

## Review

# Global learning as general education for the twenty-first century

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**Global awareness has emerged as a valued learning outcome in higher education. Students need repeated and on-going learning opportunities to develop the global competencies and habits of mind that are necessary to navigate our increasingly interconnected and complex world. This paper argues that situating an introductory global studies course into the general education of all undergraduate students would be advantageous. When taken early as part of the general education curriculum, an introductory global studies course provides all students with the chance to begin making connections across disciplines and to imagine creative solutions to problems in the private and public sectors. An introductory global studies course can jumpstart a process of global learning, where students gain knowledge of world challenges, develop intercultural competencies and learn how to deeply engage complex global issues. Students thus obtain a solid curricular base for going forward in their thinking about global issues and for pulling together insights in a newly integrated way. The experiences of one liberal arts institution are used to illustrate how a required introductory global studies course can support the traditional general education learning outcomes of intentionality, civic engagement, intellectual judgment and integrated learning.**

**Key words:** General education, global learning, internationalization, global studies, higher education, intentionality, integrated learning, civic engagement.

## INTRODUCTION

Educators are in agreement that global awareness (knowledge of and sensitivity to a world lived in common with others (Knefelkamp and Schneider, 1997)) is a valued learning outcome in liberal education. However, there is no consensus on the best way to promote global competencies during a student's undergraduate years. Many higher education institutions have sought to evaluate where they are already making progress in building global awareness in the curriculum and to build upon these experiences. While such an approach is understandable in these economically challenging times, it runs the risk that only some students will graduate with global competencies, such as those who can afford to study abroad and those whose major program interests include foreign languages, international studies and/or intercultural affairs. We know that global awareness is essential for all college graduates in our increasingly interconnected and turbulent world, but is there a way to

ensure that all students are given the chance to gain global awareness in their higher education experiences?

One approach is to design a global learning experience that is a part of the general education of all students at an institution. Global learning is the process by which a student not only acquires knowledge of our diverse world but also comes to four understandings: that our world is increasingly interconnected in terms of social, political and economic processes, that the knowledge of diverse cultures and global issues is an important part of their education, that intercultural skills are necessary and worth acquiring, and that a student's future role as citizen has both local and global components (Hovland, 2006). There are at least two advantages to merging global learning with general education. First, coherence in the higher education curriculum is promoted since both global learning and general education support achievement of similar aims: the development of critical and

creative thinking skills, the disposition toward synthesizing curricular and co-curricular experiences into new and complex understandings (integrative learning) and the active pursuit of citizenship in a multidisciplinary framework. Secondly, when it is emplaced in the general education program, global learning can be experienced by all students and not just by a subset of students whose interests naturally incline them to international studies or whose financial circumstances make feasible a study abroad program.

In this article, the researcher investigates the process of global learning and explores why it makes sense to embed this process in the general education programs of higher institutions. The researcher goes on to describe the experience of one liberal arts college in crafting a global-learning-as-general-education experience for its students and concludes with some general observations on the wisdom of promoting global learning as part of a student's general education.

### Definitions and concepts

There is currently a lack of consensus regarding how to structure a higher education experience to prepare globally competent students. Cornwell and Stoddard (1999) have argued that traditionally the predominant approach for many U.S. campuses has been to adopt one of two strategies for promoting global competence:

1. Fostering intercultural education, where cross-cultural understanding is emphasized and where students are encouraged to cultivate intercultural skills,
2. "Internationalizing the curriculum," where students are exposed to courses and co-curricular experiences that are international in content, such as foreign language courses, study abroad programs, area studies, etc.

By themselves, neither intercultural education nor attempts to "internationalize the curriculum" are enough for most college graduates to achieve global competencies. Intercultural education, for example, often focuses on how cultural awareness is essential for achieving fair representation for all citizens and for conquering domestic social justice challenges, but it does less to "illuminate the comparative benefits and privileges of being a U.S. citizen" in a contemporary global context (Cornwell and Stoddard, 1999). Along with grasping diversity issues and cultural relativism in the U.S. context, students need to understand how their choices and socio-economic success (relative to global levels) impacts the rest of the world (Warikoo, 2011; Elrod and Hovland, 2011).

