

ASSESSING GLOBAL LEARNING

Considering critical reflection, cultural humility, and global citizenship through engaged global learning

GLOBAL ENGAGEMENT SURVEY

The Community-based Global Learning Collaborative

Through a network of educational institutions and community organizations, The Collaborative advances community-based learning and research for more just, inclusive, and sustainable communities. The Collaborative is hosted in the Center for Peace and Global Citizenship at Haverford College, and funded through member contributions.

Agenda

We: Quick intros & framing

GES as a tool to connect/ bridge...

Fields/ offices/ centers - Erin

Quantitative & qualitative (mixed methods) - Joy

Organizations/ Institutions (multi-institutional) - Nora

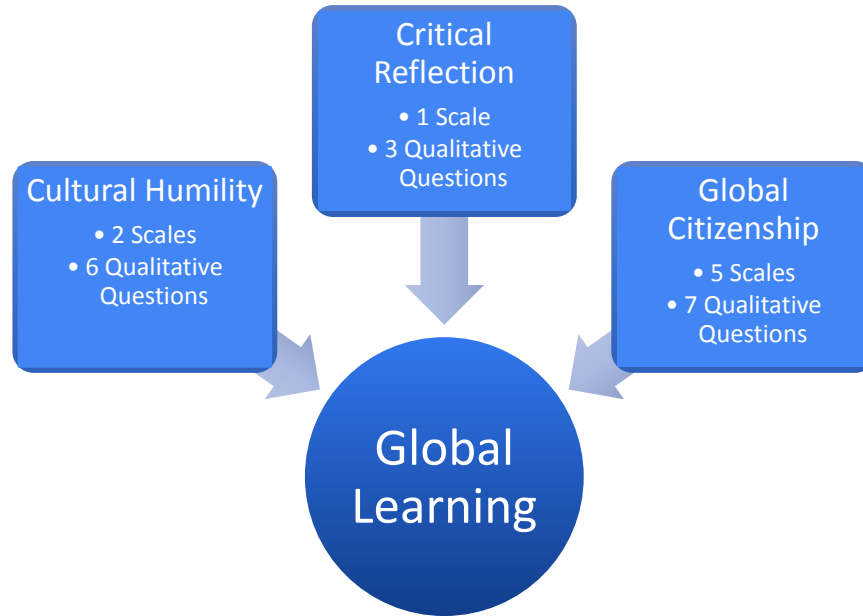
Practice & theory (Peer to peer learning) - Maureen

Where we've been: 2015 - 2020 pre-COVID & 2020 pivot

Peer to peer learning: Community-based Global Learning Collaborative

Multi-institutional assessment tool that employs **quantitative and qualitative** methods to better understand relationships among **program variables** and student learning, specifically in respect to **global learning** goals identified by the Association of American Colleges and Universities (AAC&U, 2014).

→ [Click here for additional background information about the GES.](#)



Bridging Silos Across Campus

Bridging Offices and Committees

Experiential Education Working Group

Committee on Community and Civic Engagement

Quinnipiac University GES Participation

Global Public Health Minor

Albert Schweitzer Institute

Semester Abroad

Credit/Non credit-bearing programs

- *Anthropology*
- *Education*
- *Environmental Studies*
- *Health Sciences*
- *Occupational & Physical Therapy*

Mixed methods

	Scale		Closed items	Open-ended items	Cronbach's α
Cultural humility	Openness to diversity	OD	8	4	.78
	Cultural adaptability	CA	7	6	.68
Global citizenship	Civic efficacy	CE	9	1	.79
	Political voice	PV	8	2	.90
	Conscious consumption	CC	8	1	.86
	Global civic values	GCV	4	0	.71
	Human rights beliefs	HRB	4	0	.75
Critical reflection	Critical reflection	CR	8	3	.80

→ See preprint of measurement paper [here](#).

Serve in Place Fund

Intended to reduce barriers for students addressing community-identified needs while following social distancing guidelines during the COVID-19 pandemic

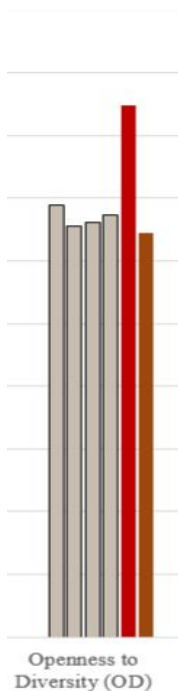
Goals are to

- support methods and solutions identified by community partners to address needs within social distancing and public health measures
- Promote best practices in community-engaged learning with remote instruction and work
- Support students taking action virtually and in home communities while following COVID-19 guidelines

Year	Matched Cases
2015	19
2016	16
2017	10
2018	57
2019	117
Pre-COVID 2020	14
Post-COVID 2020	95

Openness to Diversity

Pre-Test Means 2015-2020



■ Pre-Covid 2020 ■ Post-Covid 2020 ■ Weighted Average

Question: Could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

“I think I have a hard time when there is something I want to ask about may come off as ‘ignorant’ that I genuinely do not know or understand... I don’t want to bring up hard thoughts or feelings, but I’m also inquisitive and want to understand how experiences and words have affected cultures and society first hand.”

“I am a quarter Native American... but I do not look Native nor did I ever live on a reservation. Because of this, I find it hard to find a balance of supporting Native initiatives and being vocal on Native issues because many of them I have not experienced first hand.”

