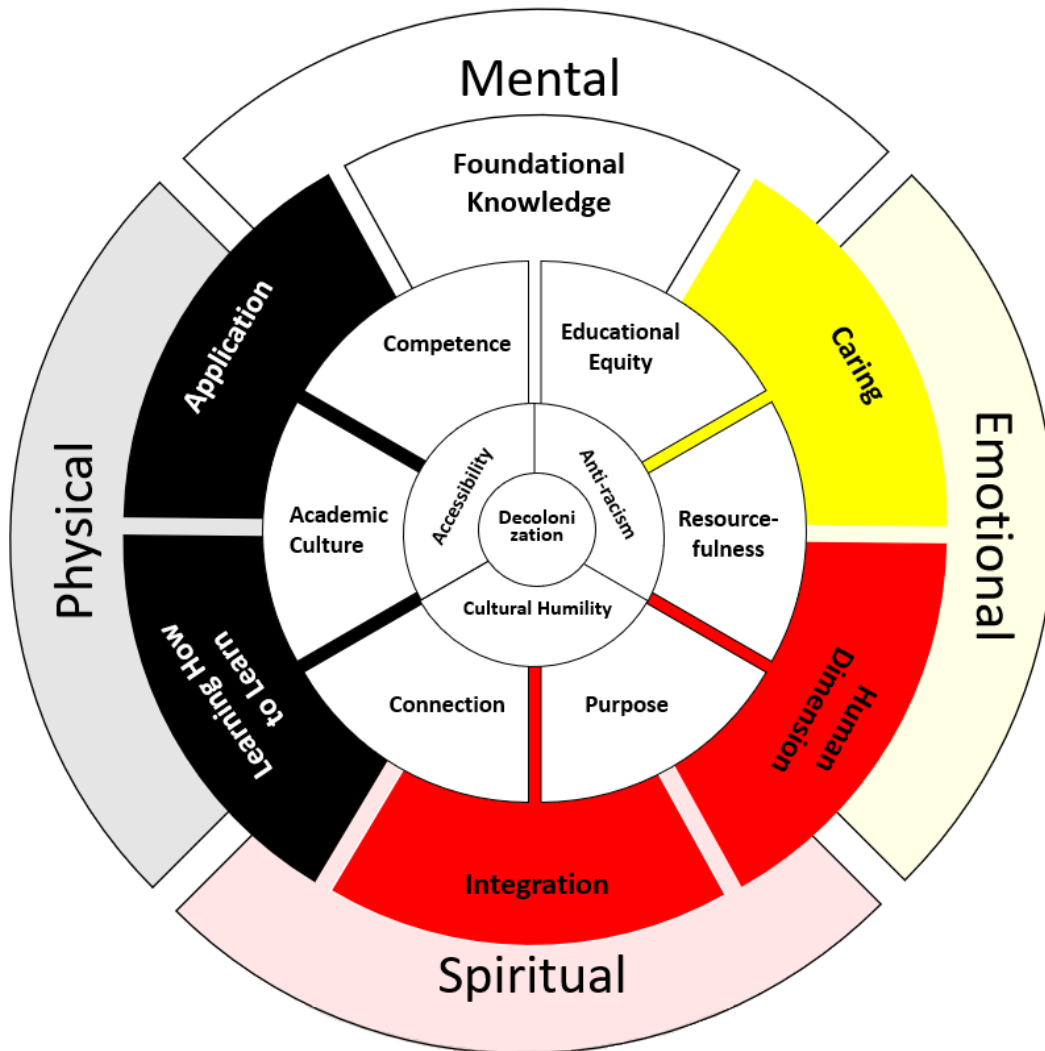


Holistic Framework for Globally Engaged Curriculum



(Adapted from Dee Fink, 2013; Lizzio, 2006)

The holistic framework for globally engaged curriculum, developed by Yunyi Chen, (in consultation with Lindsay Brant, Educational Developer-Indigenous Curriculum and Ways of Knowing, CTL and Aaron St. Pierre, Associate Director, OII) Educational Developer-Program and Curriculum Globalization Centre for Teaching & Learning, Queen’s University, is shared under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC).