The process of internationalizing the curriculum provides balance to the "within-nation justice" perspective of inter-culturalism, but it can fall prey to its own set of drawbacks. Strategies based on "internationalizing the

curriculum" often focus on increasing student participation in various institutional international offerings at the higher education institution. There is less attention paid to maximizing student global awareness as an intentional learning outcome, where students are encouraged to pursue their learning purposefully, to practice self reflection so as to create a repertoire of experiences and concepts so as to engender life-long learning. In other words, higher education institutions often neglect to give students concrete strategies for contextualizing their international experiences in a larger macro sense, to link, for example, a study abroad experience with an international relations course in a holistic and purposeful way (Miller, 2011). Institutions seem to hope instead that students will connect their international experiences by themselves and that the process will give rise to global competencies, even though there is little deliberate scaffolding of these experiences on the part of the institution to promote global awareness. "Internationalizing the curriculum" strategies thereby often confuse instrumental programmatic strategies with the goal of producing globally aware and competent graduates (Olson et al., 2002; de Wit, 2011).

Lately, there have been calls for integrating these intercultural and internationalization strands, capitalizing on the strengths of both and going further than either to create high quality, context-rich learning experiences for students. Going under names such as "global learning" (Hovland, 2006) and "global civic engagement" (Lorenzini, 2010), these new approaches seek to create a shared frame of reference for those who would promote global competencies as learning outcomes in higher education. While acknowledging that coursework where students acquire global knowledge (becoming aware and knowledgeable about issues of global concern) is still essential, these new approaches aspire to create initiatives where students build on their global knowledge to become globally engaged, informed advocates for solutions to the "big questions" and challenges that confront our world today. Whatever the label, the common goal in both approaches is to educate students to become "global citizens" who are motivated to address issues of global concern, to recognize their civic and social responsibilities locally and globally, to gain sensitivity to diverse cultural perspectives and to become "informed advocates" of ethical plans of action (Hovland, 2006; Lorenzini, 2010). The term "global learning", is used in this article to mean deep engagement with complex and global issues, where students not only develop intercultural competencies and gain comparative knowledge of global challenges but also "see how their actions and ideas will influence the world in which they live" (Hovland, 2010).

General education programs are excellent starting points for students to begin their global learning. General education touches all students and typically takes the

form of early coursework in undergraduate education. In previous years an institution's general education program typically comprised a set of discipline-specific courses that students needed to "get through." Today, educators are increasingly inclined to craft the general education experience as one where students achieve competency in various learning outcomes through coursework that emphasizes particular skills or perspectives. The intent is to create a scaffold for breadth and depth in a college education. Quality general education programs seek to refine a student's cognitive abilities, providing an analytic skill set for further investigation into discipline-specific issues and nourishing a student's capacity for imagining creative solutions to private and public sector problems (Kridel, 1978). When general education instruction emphasizes interactive, collaborative and small group settings, there are opportunities for an instructor to guide learning by taking into account variations in the individual and social experiences of students. Instructors can then create learning environments that bridge gaps between what students know and what they should learn (Vygotsky, 1978), by "[finding] questions that are already on the minds of their students and [helping] them to move on to new inquiries that those students had never imagined" (Bain and Zimmerman, 2009). Quality general education courses begin the process of helping students to move beyond performing educational tasks with assistance to performing them independently; they provide students with opportunities to begin practicing increasingly complex cognitive thinking skills such as evaluation and synthesis (Bloom, 1956). At its best, general education should serve as a foundation for effective life-long learning.

When thus conceived, general education aims align well with those of global learning. A good general education program will be both generative and transformative in a student's development of critical thinking, and this is the very kind of educational outcome that global learning promotes. Global learning requires that students confront contemporary global issues and engage different perspectives regarding fact, theory and prescriptions for resolving these issues. Students not only grow beyond their former, more parochial outlooks, they encounter the experience of such growth, and thus are in a better position to recognize future opportunities for engaging and integrating diverse perspectives. Over their lifetimes, students may forget many of the specific facts that they mastered and related together in college coursework, but students retain the critical and analytical habit of mind that they gained by the exercise of learning and relating these facts together in the first place. Consistent with the aims of general education, global learning requires students to generate new modes of thinking and helps them to become self-guided, critical thinking learners.

