

## **International Learning Outcomes Inventory**

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### **A compilation of different international learning outcomes, from a wide variety of sources...**

#### **A. Intellectual Development**

##### **1) Academic and Disciplinary Outcomes**

- successfully completing the course or program overseas
- developing further the ability to communicate ideas
- engaging in scholarly activity that uses paradigms and models from cultures different from our own
- developing further the ability to solve problems
- assuming the ability to continually learn
- realizing a change in or confirmation of the direction of a chosen academic discipline
- completing the degree in progress and or pursuing a further education after the international experience
- displaying a marked intellectual and professional development
- achieving agreed markers of academic achievement in a broad general education
- achieving agreed markers of academic achievement in a specialized field of study or discipline, for example, learning the use of the scientific method
- demonstrating an understanding of the interconnectedness of political and economic systems
- demonstrating an awareness of world geography, economics, politics, religion, philosophy, history, literature, the arts, and other aspects of culture; generally displays a knowledge of the interconnections between global and local issues
- understanding how policy decisions made by one government affect other nations
- exhibiting an awareness of the interrelatedness of global societies
- understanding how prevailing world conditions, developments, and trends are associated with issues such as religion, conflict, economics, population growth, economic conditions, human rights, etc.
- demonstrating a knowledge of the relationship between local and global issues

##### **2) Career Choice and Preparedness**

- realizing a change in or confirmation of a chosen career
- displaying an ability to work as a team member
- displaying an ability to use technology
- accepting and responding positively to criticism and feedback
- adapting business English and business etiquette to the needs of international clients
- gaining a knowledge of international business practices
- gaining further respect for a code of ethics
- adapting plans, strategies and behaviours to meet challenging conditions with or outside of the unit (organization, school, program, group)

- gaining further skills in analytical and strategic thinking
- gaining an understanding of how an intended field of work or study is viewed and practiced in different cultural contexts
- gaining an understanding of the impact of diverse cultures, languages, economies, and other relevant factors on organizational performance
- gaining the ability to work effectively in diverse group settings
- developing an appreciation of international business etiquette
- viewing issues from both a Canadian (domestic) and global perspective
- developing intercultural competence
- developing resiliency and coping skills
- developing a comfort level in one's ability to participate in the global marketplace
- developing a comfort level sufficient to be able to work and live in a foreign culture and handle cultural differences
- pursuing further travel and/or work abroad after the international experience.

### **3) Business Practices**

- identifying and suggesting new ideas to get a job done
- learning to focus on quality
- applying an understanding of global business dynamics to work
- taking a global view in planning and action.
- functioning effectively in an international and highly competitive economic arena
- supervising, and be supervised by, individuals from diverse nations and cultures at home and overseas
- contributing to solutions to issues that transcend national boundaries,
- using sufficient intercultural skill to ensure widespread participation
- understanding different and international business practices
- understanding, speaking and writing - and being willing to further study - the languages in which business is conducted
- developing the ability to imagine, analyze, and creatively address the potential of other local economies and cultures
- developing a knowledge of commercial, technical, and cultural developments in other pertinent locales, and who the key players are
- developing an understanding of local customs and negotiating strategies
- developing the ability to work effectively in a foreign 'company culture'.

### **4) Linguistic Skills**

- appreciating the learning of new languages and their importance in academe, in the work place and in life in general, and being able to
- identifying ways to maintain or improve language skills over time
- acquiring basic to advanced skills to native-like fluency in an additional language or languages
- using a foreign language to communicate; that is, the participant is able speak, listen, read and write in a language other than his or her first language

- identifying and use information from other languages, demonstrated through using foreign language skills to enhance learning in other academic areas or as a window to cultural understanding
- adapting one's way of communication to the existing conventions in other cultures
- operating with linguistic effectiveness within formal and informal settings of another culture or multicultural context

