Internationalization for All Learners:
Global Learning at Home as a Strategic Process

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Abstract

Internationalizing the curriculum is a 21st Century educational phenomenon, and it can be defined from various perspectives: international, national, institutional, departmental, and individual, from the points of view of faculty members. Whichever perspective one takes, it is a response to globalization, which is the combined impact of all kinds of political, economic, educational, health, environmental, and social interactions of the world's citizens. Today's institutions of higher education are at the forefront of internationalization, finding it their responsibility to equip all graduates with global knowledge, skills, right attitudes for living their personal and professional lives. As a result of the COVID-19 pandemic, higher education institutions are evaluating their approach to internationalization. With the expansion in virtual modes of learning and others, institutions are reflecting on their responsibility to engage all students in global learning. An idea that is gaining presence is that students should graduate with global knowledge, skills, and the expected attitudes to effectively live their personal and professional lives. International education specialists point to faculty as being at the center of all students' global learning and argue that more attention should be focused on how faculty members can incorporate international and intercultural learning into their existing curricula. Faculty frequently turn to published works by other faculty to guide them when developing and adapting curricula, but research reveals a dearth of faculty publications on actual course-internationalization processes and implementation which this piece hopes to begin to address. Bridging an existing gap, this article describes a tried process that guides faculty members at Georgia's Albany State University in achieving global learning outcomes for all students in various disciplines. This strategic process has guided faculty

internationalization of courses in face-to-face, hybrid, and online learning environments and can be replicated in other learning institutions.

Keywords: internationalization, global learning, faculty roles, curriculum change, learning environment, strategic process, assessment

Literature Review

Current influential scholars (de Wit, H., & Jones, E., 2022; Beelen J. & Jones, E., 2015; Bista, K. & Pinder, A., 2022; Landorf, H., Doscher, S. & Hardrick, J., 2018) and others argue, at the front end of the instructional process, for a broader conceptualization of internationalization and related definitions. The international education literature shows changes in higher education from an emphasis on the general encouragement of students to travel abroad for some segment of their learning to bringing the world to their courses in the form of internationalizing the curriculum/courses at home.

The literature shows that internationalization as an instructional ideal has evolved over the past forty-five years. One can chart this evolution through the changes in the definition of internationalization, from being a series of courses on foreign topics (Harari, 1972; Klasik, 1992) to a process (Knight, 2003); to defining internationalization as an intentional process (de Wit, et al, 2015); to Internationalizing the Curriculum (IoC)as a method to expand internationalization's impact within higher education institutions and among learners (Leask, 2009); to using virtual education to cope with a pandemic beginning in 2019, and thus, pave the way for the teaching of an internationalized curriculum for all learners; a process known as internationalization at home (IaH) (Beelen and Jones, 2015), and at this point, beginning to emphasize ways to plan and expand intercultural learning, whether it be face-to-face or virtual (Ogden and Hulse, 2021; de Wit and Jones, 2022) for the purpose of achieving global learning outcomes. This last step in the evolution of internationalization, still in process, provides a sense of where internationalization is headed.

Beelen (2019) provides an analysis of obstacles and enablers for faculty to engage in internationalizing the curriculum. Beelen's publication provides insight and guidance into planning the second, more

pragmatic component in the instructional process, the implementation stage of instruction. The implementation stage of internationalization is a process that focuses on the application of assorted designs, methods, and programs for internationalizing the institution and the curriculum (Creatly, 2020). Although one pragmatic design is the Internationalization Laboratory (ACE, 2022), created by the American Council on Education (ACE), an organization whose mission statement includes a promise to "provide assistance to leadership teams as they engage in a comprehensive review of internationalization efforts on campus" (ACE, 2022). Other institutions have published their engagement in implementation. For example, Institutional programs at the University of Minnesota (2020), and Indiana University-Purdue University at Indianapolis (IUPUI, 2020), exemplify institutional in-person workshops and activities in addition to web-based content for self-instruction, resources for academic disciplines, and conceptual underpinnings, as exemplified by Sanderson (2008) and Leask (2009), which included the intercultural aspect of curriculum internationalization. These examples highlight three choices exemplified by Bond (2003).

