td>n = 446</td>
</tr>
</tbody>
</table>
Freshmen with No Credits Are More Likely to Experience A Gain in Overall GPI Posttest Scores Than Transfers with AAs.
Freshmen Who Take 4+ GL Courses Are More Likely to Have a Lower Overall GPI Pretest and Higher Overall Posttest Score
Female Freshmen Are More Likely to Have a Lower Overall GPI Pretest Score
Female Freshmen Are More Likely to Take 4+ GL Courses
Transfers with AAs Who Take 4+ GL Courses Are Less Likely to Have Lower GPI Posttest Scores
Transfers with AAs Who Participate in More GL Co-curricular Activities or HIPs Are More Likely to Have a Higher Overall GPI Posttest Score
Thank You

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