Once they have begun their global learning in their general education coursework, students can move on to

a deeper examination of issues in their major disciplines. With a newfound appreciation as to how much global issues affect their lives, students tend to become more attuned to the global context in which problems must be addressed and are in a position to recognize the need for intercultural awareness and competence in resolving these problems (Lorenzini, 2010). Students thus move beyond introductory general education experiences of global learning toward mastery level performance of global civic engagement, intercultural knowledge and competence in upper-division coursework. Ideally, when students reach capstone courses and programs they are given opportunities to practice advocacy, using their learning to address contemporary issues and policy dilemmas. In this way, global learning encourages linkages between the general education framework and the major disciplines, setting out "clear pathways along which students develop the skills, knowledge and attitudes needed to effectively and creatively address real-world challenges and opportunities" (Wathington and Hovland, 2009). It is important to note that these skills and attitudes are not only desired in business settings but are essential for a well-functioning democracy, which depends on an educated population that can assess options, make informed decisions and influence policy-makers to take appropriate action (Leskes, 2004).

For educational planners, merging global learning with general education can provide distinct advantages in terms of resource allocation. Pressures to do more with less in terms of space and financial resources will almost certainly increase in the coming years. At the same time, higher education institutions will be pressed to demonstrate that students are achieving powerful and consequential learning outcomes in their facilities. Meaningful learning will require state-of-the-art technologies and pedagogies, literally enabling the students to engage ideas and perspectives from all over the world. If higher education institutions are to demonstrate that they can provide education worthy of solving 21st century public problems, they need to design systems for doing so and move beyond educational structures and strategies that evolved to deal with old problems (Schön, 1973). Interdisciplinary and integrative learning, both found at the core of global learning and general education, will help institutions achieve the "bang for the buck" that will be necessary for both institutional and student success. Instead of constituting an expensive "add-on" program, global learning-as-general-education can provide a practical way for educational planners to promote a global learning experience for the entire student body.

## **EMBEDDING GLOBAL LEARNING INTO GENERAL EDUCATION**

To get a sense for how the merger of global learning and general education can look in practice, it is instructive to

look at the experience of one liberal arts institution, Chestnut Hill College (CHC). CHC decided to develop a comprehensive, introductory course on global awareness that all students take as part of their general college education. Shrivastava (2008) argues that there are significant advantages to requiring an introductory global studies course for all students as opposed to a distribution model where students satisfy their global studies requirement by choosing from several “global content” courses grounded in the disciplines. While both the introductory course and the distribution model can target global knowledge, concepts and issues, the introductory-level global studies course can expose students to global issues in an interdisciplinary and integrative fashion, helping students to “think outside disciplinary boxes” from an early stage in their education.

Shrivastava (2008) notes that it is smaller institutions that have tended to offer these 100 or 200 level introductory global awareness courses (though higher education institutions of all sizes offer more advanced global awareness courses). However, the benefits described above for following a global-learning-as-general-education strategy do not depend on a small-college setting; in fact, larger institutions typically command more resources and in this sense could more easily enact changes to their general education framework, if they cared to do so. Institutions of all sizes seek to expand students’ horizons, blending the local attitudes and viewpoints that beginning students bring into a broader, more cosmopolitan perspective of the world in which they will live. In this sense, global learning-as-general education should have appeal to all institutions as a strategy for preparing students for life after graduation. But smaller institutions may have an advantage in sparking innovations like merging global learning with general education, since their small size makes it easier for faculty and administrative constituents to discuss options and to collaborate (Rubin, 2009).

Faculty-administration collaboration certainly played a role in the development of CHC’s Global Awareness Seminar. The course was designed to reflect the mission and core values of CHC, stressing the centrality of relationships in living and working for the common good as well as the responsibility to educate students for understanding the diverse world in which they live. Twelve years ago faculty and high-level administrators realized that fulfillment of the CHC Mission in today’s world would require that all students have classroom opportunities for growing into globally-aware citizens. After investigating various options, the faculty administration team created a seminar style, global learning classroom experience as the favored vehicle for jump-starting student education and engagement with global challenges.

The Global Awareness Seminar was designed as a first step on the road to deep and context-rich global learning. But the Global Awareness Seminar works as a general