The three choices are (1) *add-on*, a way of tweaking course assignments, readings, and guest lectures that do not add a burden to the faculty or student workload nor change the course content or pedagogy; (2) *curricular infusion*, a more significant change, in that it requires changing elements of the course design, such as specifying new course goals, learner behaviors and attitudes, and new materials to achieve a diversity of recitation and discussion; and (3) *transformation*, in which the focus goes beyond the content of the course to the utilization of that content, to provide the learner with a new perspective on the self and other cultures, world views, and environments (social, political, educational).

The third component of the instructional process is the backend. This part of the process encompasses evaluating, assessing, and disseminating the results of implementation. Recent literature shows that relatively little attention is given to this component (Smithee, 2022; Osakwe, 2017a). The ideal form of dissemination of assessment and evaluation will share results, setbacks, and successes in the hopes of convincing other institutions, faculty, and administrators of the value of introducing methods and content that enhance academic disciplines, and

by extension, provide the institution with learners who have gained international and global competencies (Smithee, 2022).

Faculty of all universities, HBCUs and non-HBCUs alike, remain a key component of convincing other faculty to engage in this process, Faculty publication of their experiences with IoC and with IaH is informative and critical to the advancement of curricular change in the institution and the academic disciplines. The literature cited below exemplifies faculty descriptions of their (1) approach to IoC, (2) reflections on the process, and (3) student learner perspectives. These publications take the form of websites (the University of Minnesota and IUPUI have the most detailed sites), books, such as Williams and Lee (2015), and Green and Whitsed (2015), and journal publications, exemplified by Niehaus and Williams (2016), Osakwe (2017a), and Hartzell (2019). More recently, a research series of books and journal articles largely focusing on frontend and implementation stage issues has been published by the Star Research Network from 2020 through 2022. For HBCUs, Osakwe's (2017b) piece published in the journal *International Research and Review* is believed to be the first HBCU faculty-driven resource citing faculty articles specifically laying out the instructional process for their IoC, in addition to their reflections on that process. An understanding of faculty engagement in IoC is found in the publication of the Star Scholars Network's recent volume: *Reimagining Internationalization and International Initiatives at Historically Black Colleges and Universities* (Bista, K, & Pinder, A., 2022).

An emerging theme within the internationalization of the curriculum (IoC) has become identifying and clarifying the intercultural aspects of the discipline or course (Ogden and Hulse, 2021; de Wit and Jones, 2022), and ensuring that all learners (those traveling abroad or not) have access to learning environments termed internationalization at home (IaH), in which international and intercultural issues are an integral part of the course and curriculum (Beelen, 2019; Beelen and Jones, 2015; Leask, 2009).

Another element in the backend of the internationalization process is the assessment and evaluation of the global learning outcomes. The research of Jones and Killick (2013), and Ogden (2010) point to the importance of such assessments. Their guidance led to recent surveys of

employers (Buffett, 2022; Gray, 2021) to reveal that while graduates may have the technical skills needed in given job positions, they often lack soft skills for effectively working with others. Some of these skills include teamwork, collaboration, negotiation and mediation, interpersonal skills, flexibility, and good communication (Beelen, 2019). Twenty-first century graduates should also be able to judge the impact of global issues on their personal and professional lives, as well as interact in a multicultural environment (Childress, 2006). These attributes are the benefits of global learning.

Research and activities highlighted thus far have paved the way for institutional action. This article shows the strategic process resulting in faculty publication as evidence of the achievement of an HBCU in internationalizing its campus.

