

## APPENDIX B

### Reflection as Educators: What Does Global Education Mean?

Participants in the faculty learning community were asked to participate in writing assignment.

- Identify what global education means to you personally and in the situational context of your university.
- Articulate and self-define intercultural competence and knowledge skills.
- Explain the importance of global learning for students.
- Identify the skills needed for students in the globalized world.
- Identify ways in which general education courses can help students gain these skills (both generally and within your discipline).

#### Global General Education: Joy Brookshire

Global education refers to the acquiring of knowledge and understanding of other cultures and ethnic groups. This allows students, faculty and staff to work in the diverse setting of the university and to relate to others who do not necessarily share the same view point. It also assists students to become better prepared to face the challenges that have arisen as interactions between culturally diverse groups increase. To be able to appreciate and perhaps even understand that not everyone has the same goals, opinions and perspective is a valuable asset when dealing with individuals in business or social settings. Being a “daughter of the South” I have always considered good manners to be very important and good manners are just a way of showing consideration and respect for others. But how can you behave in a way that is considered mannerly if you do not understand how that culture views appropriate interactions between different individuals? Students can be given specific information on specific cultures and that will give them a starting point to learn that there are different points of view in the world however, the most important thing that they can become aware of, is that their way of seeing things is just one way and that there is no absolutely right way. In other words, to gain a respect for other cultures/view points and not to think everyone should change to their way of thinking. General education courses are a starting point to help students see the validity of those other view points by pointing out the contextual settings for those opinions. The environmental

opinions of a citizen of a developing nation are certainly different from those of a citizen of a highly industrialized nation. Helping students see environmental issues from the perspective of others can certainly broaden their way of thinking about others issues and the world around them. A final thought, as the ‘leader’ of the classroom it is doubly important that I show tolerance of other opinions and actually encourage diverse opinions within the classroom.

### **Global Education and General Education: Christopher Totten**

To me, global education in the modern world means instilling in students an awareness and appreciation of other cultures, including the languages and customs associated with that culture, as well as imparting to students knowledge of other countries in particular (i.e., political, social, historical, criminological, and other substantive aspects) as well as knowledge about global systems in general (i.e., international political bodies, economic organizations, criminal justice organizations, etc.). In the situational context of KSU, I would posit that global general education courses should sharpen students skills related to the language and traditions (e.g., culture) of another country while also providing students with foundational knowledge concerning (1) other countries’ political, social, historical, criminological and other aspects; and (2) the global (or international) system in general. Global education can and should also aim to instill in students an appreciation and respect for other cultures. In turn, global education courses in the respective majors at KSU should aim to provide students with more specialized knowledge of other countries’ social, political, historical, criminological and other aspects as well as more detailed knowledge regarding particular global systems. In the major courses, more advanced language and other cultural skills can be taught. Overall, intercultural knowledge and competence skills consists of a collection of substantive, conceptual aspects (i.e., other countries’ or the world’s political, social or criminal justice / legal systems) and substantive, practical aspects (i.e., language and cultural awareness training). Global education is important for students because in ways directly related to politics, justice, the economy, law, technology and in other aspects, the world, including its people and systems, is becoming increasingly interconnected and interrelated; therefore, students need to gain skills and knowledge in response to this modern phenomenon.

In general, general education courses can incorporate lecture, classroom debate, large and small group exercises, question and answer sessions, and educational video demonstrations, among other methods, to assist students in becoming more globally aware, knowledgeable, and skillful. For my particular discipline of criminal justice, I have included an attached example of one such small group exercise whose objectives include students “asking deeper questions about other cultures and seeking out answers to these questions” and “demonstrating understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.” AACU Intercultural Knowledge and VALUE Rubric, available at <http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf> (last visited 1/25/12). Specifically, this exercise aims to get students to analyze the potential international and domestic approaches or responses to periods of grave crimes in Haiti. It is based on Paul Farmer’s book entitled “Haiti after the Earthquake.”

### **The Importance of Global Education: Linda Treiber**

Most educators would agree that global education is a good thing, but few agree on exactly what it entails. According to Peter Stearns, while there is increased interest in educational programs to “prepare global citizens” there are differing definitions, levels of commitment, and applications of this concept in American Colleges and Universities (2009). At KSU we have a commitment to Global Learning for Engaged Citizenship, but what does this mean? Study abroad/ learn a language? Take world history? Most students in my major (sociology) can’t speak a foreign language. There is no requirement in the major for one so as noted by Stearns, they probably forget anything they learned in high school if indeed they took a language there.

Personally, I think it means the ability to have a less ethnocentric world view, to understand something about the other peoples of the world in terms of culture language, history and geography. One doesn’t need to be an expert on nations of the world, but possess the capability to interact appropriately and build knowledge as needed. So, intercultural competence has both specific and general aspects. It involves taking the role of the other and a certain amount of flexibility. It involves overcoming fear. Once students learn the theories of difference and respect as well as the methods of study they can do the ground work to fill in particular gaps.

