USG Momentum Summit IV Lunch and Learn: Internationalizing the Curriculum

UNIVERSITY SYSTEM
OF GEORGIA

- Tammy Rosner, Director of International Education, USG

- Dr. Eric Spears, Associate Professor of Geography, Mildred Miller Fort Foundation Eminent Scholar & Chair of International Education, Columbus State University

- Dr. Anthony Lemieux, Founding Co-Director, Atlanta Global Studies Center, Professor of Communication, Georgia State University

- Dr. Nannette Commander, Virtual Exchange Coordinator, Professor Emerita, Georgia State University

March, 2021

Agenda

- Internationalizing the Curriculum Overview
- Global learning through World 101
- IVE at GSU and regional efforts supported by Atlanta Global Studies Center
- Breakout Discussion
- Full Group Discussion
- Questions

Internationalizing the Curriculum

- Internationalization of the curriculum is just one piece of a broader comprehensive internationalization plan

- "Internationalization of the curriculum is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study "(Leask, 2009)

ACE Model for Comprehensive Internationalization
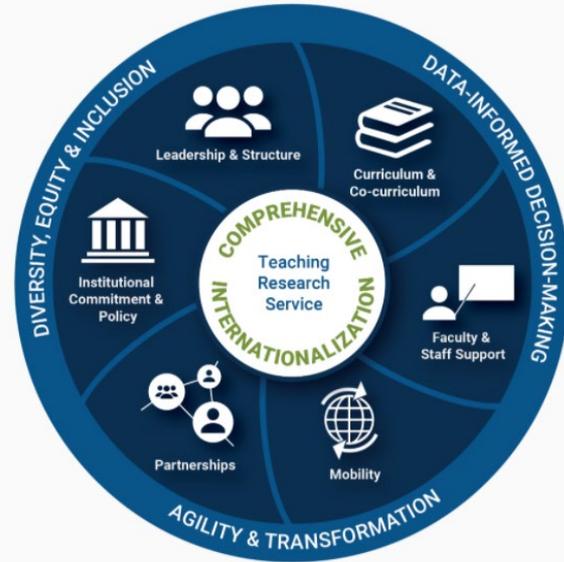
USG Strategic Plan 2024

Goal 3: Economic Competitiveness

- Developing 21st-century skills such as data, technology literacy and being able to work in diverse multi-disciplinary teams
- Preparing students to thrive in the workplace, society and the world

Goal 4: Community Impact

- Increase the number of student enrollments in experiential learning (i.e. study abroad and IVE) courses from 42,129 in FY 2019 to 150,000 in FY 2024.