Strategic Process for Course Internationalization
at the Home Campus, Including an Online Learning Environment

Internationalization of a course refers to all that faculty members do to simultaneously develop students' global (international and intercultural) skills, knowledge, and attitudes of the mind while they are learning the major or minor course contents. This process involves faculty members' personal development and reviewing of courses to creatively include international and/or intercultural perspectives into courses. In some cases, there might not be any need for an additional component; it might just be a faculty re-examining existing course descriptions and intentionally refocusing to give more attention to some neglected global aspects. Essentially, what is required is open-mindedness, flexibility, and creativity in adopting an appropriate methodology.

Internationalization of the Academic self

The first intentional step in the process is for faculty to internationalize their personal and professional selves, and this has been described as the "Internationalization of the academic self" (Sanderson, 2008). This process requires reflecting on and assessing one's cultural and global perspectives, taking stock of one's beliefs, seeking out opportunities that exist in the course for learning about people and places of the world, and engaging in both professional and personal development

to bridge any existing gap one might have in knowledge, skills, and attitudes for effective engagement of students in global learning. Internationalization of the academic self also involves re-assessing the way one thinks and understanding one's own values, customs, and behavior, in order to be ready to guide students through the transformative activities that will lead to global learning (Agnew & Kahn, 2014). This self-reflection stage is critical because faculty members must see the value of global learning for both themselves and their students before any formal plan can succeed at internationalizing their courses.

Activities and Engagements for Internationalizing the Academic-Self
Faculty Engagement

What activities can faculty members create and implement? Faculty members can engage in a number of activities and programs to expand their international and intercultural (global) competencies, which is the goal of the internationalization of the academic self. The following are suggestions:

1) Show interest in people from different towns, states, and countries on one's campus. For example, find time to interact with people one has not met before, especially international faculty members or students, to learn who they are, their culture, and different aspects of where they come from: their towns, states, and countries.

2) Explore local stores owned by international people, dining out in unique and international restaurants in the local environment. These are great places to meet and engage with people from other cultures who might end up as great resource persons in the classroom.

3) Engage in virtual and live tours of countries, museums, and historic sites. Rick Steve's free recorded videos of travels and tours of various countries in Europe are a good example. Richard John Steves, Jr., Rick Steve for short, is an acclaimed American travel writer who is an authority on European Travel and Tours for decades and has video documentaries of tours and travels to many countries in Europe. His website https://www.ricksteves.com/ also has an App called Rick Steve's audio, which could be listened to in one's leisure time.

4) Go on international cruises: https://www.travelandleisure.com/cruises
5) Engage in the U.S. Department of Education Fulbright Scholar Programs, which are fully funded and now have both long and short-term programs of all variations: research, teaching, cultural tours, etc. https://fulbrightscholars.org/
6) Engage in a Road Scholar tour to any country, www.roadscholar.org
7) Design and/or engage in virtual programs and then invite students to participate in similar programs.
8) Watch and listen to global documentaries and TED Talks.
9) Research and read beyond a specific field of specialization, and learn about target continents, countries, and cultures to expand perspectives. Irrespective of subject specialization, faculty members should be aware of the existence and functions of global organizations such as the United Nations (UN) and its affiliate agencies (UNESCO, UNICEF, UNDP, ILO, etc.), which were formed after the World Wars. It is important to be aware of global issues that impact the world, such as Global Health, Climate Change, and Human Rights, as well as the 17 Sustainable Development Goals, which provide a blueprint for global progress (sdgs.un.org). Knowledge of the world and its issues impacts the quality of course internationalization the faculty can offer. The faculty can then use creative and innovative approaches to utilize information and data from these sources to expand their own knowledge and skills and those of their students as well.
10) Attend international local conferences in one's discipline and across disciplines
11) Intentionally seek and relate with international colleagues in one's disciplines and collaborate with them in projects and research
12) Engage in interdisciplinary projects and research
13) Intentionally seek professional development opportunities in diversified pedagogy, research, or teaching abroad.
14) Explore such opportunities for faculty professional development as
   a) College Consortium of International Studies (CCIS), which sponsors professional seminars for faculty and administrators, although institutional membership is required.

   b) Council on International Educational Exchange (CIEE), which
      provides one-two intensive seminars overseas offering faculty
      members the opportunity to update their world view on various
      global and cultural issues.

