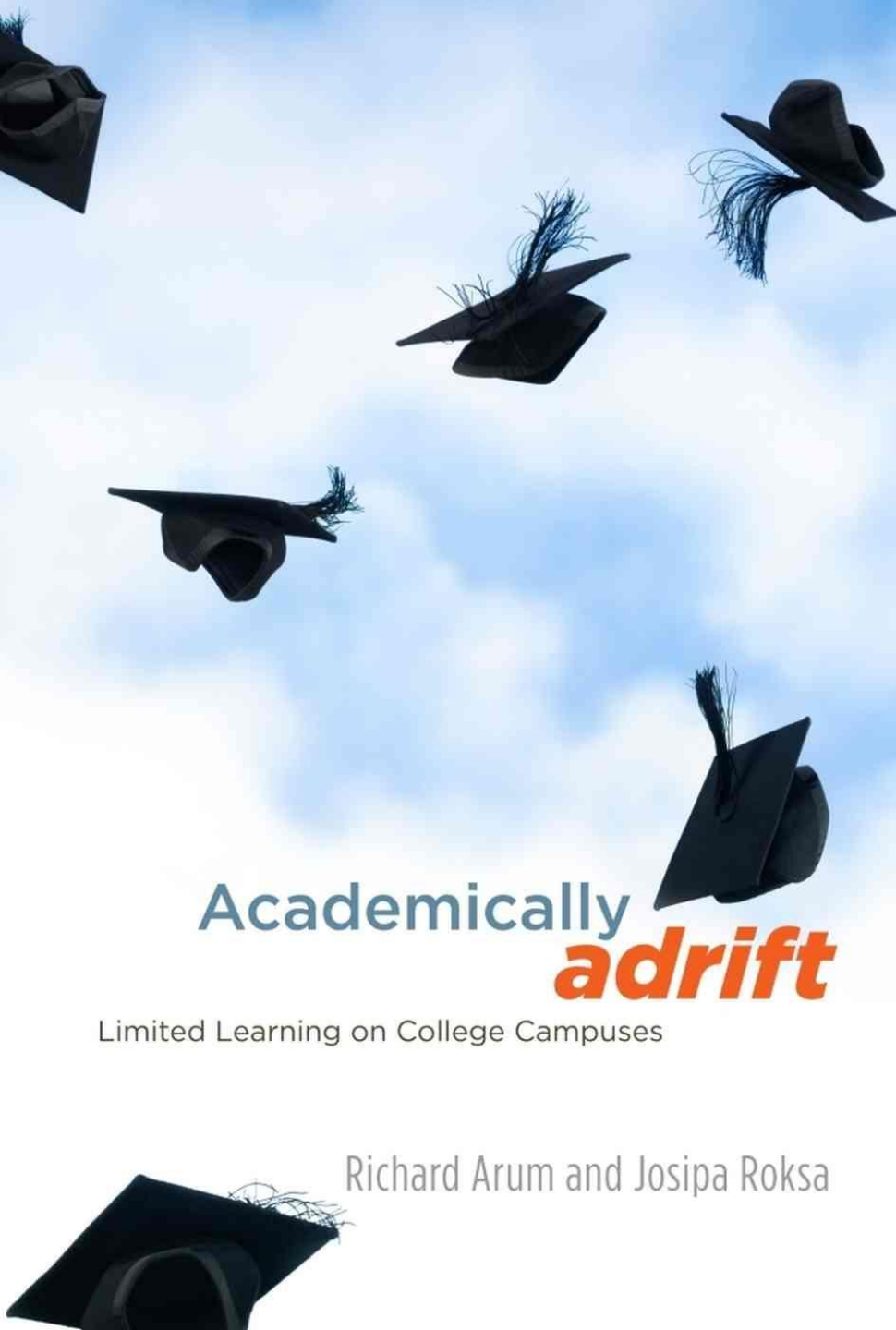




LEAP Challenge

Eric Spears – Columbus State University
Jim Lynch – College of Coastal Georgia

Connecting High Impact
Educational Practices
with Global Learning

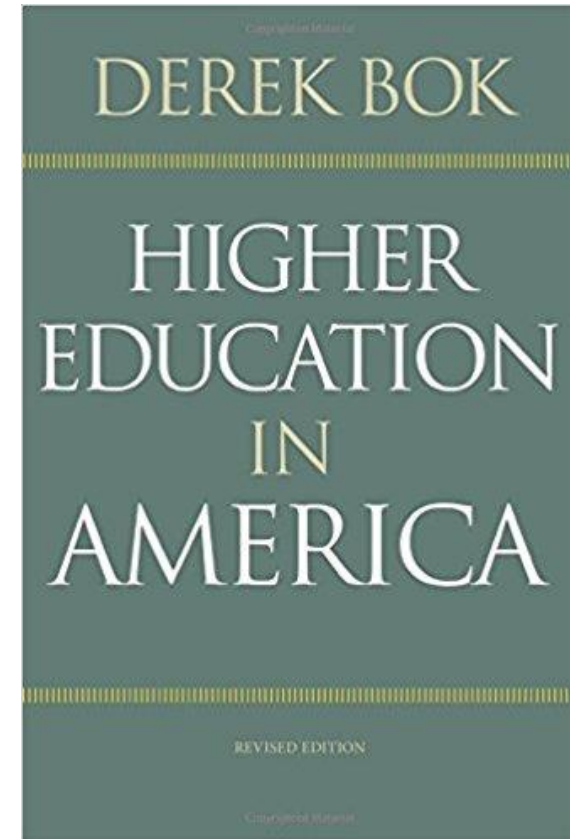


Changing Global Landscape

“Stakeholders in the higher education system have increasingly come to raise questions about the state of collegiate learning... Legislators... increasingly have expressed worry over the value and returns to their investments in higher education. Business leaders have begun to ask whether graduates have acquired the necessary skills to ensure economic competitiveness” (p. 1)

Changing Global Landscape

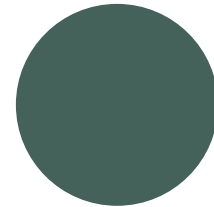
“Whatever the world may think about the quality of American colleges and universities, the public here at home is far from satisfied” (p. 2)



“Irrespective of college major or institutional selectivity, what matters to career success is students’ development of a broad set of cross-cutting capacities...”



Anthony Carnevale, Georgetown University
Center on Education and the Workforce