“I’ve grown up partly in Japan...when I have tried to bring up more progressive points of view, these have usually been quickly and unsympathetically dismissed. For fear of insult, I’ve learned to speak of social change only with certain Japanese people, usually from more artistic or educational backgrounds.”

“I sometimes feel uncomfortable discussing diversity... because I’ve seen friendships break while discussing these issues...”

Sub-Codes	Pre-	Post-
Self-awareness re: lack of knowledge or experience	13	8
Group membership/ in-group & out-group	16	8
Fear of offending	10	4
Disrespect towards self/hostility	12	9
Difference in/guilt about privilege	6	3
Projecting unconstructive discussion	14	9



**University
of Dayton**

**HVERFORD
COLLEGE**

Center for Peace &
Global Citizenship



BUFFETT CENTER
Northwestern University



ELON
UNIVERSITY

Cornell University
**Einhorn
Center**



CFHI
child family health
international

Multi-institutional

	2014 (Pilot)	2015	2016	2017	2018	2019	2020 Pre-COVID	Total
# of institutions/ organizations	11	12	11	7	9	12	8	33
# of programs	31	86	62	116	130	140		373
Pre-surveys	219	379	241	444	923	1,500	650	4,329
Post-surveys	150	287	200	231	376	591	257	2,092
Matched	102	177	107	153	242	447	171	1,399

Ferrarini, C. & Reynolds, N.P. (2020). How diverse students view the strengths they bring to community-based global learning experiences. *Diversity Abroad*.

Hartman, E., Reynolds, N.P., Ferrarini, C., Evans, S., Al-Ebrahim, B., Brown, J.M. (2020). Coloniality-Decoloniality and Critical Global Citizenship: Identity, Belonging, and Education Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XXXII (2), pp. 33-59. [Link here](#)

McCunney, D., Reynolds, N.P., Sabato, E., & Young, R. (2019). Promoting cultural humility in global health: Lessons from a multi-institutional community of practice. *Diversity & Democracy*. American Association of Colleges & Universities. [Link here](#)

Vandermaas-Peeler, M., Duncan-Bendix, J., & Biehl, M.S. (2018). "I have a better sense of how interconnected the world is": Student perceptions of learning and global engagement during study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XXX (2), 117-135.

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Hartman, E., Lough, B., Toms, C., & Reynolds, N.P. (2015). The beauty of global citizenship; The problem of measurement. In B. Oomen, E. Park, M. Sklad, J. Friedman (Eds.), *Going Global: The theory, practice, evaluation, and experience of education for global citizenship*. Amsterdam: Drukkerij Publishing. [Link here](#)



Center for Research on Global Engagement, Elon University

- › To foster **high quality scholarship** of global engagement on campus
- › To develop **national and international partnerships**
- › To establish and share researched **best practices in global education**

Elon University GES Participation: Faculty & Programs

Multiple disciplines (e.g., Child Development; Dance; Religious Studies; Public Health)

Domestic and international contexts (e.g., Denmark; Hawai'i; India; Alamance County in NC)

Multiple program types (e.g., winter term faculty-led; short-term practicum; semester; cohort-based over multiple semesters)

Collaborations within communities of practice

***Professional Development (Teacher-Scholar-Mentor)
Program Design***

GES 2020 post-COVID: Organizations/ institutions = 7 | Pre-surveys = 825 | Post-surveys = 409

→ Over the summer, we were already able to start data collection with Child Family Health International, Cornell University, Elon University, Quinnipiac University, Haverford College, University of Dayton, & College Unbound

1. Automated reporting

□ We've also built in automated reporting to enable quick turnaround on initial (descriptive) results – we are all changing programming quickly and need to ensure that we are learning about the results of that programming as quickly as possible.

2. Comparisons

□ This 2015 – 2020 data set can facilitate multi-institutional research and will provide us with the opportunity to compare GES data pre-COVID with our new GES data (in collection) to learn quickly as we all adapt to this current reality. The global learning goals are the same, but how we pursue them has necessarily changed drastically.

3. Additional program factors

□ We pivoted quickly to adapt the GES survey questions to incorporate new program factors that are of particular relevance in the current context (e.g. virtual internships, etc.).

GES 2020 Post-COVID: Program Factors report

Examples: **Participants are asked to complete the program factors items in their post-survey.

Description of global learning experience

In-person | course | internship | volunteer | undergraduate research | virtual meetings | combination

If you interned, volunteered or completed and undergrad research experience:

→ Did you have previous in-person experience with the organization?

→ Did you receive academic credit?

I interned, research or volunteered with an organization that is:

Close to my campus or hometown | in my country of residence | outside my country of residence

I interned, research or volunteered with an organization that offered (check all that apply):

Language classes or training | Tours or cultural sessions | Facilitated reflection sessions |

Project-based work

Invitation

advancing community-based learning and research for more just, inclusive, and sustainable communities.

Join the Community-based Global Learning Collaborative -
<https://compact.org/global-sl/> - as an Individual or Institutional Member -
<https://compact.org/global-sl/cbglcollaborativemembership/>

Not ready yet, but interested? Follow us on social media
<https://twitter.com/CBGLCollab>, <https://www.facebook.com/groups/CBGLCollab>, attend
open events, or sign the Collaborative Commitments (See member pledge:
<https://compact.org/global-sl/cbglcollaborativemembership/>).

The Community-based Global Learning Collaborative

<https://compact.org/global-sl/>

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