

# Evaluating Global Education with Purpose

## Supporting a Democratic Conception of Global Competence

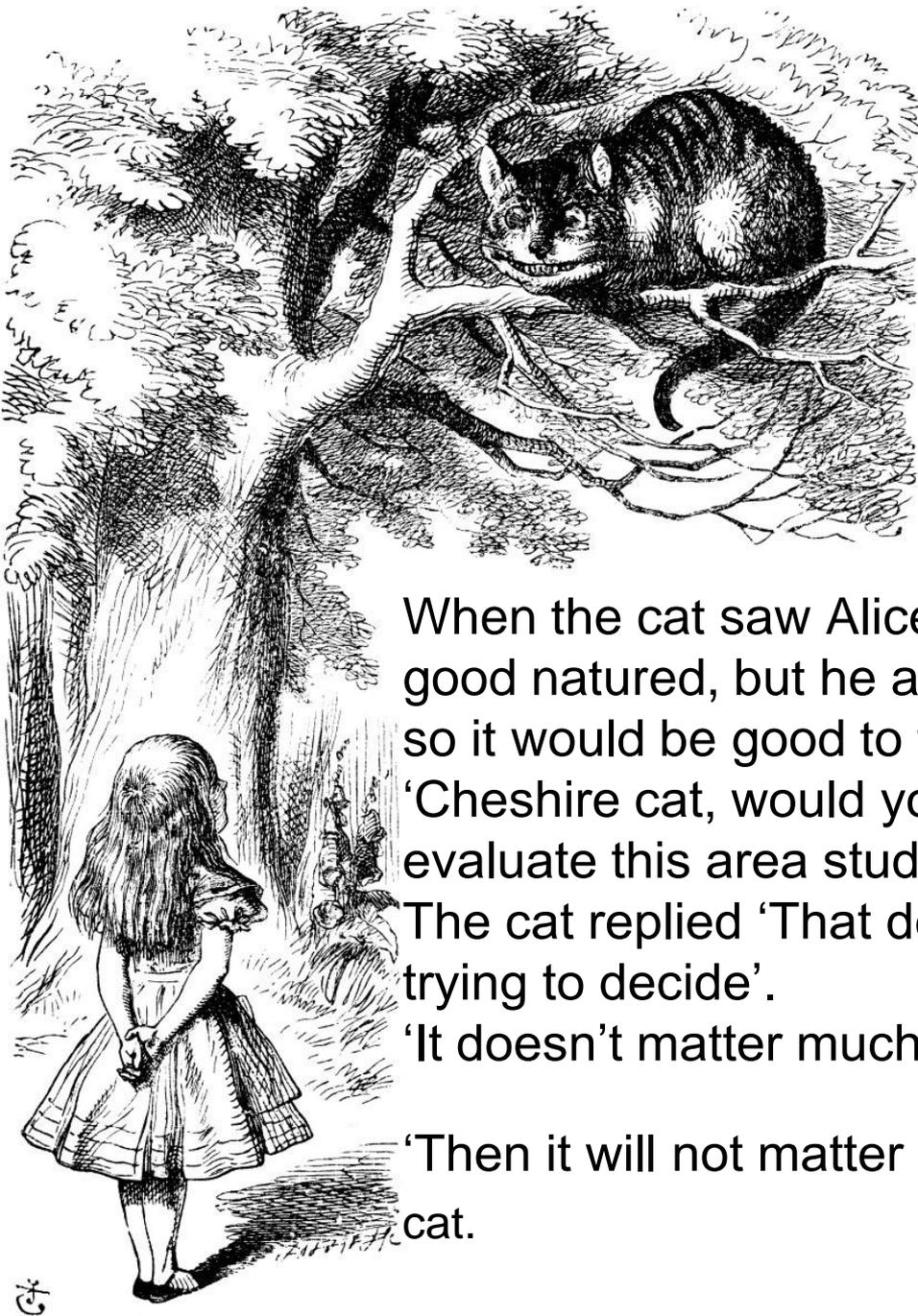
Fernando Reimers

# Three points...

- Purpose of evaluation delimits its impact
- Evaluating whether Area Studies programs are doing the right thing requires assessing whether they are:

Supporting Broad Campus Internationalization

Supporting Internationalization of K-12



When the cat saw Alice he just smiled. He seemed to be good natured, but he also had long claws and many teeth, so it would be good to treat with him respect. Alice asked 'Cheshire cat, would you please tell me how I should evaluate this area studies program?'

The cat replied 'That depends greatly on what you are trying to decide'.

'It doesn't matter much what I decide, Alice replied'.

'Then it will not matter much how you evaluate' replied the cat.