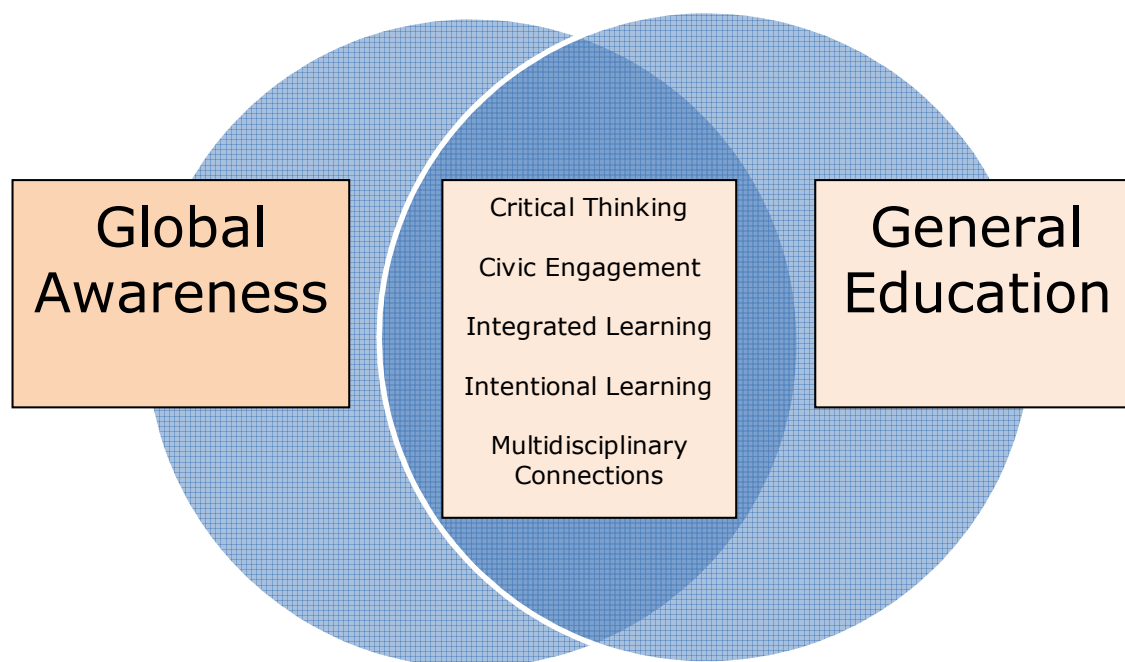
education requirement because it continues to display commitment to so many general education learning outcomes: intentionality in student learning, civic engagement, integrative learning across disciplines and an opportunity for all undergraduates to practice critical thinking (Figure 1).

The researcher discusses each of these learning outcomes in turn and demonstrates how they are set in motion by the global-learning-as-general-education strategy practiced at Chestnut Hill College.

### **Critical thinking and civic engagement**

As is appropriate in a general education course where analytic skill sets are to be honed and a capacity for imagination is to be nourished, students are challenged to think critically about various global concepts and issues over the entire course of the Global Awareness Seminar. All sections require students to complete multiple small assignments designed to develop critical thinking skills and devoted to various aspects of the global issue under examination. These small assignments scaffold learning and understanding so that students are able to produce a sophisticated culminating project, such as a research or policy paper, where students engage and evaluate competing positions on a global issue, account for complexities and synthesize a defensible concluding position on the issue. Students in all sections share their learning with other students via an oral presentation, poster session or a bulletin board project, which gives students a chance to hear reactions to their ideas. Students then have a chance to revise their conclusions regarding the global issue under investigation through a final writing reflection or a final exam essay.

Naturally, global awareness cannot be fully developed in just a few lessons or even after taking an entire course. It is a “habit of mind” that emerges over time through practice and opportunities to connect local experiences with global issues. It is the intention at CHC that the Global Awareness Seminar, as an introductory course, jumpstart student recognition of opportunities and responsibilities or, in cases where students arrive with some awareness of global challenges, serve as a catalyst to promote further global awareness and civic engagement. As students go forward after taking the Seminar, they thus have a solid curricular base for thinking about global issues and for pulling together insights in a newly integrated way. The goal is for students to be better equipped to recognize and minimize the negative consequences of what Grant Cornwell and Eve Stoddard have called “a pervasive American provincialism” (Cornwell and Stoddard, 1999) in their education. Additionally, because of its intentional placement in the general education curriculum, the Global Awareness Seminar can help students become alert to



**Figure 1.** Shared learning outcomes for global awareness and general education programs at Chestnut Hill College.

the possibilities for civic responsibility in other academic contexts and to make connections across disciplines when real world problem-solving opportunities present themselves. Service projects such as serving soup at the annual campus Empty Bowl dinner to benefit the homeless, working to plant trees and clear debris at a local forest restoration project, or helping newly sworn-in citizens register to vote can be a starting place for students to appreciate that the concepts and theories they have been learning in class have real-life analogs and applications.

