

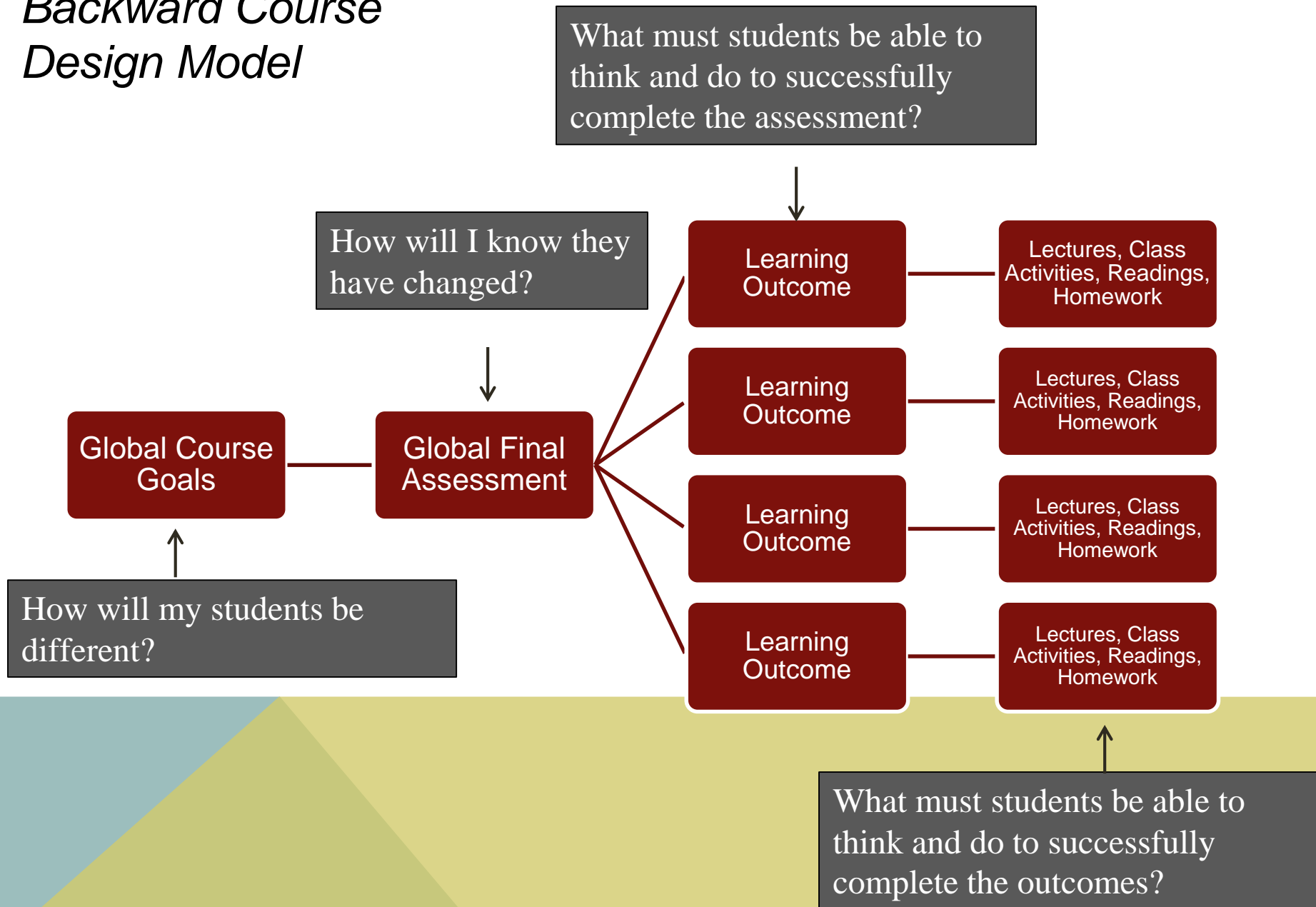
**WORKSHOP 2—ESTABLISHING**  
**OBJECTIVES: DEVELOPING GLOBAL**  
**LEARNING OUTCOMES IN AND OUT OF**  
**THE CLASSROOM**

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# BACKWARD COURSE DESIGN

- 1) Define global course goals (how do I want my students to change?). Global goals should enhance and complement already established course (disciplinary and professional) goals.
- 2) Develop an authentic assessment (how will I know that they have changed and reached my global course goals?). This should be a primary assessment, such as a research paper, a community action project, or a practicum, where students are asked to not just repeat but synthesize their learning and to look toward the future.
- 3) Define global learning outcomes (what will they have to do or know or feel to successfully complete the assessment?). These global learning outcomes must be **measurable** and can be cognitive, skill-based, and affective.
- 4) Classroom activities, lectures, readings, resources, and assignments (what will my students have to do, learn, and think about to achieve the global learning outcomes?). These should emphasize high-impact pedagogies that bring learning outside classrooms.

# Backward Course Design Model



# DISCUSSION: GLOBAL GOALS AND OUTCOMES?

**Global Learning Goals:** From your perspective, and ideally, what is the goal for global learning? What is it that you (or your discipline, profession, program) want from global learning? What type of student would you define as globally competent? Thing big and dream. What is your global learning goal or goals?

**Global Learning Outcomes:** Take a look at the very long list of international learning outcomes. From a disciplinary perspective, which ones are most relevant to your discipline, program, and/or profession? Which ones would begin to allow you to fulfill your goals?

