Internationalizing Teaching & Learning: A Faculty Development Program

Program Objectives
- Develop the academic self (Sanderson, 2008)
- Identify discipline-specific global learning outcomes
- Develop teaching strategies that create an open-minded, respectful, and safe learning environment, and that promote students’ integration of global knowledge
- Develop materials, activities, and assessments that incorporate global perspectives and increase students’ global knowledge, attitudes, and skills

Essential Elements of Internationalizing Teaching & Learning

SELF/PROFESSOR
(Internationalizing the academic self)

INTERNATIONALIZED CONTENT

TEACHING AND LEARNING STRATEGIES

Measures of Success
- Breadth of participating disciplines
- Humanities
- Education
- Engineering
- Social Science
- Business
- Public Policy
- Nursing
- Demonstrable connections across disciplines
- Development of course outcomes, strategies, and materials that promote global learning
- Self-reported personal professional development
- Participant dissemination of key learning
- Mentoring relationships provided mutual opportunities to develop expertise

Lessons Learned
- Model for program evaluation needs to be congruent with task and context
- Need for multi-faceted evaluation measures including participation and engagement
- Mismatch between program expectations and faculty capacity
- Consider an intensive program model
- Value of community building and professional networking

Next Steps
- Assess long-term impact:
  - Conduct ongoing course evaluations and observations
  - Continue to support on-campus networking and sharing of expertise
- Create a logic model based on data from pilot

Because a global mindset isn’t developed overnight.

Presenters
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