Academic-self internationalization is a continuous process. While the
faculty members look for ways to internationalize themselves, the
administration has a huge role to play in the process too. Given the central
role of faculty members in curriculum internationalization and students'
global learning, a key campus internationalization strategy is that
"institutions should commit to engaging faculty in expanding their
international work and building their interest and capacity" (Green and
Olson, 2008 p. 69). Faculty members should always remember this and
proactively seek out internationalization opportunities, but they should
also be able to rely on their administration for funding, material, and moral
support.

Effective Planning

          Effective planning of course internationalization involves revising
the existing syllabus or developing a new one to ensure that international
and/or intercultural (global) dimensions are specified in five major areas:
a) learning outcomes and objectives, b) contents, c) learning
activities/projects and methodology, d) resources/material/textbooks, and
e) assessment and evaluation. The specified global learning outcomes
should inform the focus of lesson objectives, content, activities, choice of
resources for teaching and learning, assessment, and final evaluation. It is
crucial that all aspects align with the global learning outcomes identified
at the outset, and the faculty's success to a large extent is measured by
students' experiential global learning engagements and achievement.

Global Learning Outcomes.

Global learning outcomes are broad goals for student learning that indicate
what students will know and be able to do by the end of an
internationalized course. In Suskie's words, "learning outcomes means the
knowledge, skills, attitudes, and habits of the mind that students take with
them from a learning experience" (2004 p.75). Learning outcomes should
not begin with content in mind; rather, faculty should consider the larger

purposes for internationalization and long-term goals for student achievement. Global learning outcomes are broad yet actionable. For example, a learning outcome that requires students to demonstrate critical thinking is broad but not actionable. Why? Because it is not relative to a particular purpose. Similarly, a learning outcome that requires students to label international regions is actionable but not broad. Is the entire goal of the course to label international regions? Certainly not. Defining terms is only one focus for student learning in the course. To identify global learning outcomes, faculty should consider established core competencies for global learning and the goals for internationalization relative to their specific academic discipline.

The American Association of Colleges & Universities designed a VALUE (Valid Assessment of Learning in Undergraduate Education) rubric on global learning that identifies six global learning outcomes: 1) global self-awareness, 2) perspective taking, 3) cultural diversity, 4) personal and social responsibility, 5) understanding global systems, and 6) applying knowledge to contemporary global contexts (AAC&U, 2014). Each of these learning outcomes is aligned to a specific list of performance expectations for student learning. Faculty should consider these nationally recognized learning outcomes as guidance in their internationalized course development. Additionally, they should consult their own state higher education frameworks on global learning. For example, Georgia identified six core competencies for global learning: 1) knowledge (cultural self-awareness), 2) knowledge (knowledge of cultural worldview frameworks), 3) skills (empathy), 4) skills (verbal and nonverbal communication), 5) attitudes (curiosity), and 6) attitudes (openness) (USG, n.d). These six competencies reflect learning goals for internationalization that state higher education leaders support. Both national and state guidelines on global learning give faculty a vision for framing their own global learning outcomes and course objectives.

National and state guidance on global learning are the starting points for developing global learning outcomes for internationalized courses. Faculty should align these guiding principles to key concepts and skills valued in their specific academic discipline. For example, in the field of teacher education, education majors should display cultural awareness that informs their curriculum and lesson planning for diverse

student populations. Therefore, a global learning outcome could be: that *students will be able to demonstrate cultural knowledge of dominant immigrant groups in the United States and model teaching strategies that meet the needs of culturally and linguistically diverse learners.* Applied to the field of mathematics, a global learning outcome could be *students will be able to evaluate algorithms used by popular global companies to develop their knowledge and skills for designing international computation systems*.

