

Designing Effective Global Learning Experiences at Stockton University

Submitted by:

Dr. JY Zhou, Interim Director, Office of Global Engagement

Dr. Kathy Klein, Interim Director, Center for Learning Design

Project Background

The research is clear in articulating best practices and evidence for effectively developing knowledge and understanding of diverse perspectives, global awareness, or other cultures in higher education. ACE CIGE (2017) reported that an increasing percentage of institutions are implementing academic and co-curricular policies with programming that facilitates on-campus global learning, with 92% of institutions globalizing the curriculum, 64% of institutions have specified global student learning outcomes, and 49% of institutions report that general education requirements include an international/global component. Global learning is recognized by AAC&U as a high impact practice important for students to gain appreciation of diversity, deep learning, preparation as global citizens, and achieve self-directed gains.

In Fall 2018, IDEA added global perspectives as Objective 2: “*Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.*” At Stockton, in the Fall 2018 and Spring 2019 semesters, 49% of courses identified this IDEA objective as essential or important. Student learning related to diverse perspectives, cultural competence, and global awareness is highly relevant at Stockton as articulated in our mission, ELOs, and strategic plan. With almost half of our courses addressing this objective, it is essential to assess the quality and impact courses are having on inclusive student success. It is important to determine the course design and faculty practices that promote effective global learning.

This project proposes to examine courses where IDEA objective 2 is rated as essential or important and ascertain the effectiveness of teaching practices, challenges or barriers faced by faculty/students and benefits to students based on faculty perceptions. In responding to data gathered about courses focused on global perspectives (selecting IDEA objective 2) and

curricular needs, an additional aspect of this project involves assessment of current teaching practices to identify strengths and challenges in addressing global learning as a high impact practice. Based on the data and findings from this assessment, we will provide professional development activities and resources to promote best practices in designing effective teaching methods and course design and delivery strategies to sustainably support and prepare Stockton's faculty and students in all disciplines to advance catalytic and successful global teaching and learning in classrooms.

Project Goals

The purpose of this project is to (a) analyze current teaching and learning practices in courses that are indicating IDEA Objective 2 is essential or important to the course and (b) identify curricular needs related to global perspectives, and (c) offer training and resources in course and learning design to model and promote exemplary practices to develop faculty and student skills for inclusive global learning initiatives at personal, program, and institutional levels at Stockton. In this manner, Stockton provides skills and expertise in promoting effective course development and teaching practices that support increased student skills and knowledge related to global awareness, cultural competence and valuing diverse perspectives.

The primary goals of this project include:

1. assessing current curricular practices and needs related to global perspectives
2. building a network and clearinghouse to collect and distribute effective curricular designs and pedagogical practices for global learning
3. identifying, developing and increasing faculty skills in integrating global perspectives in course planning and teaching approaches

In this manner, this project contributes directly to **five key areas of focus of the 2025 strategic plan**: Teaching and Learning, Inclusive Student Success, Diversity and Inclusion, and Campus Community, Communication, and Shared Governance, and strongly supports two additional key areas: Financial Sustainability and Strategic Enrollment Management.

Project Description

In the past two semesters, 49% of Stockton courses selected global and diverse perspectives as an essential or important learning goal for students. Faculty and students demonstrated a very high emphasis on the significance of global perspectives. In order to accurately recognize and further support our faculty's diligent and enthusiastic efforts, a series of questions need to be addressed: how do faculty actually teach global and diverse perspectives in a course? What are the pedagogical approaches faculty use to promote global learning? What approaches are effective versus ineffective? What kind of support do faculty need to teach global perspectives as a high impact practice? and How will faculty design/redesign courses to effectively teach global learning, including content, instructional strategies, learning outcomes and assessment at course, program, and institutional levels? This project aims to answer these questions to develop and showcase the high quality and impact of global learning at Stockton.

