GC JOURNEYS

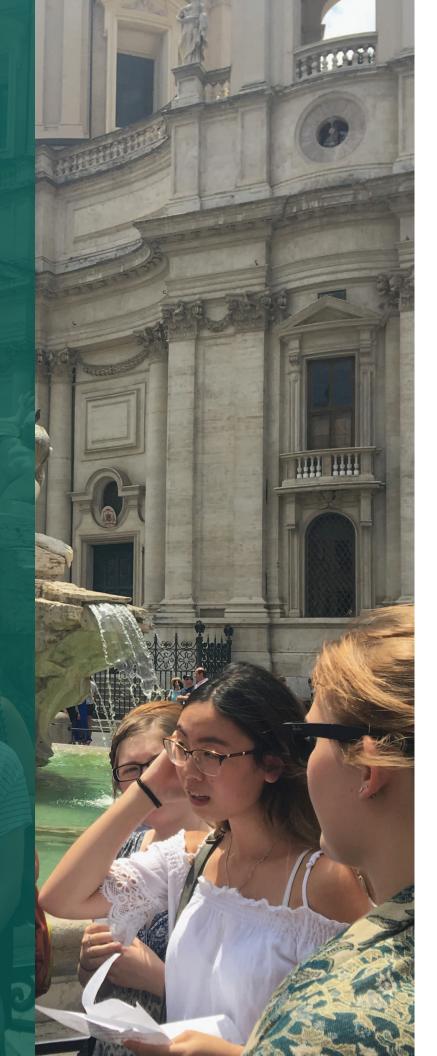## Framework for Success | Global Learning

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

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GC JOURNEYS
GLOBAL LEARNING

Global Learning involves study abroad, study away or other learning experiencees for students that enrich student learning through course content, first-hand experiental learning, and critical reflection. A range of avenues are pursued for exploring diversity, world cultures, and difficult questions and issues. Students are applying what they are learning in a real-world setting and reflect on their experiences as part of the course requirements (AACU).

Component — 4 - Highest Impact │ 3 - Higher Impact │ 2 - High Impact │ 1 - Missing or Low Impact

Definition of HIP — Credit-bearing in-classroom and out-of-classroom field/experiential activities occurring domestically or internationally that allow students to apply disciplinary knowledge to new, complex situations beyond the classroom.

Adherence to Characteristics — The degree of implementation of the high impact practice characteristics

Characteristic 1

Encountering the complexities of global issues.

Examples:
- Interact with a culture and/or region distinct from their own and engage in academic inquiry and application afforded by the specific off-campus setting.
- Demonstrated commitment from local partner.
- Cultural activities are programmed and necessary

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program activities and (associated) assignments include **ample** opportunities for the students to encounter complexities of global issues. Cultural visits are recommended and programmed — at least 8 cultural visits are programmed.	The program activities and (associated) assignments include **several** opportunities for the students to encounter complexities of global issues. Cultural visits are recommended and programmed — at least 6 visits are programmed.	The program activities and (associated) assignments include **some** opportunities for the students to encounter complexities of global issues. Some cultural visits are recommended and programmed — 3-5 visits are programmed.	The program activities and (associated) assignments include **minimal or no** opportunities for the students to encounter complexities of global issues. 1-2 cultural visits programmed and recommended or no cultural visits included.

Characteristic 2

Interacting with other cultures.

Example:
- Integration of cultural learning with discipline-specific content.

Please note, some disciplines may provide a rationale against fully integrating culutral learning with discipline-specific content (e.g. programs focused on the environment/animals).

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Program design and implementation place equal emphasis on intercultural and discipline-specific learning outcomes that are clearly outlined in the course syllabus. The program includes multiple, ongoing opportunities for intercultural learning.	Program design requires students to have a connection with host community through exposure to multiple experiences of a limited duration. At least one concrete student intercultural learning outcome accompanies discipline-specific learning outcomes.	Program design requires students to have a connection with host community through exposure, but the experiences are limited for the duration, I.e., there are only a couple of meaningful intercultural experiences incorporated. One concrete student intercultural learning outcome accompanies discipline-specific learning outcomes.	Intercultural learning is briefly mentioned/included in the syllabus and/or in the program design, but it is not well developed and the students do not have a meaningful cultural experience.

Characteristic 3

Application of disciplinary knowledge in a global context.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program provides students **ample** opportunities to demonstrate disciplinary knowledge while navigating the setting, identifying, and pursuing unique learning opportunities afforded by the site.	Program design requires The program provides students **several** opportunities to demonstrate disciplinary knowledge while navigating the setting, identifying, and pursuing unique learning opportunities afforded by the site.	The program provides students **some** opportunities to demonstrate disciplinary knowledge while navigating the setting, identifying, and pursuing unique learning opportunities afforded by the site.	The program provides students **limited or no** opportunities to demonstrate disciplinary knowledge while navigating the setting, identifying, and pursuing unique learning opportunities afforded by the site.

Characteristic 4

Guided reflection throughout the experience.

Reflection
Inclusion of critical reflection in course design that:
- Generates questions
- Challenges assumptions and compares alternative perspectives
- Examines causality
- Explores theory and practice
- Contextualizes local setting and students' roles within it
- Connects to specific learning objectives

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program provides students **ample** opportunities to critically link and reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, and understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community.	The program provides students **several** opportunities to critically link and reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, and understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community.	The program provides students **some** opportunities to critically link and reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, and understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community.	The program provides students **minimal or no** opportunities to critically link and reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, and understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community.