## **B. Personal Development**

### **1) Attitudinal: Cross-cultural/Interpersonal**

- developing further international understanding and intercultural competence
- developing further Canadian (domestic) and global perspectives
- developing an awareness of one's own values and biases and how these influence interactions and relationships with others
- developing a tolerance towards differences as a means of
- understanding, appreciating and demonstrating knowledge of other cultures as well as one's own culture
- developing an understanding of one's own culture in a global and comparative context
- recognizing that the home culture is one of many diverse cultures and that alternate perceptions and behaviours may be based in cultural differences.
- recognizing and respecting people's diversity and individual differences
- developing an understanding of the role of culture in identity formation, social relationships, and the construction of knowledge systems
- demonstrating respect for diversity
- understanding the ways that culture shapes an individual's world view
- learning to develop multiple perspectives, such as developing the ability to perceive any event from more than one cultural viewpoint
- demonstrating an understanding of the common human experience and knowledge of intercultural issues and viewpoints
- learning to accepts cultural differences and tolerates cultural ambiguity
- developing a willingness to learn from others who are culturally different
- developing a willingness to engage in diverse cultural situations
- demonstrating movement from being sympathetic to being empathetic toward people from other cultures
- demonstrating resistance to cultural stereotyping.
- displaying curiosity about global issues and cultural differences
- learning to think globally
- learning to appreciate the language, art, religion, philosophy, and material culture of different cultures
- developing the ability to adapt in the context of another culture
- contributing to world peace and stability
- developing a better understanding of the world and of the interconnection between global and local events

- developing the ability to creatively imagine another's perspective, and if needed to "switch codes" into this perspective and to know where one's own values interrupt such code switching.

2) **Attitudinal: Intrapersonal**

- demonstrating coping and resiliency skills
- adapting resourcefully to different cultures
- developing a tolerance for ambiguity
- learning to adapt effectively to varying levels of pressure, challenge, change, adversity and stress
- learning to cope with ambiguity
- developing further sensitivity and tact
- developing a psychological preparedness for new situations
- developing increased and diverse problem-solving techniques
- developing increased self-confidence
- developing increased independence and autonomy
- developing increased self-awareness
- developing a willingness to assume a position of leadership
- learning to demonstrate a positive attitude towards change
- learning to be flexible and open to change
- learning to seek personal growth
- being aware of how one is viewed by others.

3) **Behavioural**

- displaying the ability to operate and communicate in and across cultures
- displaying the ability to work and function abroad and in different cultures in an appropriate manner
- displaying the ability to communicate, interact and make decisions in ways that demonstrate sensitivity to culture, language, political realities and practices
- displaying the ability to adapt quickly and show flexibility
- displaying the ability to deal effectively with multiple demands and competing priorities
- displaying the ability to be interdependent and show awareness and understanding of larger groups and systems
- displaying the ability to live responsibly with others
- displaying behaviour that lacks ethnocentrism. that shows movement beyond ethnocentrism to a position approaching empathy
- displaying the ability to see others as they see themselves, given their conditions and values
- willingly engaging with people from other cultures
- displaying coping and resiliency skills in unfamiliar and challenging situations
- displaying the ability to withhold judgement
- displaying an understanding of how a different setting can affect one's style of interaction

4) **Social**

- acting with an understanding of the knowledge and traditions of other cultures
- attempting to minimize the impact of one's own cultural and gender biases and practices on others
- seeking to understand the circumstances and need of those one encounters from their perspective (e.g., cultural, political, economic and social);
- displaying a willingness and ability to communicate
- interacting at home and within their local communities with a Canadian (domestic) citizenry that is of increasing racial and religious diversity
- displaying the ability to work effectively in group settings
- using appropriate use registers of English for different situations
- displaying skills appropriate for relating to others in various cultures and situations, such as academic settings, social venues, and professional environments
- displaying the ability to mediate cross-cultural interactions and is able to facilitate intercultural relations for and between others
- displaying the ability to make contacts with foreigners and sustain these contacts
- demonstrating an ongoing willingness to seek out international or intercultural opportunities
- displaying an ability and willingness to develop and sustain an international network
- displaying an ability to cope in a knowledge-deprived foreign context with a 'domestic' frame of mind and knowledge