

Integrating Global DEI into Courses & Programs

April 12, 2024

Agenda

- Defining Global and DEI Education
- Model for Global Education
- Model for Integrating Global DEI



What is Global?

- Transnational issues facing humanity from a systemic, integrated, and interdisciplinary lens; global to local connections
 - Human mobility (immigration and migration)
 - Poverty and wealth distribution; access to resources
 - Human Health
 - Sustainability
 - Peace, justice, and conflict
- Focus on peoples and cultures; nation-state not the level of analysis
- Concepts transcend time/space and are transferrable across context
- Social justice and diversity valued and integrated into discussion
- Preparation to address complex issues and participate in the world with mindfulness and a sense of responsibility
- Interaction with difference and perspective taking



Global Learning

- Understanding local – global connections
- Perspective-taking and boundary-spanning
- Focus on people and cultures
- Understanding of power, privilege, and justice
- Not just a knowledge base, but a way of approaching and understanding problems

International Education

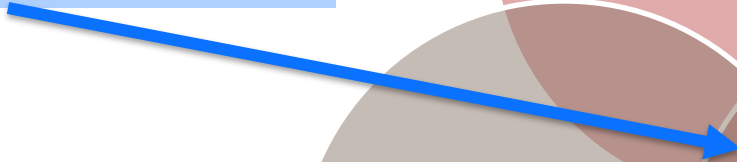
- Emphasis on the nation-state
- Focus on world regions, geography, and institutions
- Often emphasizes politics, law, and economy

Intercultural Education

- Emphasis on broad cultural norms
- Focus on engaging and communicating across different cultures

Multicultural Education


- Often U.S. focused, with emphasis on race
- Social and political structures
- Incorporates social justice and DEI





What is DEIB?

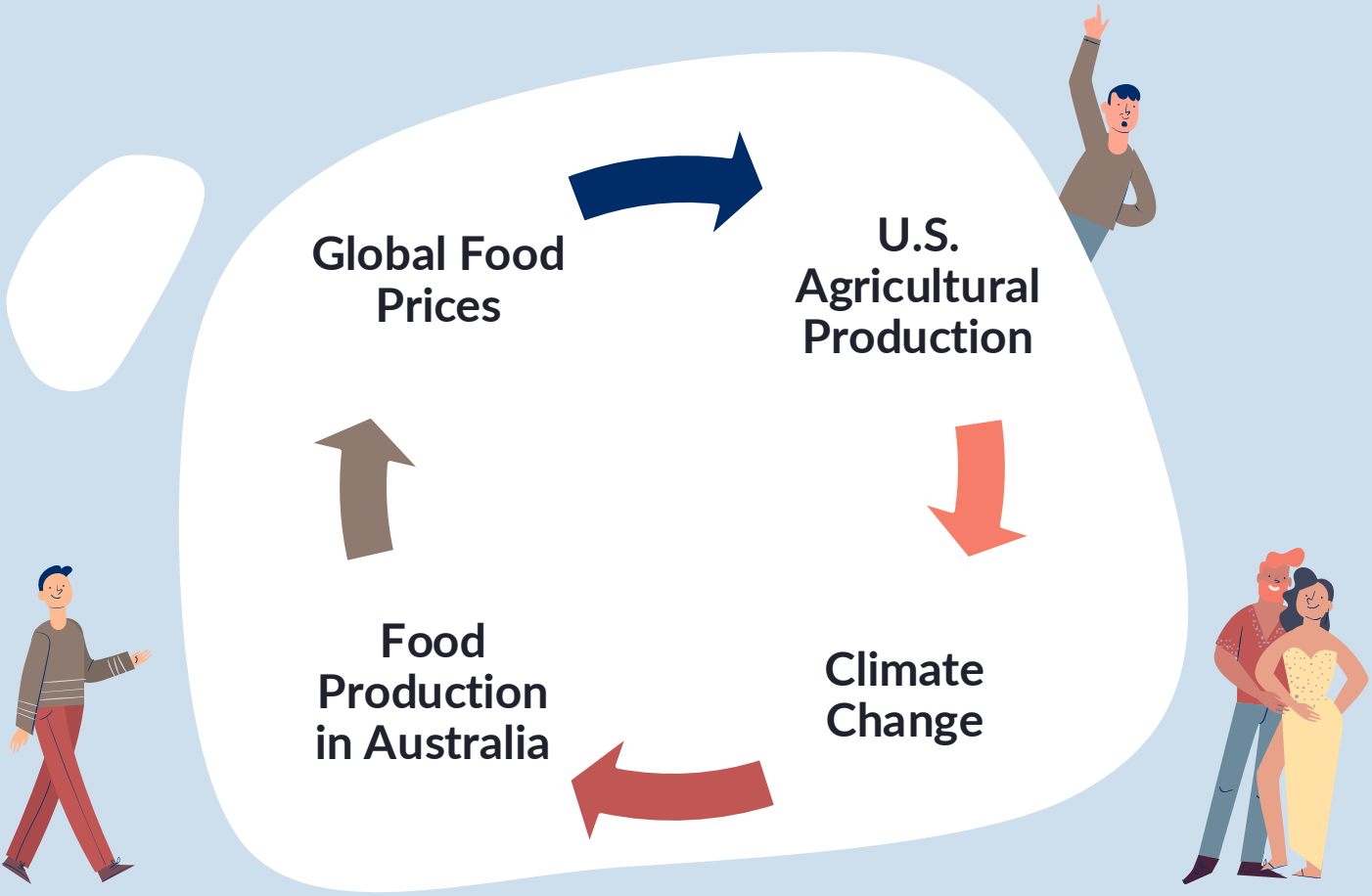
D	Diversity – the range of social identities, both visible and not, in a classroom including factors such as race and ethnicity; sex, gender, and sexuality; age; nationality; disability status; veteran’s status; economic status; first-gen status; hometown; etc.
E	Equity – the degree to which all students have fair and equal opportunity in the classroom, including factors such as who gets called upon in class; who gets support resources; and who understands the hidden curriculum.
I	Inclusion – the degree to which all students’ social identities are welcomed with respect and fairness in a classroom, such as how their ideas are treated during class discussion or how their view-points are reflected in course materials.
B	Belonging – the degree to which students’ feel accepted, valued, and respected in the classroom.