% OF INTERNATIONAL STUDENTS

	2017/2018	2018/2019
Nationally	5.5%	5.5%
USG	4.5%	4.5%

% OF STUDY ABROAD STUDENTS

	2015/2016	2016/2017	2017/2018
Nationally	1.6%	1.6%	1.7%
USG	2.6%	2.5%	2.6%

JANUARY 2020

- Internationalization Plan — 38%
- Strategic Plan includes international — 46%
- Neither — 15%
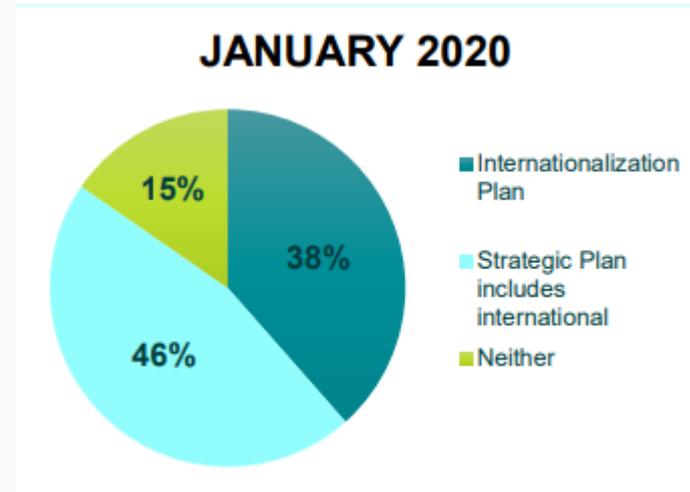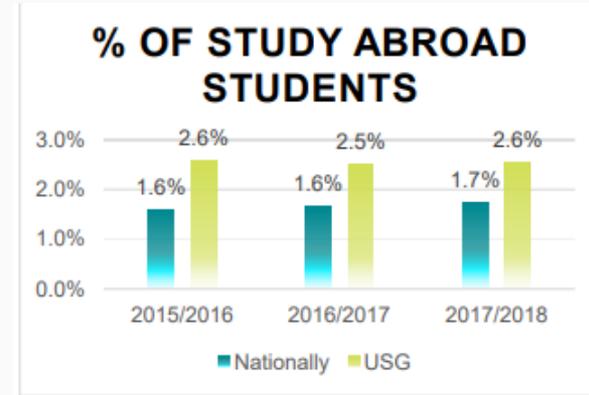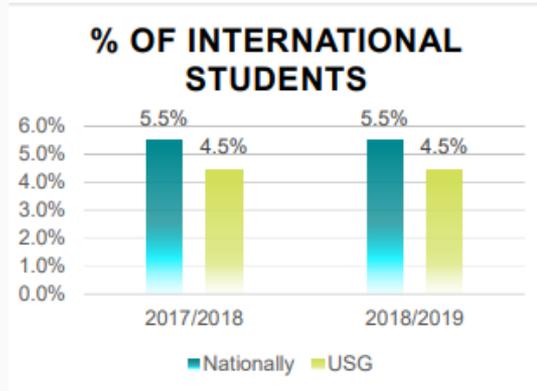
Goals 3 & 4 Realized Through Internationalization: Creating "T-Shaped Professionals"

- VUCA = volatile, uncertain, complex and ambiguous. This is a widely adopted term that captures the daily struggle to make sense of the ever-changing global, technical, diverse, digitized, politically uncertain, economically unstable, and environmentally fragile world we live in today. The VUCA state generates wicked problems.

- Wicked Problems = stubborn, unsolvable dilemmas due to their erratic nature and humanities inability to predict, fully understand, or agree on how to address them, such as climate change, border security, or economic strategy

←Horizontal Boundary Crossing Competencies→

Inquiry, Open-mindedness, Curiousity, Compassion, Teamwork, Communication, Listening, Emotional Intelligence, Networking, Critical Thinking, Holistic Understanding, Organizational Skills, Program Management, Perspective, Global Thinking, Cultural Competence, Resilience, etc.

↓

Deep Discipline and System Depth

(Expertise, analytical thinking, problem solving)

↓

Bierema, 2019

Internationalizing the Curriculum:
The World 101 Program

Eric Spears, Ph.D.
Mildred Miller Fort Foundation Eminent Scholar & Chair of International Education
Associate Professor of Geography
Columbus State University

The Potential:
System-wide Impact
4 Campuses Are Using World 101
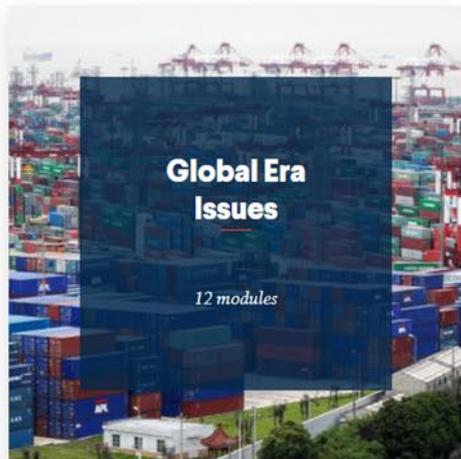
# Global Era Issues

12 modules
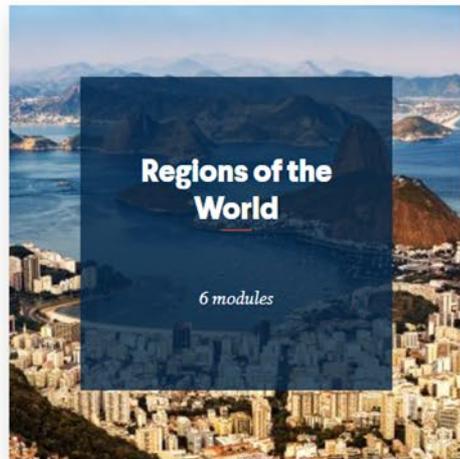
Regions of the World

6 modules

How the World Works ... and Sometimes Doesn't

4 modules

Historical Context

1 module

Open-Sourced Curriculum

World101 is a free modular course that breaks down the fundamentals of international relations and foreign policy through relatable multimedia content and stories that help students understand what lies at the core of the most important, enduring topics and issues along with why these topics matter and how they are relevant. Designed for the non-specialist, but of value to those with some knowledge as well, World101 is geared toward learners both inside and outside of formal academic settings.