Typically, faculty should identify one or two global learning outcomes for internationalization within one course. Broad, yet actionable global learning outcomes inform measurable course objectives, which are small steps that progressively build towards the learning outcome. Course objectives identify the performance level (e.g., explain, identify, describe) at which students must master core content and skills. Course objectives typically do not include all content and skills taught in a course. Instead, they indicate essential content and skills that should be mastered to fulfill the learning outcome in sequential order. For example, using the education learning outcome stated above, course objectives could include: 1) identifying dominant immigrant groups in the United States, 2) describing the main cultural characteristics of these groups, 3) delivering a presentation on the culture of dominant immigrant groups to demonstrate cultural knowledge, 4) describing a learner who is culturally and linguistically diverse, 5) identifying effective teaching strategies for teaching such learners, 6) developing model teaching strategies for a peer audience, 7) using model teaching strategies in a mock classroom consisting of culturally and linguistically diverse students. These course objectives effectively unpack the global learning outcome into specific concepts and skills to guide further course design.

Review of International and intercultural dimensions of existing course content

Faculty members who wish to internationalize their courses would need to quickly review their course contents to assess for existing international and intercultural dimensions of the course, once the global learning outcomes are identified. This process will reveal if there are existing international and intercultural (global) dimensions in course

content to explore. Some courses already have these existing global dimensions and all a faculty member needs to do is to intensify attention on those areas, identify objectives, activities/projects, and search for new resources to provide opportunities for expanding students' global perspectives. For example, discussing the history and origin of a course and the rationale for learning the material provides an opportunity for students to learn wider cultural and global aspects of a course. A good example is in mathematics, where the discussion of the discipline's history introduces students to Greeks and their progress in mathematics dating from 300 BC to 200 AD. Also, for any course in nursing, reflecting on the history of nursing by a quick review of Florence Nightingale and the rationale for the development of nursing as a distinct healthcare role might be a first approach. This could bring in international and intercultural perspectives depending on the faculty's framing and creativity. The faculty might start with history to creatively include international and international learning component(s) and objectives to a new course if none are present.

Identifying/ developing global learning activities/projects for attaining set outcome(s)

The faculty is responsible for intentionally creating global learning activities/projects and assignments to help students achieve identified global learning objectives for attaining global learning outcomes. For example, if a change in perspective is expected, students must engage in an activity or project that compels them to place themselves in others' positions (learning empathy). Also, students' awareness could be developed when they are assigned an activity, task, or project that helps move their understanding from where it was to a new desired understanding. The faculty's role is to create learning activities that teach students how to identify and connect relationships among disparate and conflicting ideas, events, and disciplines (Landorf, Doscher, & Hardrick, 2018). They might not make this connection by simply listening to a lecture, talking, or reading a passage/article and answering some comprehension questions on them. Tasks that facilitate critical thinking and working with peers are needed. Similarly, to develop global

perspectives, they would need to engage in assignments that help them put themselves in another person's position.

Samples of Learning Activities/Tasks with International and Intercultural Dimensions

• Enhancing a course with intentionally selected resources that would increase global learning outcomes and the global competency of students. Video and article selections from global media, documentaries, and TED Talk videos are great resources for developing global learning activities. Follow-up activities after listening or viewing might include peer interaction on observed intercultural/cultural issues, critical response writing affirming or disputing a case made in a video/documentary, etc.

• Creating assignments that engage students in local communities beyond the classroom by assigning them to research and interview local individuals who have an international background. Such assignments could create opportunities for students to execute projects with international peers and teams and thus help them build needed interaction skills for life and careers.

• Using locally based, international community resources to contribute international content, assignments, or projects. One example is inviting an international local entrepreneur to serve as a guest speaker to share cultural beliefs and mores with follow-up assignments asking for a comparison with students' own beliefs and mores. The speaker is specifically instructed on the international/ and intercultural content to present and students are informed of the topic and follow-up activity before the presentation. Providing specifications and guidelines for the speaker and students creates a sense of formality and provides an opportunity for formal assessment of students' learning after the presentation to check if there was students' global learning and to collect data on the extent of students' global learning after the presentation. This provision also excludes the presentation from the typical non-evaluated co-curricular presentations that are not aligned with the formal school curriculum.

