

**WORKSHOP 3—FROM POLICY TO
PRACTICE: BRINGING TEACHING AND
LEARNING STRATEGIES IN ALIGNMENT
WITH GLOBAL LEARNING OUTCOMES
("WHAT WE DO IN THE CLASSROOM").**

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GLOBAL LEARNING

Re-defining the role of the classroom: challenging the four walls

Utilizing multiple perspectives to fully analyze concepts, histories, events, materials, etc.

Encouraging action, collaboration, commitment

Encouraging students to ask new questions

Getting students to recognize connections

Reflecting on students' connections with world

Acquiring and applying knowledge



INTERNATIONALIZED COMMUNITIES OF LEARNING: GLOBAL LEARNING PEDAGOGY

Studying away

Creating encounters with difference

Dialogue, active learning, engagement

Self-reflection, looking back

Disorienting dilemmas

Global literacy-digging below surfaces

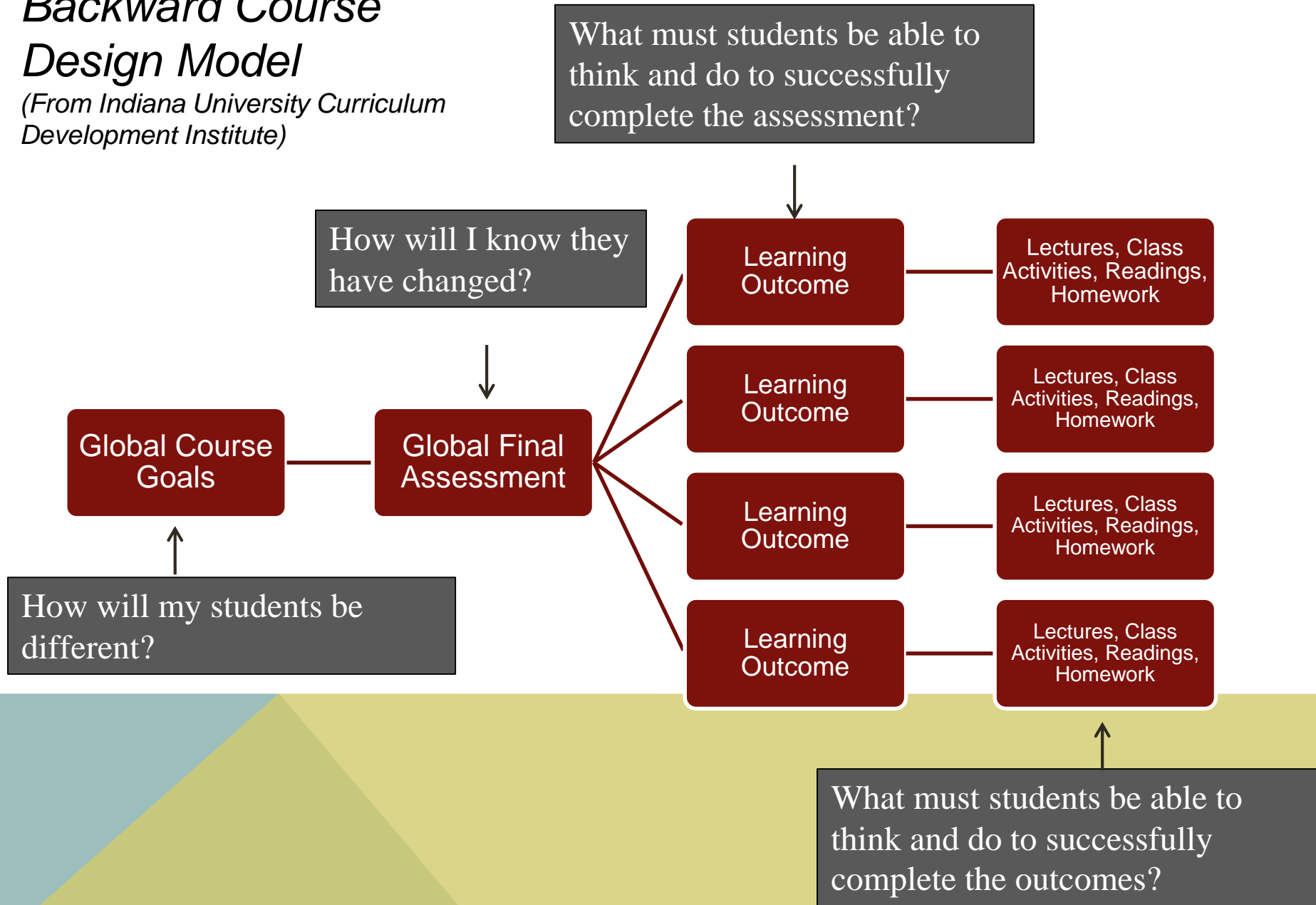
First day activities: making it intentional

Anchoring knowledge in the lives of students



Backward Course Design Model

(From Indiana University Curriculum Development Institute)



INTRODUCTION TO PARALEGAL STUDIES

Discuss the relationship between trial and appellate courts and how precedent, statutory construction, and policy arguments are used in deciding cases **and how this differs in civil law systems around the world.**

Explain jurisdiction and due process.

