

## **Global Engagement Teaching Guidelines**

Date: Created and approved by the General Education Curriculum Committee (GECC), February, 2021.

### **General Course Overview**

In fulfilling the global engagement (GLO) requirement for the Integrations Curriculum, students will exercise responsibility, initiative and judgment as they apply their knowledge and skills within intercultural situations in meaningfully adaptive ways. Through structured reflection, students will be challenged to move beyond the performance of the global engagement task to discover and internalize knowledge about themselves and the world around them in a way that is cyclical (think-act-reflect, repeat) and meaningful. A summative reflection, as determined by the course instructor, will become an artifact in the students' Integrated Portfolios.

The GLO requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences. All proposals must be reviewed and approved by the GLO Advisory Board. Academic courses must additionally be approved by the General Education Curriculum Committee; these academic courses (whether standard or S/U grading) may include, but are not limited to:

- A regularly-offered course in any discipline
- Education Abroad courses
- Undergraduate research and creative projects included in capstone courses
- Credit-bearing internships
- Disciplinary practica (nursing clinical, student teaching, etc.)
- Courses that employ service-learning
- Global Internships
- Research programs and fellowships

Whether met through a curricular, co-curricular, or student-designed experience, the GLO designated experience is expected to be meaningful to the students and of sufficient intensity and duration to enable the students to 1) develop awareness of their own culture, 2) develop awareness of other cultures from outside the U.S., and 3) develop strategies for adapting effectively and appropriately to intercultural situations. A summative reflection of the students' GLO experiences must become an artifact in the students' Integrated Portfolios.

### **Learning Goal**

Students develop their awareness of their own and other cultures from outside the U.S. through experiences and develop strategies for adapting effectively and appropriately to intercultural situations.

### **Engagement Requirement Overview**

The Engagement Requirements ask for faculty, staff, or students who apply to meet the requirement to include events or activities that put the content into a "real world" experience.

This could involve asking students to attend events outside the classroom. But it could also involve bringing people into the classroom that students engage with directly. For example, a GLO experience might involve having international students on short-term programs be part of the class for three weeks. Meeting the Engagement Requirements does not commit one to a semester long experiential activity; rather it requires only that one find ways to engage experientially with people and practices that are normally outside of the classroom. This could be a semester long service-learning project, or a set of activities outside the classroom, or it could be bringing outside people into the classroom.

However, with the GLO, the GECC will want to see clearly the depth and nature of the interaction of individual students with members of another culture in your answer to question 3b in particular.

### **Best Practices in Experiential Learning**

The four criteria for best practices were adopted by the faculty in the Integrations Curriculum. The criteria are based on eight best practices developed by the National Society for Experiential Education. The four criteria are: Intention, Preparedness and Planning, Authenticity, and Reflection.

**Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied, or result from it.** Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

**Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience.** They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

**Authenticity: The experience must have a real-world context and/or be useful and meaningful in reference to an applied setting or situation.** This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

**Reflection: Reflection is the element that transforms simple experience into a learning experience.** For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential-based learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

Required GLO summative reflection prompt:

**Global Engagement DEAL Reflection Prompt**

Describe:

1. In a brief paragraph, describe your Global Engagement experience.

Examine:

1. What assumptions or expectations did I bring to my Global Engagement experience? Were those assumptions upheld or challenged? How? (Please be specific)
2. Describe a time during your Global Engagement experience when you experienced difficulties working or interacting with people from another culture. How did you respond to those difficulties? What might you do differently next time to minimize such difficulties?
3. What personal strengths and/or weaknesses did the situation reveal? What might you do to build on your strengths or minimize your weaknesses?
4. How did your Global Engagement experience change your beliefs, attitudes, or thinking about your own culture?
5. How did your Global Engagement experience change your beliefs, attitudes, or thinking about the culture you interacted with?

Analyze Learning

1. In one or two paragraphs, articulate one important lesson that you learned from your Global Engagement experience. Identify the specific moments or experiences during the Global Engagement experience that contributed to your learning this.
2. Why do you think the lesson you identified above matters? What is the value of this lesson, not only for you, but for others?