

DRAFT Comprehensive Final Report

Faculty Learning Community: Global Learning across the General Education Curriculum

This project brought together a small group of faculty interested in global learning in General Education. The Faculty Learning Community (FLC) was devoted to exploring ways to incorporate global learning and intercultural competence into the general education curriculum. The group discussed the meaning of global education and its importance for students in an increasingly interconnected world, and focused on how faculty from a wide variety of disciplines could help provide students with needed skills. We accomplished our goals through reading and discussing several books on global learning, environmental sustainability, health, disease, conflict, and inequality. We also spent time discussing Haiti as an example of how we could incorporate learning about one nation from a variety of perspectives. Our overarching goals were that we would be able to examine these issues in depth and by learning from one another, that we would become better teachers. I believe that we have progressed toward this. Below, I list the goals of the FLC and discuss outcomes.

A. Overall Goals and Outcomes

As per the FLC proposal, the following stated goals for the members were established:

1. Identify what global education means personally and in the situational context of KSU.
2. Articulate and self-define intercultural competence and knowledge skills.
3. Explain the importance of global learning for students.
4. Identify the skills needed for students in the globalized world.
5. Identify ways in which general education courses can help students gain these skills.
6. Describe and discuss global issues from readings including sustainability, health and social conflict from readings
7. Discuss how global issues can be incorporated into their own general education courses and the overall general education curriculum.
8. Read and discuss three texts as listed below.
 - Adams, Maurianne, Lee Anne Bell, and Pat Griffin. 2007. *Teaching for Diversity and Social Justice (2nd ed.)*. New York: Routledge.
 - Farmer, Paul. 2011. *Haiti after the Earthquake*. New York: Public Affairs Press
 - Stearns, Peter N. 2009. *Educating Global Citizens in Colleges and Universities*. New York: Routledge.
9. Generate a manuscript for publication based on FLC experience-exact topic TBA

Goal 1: Identify what global education means to them personally and in the situational context of KSU.

The FLC met five separate times over the 2011-2012 academic year (Table 1). Throughout the year, discussions included participants' values and what global education means to them. Members also produced written statements describing its personal importance. Several of these are included in APPENDIX B of this report. Members discussed the importance of Global Learning for Engaged Citizenship as part of Kennesaw State University's Quality Enhancement Program (QEP). In the situational context of KSU, global engagement has long been a focus at KSU, particularly through the Year ____ (country) of Program. Members agree that it has become increasingly important to engage our students in discussions that concern global social issues. This held true across disciplines and topics. Members talked about key global issues such as food security and economic crises, problems of food and water scarcity, crime, war, and large disparities between rich and poor.

Goal 2: Articulate and self-define intercultural competence and knowledge skills.

According to Kennesaw State University's Global Engagement website, KSU's strategic plan includes "preparing students to be leaders and creating a campus culture that assures appreciation of diversity" (KSU 2011). We considered how students can develop the knowledge, skills, and commitment to valuing cultures outside of their own. Members read and discussed AAC&U's Intercultural Knowledge and Value Rubric, and discussed the importance of student abilities in demonstrating a more sophisticated understanding of other cultures. Members also highlighted the importance of the concept of intercultural competence for success in a global world. This includes the ability to initiate and develop interactions with culturally different individuals (AAC&U 2011).

Goal 3: Explain the importance of global learning for students.

Members discussed what students need to learn to become global citizens, from the perspectives of both inside and beyond the college classroom. Since many of our students have spent their entire lives in Georgia (and some have never traveled beyond the state), members agreed that it is vital to consider the role of curriculum preparation in helping them integrate into a wider world. FLC members talked about their personal and departmental efforts to infuse global perspectives into their classes. It was acknowledged that some academic disciplines are more globally focused than others, but that these issues can span many fields. It was noted that in particular, part-time faculty members (who teach many general education course sections at KSU) may feel less prepared by to link global issues to their own areas of expertise.

Goal 4: Identify the skills needed for students in the globalized world.

The group identified many important skills, some in concert with the AAC&U rubrics. Several of the members' written essays on this topic appear in APPENDIX B. A sample of listing of skills is listed below.

Skills Needed for Students in a Globalized World (sample list from group discussions):

- Understanding cross cultural encounters such as historical events
- Having a more sophisticated grasp of diversity and the human condition
- Becoming a “globally diverse person” and breaking out of the “USA only box”
- Understanding the complex nature of global policies and education
- Developing the ability to critically understand complex social issues such as genital mutilation and human trafficking
- Developing effective communication skills, including speaking a foreign language
- Cultivating empathy and respect
- Seeing the world through somebody else's eyes- taking the point of view of the other
- Cultivating curiosity and a desire to explore the world outside of their immediate environs
- Developing both substantive or knowledge based skills as well as empathy and feeling skills

Goal 5: Identify ways in which general education courses can help students gain these skills.

The members of the group were either current or former members of the General Education Council and were familiar with the KSU's General Education learning goals. We considered how courses identified serve to meet Global and US Perspectives in accordance with Kennesaw State University and University of Georgia core curriculum policies. There was general consensus that designated general education courses help students *begin* the process of global engagement through the exchange of ideas and in-depth analyses. However, the group acknowledged that the importance of *maintained* integration of global perspectives throughout the general education core and ultimately, the whole curriculum. This would include not only those KSU courses where global education outcomes are specifically assessed, but also many additional courses. The group brainstormed how global learning might continue in a wider variety of the arts sequence, humanities, and social sciences as well as in science, mathematics and technology.