Describe purpose of a variety of legal pleadings and motions used in both civil and criminal cases.

Distinguish a crime and a non-criminal (civil) offense.

Explain what a paralegal's relationship is to attorneys, the courts, clients, and the public. **Identify issues and solutions to difficulties that may arise when providing services to foreign or otherwise diverse clients.**

Describe the types of tasks a paralegal performs and the work ethic required to perform such tasks.

Describe the Indiana rules of professional conduct apply to paralegals and how they apply to paralegals.

Demonstrate introductory legal research principles, including finding case law, statutes, and Shepardizing.

Demonstrate introductory legal writing principles, including case briefs and legal memoranda.

Discuss four sources of law, including case law, statutes, constitutions, and administrative rules and regulations.

Discuss the differences between the federal and state government, including the relationship between the three branches of government.



INTRODUCTION TO WORLD LITERATURE

Use critical thinking skills to gain insight into the cultural, historical, and literary contexts of major Western and non-Western works.

Understand major Western and non-Western literary forms of written and oral traditions, including fable, epic poetry, oratory, comic and tragic drama, and the essay.

Explain the diversity of cultures and the commonalities of human experience reflected in the literature of the world.


Examine oneself and one's culture through multiple frames of literary reference, including the perception of others from around the world.

Demonstrate an awareness of the tools of literary analysis, including knowledge of appropriate terminology and of literary criticism.

Use effective academic writing skills including ethical handling of primary and secondary sources.



INTRO TO AMERICAN GOVT. AND POLITICS

1. Identify how the separate, but power-sharing, institutions attempt to govern modern society.
 2. Explain how power is granted to the national government and the states but limited to protect civil liberties and civil rights.
 3. Measure how well the American political system operates to meet the major needs of society and to understand the delicate balance between governing by majority rule and protecting individual freedom.
 4. Evaluate American politics and government in a global and historical context by describing political systems and their various institutions, the different ways people are governed, and the way decisions are reached and implemented.
 5. Demonstrate and express an understanding of the complex international interconnections that give meaning to American politics and government.
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SAMPLE: HUMAN RIGHTS AND THE ARTS

Course Learning Outcomes

By the end of the semester, my students will be able to...

summarize human rights issues in numerous world areas

analyze a specific human rights issue as it is constituted locally and/or globally

differentiate complex interrelationships between local and global phenomenon

recognize and critically explain cultural differences

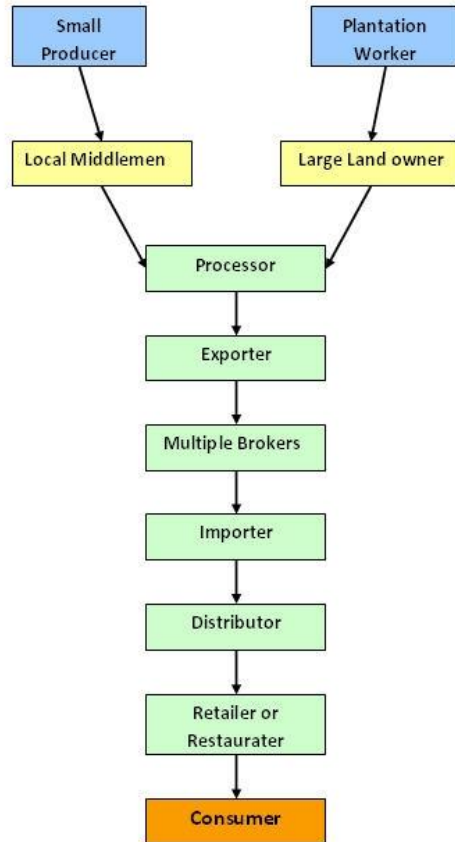
use art as a form of education and advocacy



PEDAGOGICAL EXAMPLE: COFFEE



GETTING BELOW COFFEE



COFFEE: STUDY AWAY



SOCIAL ACTION PROJECT: FAIR TRADE COFFEE

Thursday, April 21, 2-6 pm: Free Fair Trade Coffee and information on Fair Trade coffee, Outside the Ballantine Kiosk from 2pm-6pm

Friday, April 22, 3-5 pm: Showing of Black Gold (a moving documentary on the Ethiopian coffee farmers' struggle to get a fair price for their coffee) and free Fair Trade coffee for attendees. Radio and TV Building (BLTV) Room 251