The small class size of all Global Awareness Seminars (capped at fifteen students) is critical for the successful practice of civic action and reflection. Students feel comfortable engaging in class discussion over service learning or class project outcomes when class settings are so intimate. The civic-mindedness that comes from immersion in real-world problem-solving scenarios has been described by employers as one of the learning outcomes that are “most in need of increased emphasis by higher education institutions” (Hart Research Associates, 2009). Utilizing its small classroom setting, each global awareness seminar creates opportunities for the rehearsal of real-world problems (Hovland, 2009) through final projects, classroom simulations and seminar-style discussions. For example, one global awareness seminar section requires students to recommend three policies to the U.S. President for combating global terrorism. A final project in another section has students explore challenges in education by investigating through a research paper the educational

system in another country. After the students have heard student presentations on the educational systems in various countries, they are asked to write a final paper recommending changes to their original country’s education system based on the ideas that they heard in the oral presentations.

Of course, since it is an introductory course, the Global Awareness Seminar provides only a beginning for student reflection on the theme “think globally; act locally” and serves as an entrée into involvement in service projects, social justice campaigns, issue advocacy and community engagement. Still, an introduction into participation in civic actions and exposure to the ideas of diverse communities and cultures is crucial for progressing to more advanced understandings. Because the global/local civic engagement experiences that occur in the global awareness seminar are placed early in the general education of all CHC students, these learning experiences can position the student for jumping into more complex, extended and deliberative civic activities in their upper division coursework.

Anecdotal evidence would support the idea that many students at CHC are indeed accomplishing sophisticated civically-oriented projects at the capstone level. For example, after taking the “Poverty at Home and Abroad” global awareness seminar taught by a sociology professor, one political science major who was inclined towards the study of American politics and whose career interests were as yet unfocused was motivated to take a religious studies course called “Global Theology and the Cry for Justice,” which emphasized the plight of

marginalized populations. A history course called "Genocide in the Modern World" galvanized this student's motivation to produce a senior seminar project called "The International Response to Genocide Since 1990: The Influence of Hegemonic Culture." While such anecdotal evidence is encouraging, it needs to be supported by a more systematic investigation into the influence of the Global Awareness Seminar on student motivation to intentionally pursue coursework that engenders broader global awareness and civic engagement. This would be a worthy project for CHC to undertake in the future.

### **Integrated learning**

Global learning as general education should integrate in-class learning with multiple student educational experiences. Students should be encouraged to connect the skills and knowledge they are acquiring in the classroom through attendance at relevant lectures and workshops and they should also be assessed on how well they apply classroom concepts to the co-curricular and service activities that they participate in during the course. As appropriate to the aims of general education (creating connection within and between the curricular and the co-curricular) and global learning (encouraging purposeful public engagement and social responsibility), integrated learning is increasingly appreciated as a key component to a successful higher educational experience (Gaston, 2010; Hovland, 2010).

Due to its Philadelphia location, Chestnut Hill College has been able to support a unique kind of integrated learning: a trip for all Global Awareness Seminar students to the United Nations. In the days leading up to the trip students are coached on the workings of the UN, so that they can understand the strengths and weakness of UN solutions to global problems. The actual itinerary of the trip includes a public tour of the United Nations as well as a panel discussion by UN experts on the states of various global issues and how they are handled by their respective agencies. Gathered in an actual UN conference room and speaking from the chair of, say, Uganda or Sweden, students are able to ask questions of the experts based on their classroom learning about the UN and how it works to solve global challenges. As students walk the corridors of the United Nations and listen to the views of UN representatives, they gain a tangible sense of how contemporary global political and economic institutions shape our world. The UN trip is a powerful example of how classroom learning is directly relatable to the real world and becomes a shared experience of all CHC graduates, even for those who have recently transferred to the college and who have missed earlier first year student integrating experiences.

Student integration of their experiences on the UN trip with what they are learning in the classroom is powerfully

affected by classroom discussion of the aims of the trip and opportunities for students to reflect on the trip. Last year Global Awareness Seminar instructors conducted a survey of student reactions to taking the UN trip. Of great interest to the instructors was the ability of the trip to amplify student understanding of the concept of globalization. After viewing the less-than-optimal results from the spring 2011 semester (Table 1), the Coordinator and the instructors agreed that in the subsequent semester it would be important for instructors to concentrate on giving students classroom opportunities to comment on and reflect on the trip. Improvement in the fall 2011 semester was significant in terms of student appreciation of the relevance of the trip for understanding the concept of globalization (Table 2).