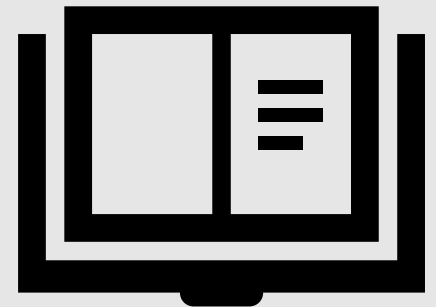
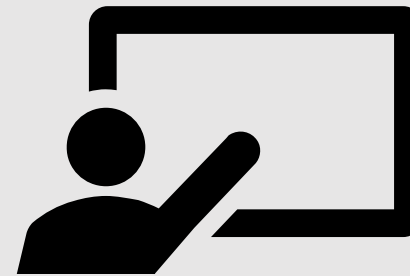
Global Preparedness

Given the changing global landscape, college students need to be able to:

✓ **Reflect** on their learning experiences both within and beyond the classroom

✓ **Integrate** the connections between courses and experiential experiences

✓ **Apply** what they have learned in different settings offering innovative approaches to challenging issues and concerns



Liberal Education and America's Promise (LEAP)

- Launched in 2005 by the Association of American Colleges and Universities
- Offers new vision for liberal education that involves “rigorous intellectual encounters with important contemporary problems as well as enduring human challenges”
- Responds to growing societal needs for college-educated citizenry to participate in a diverse and democratic society enabled with “broad knowledge and transferable skills, and that cultivates social responsibility and a strong sense of ethics and values”



Liberal Education and America's Promise (LEAP)

Engage higher education institutions in exploring ...