In partnership with World101 from CFR, the American Democracy Project (ADP) launched a one-year Global Civic Literacy Initiative to help students increase their knowledge of our global society and understand how global issues influence lives of everyday citizens.

World 101 is adaptable.
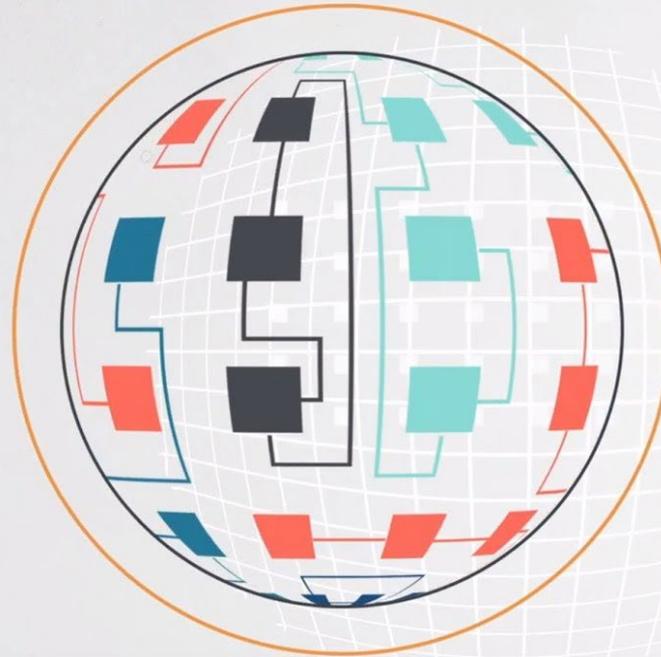
CSU's Rationale:

To 'democratize' global learning and make international education accessible for all students.

Course Modalities

On-campus/F-2-F

On-line
(Virtual Study Abroad)

Study Abroad
(Traditional)

Global Learning for Freshmen: **Perspectives Courses at CSU**

PERS 1506 (1 credit)

Introduces students to the academic experience by focusing on a topic or project. Topics vary, but every section engages students in the process of generating creative and evidence-based solutions to problems in the real world. May be repeated for credit one time with a different topic.

PERS 1507 (2 credits)

Introduces students to the academic experience by focusing on a topic or project. Topics vary, but every section engages students in the process of generating creative and evidence-based solutions to problems in the real world. May be repeated for credit one time with a different topic.

Team-based Learning / Project-Based Learning

PERS will use the World 101 curriculum as a foundation for establishing team-based learning and project-based learning on the critical themes offered by the Council on Foreign Relations.   The course will also use the AAC&U LEAP Global VALUE Rubric.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Thank you.

Columbus State University

Eric Spears, Ph.D.

spears_eric@columbusstate.edu

(706) 507-8587

https://ericspears.org

International Virtual Exchange Initiatives

USG Momentum Summit

March, 2021

Anthony Lemieux , Ph.D.
Atlanta Global Studies Center
alemieux@gsu.edu

Nannette Commander, Ph.D.
Office of International Initiatives
ncommander@gsu.edu

Overview

1. Definition & Benefits

2. VE Formats

3. How to begin

4. Funded Activities

5. Non-funded Activities

6. Assessment

7. Discussion

Definition & Benefits

Virtual Exchange is:

- An umbrella term for various online intercultural exchange projects (i.e., COIL, telecollaboration, global teams, etc.)