### **Intentional learning in a multidisciplinary framework**

Interdisciplinary experiences like the Global Awareness Seminar naturally engender integrative learning and the development of a "synthesizing, creative cast of mind" that graduates will need for confronting complex global challenges (Huber et al., 2005). But student development of a synthesizing and creative perspective often needs guidance, both from pedagogical and programmatic levels. Recognizing the importance of intentionality in designing student learning experiences, CHC specified that the Global Awareness Seminar become part of a particular sequence of courses. It is normally taken by students in their sophomore or junior years after certain prerequisites are fulfilled. This progression seeks to emphasize that general education at CHC is to be experienced as a journey rather than as a set of hoops or requirements to be "gotten through" and to be taken in any old order (Musgrove, 2008).

In order to ensure that all students can fit the Global Awareness Seminar into their schedules, CHC currently offers the seminar eight or nine times a semester. Full-time faculty from various disciplines: political science, sociology, chemistry, religious studies, education, computer science, biology, history and others develop Global Awareness sections from their own disciplinary strengths. How does CHC maintain the integrity of the goals for the Global Awareness Seminar, especially given its multidisciplinary setting? Instructors of the various sections meet during the semester to discuss on-going assessment of global learning and to trade ideas for integrating the various elements of the course. The Coordinator is charged with ensuring that the various sections of the Global Awareness Seminar meet the standards set for experiential learning, scaffolding of student understandings and assessment of global learning. Significantly, all instructors must be ready to demonstrate that their section covers several of the following global concepts and issues: sustainability and environmental issues, human rights and the rights/needs

**Table 1.** United Nations trip student evaluations: Spring 2011. Question: How well did this trip to the UN help you to appreciate the phenomenon of globalization? (Globalization = the increasing interconnectedness of individuals and peoples with each other, irrespective of national boundaries).

Global awareness seminar section	N/A	1	2	3	4	5	Average (Mean)
Section 1		3	3	2	1	1	2.40
Section 2	1			4	5	2	3.81
Section 3	1	6	3	4	2		2.40
Section 4			1		2	1	3.75
Section 5	1	1		1	5	5	4.00
Section 6	1			3	2	1	4.00
Total	4	10	7	14	17	10	3.17

Scale: 1 = poor, 2 = fair, 3 = average, 4 = above average, 5 = excellent.

**Table 2.** United Nations trip student evaluations: Fall 2011. Question: How well did this trip to the UN help you to appreciate the phenomenon of globalization? (Globalization = the increasing interconnectedness of individuals and peoples with each other, irrespective of national boundaries).

Global awareness seminar section	N/A	1	2	3	4	5	Av. (mean)
Section 1				3	4	7	4.29
Section 2			3	4	3	1	3.18
Section 3			2	4	4	2	3.50
Section 4				4	4	3	3.91
Section 5				2	6	7	4.33
Section 6				1		7	4.75
Section 7	1		1	1	3	2	3.86
Section 8		1		3	3	6	4.00
Total	1	1	6	22	27	35	3.98

Scale: 1 = poor, 2 = fair, 3 = average, 4 = above average, 5 = excellent.

