High-Impact Practice (HIP): Global Learning

Definition of Global Learning

"A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability." (The AAC&U VALUE rubric)

Characteristics of a HIP Global Learning Experience

1. Performance expectations set at appropriately high levels
    - Students complete rigorous academic work abroad, such as comparative research, field studies, or presentations.
    - Assignments are evaluated by host faculty or local experts, often requiring adaptation to new academic standards and cultural norms.
2. Significant Investment of time and effort over an extended period
    - Programs span a full semester or summer, with pre-departure preparation and post-return reflection.
    - Students engage deeply with coursework, cultural immersion, and community-based learning throughout the experience.
3. Interactions with faculty and peers about substantive matters
    - Students collaborate with international peers and faculty on projects, discussions, and cultural excursions.
    - Faculty-led seminars and group reflections foster meaningful dialogue about global issues and personal growth.
4. Experiences with diversity
    - Students live and learn in environments that challenge their assumptions and expose them to new worldviews.
    - Homestays, service-learning, and field placements immerse students in diverse cultural, linguistic, and socioeconomic contexts.
5. Frequent, timely, and constructive feedback
    - Host instructors, program leaders, and peers provide ongoing feedback on academic work and cultural adaptation.
    - Journals, blogs, and reflection papers are reviewed regularly to guide growth and deepen learning.

6. Periodic, structured opportunities to reflect and integrate learning
    - Students participate in guided reflection sessions, write integrative essays, or present capstone projects.
    - Reflection connects global experiences to academic goals, career aspirations, and personal development.
7. Opportunities to discover relevance of learning through real-world applications
    - Students apply classroom knowledge in real-world settings—through internships, fieldwork, or community engagement abroad.
    - They see firsthand how global issues intersect with their academic discipline and future career paths.
8. Public demonstration of competence
    - Students present their study abroad experiences through exhibitions, presentations, or digital portfolios.
    - These artifacts showcase intercultural competence, academic growth, and global awareness to faculty, peers, and future employers.

Documented Impacts of Global Learning

- Improved Academic Performance
  Students who study abroad often show higher GPAs and graduation rates compared to peers who do not participate.
  Rates Research shows that study participants, especially from underserved populations, complete degrees at higher rates.
- Enhanced Language Proficiency
  Immersion in a foreign language environment significantly improves practical language skills, making students more competitive in global contexts.
- Development of Intercultural Competence and Global Perspectives
  Study abroad fosters intercultural awareness, adaptability, and empathy, helping students engage effectively with diverse populations.
  Students gain broader worldviews, connecting classroom knowledge to real-world global issues.
- Career Readiness and Employability
  Employers value skills gained abroad—such as problem-solving, adaptability, and global perspective—which enhance job market competitiveness.
- Personal Growth and Confidence
  Living abroad challenges students to navigate unfamiliar environments, fostering independence, resilience, and self-efficacy.

- Integration of Learning Across Disciplines
  Study abroad experiences encourage students to connect academic knowledge with cultural, social, and professional contexts.

Checklist to Global Learning HIP

- ❑ Familiarize yourself with the goals of Global Education at KSU
- ❑ Identify and reach out to appropriate Global Education contacts for guidance and questions (e.g., program advisors, risk management, partnership coordinators).
- ❑ Decide if your global learning initiative is:
  - A *curriculum-integrated global course or learning experience*,
  - A *faculty-led education abroad program*,
  - A *global learning opportunity on campus or in the community*,
  - Part of a *Year-of/Global theme program* or partnership
- ❑ Create a program proposal and recruitment plan.

Resources

- Global Education
- Education Abroad
- NAFSA – *Independent Research Measuring the Impact of Study Abroad*
- Stebleton, Soria & Cherney (2012) – *The High Impact of Education Abroad: College Students' Engagement in International Experiences and the Development of Intercultural Competencies*
- Li, Jing (2016) – *The Impact of Study Abroad on Student Academic Achievement, Global Perspectives and Labor Market Outcomes*
- University of Washington (2024) – *Study Abroad as a High-Impact Practice for Underserved Students*
- NAFSA curated research list – *Independent Research Measuring the Impact of Study Abroad*