



GLOBAL LEARNING

FACULTY TEACHING TIPS



PURDUE
UNIVERSITY.

WHAT IS GLOBAL LEARNING FACULTY DEVELOPMENT?

Purdue University's increasing enrollment of international students presents a special opportunity to contribute to a globalized society. This significant number of international students provides 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. There are small modifications, as well as significant ones, to make in classes or courses to foster a global experience for all students.

GLOBAL LEARNING VALUES

Preparation of all students for a global society, including 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

Content Outcomes

Identify your course goals, learning outcomes, and objectives. Determine whether your course is 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 assist you in redesigning sections/parts of your course to better globalize it as you begin thinking about revising your syllabus to include globalization.

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

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

Take time at the beginning of the semester to orient, prepare, and “train” students on the importance of global knowledge and understanding.

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

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.

Consider increasing the number of 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.

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.

In lecture: Use examples that are global in nature, e.g., childcare in Japan, Sweden, and USA. During class time, repeat important concepts/ideas and emphasize their importance.

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

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?"

Consider using the "Warm Call versus Cold Call" teaching approach. Cold Call is when you call on students to respond without any prep. Warm Call gives prep time. For instance, a professor may inform several students one class in advance that he is going to ask them to respond to a certain question or explain a certain concept.



Relational Outcomes

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. Constantly communicate your guidelines for respecting and sharing diversity and differences. Put these guidelines in your syllabus and repeat them in class.

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, seek their input on certain topics, and clarify or reinforce course guidelines. A considerate instructor will also do this with national students.

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.

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.



Consider giving extra credit to students who assist other students to be successful in the class. In this specific application, a strong student may be paired with a struggling student who needs help understanding assignments, the class schedule, reading materials, or class lectures, especially if there are English Second Language issues.

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 lifelong practice of giving back to their communities. In addition, SL creates a venue for a high level of interaction among all students as they meet identified community needs. The Assistant Director for Service-Learning in the Center for Instructional Excellence (CIE) is available to consult with you.

Design learning teams that follow best practices for team success in your course. Make teams small enough to insure interactions between international and national students. The number of students within teams is dependent on your learning expectations.

Pay special attention to the participation interactions in the teams. A demonstration by role modeling to improve the quality of team participation is often necessary and considered good practice.

HELPFUL RESOURCES FOR FACULTY

Consult one-on-one with CIE. Collaboration builds a knowledge and practice of sound teaching (pedagogy) for integrating global issues and intercultural perspectives into courses.

Visit the “Global Learning” website:
<http://guides.lib.purdue.edu/global>

Seek out and talk with other faculty on campus, striving to build collective wisdom on making the most of globalizing our courses.

HELPFUL RESOURCES FOR STUDENTS

Academic Success Center: <http://www.purdue.edu/sats/asc/>

Purdue Online Writing Lab: <http://owl.english.purdue.edu/>

Student Access, Transition and Success: <http://www.purdue.edu/sats>



CONTACT INFORMATION

For specific information and consultation on
Global Learning Faculty Development,
please visit the website at:

<http://guides.lib.purdue.edu/global>

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