

Pedagogical Considerations for Designing Virtual Global Engagement Experiences

Questions for Further Reflection

- How might you describe the global learning aspect of your course in terms of knowledge, skills, dispositions?
- How is global learning/intercultural competence integrated into your course? Learning objective/activities/assessments?
- How might you create significant learning opportunities by integrating the human dimension, caring, and learning how to learn?
- What intercultural skills and knowledge are needed in this major?
- How does globalization affect this major, and what global learning should be required of graduates of this major?
- How will you assess if the students learning in the intercultural dimension has developed? (ex: reflection assessments, case studies, validated tools, etc.)

Resources

Reflection

Ash, S. L., & Clayton, P. H. (2009). [Generating, deepening, and documenting learning: The power of critical reflection in applied learning](#). *Journal of Applied Learning in Higher Education*, 1(1), 25-48.

Davis, Elizabeth A. (2000) Scaffolding students' knowledge integration: prompts for reflection in KIE, *International Journal of Science Education*, 22:8, 819-837, DOI: [10.1080/095006900412293](#)

Intercultural Competence

Deardorff, D.K. (2011), Assessing intercultural competence. *New Directions for Institutional Research*, 2011: 65-79. <https://doi-org.ezaccess.libraries.psu.edu/10.1002/ir.381>

Course Design

Fink, D. (2003). *A Self-Directed Guide to Designing Courses for Significant Learning*: <https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Wiggins, G.P., & McTighe, J. (2005). [Understanding by Design](#). *Expanded 2nd ed.* Alexandria, VA: Association for Supervision and Curriculum Development, 2005