Integrating Global Learning
SoTL as a part of the career path: Affordances and challenges with academic culture at Elon

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**The problem**

Global learning fits into a larger context of students’ educational experiences (CIEE, 2006), but less is known about how global experiences affect and are affected by the students and educators who participate and by the curricula and other institutional factors related to these experiences. Brewer (2009) suggests integrating global experiences at all levels across the university is vital. In turn, scholarship that conceptualizes study abroad and off-campus domestic study as global learning practices integrated into the rest of a university education can lead to higher-impact study abroad and off-campus domestic study.

**The participants**

* Faculty, staff, administrators
* Multiple disciplines - English, world languages, business, psychology, biology, human services, history, student affairs and more
* 20 institutions
* 2 countries

**Findings across 5 studies**

1) Global learning is a lifelong developmental process that transcends location and bounded experiences.

2) A consistent, campus-wide definition of global learning facilitates cohesive institutional practice.

3) The process of global learning requires intentional, explicit, integrative, and increasingly complex practice.

4) Quality, intentionally constructed global learning can lead to change regardless of setting.

5) Effective educators should take into account how learners’ prior global experiences impact learning in subsequent opportunities.

6) Educators are, themselves, global learners and also benefit from intentional facilitation and support at all phases of their teaching and learning.

**The good**

* Learning a new area
* Working with experts in the field
* Studying SoTL with staff
* Gaining cross-cultural experience with other disciplines
* Enjoying institutional support

**The bad/ugly**

* Navigating how to mentor peers in an area you are still learning
* Working at a distance with off-campus co-leaders
* Shifting time away from disciplinary research

**Integration**

* Applying findings to your own classes
* Finding new directions in research (methodology, collaboration)