



At Home in the World: Identifying Learning Outcomes for Global Connections and Local Commitments

Pre-Institute Workshop: Learning Outcomes for a Multicultural World

Sunday, June 28, 2009

Ranking Document

Common Learning Outcomes from the 2006 Bridging the Gap Roundtable

Participants at the July 2006 Bridging the Gap roundtable discussion generated a list of learning outcomes that internationalization and diversity/multicultural education shared. This list was subsequently organized into three categories—knowledge, skills and attitudes—as included on the following page.

We ask you to draw upon your diversity/multicultural and international expertise as well as the knowledge of your institutional culture to identify the 3 most important learning outcomes for undergraduates at your institution. Because this list is not intended to be exhaustive, we have provided spaces for you to develop additional outcomes that you feel are shared by multicultural education and internationalization. Please use the following procedures to rank the learning outcomes:

Step One:

Identify the 3 most important outcomes from each category by placing an X within the box in front of those 3 outcomes.

Rank your top 3 choices by placing a number to the right of the box for the outcomes you deem most important. Please use a 1 to 3 scale, with 1 being the most important item of your 3 top choices.

(Example: 1 A)

When ranking the outcomes, please keep in mind you are describing what is desirable for students graduating from your institution. You need not consider at what level students should master these outcomes.

Step Two:

Share your individual rankings and try to reach consensus about those outcomes that both areas seek to develop in your graduates.

Step 3:

Reflect and discuss your group process and prepare to share with the full group.

Knowledge/Content Oriented

- ___ A. Understand the interconnectedness and interdependence of global systems.
- ___ B. Understand the historical, cultural, economic, and political forces that shape society and explain their own situation in this context.
- ___ C. Develop a nuanced/complex understanding of culture as a concept and the deep/complex/dynamic nature of culture.
- ___ E. Understand various/different cultures and how culture is created.
- ___ F. Understand the relationship of power and language, and how language interacts with culture.
- ___ G. Understand the connections between power, knowledge, privilege, gender, and class (locally and globally).
- ___ H. Understand conflict and power relationships.
- ___ I. Understand how language frames thinking and perspective; “the language you speak creates the box in which you think.”
- ___ J. Recognize how stereotypes develop and where they come from.
- ___ K. _____
- ___ L. _____
- ___ M. _____

Attitudinal/Mode of Being

- ___ N. Develop a sense of perspective and social responsibility.
- ___ O. Overcome provincial/parochial thinking.
- ___ P. Reduce their own prejudice.
- ___ Q. Appreciate difference; value and acknowledge other cultures as legitimate.
- ___ R. Improve cultural self-awareness and understanding of one’s self in the global context (one’s own place and connections).
- ___ S. Demonstrate greater appreciation of or an interest in learning about different cultures.
- ___ T. Develop empathy and perspective consciousness.
- ___ U. Demonstrate open-mindedness and an understanding of complexity.
- ___ V. _____
- ___ W. _____
- ___ X. _____

Skills

- ___ AA. Think, work, and move across boundaries—in diverse environments with a range of people.
- ___ BB. Develop and use skills in conflict resolution.
- ___ CC. Develop and use intercultural communication skills.
- ___ DD. Demonstrate language proficiency.
- ___ EE. Take informed responsibility for actions in a globally connected world.
- ___ FF. Link theory and practice through their own experience both as citizens and in professions.
- ___ GG. Internalize and apply cultural understandings and knowledge.
- ___ HH. Seek out multiple perspectives—inside perspectives as well as outside ones.
- ___ II. _____
- ___ JJ. _____
- ___ KK. _____