Please note: The Medicine Wheel originates from Anishinaabe culture and tradition. This Indigenous knowledge is used with respect and appreciation in this framework for educational purposes. It remains the cultural property of the Indigenous Peoples with whom it originates.

Holistic Framework for Globally Engaged Learning Outcomes

1. Core Values (heart)
2. Student Success Framework (overall course goals)
3. Adapted Taxonomy of Significant Learning (specific learning outcomes)
4. Four Directions Teachings (foundation)

Student Success Framework

Connection

1. student to student
2. student to instructor/s
3. student to (local & global) communities

Resourcefulness

1. system navigation
2. environment orientation
3. discipline engagement

Purpose

1. personal growth/development
2. social responsibility
3. career direction

Competence

1. academic skills
2. intercultural interactions
3. community participation and contribution

Academic Culture

1. task and role clarity
2. academic integrity
3. independence in learning

Educational Equity

1. mutual respect, trust, and care
2. value diversity
3. appreciate diverse ways of learning

Adapted Taxonomy of Significant Learning

FOUNDATIONAL KNOWLEDGE

1 Suggested Verbs:

associate, compare, contrast, describe, define, discuss, explain, express, identify, illustrate, indicate, list, match, name, outline, paraphrase, recite, recognize, recall, state

2 Guiding Questions:

1. What content (e.g., formulae, concepts, principles, etc.) is important for students to understand and remember?
2. What ideas and/or knowledge should students construct?
3. What different knowledges and ways of knowing should students be engaged in?
4. What are the opportunities in this course for students to challenge:
 - what constitutes knowledge?
 - which knowledges and approaches are privileged?

3 Example LOs:

By the end of this course, students will be able to:

- describe the three primary objectives of the UN and their associated institutional bodies.
- develop a critical understanding of two major tensions associated with the socio-political and economic structures of the UN: statism versus globalism and power versus representation.
- explain key theoretical approaches and concepts in the field of Black Environmentalism and Ecologies.
- describe the components of the four blocks of information systems (digital technologies, processes, data, and people).

CARING

1 Suggested Verbs:

assess, change, choose, compare, critique, develop, discover, explore, evaluate, identify, interpret, justify, modify, recognize, reflect, renew, revise

2 Guiding Questions:

1. What new values, interests, and perspectives would you hope students to gain in this course?
2. What changes would you like to see in students':
 - attitudes?
 - beliefs?
 - worldviews?
3. How would you help students:
 - develop reciprocal respect, trust, and compassion?
 - value diversity (i.e., in individuals and their cultures)?

3 Example LOs:

By the end of this course, students will be able to:

- reflect and compare their personal beliefs and values in ethical responsibilities as mining engineers before and after learning principles of project planning.
- reflect upon changes in their understanding of global politics and your responsibility for a sustainable world as a result of learning and simulated experiences.
- reflect on how the histories and lived experiences of black communities in the global south have been shaped by the processes of racism, colonialism, and uneven global development.
- compare how culture informs one's values and beliefs on issues of environmental injustice and anti-black racism prior to and after this course.

HUMAN DIMENSION

1 Suggested Verbs:

assess, identify, share, collaborate, compare, discover, examine, explain, explore, evaluate, initiate, interact, lead, model, negotiate, reflect

2 Guiding Questions:

1. What should students learn about themselves in terms of:
 - positionality in learning?
 - personal bias and privilege?
 - social responsibility & ethics in the subject field and associated profession?

2. What should students learn about others (i.e., instructor/s, peers, the university, local & global communities)?
3. What should students learn about effectively collaborating with others?
4. What are the opportunities in this course for students to:
 - establish belief in self?
 - grow positive mindset?
 - develop self-management skills (i.e., work-life balance)?
 - appreciate their own identity, culture, and experiences?

3 Example LOs:

By the end of this course, students will be able to:

- reflect on their own attitudes and practices around death and dying and compare them with attitudes and practices of a peer from a different cultural/ethnic background.
- reflect upon their own positionality in relationship to various competing responses to the core tensions at the UN.
- identify their own relationships to power, and privilege within their personal and professional interactions to commit to equity-related principles, e.g., anti-black racism.
- reflect on how learning digital tools and diverse business processes throughout the course has helped one develop confidence for future careers.