This project has the following five stages:

Stage 1: Assess current teaching and learning practices in Stockton courses focused on global perspectives

- identify courses where developing knowledge and understanding of global perspectives and awareness of other cultures is considered an essential or important learning outcome based on Stockton's IDEA data.
- In courses focused on global perspectives (identified via IDEA data), identify strengths/benefits and challenges/barriers in current course design, teaching practices, and assessment/achievement of global learning outcomes via survey, focused group interview(s), and other appropriate assessment methods.

Stage 2: Identify effective model practices for developing global perspectives in Stockton classrooms.

- Using AAC&U Global Learning VALUE Rubric, identify faculty/courses that demonstrate successful practices for promoting global learning (including Cultural Diversity, Perspective-taking, Global Self-awareness, Personal and Social

Responsibilities, Understanding Global as one system, and Global Knowledge Application).

- Using the Dynamic Systems Analysis of internationalization (Zhou, 2016, 2017), identify faculty focused on developing global perspectives at the course, program, and institutional levels.
- Based on research and practices at Stockton (Zhou, 2016), identify faculty who have adopted four Collaborative Approaches of Global Learning, including Cultures and Languages Across the Curriculum, Collaborative Online Global Learning, Community Engagement and Service-Learning, and Collaborative Teaching.
- Identified and interested faculty (exemplars) demonstrating strengths and effective teaching practices will participate as Global Learning Mentors in designing a professional development opportunity to increase capacity for additional faculty to engage in high impact practice/effective teaching in global perspectives.
- Up to 6 Global Learning Mentors will participate in a five hour weekend workshop meeting/retreat to develop an appropriate model and professional development activity plan.

Stage 3: Develop and provide professional development opportunities to faculty interested in addressing global perspectives/learning

- Develop topics, resources, and opportunities for faculty professional development based on data and information gathered in stages 1 and 2.
- Train six Global Learning Mentors to facilitate a program for faculty colleagues interested in strengthening global learning teaching abilities and course content.
- Offer Stockton-based training, resources, and mentoring/coaching to prepare and support Stockton faculty with the design and delivery of effective courses with the development and/or revision of successful courses that incorporate global learning experiences.
- Four Global Learning Mentors will attend the AAC&U Global Learning Conference
- Develop application process for 6 faculty to participate in professional development opportunity (summer workshop) to revise a course with an emphasis on global perspectives that will be offered in the Summer 2020 or Fall 2020 session. Faculty will attend two one-day (5 hour) sessions. Three Global Learning Mentors will facilitate in

the first session and the other three Global Learning Mentors will facilitate the second session.

- During a one day (5 hour) workshop session that occurs between the 2 sessions for faculty, Global Learning Mentors will evaluate faculty developed course plans and provide feedback to be addressed by faculty in the second day of the session.

Stage 4: Implementing the prepared courses and assessing the impacts

- Faculty participants will teach the courses they prepared in the professional development workshop.
- With the assistance of Global Learning Mentors, assess the effectiveness of course designs for developing students' global perspectives.
- Faculty participants will produce models / templates on a global learning curriculum to share with Stockton colleagues (as appropriate beyond Stockton) and work with Global Learning Mentors during a five hour workshop.

Stage 5: Developing a campus ambassador program and clearinghouse for global learning

- With the identification of skilled faculty and instruction of faculty, the group of faculty participants in the program will serve as *Campus Ambassadors* to assist other faculty in developing, creating, and/or revising courses that promote global learning and support the exchange of best practices.
- Campus Ambassadors will offer workshops, in-services, brown bags, develop online resources and engage in other activities to share learning/information with the Stockton community.
- Develop a collective resource / clearinghouse through the work of Campus Ambassadors for faculty to collect, develop, and distribute best practices and share resources and professional development activities on global learning at Stockton.
- Engage as many faculty as possible in global learning and through the development of resources, create a sustainable model for facilitating faculty skills and interests. Assessment of outcomes will determine if the project will be continued or modified. After the two year pilot, we may be more successful in securing external grant funds.

