TELLING THE STORY: MAPPING
STUDENT LEARNING OUTCOMES
AND ASSESSMENT STRATEGIES

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Agenda

- Why is it important to assess COIL courses?
- How do we map COIL courses to student learning outcomes?
- What are the best assessment tools to utilize?

What are Global Classrooms?

- Global Classrooms are courses that engage Drexel students with students at one of our partner universities abroad through a range of interactive technologies.
- A strategic global initiative of the Drexel University Office of International Programs
In 2013, the Office of International Programs (OIP) launched the Global Classroom program to promote internationalizing the classroom and provide students with opportunities for international exchange at home.

Over 700 Drexel students (and 1,500 worldwide) have had a global experience without leaving the classroom and at no cost to them.

Faculty members from any discipline who are ready to incorporate a global dimension into their scheduled class and link it to a class of students at an international partner institution are eligible to apply at Drexel.

The incentive:
- $1,000 stipend
- Partnership development support
- Assessment Support (2016)
Examples of Global Classrooms

1) Prof. Anne Cecil, Fashion, Design and Merchandising (Westphal)
   Course: Design and Merchandising 316
   Partner: City University of Hong Kong

2) Prof. Harriet Mihail, English and Philosophy (COAS)
   Course: Your Immigration Story
   Partner: Ben Gurion University, Israel

3) Prof. Franco Montalto, Civil, Architectural and Environmental Engineering (COE)
   Course: Sustainable Water Resource Engineering
   Partner: IUAV, Venice, Italy

4) Prof. Samir Shah, Management (LeBow)
   Course: Domestic and Global IS Outsourcing
   Partner: Ahmedabad University, India

5) Prof. Simone Schlichting-Artur, Culture and Communication (COAS)
   Course: Writing an Identity
   Partner: Nankai University, China

6) Profs. Dana D’Angela and Jodi Cataline (LeBow)
   Course: Foundations of Business
   Partner: University of Leeds, UK

Different Models

- Online
- In person
- Hybrid courses
- Lecture
- Joint projects
- Synchronous or A-synchronous

Technology Choices

- Facebook
- Blackboard
- Tumblr
- Bb
- Wimba
- Blackboard
- Skype
Drexel Student Learning Priorities

Leadership
Responsible Citizenship
Professional Practice
Global Competence
Research, Scholarship, and Creative Expression
Communication
Creative and Critical Thinking
Ethical Reasoning
Information Literacy
Self-Directed Learning
Technology Use
Build Your Own Future

Course-Level Assessment

- What do I intend my students to learn from the course?
- What will I use with my students to help them learn what I intend from the course?
- How will I know what my students have learned from the course?
- What have I learned from this process that can improve the course?

References

Portfolio Assessment

- Capstone project embedded in Global Classroom in which a student's body of work is assessed based on a rubric
- Trends in student performance both at US and abroad institutions
- VALUE Rubric – AAC&U
Pre and Post Project Assessment

- Analysis of discussion posts, pre and post
- Frequency of peer-to-peer discussions
- Rubrics for peer evaluation
- Global competency/intercultural competency surveys

Example of Course Level Assessment: AEFIS Questions

- On a scale of the scale is Strongly Disagree to Strongly Agree:
  - 1) This Global Classroom improved my cross-cultural communication skills.
  - 2) This Global Classroom supported or increased my interest in Drexel's global opportunities.
  - 3) After completing this Global Classroom I am more likely to look for career or co-op opportunities that have an international component.
  - 4) Please note any additional comments related to your Global Classroom experience.

Spanish IV with Universidad Católica, Chile

- No Answer: 0
- Strongly Disagree: 1
- Disagree: 0
- Neutral: 0
- Agree: 2
- Strongly Agree: 8

- No Answer: 0
- Strongly Disagree: 1
- Disagree: 0
- Neutral: 1
- Agree: 5
- Strongly Agree: 3

- No Answer: 0
- Strongly Disagree: 0
- Disagree: 0
- Neutral: 3
- Agree: 6
- Strongly Agree: 2
IAS435: Organization of American States

<table>
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<tr>
<th>Question</th>
<th>No Answer</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Global Classroom supported or increased my interest in Drexel's global opportunities.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>After completing this Global Classroom I am more likely to look for career or co-op opportunities that have an international component.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
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Notable Outcomes

- Almost every faculty member offering global classroom again, some turning new courses into additional global classrooms
- 3 faculty developed face to face travel components and all participants are exploring the option of adding a travel component in the future
- Strengthened existing partnerships for the university and laid the foundation for new ones

Student and Faculty Feedback

- “This class provided some great thought provoking exercises such as the MATCH global innovation assignment. In this assignment it allowed me to research innovation challenges from a global perspective and the need to bring together many disciplines to impact change.”
- “Individuals with different backgrounds will view a problem or project from different vantage points which was the take home message from the MATCH assignment in the last class.”
- “I loved the Global Classroom experience. It was great to speak with the Chilean students and to practice my Spanish with them. It was great to help them with English too.”
### Feedback Continued…

- "I like that the course included different styles of learning from the interview with Dr. Young, Power Point presentations, readings, and the Discussion Boards. I would say that the DB's were very stimulating and much more than I have had in other courses."

- "An outside perspective is beneficial because when working on a project so closely one can lose insight into the big picture."

- "I thought it was a great experience, but sometimes it was a lot of work with all of the other assignments and online homework."

- "I really enjoyed participating in the Global Classroom program because it pushed me to improve my conversational Spanish with native speakers."

### Next Steps

- Increase the role of student outcomes and learning competencies in Global Classrooms
- Faculty focus groups
- Peer training
- Correlation data of for Global Classroom responses and same courses without Global Classroom experience

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