Consider the issues you will cover during your course. How can you make linkages to students' lives and local reality?

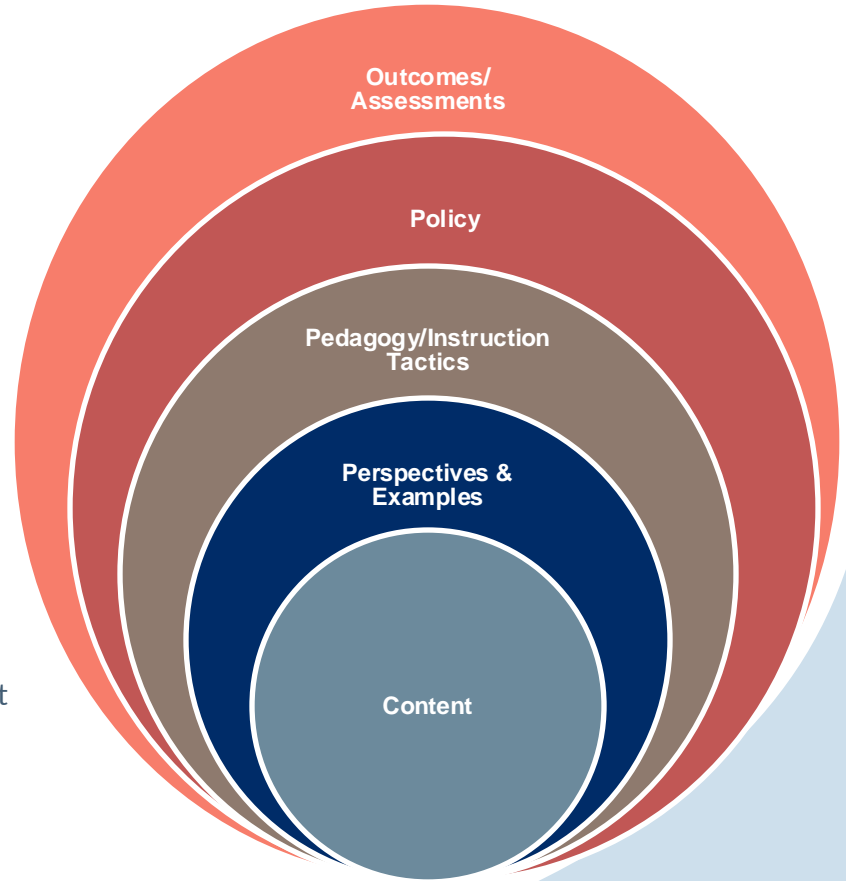




Thinking Beyond Content

Considering global DEIB as multi-layered, any instructor can integrate these ideas into their course, even if the course content is unrelated

- Use examples, readings, and perspectives from diverse voices to provide a “critical” lens
- Create an environment that challenges dominant narratives, encourages respect for diverse opinions, calls upon students to use evidence, and other pedagogies that help foster an inclusive climate
- Use policies and classroom management to minimize the hidden curriculum, promote equity, and foster inclusion (e.g., pronoun and religious policies)
- Embed diversity within the learning outcomes of the course ensures that it becomes an essential component of not only **what** is taught, but also **how** content is taught and how learning is **assessed**



What is the Hidden Curriculum?

The “hidden curriculum” refers to the idea that some aspects of navigating college and college courses are assumed to be known by students and thus not explicitly communicated. Students’ knowledge of or ability to understand the hidden curriculum differs based on many factors and contributes to inequity in the classroom.

Common aspects of the hidden curriculum, include understanding:

- The purpose, use, and benefits of “office hours”
- How to read and interpret a syllabus
- What it means to “be engaged” in the classroom
- How much time and effort to put into studying and homework
- How to prepare for class in terms of reading or preparation
- How to take notes in class
- How to calculate and track grades
- How to study effectively

Read more: <https://files.eric.ed.gov/fulltext/EJ1083566.pdf> and <https://openstax.org/books/college-success/pages/2-7-the-hidden-curriculum>

Making the Connection



Consider the ways to integrate global and DEIB into your program at multiple levels.