• Incorporating a research project that would encourage students to explore international aspects of existing content or work with peers abroad via technology. For example, using Collaborative Online International

Learning(COIL) to engage students (SUNY, 2022) or engaging students in the Sustainable Global Conversations Solutions with U.S. Department of State-funded initiatives by IREX (2022). As a specific illustration, students in a U.S. institution can engage in Global Conversations Solutions with Students in Iraq. The focus could be on discussing global poverty issues and jointly coming up with solutions (UN Sustainable Development Goals, 2022). STEM students can examine data, scientific issues, and health issues related to their topics of study. See Table 1: *Sample Assessment Plan for Global Learning* for advice on focusing on assignments to attain needed global learning objectives and global outcomes.

• A list of activities and models from different institutions can be accessed at the ACE website: https://www.acenet.edu/Research-Insights/Pages/Internationalization/ Internationalization-Toolkit.aspx

• Also, the AAC&U website has great resources on global learning and developing effective citizens" https://www.aacu.org/trending-topics/high-impact

• There are also examples from the University of Minnesota website (2022) which provide resources and examples from nearly twenty years of faculty development workshops and seminars.

Developing Global Learning Assessment and Evaluation (planning and implementation)

Course assessments measure student learning at key intervals throughout the course. They compare student performance to the expectations outlined in each course objective. By contrast, course evaluations measure the holistic learning experience. They consider overall administration and course delivery, such as the professionalism and quality of faculty instruction. Both course assessments and course evaluations align with student learning outcomes and should be designed early in course development.

Similarly, global learning assessments measure student performance of those expectations outlined in course objectives that are aligned to global learning outcomes. Faculty can use the Backwards Design strategy for developing global learning assessments that align with global learning outcomes and targeted course objectives (Wiggins &

McTighe, 2005). Backwards Design encourages faculty to develop course assessments with their desired results (or learning outcomes) in mind. When applied to internationalizing courses, the first stage of Backwards Design is to identify global learning outcomes that indicate what students will know and be able to do by the end of an internationalized course. Faculty should unpack these learning outcomes into measurable course objectives that specify concepts and skills targeted for student learning. The second stage of Backwards Design is to develop course assessments that align to one or more course objectives, to evaluate students' performance in meeting global learning outcomes. For example, if a course objective requires students to *explain* cultural diversity, then the assessment should include a paper or presentation that requires students to *explain* the nature of cultural diversity. Similarly, if a course objective requires students to *demonstrate an appreciation* for cultural diversity, then the assessment should require students to respond to real-life scenarios where they can demonstrate an appreciation for cultural diversity. Effective course assessments align to performance expectations specified in course objectives, which are aligned to overall global learning outcomes. By using this process, faculty are assured that they are measuring exactly what they want students to know and be able to do as a result of their participation in the internationalized course.

Faculty can create a basic assessment plan to align their global learning outcomes, course objectives, course assessments, assessment formats, and assessment weights in students' overall grades. An assessment plan is a visual display of alignment between global learning outcomes and assessments. Table 1, below, shows an example from an education course.

As shown in the assessment plan, two global learning outcomes reflect broad goals for internationalization attained by the end of the course. The first global learning outcome is an indicator of student competency in cultural diversity. It is aligned to three course objectives that specify content and skills to demonstrate students' cultural knowledge.

