The Global Learning Faculty Development Program – Purdue University, West Lafayette

Purdue University’s increasing enrollment of international students presents a special opportunity to contribute to a globalized society. A significant number of international students provide an avenue for national students to experience globalization when traveling abroad is not possible for them. At the same time, the university has the opportunity to lead the way in transforming the classroom to enhance the learning and cultural experience of global citizens.

It should be noted that not all topics or classes immediately lend themselves to a global experience or exchange. We propose that there are small modifications, as well as significant ones, that we can make in our classes and courses that foster a global experience for all students.

Mission Statement:

CIE’s Global Learning Faculty Development mission is to assist Purdue instructors to be stewards in optimizing and transforming classroom teaching and learning by integrating global issues, activities, and experiences into class content and learning objectives, so that all students, international and national alike, have a venue for unique, realistic global experiences and global learning.

The Global Learning Faculty Development Program values the:

- Preparation of students for a global society including the integration of global issues into classroom learning.
- Effective, practical, and efficient instruction by faculty.
- Opportunities to prepare all students for a global society.
- Multiple forms of diversity and globalization.
- Influences occurring outside the classroom that significantly interact with student success in learning.

Suggestions for Transforming Classroom Teaching and Learning:

1. Identify your course goals, learning outcomes, and objectives. Determine whether your course will be one in which optimizing the global experience can occur while meeting the goals, outcomes, and objectives. Meet with other faculty or CIE staff members to best reap the benefit of this identification process. This process may well assist you in redesigning sections/parts of your course to better globalize it as you begin thinking about revising your syllabus to include globalization.

2. Consider developing and adding some aspect of global understanding in course content as a measurable learning objective, and include it in your syllabus.

3. Use your syllabus to address course expectations; include a welcoming discourse; consider adding a global mission; provide campus English proficiency resources.

4. Take time at the beginning of the semester to orient, prepare and “train” students on the importance of global knowledge and understanding.
5. Constantly communicate your guidelines for respecting and sharing of diversity and differences. Put these guidelines in your syllabus and repeat them in class.

6. Make yourself knowledgeable about the profile of your students, including country of origin and native language. Practice pronouncing names. Set up a special meeting between your international students and yourself. Ask them about themselves and seek their input on certain topics and in addition, clarify or reinforce course guidelines. A considerate instructor would also do this with national students.

7. To make your class a global experience for all your students, national and international alike, include assignments and activities for students that compare and contrast course content between different contexts, cultures or countries. To help you build a collection of examples, provide assignments where students individually submit examples from their own culture (Get their permission to use these examples in your current and future classes).

8. Design in-class activities where all students are required to interact with each other, especially cross-culturally, e.g., small group activities where you strategically assign diverse student participation.

9. Provide helpful tools for English Second Language (ESL) students such as Boilercast; post your lecture PowerPoint notes perhaps including blanks to be filled in during lecture time; publicize the learning objectives for each lecture; select the captions option on videos, etc.

10. Consider increasing short writing assignments that give international students time to reflect and assimilate answers to questions or problems. National students can use this same time to reflect and assimilate, as well. Bring samples of good answers to these questions or problems to class for students to self-evaluate their responses compared to the good answers you provide. Have students read and discuss each other’s answers.

11. Divide large writing assignments into smaller sub-assignments in order for students to use your incremental feedback to scaffold and progressively develop their ability to successfully complete the larger, full assignment.

12. In lecture:
   a. Use examples that are global in nature, e.g., childcare in Japan, Sweden, and USA.
   b. In lecture, repeat important concepts/ideas. Emphasize their importance.

13. Bring in guest speakers who are international and/or have international cultural expertise to enrich and contribute to student discussion and expand global understanding.

14. Use educational technologies that encourage student interaction, e.g., Hotseat for ubiquitous participation. Ask questions like, “What would this situation be like in your town, or native country?”

15. Use problem-based learning, e.g., problems from both the U.S. and other countries or cultures. Design assignments such that international and national students are required to engage with each other in discussion in order to develop solutions together.
16. Include international sources in your references and examples. Again, design assignments so that students can help you collect sources. Make use of international professional associations and websites.

17. Consider re-designing your course into a Service-Learning (SL) format. The opportunity for national and international students working together on a Service-Learning project not only impacts learning in significant ways, it also exposes students to the life-long practice of giving back in their communities. In addition, SL creates a venue for a high level of interaction among all students as they meet identified community needs. (The Service-Learning coordinator in the Center for Instructional Excellence (CIE) is available for assistance.)

18. Design learning teams that follow best practices for team success into your course.
   a. Have teams be small enough to insure interactions between international and national students. The number within teams will be dependent on your learning expectations.
   b. Pay special attention to the participation interactions in the teams. Encouragement of, or role modeling for participation is often necessary and considered good practice.

19. Consult with CIE. This builds a shared knowledge and practice of sound teaching (pedagogy) for integrating global issues and perspectives into courses. This sharing is best achieved by:
   a. 1 on 1 consultation.
   b. Visiting the Global Learning Faculty Development website and guide.
   c. Sharing your successes with the CIE staff.
   d. Seeking out and talking with other faculty on campus, thus striving to build collective wisdom on making the most of globalizing our courses.

20. Helpful resources for your students:
   a. Academic Success Center, Beering Hall of Liberal Arts & Education, Room 3268, Phone: 494-5569
   b. Purdue Online Writing Lab, Heavilon Hall, Room 226, Phone: 494-3723
   c. Student Access, Transition and Success Programs
   d. Roster of Academic Advising /Student Support Offices

For additional information and consultation on Global Learning Faculty Development, please contact the Center for Instructional Excellence at 49-66422 or email Chuck Calahan at calahanc@purdue.edu

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