Characteristic 5

Developing cultural and linguistic competency in a non-native language.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program includes elements designed to give students **significant** exposure to and practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program includes elements designed to give students **some** exposure to and some practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program includes elements designed to give students **minimal** exposure to and minimal practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program **does not** provide students either exposure to or practice in, use and understanding of a non-native language, nor related cultural aspects.

Characteristic 6

Dissemination — public demonstration of competence

Examples:
- Journals, blogs, or other forms of reflective writing
- Group discussions of pre-trip expectations, group experiences, and post-trip debriefing.
- Oral presentation to peers or others.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program provides **ample** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **several** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **some** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **limited or no** opportunities for students to provide a public demonstration of their experiences in the program.

Quality of the Program

Was the program of high caliber?

Suggestions for High Quality:

- Course objectives are clearly defined, and program-specific elements are identified and described in detail
- Objectives include intercultural learning
- The learning objectives and the site itself are closely integrated.
- Assignments/evaluation are clearly presented.
- The program leader provides ongoing feedback to the students throughout the program.

4 - Highest Impact

Program information is very well defined with specific examples.

Participants have ample opportunities to engage with the host institution, community, and/or other program-specific elements are identified and described in detail in the program proposal and syllabus and aligned with HIP requirements

The learning objectives and the site itself are closely integrated. Program design and integration of place put equal emphasis on place-based education and discipline-specific learning. Student engagement with the place is essential to the learning.

Program design requires students to have ongoing, meaningful connection with host community through multiple means, helping students develop a broad base of knowledge about the country.

3 - Higher Impact

Course objectives are somewhat defined, objectives somewhat include intercultural learning, the itinerary and activities somewhat complement learning goals, and assignments/evaluation are somewhat presented.

The place has been taken into consideration. The learning objectives and the site itself has many integrated components where utilization of place-based education occurs.

Program design includes several activities that requires students to interact directly with the local place in a meaningful way.

2 - High Impact

Proposal is sketchy and non-specific in terms of academic rigor and integrity and HIPs implementation.

The place has moderately been taken into consideration. The learning objectives and the site itself has some integrated components. Some utilization of place-based education occurs.

Program design includes several activities that requires students to interact directly with the local place in a meaningful way.

1 - Missing or Low Impact

Program does not demonstrate innovative concept design and appeal.

The learning at the proposed destination is not closely linked to learning outcomes. The course could be taught at the home campus.

Students peripherally interact with the place as tourists.

Exposure

How likely was **every** participant exposed to each component of the program?

Examples:

• Participants have ample and equitable opportunities to engage with the host institution, community, and/or other program-specific elements are identified and described in detail in the program proposal and syllabus and aligned with HIP requirements.

• Typically, course-based, with faculty defined curriculum aligned with the history, culture, languages, resources, industries, issues, or environment of the site.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program affords access to **all** programmed activities for every participant.	The program affords access to **most** programmed activities for every participant.	The program affords access to **some** programmed activities for every participant.	The program affords access to **limited** programmed activities for every participant.

Responsiveness

How engaged were the participants of the program?

Were they passive in the activity or did they get to actively participate?

Example:

• Students in a language and culture program have improved linguistic skills (appropriate for their level) and are better acquainted with the host culture allowing them to make basic judgment decisions about acceptable behavior in the host culture as well as being able to navigate basic tasks such as ordering food, taking a cab, ordering (train/bus) tickets, etc.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program is designed to provide **ample** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **several** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **some** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **limited** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.

Complexity

To what level of complexity were students exposed?

Do the activities incorporate the four C's?

The four C's of 21st Century Skills are:

• **Critical thinking** — compare and contrast cultural (dis)similarities and/or apply the course material.

• **Creativity** — students use a variety of approaches to solve a problem and apply the material studied.

• **Collaboration** — students are able to collaborate with peers from the program and the host culture in a meaningful way to show acquisition of (content) knowledge and intercultural competence.

• **Communication** — students are able to communicate their thoughts in a meaningful and cohesive way using appropriate vocabulary/jargon for the discipline to convey ideas and solutions

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program offers opportunities for the students to incorporate/ demonstrate **all four** of the following skills: critical thinking skills, creativity, collaboration, and communication.	The program offers opportunities for the students to incorporate/ demonstrate **three** out of the following four skills: critical thinking skills, creativity, collaboration, and communication.	The program offers opportunities for the students to incorporate/ demonstrate **two** out of the following four skills: critical thinking skills, creativity, collaboration, and communication.	The program **does not** offer opportunities for the students to incorporate/ demonstrate the following four skills: critical thinking skills, creativity, collaboration, and communication.

Sample list of opportunities and activities to which the students are exposed:

• (Business) Site visits
• Tours of local attractions and completing a critical reflection activity
• Conversation partner program
• Internship
• Shows and exhibits
• Food experiences

• Day trips
• Homestays
• Free time
• Service-learning
• International Collaborative projects
• Students learn, observe, and take part in a local customs, events, celebrations, and activities.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.