Table 1

Sample Assessment Plan for Global Learning

Assessment Plan

Global Learning Outcomes	Course Objectives - By the end of this internatiotional-ized course, students are expected to:	Global Learning Assessment	% Weight in Final Grade Calcula-tion
Students will develop cultural self-awareness by recognizing their own cultural layers (race, ethnicity, nationality, etc.) and appreciating cultural diversity in the United States.	Describe their own cultural identity by identifying their main cultural layers (ethnicity, race, gender, profession, organization).	#1 – In an oral presentation (3 minutes), students will describe their own cultural identity by identifying their main cultural layers. They should incorporate images, memes, and other media to illustrate their cultural identity.	10
	Identify cultural characteristics of key cultural groups in the United States.	#2 – In a short essay (3-5 paragraphs), students will identify and describe cultural characteristics of key cultural groups in today's schools, specifically naming language, religion, food, traditions, and general physical characteristics.	10
	Demonstrate an appreciation for cultural diversity in the United States	#3 – Using digital media (10 minutes), students will describe at least three contributions to U.S. society from major cultural groups in today's schools.	15

Table 1
continued

Global Learning Outcomes	Course Objectives - By the end of this internationational-ized course, students are expected to:	Global Learning Assessment	% Weight in Final Grade Calcula-tion
Students will apply their knowledge of cultural diversity to demonstrate effective teaching practices that reflect the differentiated needs of culturally and linguistically diverse students.	Demonstrate strategies for embracing cultural diversity in curriculum, instruction, and assessment.	#4 – In a classroom setting, students will demonstrate strategies for embracing cultural diversity in a teaching demonstration.	15
	Apply their knowledge of cultural diversity through completion of a teaching portfolio consisting of differentiated instructional activities for culturally and linguistically diverse K-12 students.	#5 – Students will develop a teaching portfolio consisting of instructional activities, materials, and assessments that embrace cultural diversity in a K-12 classroom. Students will show instructional differentiation that embraces individual cultural groups in the United States.	50
			100

The first global learning outcome is an indicator of student competency in cultural diversity. It is aligned to three course objectives that specify content and skills to demonstrate students' cultural knowledge. These three course objectives directly align with course assessments that provide measurable evidence of students' competency in cultural diversity. The

second global learning outcome is an indicator of applied knowledge. It is aligned to two course objectives that demonstrate an applied knowledge of curricula, strategies, and resources to address the differentiated needs of diverse students in K-12 schooling. These two course objectives directly align with course assessments that provide measurable evidence of students' applied knowledge. Assessments are then weighted in percentage values, to sum up the final grade calculation. Faculty should assign percentage weights based on the breadth and depth of each global learning assessment identified in the course.

Course evaluation differs from course assessments. Where course assessments align to specific concepts and skills found in course objectives, course evaluation measures the holistic learning experience. An evaluation of internationalized courses provides feedback on the teaching and learning experience, whether from the viewpoint of the student, administrator, or faculty member. It provides insight into non-academic features of global learning, including the safety of site visits and the instructor's professionalism. It can also include aspects of the planning, content, and organization of the course or embedded field experiences, such as the quality of guest speakers or accessibility of instructional materials. To create an evaluation of an internationalized course or field experience, faculty and administrators should consider student feedback on logistical planning and implementation that would improve efficiency, organization, and student satisfaction. They can create a simple survey using a Likert scale, adopt a standardized evaluation rubric offered by AAC&U or their campus center for international education, or assign student reflections upon completing field experiences and/or internationalized components within a course. Developing effective global learning assessments and evaluation tools are key planning steps to designing internationalized courses.

Conclusion

Nothing is cast in stone for course internationalization designed to target all learners. Faculty members' development of their global perspective is a lifelong prospect, as the world is too big to be fully known and is always changing. Enhanced global knowledge, skills, and attitudes on the faculty members' side prepare them to do what it takes to enhance

students' international and intercultural (global) competencies to live their personal and professional lives in an interdependent and interconnected world of diverse people. In planning and implementing course internationalization, faculty members should develop intermittent reflection points and processes for modification of all components as they implement their course plan. Effective course internationalization, with robust institutional support, will help faculty and institutions develop more effective citizens.

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