Global Citizenship Program:
Learning Outcomes in a Worldwide Curriculum

An integrated model for a globalized liberal arts curriculum adapted by Webster University’s global network
Introduction and Overview

- Global Citizenship Program
- International Education at Webster
  - Intercultural Competence
  - Ethical Reasoning
  - Critical Thinking
  - Integrative Learning
- Conclusion
Introduction and Overview

1. Broadly explain undergraduate curricular movements influencing the Global Citizenship Program (GCP) across the Webster network.

2. Utilize learning outcomes of the GCP to discover where international education administrators can influence students’ intercultural competence development; and, to recognize where administrative process intersects with the analytical and academic structure of learning outcomes.

3. Discuss and develop new frameworks for the undergraduate curriculum, Student Affairs or International Education programs at their home institution.
Guided by Mission
Mission

The mission of the Global Citizenship Program is to ensure that every undergraduate student emerges from Webster University with the core competencies required for responsible global citizenship in the 21st Century.
What do students need?

30 of 128 hours
What do students need?

Several strategies
Cold-war era general education

Purposeful Pathways: A beginning, middle, and end (with repeated practice)

1. First Year Seminar introduces program, emphasizes communication, critical thinking, interdisciplinarity, integration

2. Courses address knowledge, communication, critical thinking, ethical reasoning, global understanding, intercultural competence, integrative thinking

3. Global Keystone Seminar serves as capstone for the Global Citizenship Program, and also prepares students to succeed in culminating work in the major
Program Requirements

Two seminars

• First Year Seminar (1st year)
• Global Keystone (3rd year)
  – Emphasize integration, lifelong learning

Eight other courses

• Roots of Cultures (two)
• Social Systems & Human Behavior (two)
• Physical & Natural World
• Global Understanding
• Arts Appreciation
• Quantitative Literacy

Also address Written and Oral Communication, Critical Thinking, Ethical Reasoning, and Intercultural Competence
UNDERGRADUATE EXPERIENCE

1. GCP
2. MAJOR
3. CO-CURRICULUM

How do these (all) integrate?
How do these (all) complement and align?
National Research and Best Practices: 2015 Employer Survey

91% agree that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”

National Research and Best Practices: 2015 Employer Survey

96% agree that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”

The Growing Demand for Higher Order Skills

Source: Council on Competitiveness, Competitiveness Index
National Research and Best Practices: 2015 Employer Survey

78% say “all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”

National Research and Best Practices: 2015 Employer Survey

Only 23% say recent college grads are well prepared to apply knowledge and skills in real world settings.

Program Requirements

• Critical skills throughout the curriculum:
  – Written & Oral Communication
  – Critical Thinking
  – Ethical Reasoning
  – Intercultural Competence

• Global Keystone Seminar:
  – Integrative
  – Experiential
  – Problem-based
  – Interdisciplinary
  – Critical skills
  – Collaborative
OECD “Skills Strategy”
OECD “Skills Strategy”

“Skills have become the global currency of 21st century economies.”

-- OECD Secretary-General Angel Gurría
OECD “Skills Strategy”

The post-2015 agenda “is not primarily about providing more people with more years of schooling…. It is most critically about making sure that individuals acquire a solid foundation of knowledge in key disciplines, that they develop creative, critical thinking and collaborative skills, and that they build character attributes, such as mindfulness, curiosity, courage and resilience.”

OECD “Skills Strategy”
GLOBAL CITIZENSHIP PUZZLE

Knowledge
- Roots of Cultures
- Social Systems & Human Behavior
- Physical & Natural World
- Global Understanding
- Arts Appreciation

Skills
- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Literacy
- Ethical Reasoning
- Intercultural Competence
- Problem Solving
- Integrative Learning
- Collaboration
Study Abroad

• Linking Study Abroad with the GCP
  – Intercultural Competence
    • Cultural Self Awareness
    • Cultural Worldview Frameworks
    • Empathy
  – Ethical Reasoning
    • Ethical Self Awareness
    • Understanding Different Ethical Perspectives
    • Ethical Issue Recognition
Intercultural Competence

“Articulates insights into own cultural rules and biases”
Intercultural Competence

“Asks complex questions about other cultures, seeks out and articulates answers to those questions that reflect multiple cultural perspectives”
Ethical Reasoning

“Student recognizes ethical issues even when presented in a complex, multilayered context AND grasps relationships among the issues”
Global Learning Assessment Activity

Instructions:
1. Think about your experience ____________________________ (as a student, as a staff member) and what you do on a regular basis (daily, weekly, or in particular situations that you do regularly, i.e. eating at the cafeteria or purchasing beverages).

2. Fill in the first two columns below, expanding as much as possible (What knowledge...).
Activity

3. Now, look at Webster University’s GCP rubrics, focusing on the learning outcomes. For each of your activities listed in the chart, apply one or two learning outcomes that match your experience.