- Alignment between principles and traditions of liberal education with efforts to ensure that students gain the knowledge, skills, and perspectives
- Global contexts students need to thrive within – beyond “domestic” social, political, cultural, and economic contexts
- Vision of context-rich liberal education – aka “global learning”



LEAP Foci

- Essential Learning Outcomes
 - Guide vision for college learning
- Authentic Assessments
 - Apply student learning to outside real world expectations
- Inclusive Excellence
 - Provide everyone should receive engaged and practical education
- High-Impact Educational Practices
 - Assist students in achievement of elevated outcomes



High-Impact Practices (HIPs)

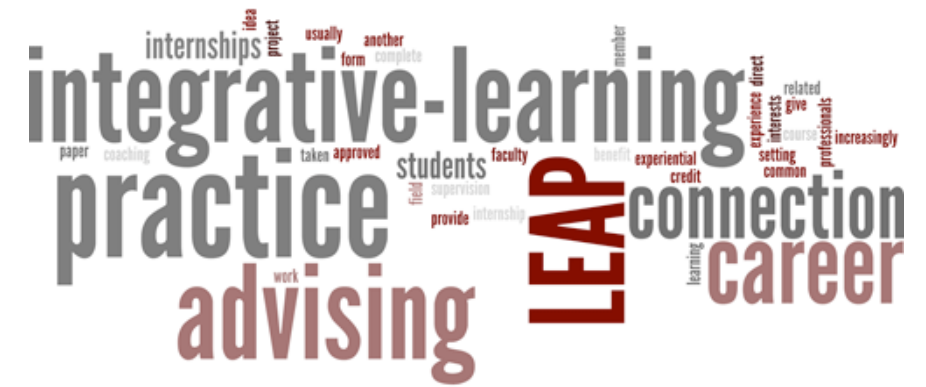
- Courses and programs in higher education that help ...
 - ❖ foster student engagement
 - ❖ encourage teamwork and collaboration
 - ❖ promote synergistic student-faculty connections
 - ❖ provides real-world applications
 - ❖ demands reflection and integrated learning



Conditions Supporting High-Impact Practices

- **What students do** – the level of engagement with the high impact practice
- **What institutions do** – provision of promising practices and conditions for thriving
- **Compact between the student and institution** – directing students toward the right activities

Source: Kuh, G. (February 28, 2013). What matters to student success: The promise of high impact practices



Student Expectations



- Want solid knowledge base and real-world applications
- Want clear and organized presentation of material
- Want to be stimulated, active and participatory
- Want to know how course activities and readings connect to future career
- Want faculty to be enthusiastic, helpful and engaged
- Want face-to-face contact but accept boundaries

High-Impact Practices (HIPs)

- First-year seminars and experiences
- Common intellectual experiences (such as the core curriculum)
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity and global learning in courses or programs
- Service- or community-based learning
- Internships
- Capstone courses and projects



Global Learning

- Defined as a lifelong developmental process in which the learner engages with difference and similarity and develops capabilities to interact equitably in a complex world
 - Embraces guided reflections over time and across contexts
 - Utilizes cultural lenses, biases, and social constructs in a general sense
 - Focuses curricular and co-curricular discussions on power, privilege, and oppression
 - Engages conversation on cultural values and beliefs, customs, and social constructs
 - Offers formative intercultural assessments and debriefs





First-Year Seminars

Global Crossroads & Diversity

Core Curriculum Area

- First-Year seminar courses within this curriculum area
 - Explore cross-cultural perspectives and selected concepts that underscore contemporary issues of global concern
 - Develop awareness of cultural practices and traditions in the context of a changing, globalizing world while reflecting on their own values and customs
 - Learn exchange ideas and connect with diverse communities and cultures