- A High-Impact Practice widely tested; benefited students from many backgrounds

- Effective on-line, hybrid, and F2F
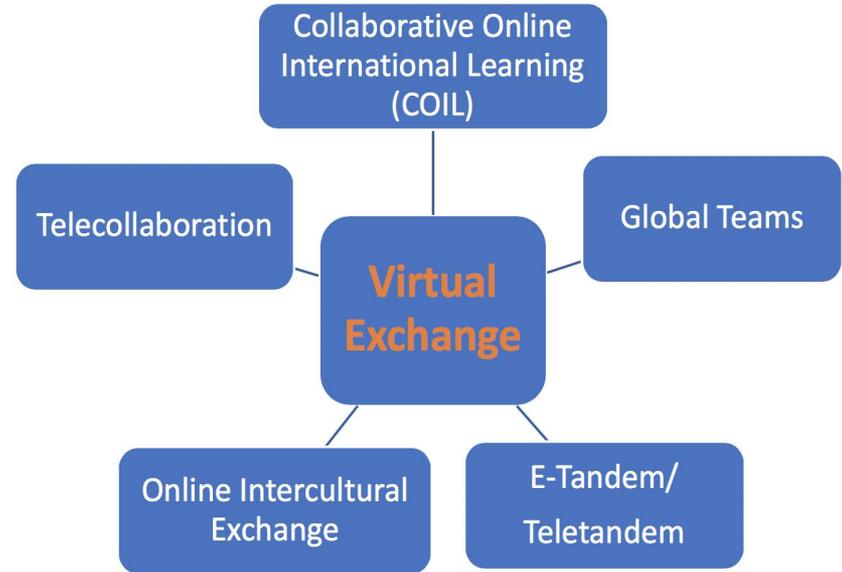
Benefits of Virtual Exchange

For Students

- Increases global competency and engagement

- Promotes digital literacy

- Fosters cultural appreciation and understanding

- Develops professional skills

- Facilitates intercultural collaboration and communication
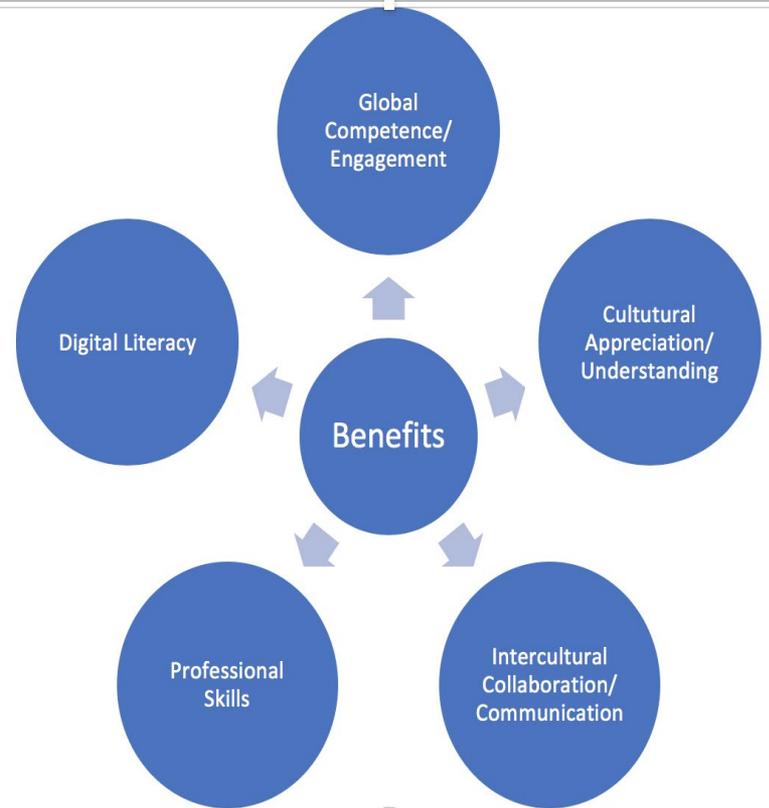
Benefits of Virtual Exchange

For Faculty

- Offers an economical way to bring in content and practicing experts

- Builds research and teaching networks at international institutions

- Creates professional development opportunities

- Globalizes your curriculum

- Developing Global Fluency- One of eight competencies of GSU's College to Career Quality Enhancement Program

A truly collaborative approach

AGSC

SERVE, USG

Training, partnering, resources

Both internal and external

VE Formats

Course embedded
- Two+ professors from different countries add an intercultural virtual dimension to courses

Any subject, different disciplines
- Arts, Sciences, Language, Business, Health, etc.

Across disciplines
- For Example: US marketing and So. Africa public health students work together to co-design a model for a public health campaign

Flexible Formats
- Single/multiple module(s) to part or full course/projects

Example

- **GSU-ESCA Joint Case Analyses (Dr. Mourad Dakhli – Dr. Rihab Abba)**

Working in mixed, virtual teams, students from RCB, GSU and students from ESCA in Casablanca analyze business cases that address issues of cultural stereotyping in movies and media promotion (title: Hollywood and its Influence on Global Culture). A peer assessment component is included.