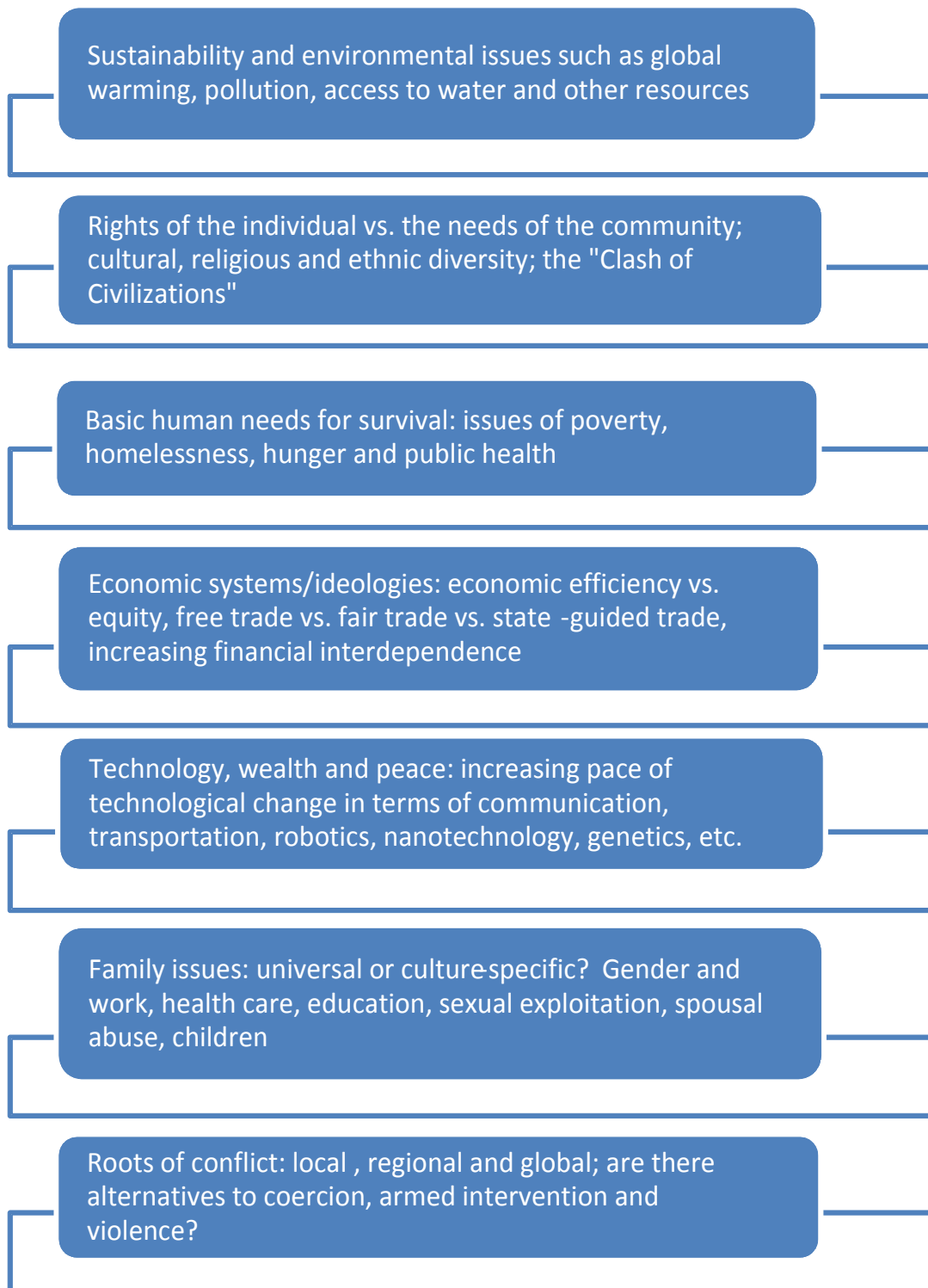
of the community, basic human needs, economic systems/ideologies and their relevance for the twenty-first century, family issues, technology, and sources/alternatives to global conflict. These key concepts and issues are further elaborated in Figure 2.

Coverage of several of these key concepts and issues ensure that each individual section of the Global Awareness Seminar maintains a multidisciplinary approach no matter what the disciplinary background of the instructor. This is because the key concepts and issues (Figure 2) serve to cut across "silos" of disciplines and enable both students and faculty to engage in dialogue, exchange ideas, and jointly pursue critical thinking regarding differing perspectives on a global issue. Because the seminar is a general education requirement, students from many disciplines are in each section in any given semester. This means that the multiple interests and various disciplinary strengths of the students serve as an added resource of perspective and experience for students and instructors to explore and understand the global issue under investigation (Hausfather, 1996).

The coordinator of the Global Awareness Seminar

takes care to evaluate new topics that are proposed by prospective instructors and to ensure that all students, irrespective of the particular Global Awareness Seminar that they take, are exposed to several (at least four) of the key global concepts and issues listed in Figure 2. A sample of some of the particular sections of the Global Awareness Seminar over the last few years and their coverage of the key concepts and issues can be viewed in Table 3.

The coordinator works with the Global Awareness Seminar instructors to help them relate these cross-disciplinary global concepts and issues to their proposed topics. It is made clear to all instructors that the concepts and issues should be presented to students in such a way as to encourage them to assimilate their learning into a unified yet organic approach for understanding the global issue at hand. The goal is that all students will have the opportunity to practice making interdisciplinary skills and appreciation of the responsibilities of global citizenship. Student evaluations over the last three years demonstrate that students feel that they are indeed connections in their Global Awareness Seminar in a purposeful and intentional way.