Writing Intensive Courses

Liberal Education Program

- One learning goal promotes students' knowledge of culture and diversity
 - *Goal IV - Students should develop an understanding of culture and the connections between themselves and others in relation to physical, historical, social, and global contexts*
- First-Year Writing Seminars – globally-themed courses (examples):
 - Global Medicine and Chemistry
 - A World Without Us
 - Peaceful Paths



Capstone Courses and Projects

Global Perspectives for the 21st Century

- After successfully completing a series of global learning-focused courses, students enroll in *Global Futures*, a senior capstone course.
- *Global Futures* is designed to “introduce students to the scenarios for a sustainable global future ...
 - Imagining the good future
 - Exploring utopia and dystopia
 - Envisioning our future on the basis of current realities
 - Imagining the good community”



COLUMBUS STATE
UNIVERSITY

Learning Communities

International Learning Community

- Provides interdisciplinary global learning and connections across the curriculum through designated ILC – International Learning Community courses
- 3-Year Themes (Currently: Migration)
- Lectures
- Films
- Global Dialogues

International Studies Certificate

- Curriculum
- Study Abroad Requirement
- ILC Requirements



Undergraduate Research

Research Colloquia Series

- **Symposium on Undergraduate Research & Creative Expression**
 - ❖ Annual campus-wide forum in which students from all disciplines can present their faculty-mentored research and scholarship.
- **Coastal Ecology Symposium**
 - ❖ Explores recent advances and outstanding challenges in ecological research and resource management along the Georgia coast.
 - ❖ A poster session showcases research and service-learning by CCGA students and community partners.
- **Symposium on Service-Learning**
 - ❖ Highlights service-learning partnerships and projects completed over an academic year.
 - ❖ Creates opportunities for students, faculty members, and community partners to engage in dialogue about service-learning and other experiential forms of learning.



Study Abroad

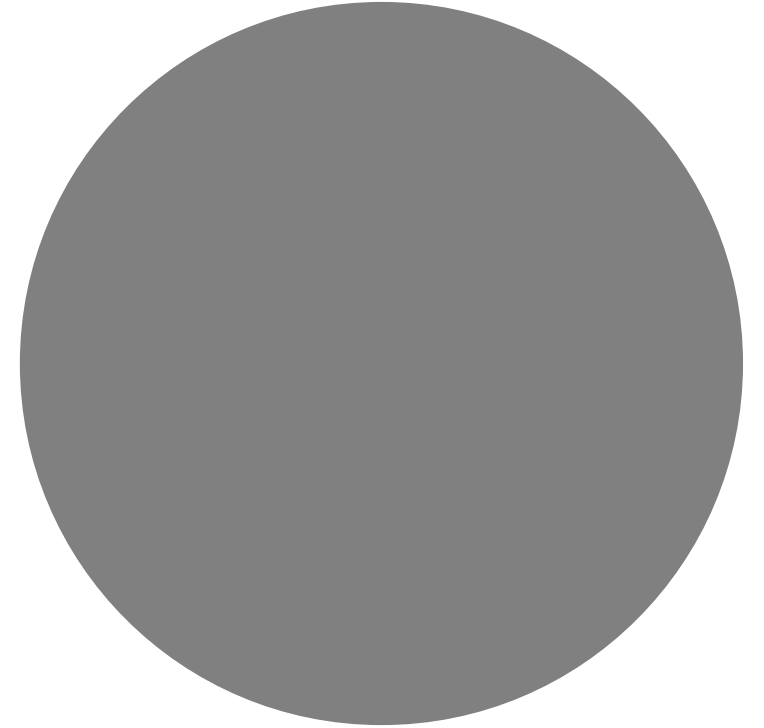
High-Impact Opportunity

- Default practice when discussing global learning
- Colleges and universities offer high-impact “study abroad cocktails”
- Examples:
 - Study abroad and service-learning
 - Study abroad and undergraduate research
 - Study abroad as a first-year experience
 - Study abroad as a required element of general education