Project Outcomes

At the end of this project, we expect to have:

- A better understanding of Stockton faculty practices and course design for global perspectives/diversity.
- Develop in collaboration with skilled faculty an appropriate course design model for Stockton to develop global perspective practices.
- Create and assess the effectiveness of a professional development model to promote evidence-based faculty practices addressing global perspectives/learning.
- Assess effectiveness of courses provided after a well-designed professional development experience with Global Learning Mentors
- Expertise in global learning with a clearinghouse at Stockton's Global Learning Website <https://stockton.edu/global-learning/> to highlight, model, and share Stockton practices and resources
- A network with global learning campus ambassadors to engage and support faculty in all disciplines with individual consultation, brown bag talks, and resource materials
- Attendees and/or presentations at the AAC&U Global Learning Conferences in Oct. 2020 and/or Oct. 2021 to share Stockton's practices to the field of international education
- Potential publications on designing effective global learning experiences.

Project Timeline

We expect to have a two-year pilot project:

- **Spring 2020 and Fall 2020:** We will complete the assessment of current course design and teaching practices on global learning (stage 1) and identify model practices and approaches (stage 2), and share the results with the campus.
- **October 2020:** we will advertise a network/resource/professional development event with interested faculty self-selecting and submitting applications to participate (stage 3). We will participate in the AAC&U Global Learning Conference, if accepted.

- **December 2020:** We will train selected faculty through planned event to revise/develop a course with content enriched with student learning relevant to global perspectives and awareness and cultural competency (stage 3). Faculty are expected to have course ready for Spring, Summer, or Fall session.
- **Spring, Summer, and Fall 2021:** Faculty mentors will implement effective teaching practices in course with assessment measures selected and discussed at December 2020 event (Stage 4). We will participate in the AAC&U Global Learning Conference, if accepted. Participating faculty will serve as ambassadors of global learning reaching out and mentoring colleagues. Global Learning Mentors will provide 3 1-day workshops in the summer 2021 to the campus. (Stage 5)
- **Spring 2022:** We will assess the effectiveness of the program and produce and promote materials and resources with the community (Stage 5). We will collect the resources and create the clearinghouse webpage on Stockton's Global Learning website (Stage 5).

Budget Request: \$23,500**Year 1 (FY 20) \$5,200.00**

\$1,000.00 Purpose: Purchase assessment resources and books or training materials to use in professional development activities

\$2,100.00 [\$300 for 5 hr workshop x 6 people = \$1,800 and \$300 for Chartwells food] Purpose: As per MoA Workshop and Institutes - selected faculty (demonstrating strengths in global learning course design) will be invited to apply for participation in a workshop with a goal of learning about and developing a model and professional development activity plan as a result of learning and work accomplished at the workshop. It is anticipated that 6 people will be selected and become Global Learning Mentors.

\$2,100.00 [\$300 for 5 hr workshop x 6 people = \$1,800 and \$300 for Chartwells food] Purpose: Global Learning Mentors attend 5-hour workshop for training to conduct mentoring activities and professional development training for other faculty members. In this workshop, curricular models/templates will also be produced.

Year 2 (FY 21) \$18,300.00

\$8,000.00 [\$2,000 conference cost x 4 people = \$8,000.00] Purpose: Up to 4 Global Learning Mentors attend 2020 or 2021 AAC&U Global Learning Conference.

\$9,300: \$3,100.00/workshop x 3 workshops: Six Global Learning Ambassadors provide three 1-day workshops for the campus. Each workshop will be lead by 2 Global Learning Ambassadors.

[\$300* for 5 hour workshop x 6 participants = \$1,800.00 and \$300 for Chartwells food] + [\$100/hr* x 5 hours x 2 facilitators (Global Learning Mentors) = \$1,000.00]. In this workshop, curricular models/templates will be shared, discussed, and applied to various courses in various disciplines with Stockton colleagues (from stage 4 of the project) **A higher rate of \$100 (instead of \$90) to compensate facilitators is appropriate due to the level of work involved in assisting faculty in this intensive workshop. Faculty participants will engage in reading and extensive work on courses outside of the workshop*

\$1,000.00 Purpose: Preparing and producing materials to promote and encourage faculty to implement best practices in global learning.