Goal 6: Describe and discuss global issues from readings including sustainability, health and social conflict from readings.

The group devoted a significant portion of meeting time for informal discussion of global issues. As a diverse group from a variety of academic disciplines, we drew on personal experiences and FLC readings to enhance our knowledge of the interconnected nature of global issues. Some of these key points can be found in the teaching modules in APPENDIX A.

Goal 7: Discuss how global issues can be incorporated into their own general education courses and the overall general education curriculum.

Members offered examples of how to use Paul Farmer's *Haiti after the Earthquake* in general education courses as well as offering a variety of assignments that reflect the global themes found in the book. Members identified films, class exercises, writing assignments, making plays, and other ways to incorporate the text.

Members discussed how they could use the Farmer book as a common reader in First Year Learning Communities. Suggestions included using a different chapter for different courses. The group also discussed possible research options, for example, assessment of students' level of intercultural competence prior to reading the book and then doing a post-test.

Members were asked to bring a list of globally-themed films that could be used in general education classes, either with or without a focus on Haiti. These are included in APPENDIX A. Members also talked about other ways to incorporate global learning as identified in the readings. These included possible experiential trips with students to Haiti, having a "Year of Haiti," or organizing a panel program of Haitian students and faculty.

FLC members devoted a significant proportion of discussion toward way of facilitating the move from strictly teaching "regular" courses to those with a global focus. It is understandable that many faculty members, both full-time and part-time alike have not been prepared to teach global courses. This was, therefore, identified as a possible opportunity. A major topic of discussion concerned ways to include part-time faculty into global general education. Suggestions from the group focused on ways to enhance part time faculty development in terms of global learning, including possible monetary incentives and/or educational workshops. Some disciplines exercise greater control over part-time faculty than others. For example, some general education courses have a required text, while others allow greater latitude.

Goal 8: Read and discuss three texts as listed below.

Over the 2011-2012 academic year, the Faculty Learning Community engaged in discussions about global learning and pedagogy in general education courses. Our group read and discussed three main texts:

- Adams, Maurianne, Lee Anne Bell, and Pat Griffin. 2007. *Teaching for Diversity and Social Justice (2nd ed.)*. New York: Routledge.
- Farmer, Paul. 2011. *Haiti after the Earthquake*. New York: Public Affairs Press

- Stearns, Peter N. 2009. *Educating Global Citizens in Colleges and Universities*. New York: Routledge.

These texts served as a foundation for the meetings. Chapters were assigned and discussed and incorporated into our final project.

Goal 9: Generate a manuscript for publication based on FLC experience-exact topic TBA

The group's major project is the creation of a Global Learning for Engaged Citizenship Curriculum Design chapter, modeled after Chapters 6 and 7 in Adams, Bell and Griffin "Teaching for Diversity and Social Justice" (2007). The module includes a variety of interdisciplinary activities and assignments developed for global learning, many with a focus on Haiti. I have included the current version of this project in APPENDIX A.

B. Ongoing or Follow-up Activities

The FLC has helped all of us broaden our knowledge of global learning and these lessons will be incorporated into the courses we teach.

Additionally, The FLC members will continue to edit and refine the "Global Learning for Engaged Citizenship Curriculum Design" chapter.

Dr. Gail Scott is working on a project in psychology that explores ways to study global learning in general education courses. Her plan is to create several sections of the General Education course, Psychology 2105 Social Issues in Psychology with a global focus. The plan includes an assessment component.

Several members of the group volunteered to evaluate AAC&U's Global Learning VALUE pilot (2012).

C. How Expectations of Funded Projects Have Been Met

As noted previously, the FLC created "Global Learning for Engaged Citizenship Curriculum Design". This includes learning modules from the perspectives of history, theater and performance studies, criminal justice, sociology, psychology, and biology. I have included the current version of this project in APPENDIX A. This project will be formatted and published online where it can be assessable to others.

The group identified what global learning means to them as faculty and what skills students need. The members' written essays on this topic appear in APPENDIX B.

D. List of all FLC Participants and Meetings Attended

FLC title: "Global Learning across the General Education Curriculum"

Members:

Margaret Baldwin, Theater and Performance Studies

Joy Brookshire, Biology

Jan Phillips, Communication

Masako Racel, History

Gail Scott, Psychology

Chris Totten, Criminal Justice

Linda Treiber, Sociology, facilitator.

Table 1: FLC meeting dates and member attendance

	September 23, 2011 1-3 pm	December 2, 2011 1-3 pm	January 27, 2012 1-3 pm	February 24, 2012 1-3 pm	April 13, 2012 1-3 pm	
Margaret Baldwin	X	THEATER ENGAGEMENT	X	X	X	4/5
Joy Brookshire	X	X	X	TIME CONFLICT	X	4/5
Jan Phillips	X	FAMILY DEATH	X	ILL	TIME CONFLICT	2/5
Masako Racel	X	X	X	X	X	5/5
Gail Scott	X	X	FAMILY DEATH	X	X	4/5
Chris Totten	X	X	X	X	X	5/5
Linda Treiber	X	X	X	X	X	5/5