Build Awareness

- Define globalization in context of institutional mission, vision and strategic plan
- Include faculty, staff & students in early discussions
- Determine student learning outcomes and develop an assessment framework to measure success

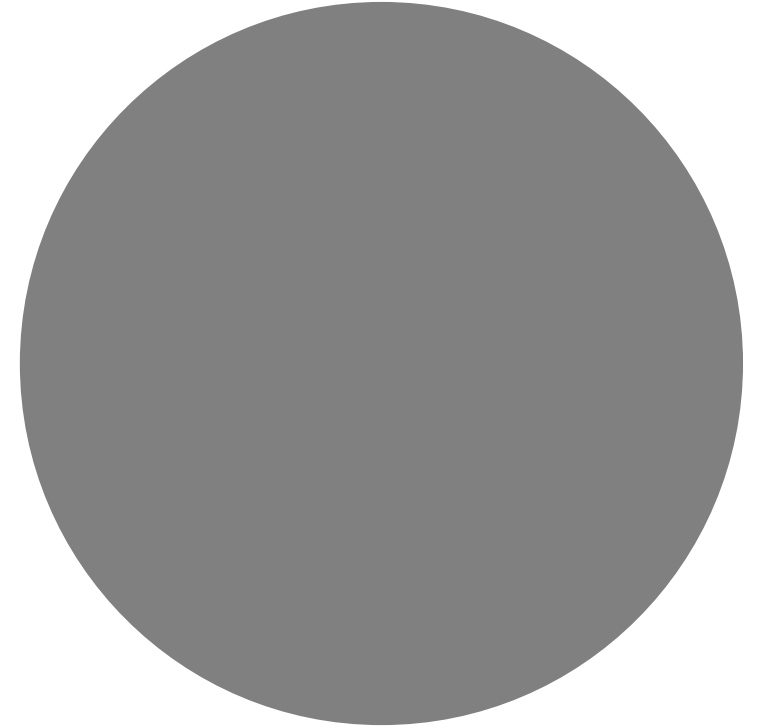
HIP Best Practices for Global Learning



Conduct Self-Assessment

- Investigate what is already being done on campus
- Assess potential pitfalls and offer solutions to reasonable objections
- Consider expectations for breadth vs. depth in light of current and future resources

HIP Best Practices for Global Learning



Implement with Integrity

- Answer key questions:
 - “What do we need to do to get this HIP to work well here?”
 - “How well is this HIP working for whom under what circumstances?”

HIP Best Practices for Global Learning

“Fidelity of Implementation: Is It the Right Concept?” *Carnegie Foundation for the Advancement of Teaching*, 2 Feb. 2017, www.carnegiefoundation.org/blog/fidelity-of-implementation-is-it-the-right-concept/.



1

Provide a more equitable distribution of high-impact practices amongst racial and ethnic groups, first-generation students, adult learners, military/veterans, and part-time students