**Figure 2.** Global Awareness Seminar key global concepts and issues.

Chestnut Hill College intends the Global Awareness Seminar to be a starting place for all students to begin (if they have not already done so) to acquire the four

aspects of global learning described in the introduction of this article: knowledge and understanding of the phenomenon of globalization, engagement with diverse



**Table 3.** Selected Global Awareness section course topics and coverage of key global concepts and issues.

Global awareness section topic	Environment	Human rights	Basic human needs	Economics	Technology	Family issues	Global conflict
Globalization and global terrorism	X	X	X	X	X		X
Women and the world		X	X	X	X	X	
Global warming	X		X	X	X		X
Poverty at home and abroad	X	X	X	X		X	
Politics of education	X		X	X	X	X	
International migration and globalization	X	X		X		X	X

**Table 4.** Averaged student responses on course evaluations of Global Awareness Seminar: 2009 to 2011.

Course evaluation question	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Average
The course was effective in meeting the course objectives	Average = 4.1 n = 50	Average = 4.5 n = 76	Average = 4.4 n = 82	Average = 4.4 n = 79	Average = 4.4 n = 31	Average = 4.2 n = 60	4.3
I achieved the course objectives	Average = 4.1 n = 52	Average = 4.3 n = 78	Average = 4.4 n = 82	Average = 4.4 n = 78	Average = 4.3 n = 31	Average = 4.3 n = 60	4.3
I developed increased interest in the course subject	Average = 3.9 n = 52	Average = 4.4 n = 78	Average = 4.3 n = 80	Average = 4.2 n = 78	Average = 4.1 n = 31	Average = 4.2 n = 59	4.2
I increased my knowledge	Average = 4.3 n = 52	Average = 4.5 n = 77	Average = 4.5 n = 81	Average = 4.4 n = 78	Average = 4.2 n = 31	Average = 4.3 n = 60	4.4
I was actively involved in what I was learning	Average = 4.2 n = 52	Average = 4.4 n = 77	Average = 4.4 n = 79	Average = 4.4 n = 78	Average = 4.2 n = 31	Average = 4.2 n = 60	4.3

cultures and global issues, the acquisition of intercultural achieving at least benchmark or even initial milestone levels of performance (the goal of the Global Awareness Seminar) of global learning outcomes (Table 4).

In addition to self-perceived gains in knowledge and achievement of the course objectives in these evaluations, students reported that they were actively involved in learning in their Global Awareness Seminars and that their desire to learn

more about global issues and concepts significantly increased as a result of taking the course. This is good news in terms of the success of the stated aims of the Global Awareness seminar: to provide a beginning to students for practicing global learning and beginning to achieve global awareness and global competencies.

But are students purposefully moving beyond this initial global-learning-as-general-education

experience to address contemporary global issues and policy dilemmas in further coursework and co-curricular experiences, and are they given clear pathways to continue to address real-world challenges and opportunities? There are some avenues available to CHC students where coursework, service learning and workshops emphasize deeper understanding and mastery of the global competencies that students have begun to acquire in their Global Awareness Seminars.

These include certificate programs such as the Intercultural Awareness Certificate and the Women's Studies Certificate, minor program options in international studies, political science, religious studies, sociology and various foreign languages, and a "Special Topics" Global Awareness Seminar that may be taken in addition to the basic version of the course and which culminates in a two week service trip to Tanzania. However, informal surveys show that CHC students are often not aware of the availability of these options beyond achieving a minor in a foreign language. More work needs to be done to ensure that students at CHC are made aware of the various pathways for carrying forward their foundational experience in global learning into further coursework and co-curricular activities.

## CONCLUSION

A good general education program in a liberal arts college will be both generative and transformative to the student in terms of intellectual development. It should generate habits of mind that encourage curiosity, the ability to compare and contrast aspects of diverse cultures and societies, and appreciate interconnections between the local and the global (Stearns, 2010). It should also be transformative in that it helps students to appreciate new ideas and distinctive applications of the human experience.

The researcher has argued that global learning can help students achieve these generative and transformative general education learning outcomes. To be sure, an introductory global studies course is just the beginning for building global competencies; educational planners must make sure that such a course leads students into curricular pathways to deepen their engagement with global learning. In this way students will be exposed in different perspectives, both local and global, regarding fact, theory and appropriate individual and public policy responses. But a required introductory course on global awareness brings the distinct advantage that every student will get a solid start on their journey towards gaining global competencies. Given the demands of our twenty-first century globally interconnected society, students will need the global education habits of mind and preparation they acquired in their undergraduate experience as never before. Institutions of higher education can fruitfully jumpstart the process of global learning on their campuses when they embed a global learning experience in their general education programs.

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