



# **At Home in the World: Educating for Global Connections and Local Commitments**

## **Pre-Conference Workshop: The Common Ground between Diversity/Multicultural Education and Internationalization**

Thursday, February 4, 2010



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American Council on Education

# Workshop Facilitators

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# Agenda

- **Contextual Framing**
- **History of the At Home in the World Initiative at ACE**
- **Identifying Common Learning Outcomes**
  - › **Group Exercise**
- **Break**
- **“Round Robin” Small Group Discussion**
  - › **Group Exercise**
- **Wrap-up and Q&A**
- **Lunch**



# At Home in the World Initiative: Conceptual Framework

## ACE's Point of View

- Need for cultural competency among 21<sup>st</sup> century graduates has become ever more pressing as U.S. demographics shift, local and global communities become further intertwined, the job market becomes increasingly global, and the workforce continues to diversify.
- In order to become responsible, productive citizens, our students must possess an understanding of their own cultures and those of their neighbors at home and abroad.





# At Home in the World Initiative: Conceptual Framework

## ACE's Point of View

- Internationalization and diversity/multicultural education are not the same and one should not be subsumed into the other.
- However, neither area is complete without consideration of what the other brings to bear.
- Significant common ground and goals exist between these two distinct areas and they are well suited for collaboration.



# At Home in the World Initiative: Conceptual Framework

## Terminology:

- **Internationalization:** “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education.”  
(Knight, J. 2003, fall. Updating the definition of internationalization. In *International Higher Education*, 33.)
- **Global Learning:** “the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.”  
(Olson, Green & Hill, 2006, *A Handbook for Advancing Comprehensive Internationalization*)



# At Home in the World Initiative: Conceptual Framework

## Terminology:

- **Diversity:** “structure that includes the tangible presence of individuals representing a variety of different attributes and characteristics, including culture, ethnicity, sexual orientation and other physical and social variables.”
- **Multicultural Education:** “the promotion of educational equality for students from diverse racial, ethnic, social-class, and cultural backgrounds; and to assist all students to obtain the knowledge, skills, and attitudes necessary to function effectively in the growing global society.”

(Bridges & Olson, 2008, *Guidelines for Developing an Institutional Profile for the Bridging the Gap Symposium*)



# At Home in the World Initiative: Conceptual Framework

## ACE's Terminology:

- **Internationalization:** the process of integrating international/intercultural learning into the teaching, research, and service functions of the institution; it seeks as a primary objective to enable all students to understand world cultures and events, analyze global systems, appreciate cultural differences and apply this knowledge to their lives as citizens and workers.
- **Diversity/Multicultural Education:** the promotion of educational access and equity for students, faculty, and staff from diverse racial, ethnic, socioeconomic, gender, and cultural backgrounds; it seeks as a primary objective to assist all students in obtaining the knowledge, skills, and attitudes necessary to function effectively in our increasingly diverse society.



# Rationale for Collaboration...

## Why Engage in this Work?

- To better understand our changing world order
- To equip a more diverse group of students with skills and knowledge to thrive in a global environment
- To improve instruction and advance student learning
- To address difficult social issues within the institutional or broader community context



# At Home in the World

## History of the Initiative

### Global Learning for All (2003-05 Phase 1; 2005-07 Phase 2)

- Two sequential projects, funded by the Ford Foundation
  - › Phase 1 Goal: promote internationalization at institutions serving high numbers of minority, adult, and part-time students – the “new majority”
  - › Phase 2 Goal: continue work initiated in GLA 1 and explore the intersection between internationalization and multicultural education
- URL: [www.acenet.edu/programs/international/global\\_learning](http://www.acenet.edu/programs/international/global_learning)



# At Home in the World

## History of the Initiative

### Global Learning for All Phase 2 (2005-07)

- **Roundtable** (July, 2006)
  - › convened theorists, campus practitioners, senior administrators, and association representatives
- **Essay** (June, 2007)
  - › *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education*
- **Bridging the Gap Advisory Group Meeting** (October, 2007)
  - › convened a group of chief academic officers, chief diversity officers and chief international officers



# At Home in the World

## History of the Initiative

### 2008 Bridging the Gap Symposium: Cultivating Collaboration between Internationalization and Multicultural Education

#### Symposium Goals:

- Provide opportunities for institutional leaders to discuss the issues
- Showcase examples of good practice in fostering collaboration between these areas
- Provide institutional teams with opportunities to formulate action plans to advance campus conversation and good practice.





# At Home in the World

## History of the Initiative

### 2009 At Home in the World Institute: Educating for Global Connections and Local Commitments

#### Institute Goals:

- Unearth and showcase new models of good practice
- Expand the network of institutions exploring this set of issues

#### Current Status of this Initiative at ACE

- In-depth Interviews with institutions both process and practice
- In conversation with funders about a proposed 3-year project.





# What's Involved with Learning Outcomes and Assessment?

- Specifying learning outcomes
- Reviewing learning opportunities to see if they are addressing these outcomes
- Developing and implementing a plan to assess student achievement of outcomes
- Making improvements in learning opportunities based on the findings



# Basic Questions addressed by Learning Outcomes & Assessment

1. What do we want our students to know and be able to do? (knowledge, skills, attitudes)
2. Where would students acquire this knowledge and these skills and attitudes?
3. What is our evidence that students are actually achieving these outcomes?



# Identifying Common Learning Outcomes – Group Exercise

- **Step One:**
  - › **Review the list of outcomes, supplementing as you wish and then identify three from each category.**
  - › **Rank those three**
- **Step Two:**
  - › **Share your rankings and try and reach consensus about those outcomes most important for your graduates.**
- **Step Three:**
  - › **Reflect about and discuss your group process**
  - › **Prepare to share with the full group**



# Questions a list of learning outcomes can raise...

- For what academic context are these outcomes intended? Are they intended for all students within this context? Is it realistic to think that even a subset might achieve them?
- How can an institution know whether it offers appropriate and sufficient learning opportunities for students to achieve these outcomes?



# Using the Outcomes

- To foster dialogue amongst colleagues
- To explore points of synergy
- To shift focus towards student learning
- To provide language for students to talk about their learning
- To identify opportunities to enhance learning

# Break





# “Round Robin” Group Discussion Exercise

1. Break into groups noted in workshop materials
2. Select one participant to play each of the four “Round Robin” group discussion roles listed on your handout

## 4 Phase Exercise:

- Each presenter provides the group with an overview of their institution (5 min)
- Colleagues offer feedback and suggestions for consideration (5 min)
- Note taker and reporter synthesize responses and outline them for the group (3 min)
- Repeat this process until every group member has had a chance to play each of the four roles (52 minutes total)



# “Round Robin” Group Discussion Exercise

## Large Group Reporting:

- As a small group identify common themes that ran through your discussions as well as point of particular interest
- Select one group member to present these themes to the larger group



# Wrap-up, Q&A

- Potential benefit to both Multicultural Education and Internationalization initiatives in the exploration of their overlap
- Politically charged set of issues. Both time and care need to be taken to generate buy-in among diverse stakeholders
- Work in the intersection of these 2 distinct fields can provide students, faculty, and staff with opportunities to understand multiculturalism in a global context and make clear the connection between social justice at home and abroad



# At Home in the World: Educating for Global Connections and Local Commitments

Thank you for your time and attention

- More Information:

<http://www.acenet.edu/programs/international/athome>

Questions? Feedback? Contact Jarred Butto at:

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