4. Rate your ability (beginning, developing, proficient, exemplary)

5. Share your results at your table
## Study Abroad Results

<table>
<thead>
<tr>
<th>GCP Learning Outcome (Intercultural and Ethical Reasoning)</th>
<th>Pre-Departure</th>
<th>Post-Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate insights into your own cultural rules and biases</td>
<td>29% exemplary</td>
<td>32% exemplary</td>
</tr>
<tr>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple perspectives</td>
<td>28% exemplary</td>
<td>31% exemplary</td>
</tr>
<tr>
<td>Recognizes ethical issues even when presented in a complex, multilayered context and grasps relationships among the issues</td>
<td>34% exemplary</td>
<td>33% exemplary</td>
</tr>
</tbody>
</table>
GLOBAL REACH

Global Partnerships
Argentina: National University of Cuyo
Austria: Danube University Krems
China: Beijing Language and Culture University, Shanghai University of Finance and Economics, Yanbin University of Finance and Economics
Cuba: University of Havana
Germany: Ukrainian Free University
Hungary: Ss. Istvan University of Pesz
Italy: University of Modena and Reggio Emilia
Japan: J.F. Oberlin University, Kanto University
Mexico: Autonomous University of Guadalajara, CFTYS Universidad Autonoma de Jalisco
Russia: South Ural State University
Slovakia: Bratislava Comenius University
Ukraine: Ostrov Academy National University
United Kingdom: Regent’s College
Uzbekistan: Tashkent State University of Economics, Tashkent University of Information Technologies

4 Continents • 8 Countries • 60 Cities • 1 University
The complexity of “Europe”
In the classroom..................

Lebanon

Iran

Syria

Israel
Challenges of delivering a liberal education curriculum to degree seeking international students

“The story of Giancarlo”

Then a miracle happens
And on the ground in Geneva, issues are unfolding...
<table>
<thead>
<tr>
<th>Connections to Experience (Connects relevant experience and academic knowledge)</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
<td>Independently creates, synthesizes, or writes conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline (Connects across disciplines, perhaps)</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems at issue.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation to a new situation.</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Transfer (Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations)</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
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<tr>
<td>Ensures a future self and makes plans that build on past experiences and academic knowledge occurring across multiple and diverse contexts (may include in self-assessment, reflection, and work).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptions of success and failure.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated Communication</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes formats, language, or visual representations to enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Utilizes formats, language, or visual representations that explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Utilizes formats, language, or visual representations that connect in a basic way what is being communicated (content) with how it is being said (form).</td>
<td>Utilizes an appropriate form (i.e., to produce an essay, a poster, a video, a PowerPoint presentation) to fulfill the assignment.</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Reflection and Self-Assessment</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
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<tr>
<td>Reflects on prior experiences to respond to new and changing contexts (may include in self-assessment, reflection, and work).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptions of success and failure.</td>
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Integrative Learning Rubric
(adapted from the AAC&U VALUE rubrics)

**Definition:** Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum. This includes making simple connections among ideas and experiences, to synthesizing and transferring learning across new, complex situations within and beyond the campus.

**Students who complete the Global Citizenship Program will be able to:**
Demonstrate an ability to synthesize information across different disciplinary perspectives and life experiences.
Transfer
(Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations)

Exemplary

Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Connections to Experience

Exemplary

Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
Reflection and Self-Assessment
(Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

Exemplary

Envisions a future self and makes plans that build on past experiences and academic knowledge occurring across multiple and diverse contexts.
Special Courses and Clusters Offered at Webster University Geneva
May 18 – June 27, 2015

“The Brain, Mind & Social Networks”
- PSYC 3350 Cognitive Psychology
- PSYC 3000 Neuroscience and the Brain
- PSYC 3000 Social Media and Interpersonal Relationships

“Sustainability”
- SUST 1000 Introduction to Sustainable Studies (GCP)
- PHIL 2360 Contemporary Moral Problems (GCP)
- MNGT 3100 Issues in Management; Multinational Corporations

“Switzerland and its Diversity”
- INTL 2510 Advocacy, NGO's and Civil Society
- ILC 2150 Topics in Culture – The History and Art of Switzerland (GCP)
- ILC 2150 Topics in Culture – Multilingual Switzerland (GCP)

“Advancing Human Rights”
- MEDC 1600 Media Literacy (GCP)
- HRTS 2500 Current Problems in Human Rights (GCP)
- SOCI 2175 Social Movements (GCP)

“Innovation in the Arts”
- MEDC 1050 Media Writing (GCP)
- PHOT 1010 Basic Digital Photography (GCP)
- ARHS 2200 Current Art (GCP)

“Business English for the Global Workplace”
- Business English for the Global Workplace

Students can enroll in 1, 2 or all 3 courses

For more details, or to sign up, contact your Advisor now
Conclusion

How do these (all) integrate?

How do these (all) complement and align?
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