INTEGRATION

1 Suggested Verbs:

attach, associate, blend, collect, combine, compare, connect, contrast, coordinate, describe, differentiate, establish, explain, integrate, intermix, link, paraphrase, relate, select, summarize

2 Guiding Questions:

1. What connections should students make between ideas and knowledge:
 - within the course?
 - in this course and those in other courses in/out of the discipline?
 - in the course and the student's personal, social, professional, and other realms of life?
2. What are the opportunities to empower students through co-creating:
 - content and assessment?
 - inclusive and welcoming classroom climate?

3. How to utilize the diversity (i.e., cultural, linguistic, educational) students bring into the class as sources/resources for learning?

3 Example LOs:

By the end of this course, students will be able to:

- connect personal learning and experience with that of their peers through collaborative group work and peer assessment.
- describe the relationship between race, colonialism, capitalism, and how it leads to the inequitable distributions of environmental harms and/or externalities on communities of colour.
- explain how these four components (digital technologies, processes, data, and people) are integrated into the digital strategy in organizations.
- compare different business processes and technological capabilities by exploring digital strategies in both local and global organizations.

LEARNING HOW TO LEARN

1 Suggested Verbs:

create a learning plan, develop a timeline, develop skills in, document, formulate, identify needs, identify resources, inquire, frame questions, plan, practise, research, self-assess, set a goal, schedule

2 Guiding Questions:

1. What essential skills/competence do students need to develop and practise in this course (and subject field) as future professionals in the discipline?
2. What should students learn about how to:
 - successfully navigate this course (i.e., understanding assignment requirements, including regulations of academic integrity)?
 - effectively engage in (learning) the subject (i.e., inquiry-based learning)?
 - become a self-directed learner (i.e., developing a learning agenda)?
3. How to effectively involve students in:
 - research-focused and practice-oriented learning (i.e., learning through inquiry)?
 - diverse teaching and learning approaches (i.e., understanding the value of active learning)?
4. What are the opportunities for student to unlearn what they consider normative and/or universal both in the subject/discipline and in process of learning?

3 Example LOs:

By the end of this course, students will be able to:

- document personal learning experienced through the course to enhance depth and breadth of understanding of concepts in human health and infectious disease.
- develop skills in critical thinking, research and communication, public speaking, and collaboration in relation to global governance and policy negotiation.
- practise effective time management techniques to improve concentration and productivity.
- develop skills in time management and self-assessment to enhance learning experience.

APPLICATION

1 Suggested Verbs:

apply, analyze, assess, calculate, complete, construct, create, communicate, demonstrate, design, develop, employ, estimate, generate, implement, interpret, manage, produce, resolve, solve

2 Guiding Questions:

1. What kinds of thinking are important for students to demonstrate?
 - critical thinking: analyze and evaluate
 - creative thinking: imagine and create
 - practical thinking: make decisions and solve problems
2. What other important skills/competencies do students need to demonstrate in this course and subject field?
3. What projects do students need to manage as future professionals in the discipline?
4. What real-world problems or urgent global issues (i.e., [17 SDGs](#)) can students solve using the knowledge, perspectives and skills gained in this course?

3 Example LOs:

By the end of this course, students will be able to:

- demonstrate critical thinking, research, and public speaking skills through a simulated negotiation of a current global issue.

- communicate a key concept from the course (i.e., environmental racism) in plain language format to a non-academic audience.
- analyze how technology influences a specific organization's digital strategy to produce business value.
- evaluate business processes and data in organizations using industry recognized tools such as BPMN, Excel, and ERP.

References

Chen, Y. & Brant, L. (2022 February). *Framing Pedagogy of Peace in the Context of Student Success* [workshop]. Centre for Teaching and Learning, Queen's University

Chen, Y., & Fontaine, L. (2019 November) *wiingashk (sweet grass): Braiding into Inclusive Education*. [workshop]. Centre for the Advancement of Teaching & Learning, University of Manitoba

Fink, L. Dee. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.

Lizzio, A. (2006). Designing an orientation and transition strategy for commencing students: Applying the five senses model. Retrieved from https://sc.edu/nrc/presentation/annual/2014/FD-128%20Going%20Global%20International%20Perspectives%20-Handout%20Facilitated%20Discussion%20Sessions_Stu%20Success.pdf