2

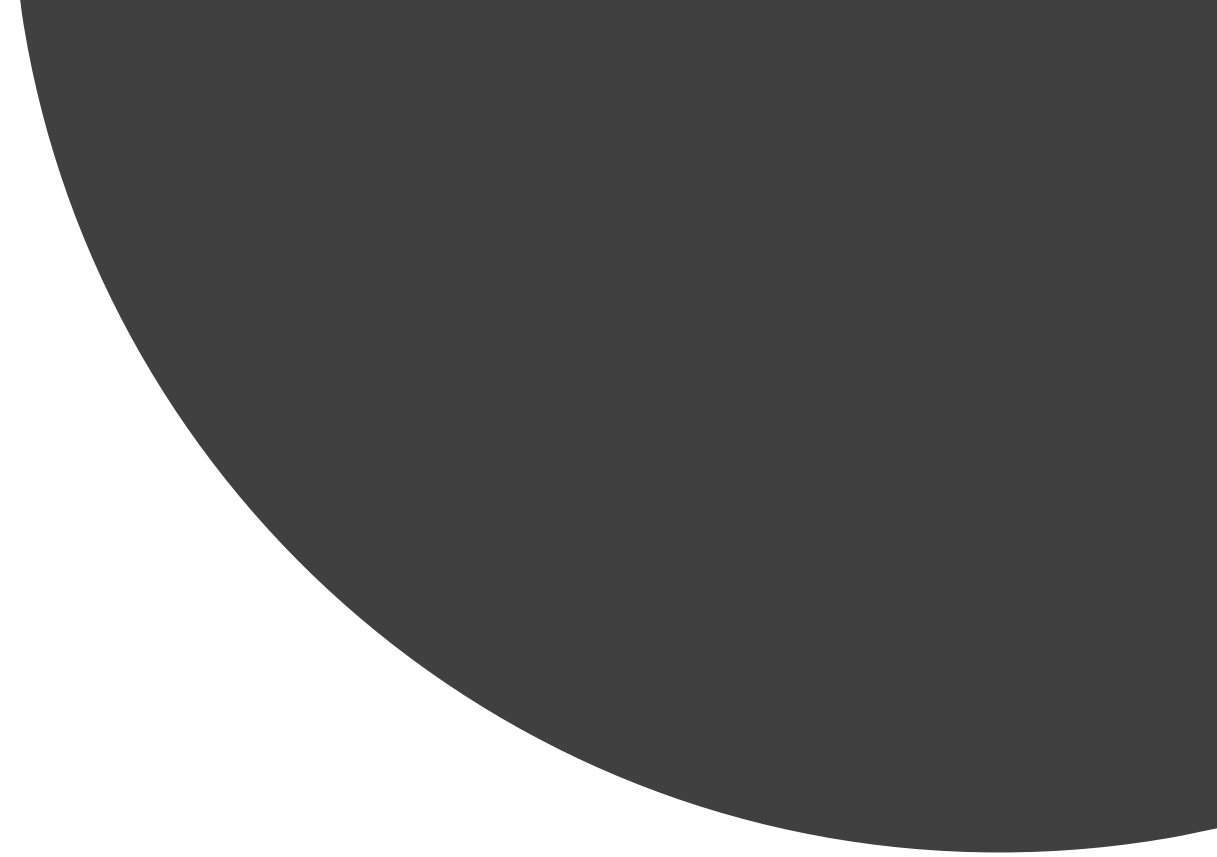
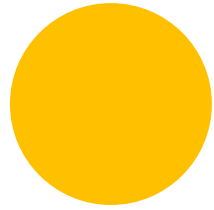
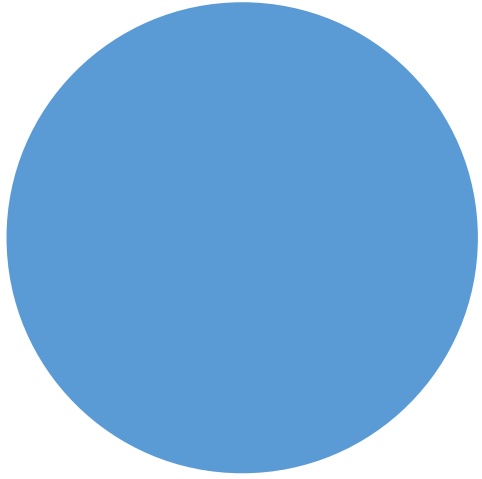
Structure global learning experiences as opportunities for “transformational learning” – for those who cannot take full advantage of study abroad



3

Begin collaborating with K-12 schools much earlier to provide early exposure to global learning.

Future Considerations



Thank you!
Questions? Comments?