How to Begin?

- **Do what you can, where you are, with what you have**

- Collaboration is the key (across campus and externally)

- Funded and nonfunded activities

GSU's Collaborative Model Across Campus

Funded Activities

- At GSU Call for Proposals with AGSC (2019, 2020, 2021)
  - Open to all faculty
  - Levels of Professional development stipend
    - Implementing Virtual Exchange
    - Training workshop
    - GTA for large enrollment classes
- Expansion of support through AGSC to other USG institutions in consideration (training, stipend, learning community)

Non-Funded Activities

- Faculty Teaching and Learning Community (monthly, well attended)

- iCollege Course (repository for tips, resources, research)

- Creating VE Faculty Handbook

Non-Funded Activities

- Identify VE Champions

- Recognition
  - AGSC & OII website (recent projects)
  - Formal thank you (cc'd Deans, Chairs)
  - Certificates of Completion
  - Virtual Exchange Badges

Non-Funded Activities

- Learning and Teaching Center
  1. Technology Assistance
  2. Instructional Design
  3. Webinars for Faculty
     - Introduction to VE as high-impact practice
     - VE faculty shared experiences and best practices

Assessment

- Data driven decisions
- Share data on VE effectiveness with campus stakeholders
- Research projects measuring impact of VE on:
  1. **Students' Intercultural Effectiveness**
     - **Across Disciplines**
     - **Large Enrollment Classes**
  2. **Indices of Student Success**

Assessment

Intercultural Effectiveness

- higher posttest IES scores for the overall test and for each subtest
- statistically significant increase for the overall test and the following subtests (5 of 9 scales):
  - continuous learning,
  - self-awareness,
  - exploration,
  - interpersonal engagement
  - world orientation

Assessment

Indices of Student Success

- Examines effects of VE on student success indices (2011 – 2017 cohort)

- Retrospective survey of faculty

  - 17 classes with VE, 6 faculty, 221 students

  - Compensatory sampling - comparison group of non-VE students with similar characteristics to explore VE and student success

  - positive impact of VE on academic success, particularly for undergraduate females, undergraduate Asians, and Pell-eligible students

Breakout Room Discussion Topics

1. Is your campus working to internationalize the curriculum?
   - If so, what steps have they taken?
   - If not, why not?
2. Internationalizing the Undergraduate Curriculum
   - What are the challenges and opportunities for infusing your curriculum with open-sourced modules, like World 101?
   - What would the faculty and student interest level be like on your campus for such an endeavor?
3. International Virtual Exchange
   - Describe your campus culture in terms of support for VE
   - Identify key steps you could take to implement VE in your classes
   - What could you do to encourage/foster VE on your campus

Resources - Internationalizing the Curriculum

ACE Resources

- //www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx
- https://www.acenet.edu/Documents/Mapping-Internationalization-2017.pdf
- https://www.acenet.edu/Research-Insights/Pages/Internationalization/Mapping-Internationalization-on-U-S-Campuses.aspx

USG Strategic Plan: https://www.usg.edu/strategic_plan/assets/strategic_plan/documents/SP2024.pdf

Publications:

- http://mehrmohammadi.ir/wp-content/uploads/2019/07/Internationalizing-the-Curricul-Betty-Leask.pdf
- **Bierema, L. (2019). Enhancing employability through developing T-shaped professionals.** *New Directions for Adult and Continuing Education*. No. 163. 67-81.

Resources- International Virtual Exchange

- Stevens Initiative Annotated Bibliography: https://www.stevensinitiative.org/resources/
- Review of High Impact Practices in Online Education (Linder & Mattison Hayes, 2018)
- SUNY COIL Center - http://coil.suny.edu/
- COIL Partner Matching http://coil.suny.edu/index.php/coil-partnership
- Intercultural Learning Hub - www.hubicl.org
- Kansai University's Institute for Innovative Global Education (IIGE) Recent White Paper
- Virtual Exchange Community Forum
- https://www.stevensinitiative.org/navigating-the-new-virtual-exchange-landscape/

Questions?

Tammy Rosner - tammy.rosner@usg.edu

Eric Spears - spears_eric@columbusstate.edu

Nannette Commander - ncommander@gsu.edu

Tony Lemieux - alemieux@gsu.edu