The importance is that if we don't seek to educate students about the wider world we are short changing them. Global knowledge (that includes the west) is the foundation for an educated citizen. The college graduate should know more than most. This to me includes a foreign language requirement. I would also like to see a study abroad requirement, and while I understand that this may be cost prohibitive for some, it would be money well spent. The typical American abroad is known to complain about weather, food accommodations, in part due to insensitivity and lack of education. College graduates should not be this way. Is it really fair to give students a university degree when they know so little of the world?

So, it is my opinion that general education courses in language should be required of all college graduates. Cultural studies courses (sociology, anthropology, psychology, geography) followed by a study abroad capstone would be ideal. Global themes can be incorporated into not just history and literature but also science, justice, arts-and the list goes on. We have to decide how seriously to take the challenge. Instead of merely paying lip service, we should instead strive for a standard of excellence.

### **Reflections on Global Education: Masako Racel**

For me personally, global education means nurturing our students' sense of belonging to the global community rather than identifying themselves only in terms of local community, state or nation. HIST 1110: Introduction to World History should be one of the cornerstones of a global education program at Kennesaw State University, since it is a required course for all students seeking a degree at KSU. This course offers a broad overview of world history from prehistory to the present, and is designed to help students form an understanding of the world in they live and how it has developed. The course examines some of the most important turning points in world history, such as the Neolithic Revolution, Urban Revolution, Columbian Exchange, Modern Revolutions, Imperialism and World Wars. Personally, I emphasize the theme of cross-cultural encounters and interconnectedness of the world throughout history when I teach the course. This class also covers the basic ideas of some of the most influential traditions of the world, such as Confucianism, Buddhism, Christianity and Islam. I believe the coverage of these traditions plays a crucial role in developing our students' intercultural competency.

For students of the twenty-first century, I believe having knowledge about traditions different from their own is very important. By studying diverse traditions, I hope to instill my students a sense of respect and understanding toward other cultures and worldviews, even if they may not agree with the teachings or lifestyles of those cultures. It is also important to emphasize the universal nature of world traditions, such as teaching about compassion and consideration for others, as well as the role of traditions to bring unity and order within community.

### **Global Learning and Theatre and Performance Studies: Margaret Baldwin**

Global learning at its core is simply deep learning: observing and making meaning of the complex world around us. It challenges us—both as teachers and as learners—to probe beneath surfaces, to ask big questions, to tolerate ambiguity, and to see the world (and ourselves) through someone else’s eyes. The most essential skills that students need to cultivate in order to succeed in a globalized world are:

- To perceive (look and listen):
  - listen with curiosity and compassion to others’ stories and perspectives
  - listen consciously to our own stories and perspectives
  - see differences and commonalities between individuals and cultures
  - see the world through an Other’s eyes
- To empathize: to see and hear with the heart as well as the mind
- To reflect: based on what we perceive, think critically and consciously about our actions, our stories, and our place in the larger (global) world
- To dialogue:
  - hold opposing viewpoints in conversation with one another
  - As D. Soyini Madison interprets Dwight Conquergood’s notion of ‘dialogic performance’ in *Critical Ethnography*: “to bring self and Other together so they may question, debate and challenge one another” (Madison, 2005, p. 9)
- To connect:
  - connect our individual stories and experiences with those of others

- connect the small stories (of individuals) with the big stories (or global systems) that shape our world.

General education courses can help students gain these skills by setting the stage for an encounter between self and Other. On the most basic level, these courses offer us the opportunity to “show ourselves to ourselves” (Madison, 2005, p. 154) and to examine what it means to be human. These classes expose students to new ideas and new ways of seeing and being in the world. They provide a conscious frame with which to examine and experience difference. The more that we can draw conscious connections between cultures and disciplines (i.e., through intercultural and interdisciplinary activities, content, and assignments), the more complex and complete this encounter can become.

Madison, D.Soyini. (2005). *Critical Ethnography: Method, Ethics, and Performance*.  
Thousand Oaks, CA: Sage Publications.

### **The Significance of Becoming Globally Educated and Engaged: Gail S. Scott**

Considering my allegiance to the mission of global engagement, it is important to note that Sterns (2009) documented the critical importance of turning American colleges and universities into global institutions of learning; this initiative will be one of the leading demands and priorities of the 21<sup>st</sup> century in the nation’s higher education system. In March 2011, Dr. Daniel Papp, President of Kennesaw State University (KSU), received the Senator Paul Simon Award for Campus Internationalization and stated, “This prestigious award signals that KSU is on target with the goals we established in 2007 to create an integrated, interdisciplinary, and multifaceted global learning environment at KSU” (McGriff, 2011). The KSU Country Study and Travel Abroad programs are the instruments facilitating KSU to become an enriched multicultural, multifaceted learning community for students and faculty. Faculty and students, through these programs and professional development, are afforded the opportunity to gain international perspectives by actually visiting the country to experience and learn “firsthand” about the country, its diversified history, culture, and people. It is the belief of the KSU Country Study and Travel Abroad programs that, in order to understand and appreciate other countries and cultures, one needs to employ a broad lens and engage the other country on a myriad of levels to

break down stereotypes and connect across cultures (Kennesaw State University, “Connecting people,” n.d.). It is my belief that as KSU faculty and students become global travelers, their experiences should be incorporated in the undergraduate curricula and the General Education core courses, so that others may share vicariously in their global education.