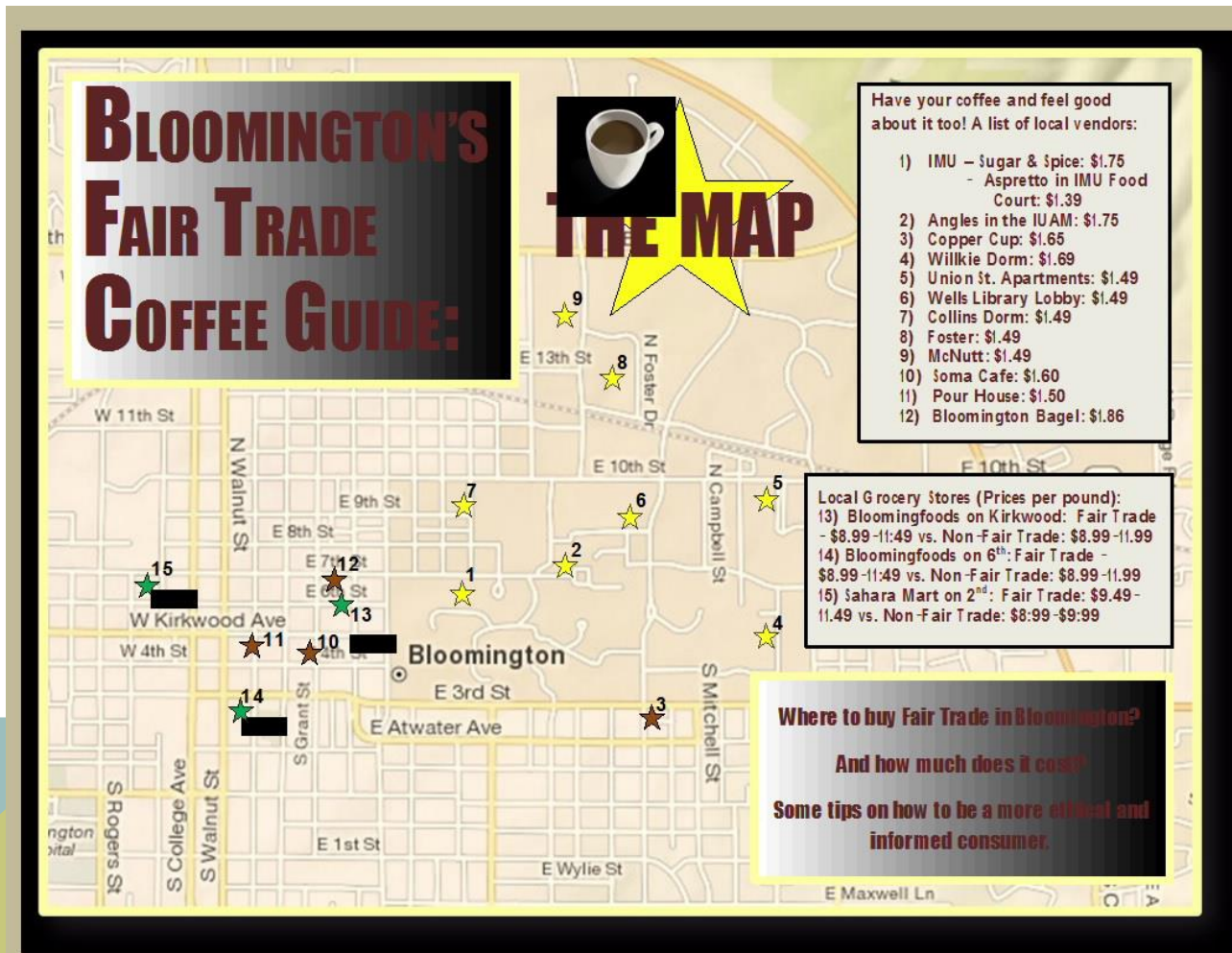
Thursday, April 28: Showing and discussion of "Coffee and Cigarettes"

**Friday, April 29, 9-11 am: Coffee Tasting in front of Ballantine Hall
(Taste Fair Trade, organic, and conventional coffee and get information)**

In addition to events, students got petitions signed, met with the Director of Residential Halls, did a radio ad, made postcards that were posted around Bloomington, met with Dean Cycon, and more....



TAKING ACTION, BEING RESPONSIBLE



FINAL ESSAY EXAM QUESTION: COFFEE

WHAT CAN COFFEE TEACH YOU ABOUT THE WORLD? WHAT SHOULD YOU KNOW ABOUT YOUR MORNING CUP OF COFFEE?



WHAT WOULD WORK BEST IN YOUR CLASSROOM?

What kinds of teaching techniques might best suit international learning objectives and the accompanying evidence and means of assessment?

What situational factors might impact achievement of global learning goals?

What activities might promote self-reflection and cross-cultural understanding?

What are my student demographics?

What learning styles do my students reflect?

What resources are available for classroom instruction?

How is my classroom set up?

How big is my class?

What time does my class meet?



