



# Student Learning Outcomes Exercise

## 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 your knowledge of your institutional culture, to identify the three 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 three most important outcomes from each category by placing an X within the box in front of those three outcomes.

Rank your top three 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 three 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 Three:

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



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### 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 situations 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 one’s 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 conflict resolution skills.
- \_\_\_ 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 one’s own experience both as a citizen and as a professional.
- \_\_\_ GG. Internalize and apply cultural understandings and knowledge.
- \_\_\_ HH. Seek out multiple perspectives—inside perspectives as well as outside ones.
- \_\_\_ II. \_\_\_\_\_
- \_\_\_ JJ. \_\_\_\_\_
- \_\_\_ KK. \_\_\_\_\_