For example, through the KSU Country Study and Travel Aboard programs, I was able to travel to Peru and visit three Lima Universities. My Peruvian experience heightened my appreciation of the importance of global engagement and diversity when teaching about psychology and human behavior. This appreciation led to my initiation of and involvement in several activities to incorporate Peruvian global education into my courses, department, and university community. Two of these activities focus on new or revised undergraduate courses. First, I am designing a new permanent KSU course offering entitled Health Psychology: A Global Perspective. Second, my KSU Social Science colleagues and I are developing a pilot experimental research proposal to investigate incorporating global issues and problem topics into the KSU General Education 2105 Critical Issues courses.

Two additional activities highlight fostering interaction between KSU students and their Peruvian counterparts: (1) A Psychology student cross-cultural research buddy partnership, and (2) A Peruvian travel abroad experience for KSU students and faculty which will include an international faculty exchange and guest lecturer series. My trip to Peru reinforced the importance of “on location” global education and of facing the challenge of incorporating international travel into faculty professional development to ultimately benefit students and the university community as a whole. We must support our administrators, students, and faculty in their pursuit to become intellectualized global citizens of the world through professional development travel abroad programs and transpose this global knowledge into classroom and research domains.

Kennesaw State University, Institute for Global Initiatives. (n.d.). *Connecting people, cultures, & knowledge: Annual country study at Kennesaw State University*. Retrieved from:

<http://www.kennesaw.edu/globalinstitute/yearofprogram.html>

Kennesaw State University, Institute for Global Initiatives. (n.d.). *Year of Peru 2011–2012*.

Retrieved from: <http://www.kennesaw.edu/yearofperu/McGriff>, S. (2011, July/August).

Kennesaw receives prestigious award recognizing global efforts: Simon award recognizes diversity of globalization programs. Access. Retrieved from [http://www.kennesaw.edu/ur/downloads/Access\\_JulyAug11\\_jg.pdf](http://www.kennesaw.edu/ur/downloads/Access_JulyAug11_jg.pdf)

Sterns, P.N. (2009). *Educating global citizens*. New York, NY: Routledge.

### **What Global Education Means: A Discussion: Jan R. Phillips**

Since technology, transportation, and communication has made the world seem smaller and has consequently opened up new opportunities for students who will possibly be employed and interact with many people representing various cultures, throughout their lifetime, it is imperative that students become fully-aware of international interdependence among various cultures. To understand cultures and to prepare for interaction with them, students must learn to effectively communicate with men and women from different cultures by studying all aspects of the culture that affect intercultural communication. Not only should students be proficient in more than one language, they must also understand the difference between individualistic vs. collectivistic cultures, basic attitudes, values and beliefs, interpersonal relationships, non-verbal communication, government philosophy, a brief history of the nation to establish context, types of media available in the culture for effective communication, worldview perceptions of the culture, and culture traditions and their effects on the people. The knowledge of all of these characteristics will enable students to communicate effectively with men and women from other cultures. The course that I currently teach, Human Communication focuses approximately 38 percent of the course content on intercultural communication and the main purpose of the intercultural component is to prepare students to thrive in a continually interdependent global society. In order for students to prepare for citizenship in such a society, students must acquire knowledge by conducting research on a culture of their choice from each of the above perspectives and present this information on a chosen culture of their choice. This course is designed for students to prepare for more experiential learning in which they will apply this knowledge to various intercultural activities such as a study abroad program. Students' intercultural competency is measured through the quality of the content of their research and



their presentation. The importance of global learning is demonstrated by the degree to which the world is becoming more globally focused and what measures human beings will need to take to solve world problems such as environmental safety, the reduction of natural resources, worldwide health and nutrition concerns, and economic challenges.

In order to survive in an increasing globalized society, students must acquire knowledge of various aspects of global learning so that they will be able to survive and prepare their children for survival in the next generation. In order for KSU's current students and the generations that will come after them, it is essential that students acquire the following skills so they may develop affective relationships with people of other cultures to work together to meet global challenges. The skills that students will need to develop are: to know the difference between individualistic vs. collectivistic cultures; understand the differences and similarities between the attitudes, values and beliefs, of people from different cultures; to develop an understanding of the importance that various cultures place on interpersonal relationships; to understand differences between non-verbal communication among people from different cultures; to understand government philosophies among peoples' in different cultures; and to develop a working knowledge of how history of a culture affects communication. Students should also be proficient in the types of communication technology that is widely available for people in various cultures. Furthermore, students should keep abreast of worldview perceptions of various cultures to determine the most effective ways to communicate with people from other cultures. As each of these communication contexts changes, students will need to be able to increase their knowledge and apply their knowledge to each intercultural encounter. All of this knowledge and its application can give students the ability to communicate effectively with any person of any culture. Although one course cannot possibly address all of the challenges that students will face in a globalized society, various courses in the social sciences, humanities, natural science, international economics and the communication course, as described above, must concur with each other in philosophy and in application so that students will be ready to face the challenges and opportunities from living in an increased global society.