# There is a **theory of action** about the impact of evaluation on programs

- If we evaluate this will happen
- We can improve this theory of action through:
  - Clarity about the expected impact of evaluation
  - Clarity about the theory of action of the evaluation (who should know, to inform which kind of decision, what kind of information is most helpful)
  - Deliberation over purpose and theory of action
- This seminar is an excellent example of deliberation over evaluating different aspects of programs for International Education

# Always with Purpose... but Different Purposes

- Evaluation involves applying standards to observations of the performance of programs, and those standards reflect implicit or explicit norms, such as:
- Funds should be spent as intended or for the intended purposes (**accountability**)
- Implementation should follow the plans (**fidelity**)
- Intended purposes should be achieved (**effectiveness**)
- Resources should be optimally used (**efficiency**)
- Those involved with the program should get better at what they do (**learning**)

# Evaluation an two ways to think about Program Theory

- Is the program theory correct? (If A happens it will lead to B)
- Is it the correct theory of action? (does it address the most relevant groups? in the most appropriate way?)

- Evaluating impact of a curriculum or language program in student learning outcomes...
  - Helps understand what is achieved
- Decision makers need also to understand
  - At what cost –financial and administrative
  - For which of all relevant needs (% of population served, for which of all desirable outcomes)
  - How does that compare to other programs (with similar or different program theory)

# Evaluating an Area Studies Curriculum

- Is the program achieving its intended results?
- What proportion of the intended population is it serving?
- At what cost? What are the overhead costs?
- Is it fostering innovation in ways that makes the program more scalable, sustainable or interdisciplinary?
- **Is it the right program for the current challenges?**

# Is it the right program for the current challenges?

- Two Gaps of Current Programs
  - Fostering Broad Internationalization of Colleges and Universities
  - Supporting Internationalization of K-12

# From an elite to a democratic conception of global competency

- Many of the existing programs of global competency reflect an elite conception of global competency, characteristic of the middle of the 20th century (emphasis at the higher education level, in some departments or in a few schools)
- Many would argue that the opportunity to develop global competency needs to be more pervasive (emphasis in K-12 and pervasive at the college level and across departments and professional schools).

# Need to evaluate not only what is, but also what is not and could be

- Are programs widely distributed and accessible to a broad array of students?
- Are they present in all departments and fields of study?
- Do they engage professional schools?
- Do they foster cross-departmental collaboration?
- Importance of Innovation and Experimentation. – from marginal improvements in efficiency to redesign of the theory of action.

# Need for a comparative perspective

- How do Title VI programs compare to other programs underway in the Universities? What is their value added? What are they contributing that would not have happened in their absence?
- How do these efforts compare to what Universities in other countries are doing?
- How do they compare to what Universities do in other domains (curricular reform, improving teaching quality, cost saving reforms, efforts to reach out to K-12, promotion of innovation)

# Need to evaluate process as much as results

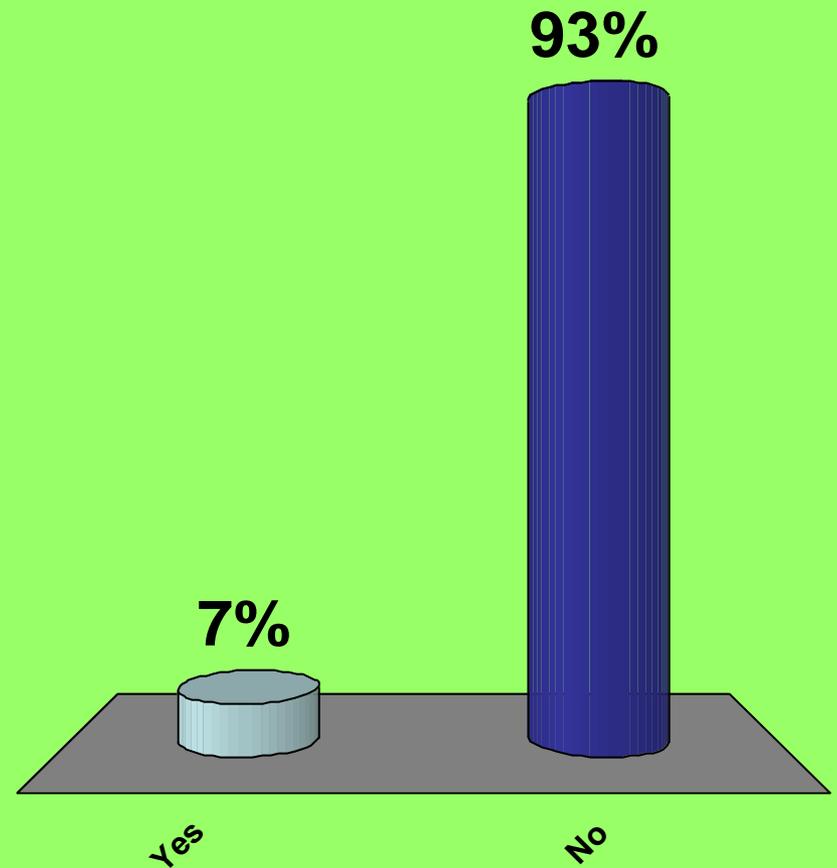
- Internationalization of education is both a condition and a process. Evaluation needs to reflect both.
  - Is there impact of international programs in institutionalization across the University?
  - Is there a theory of action and is it shared?
  - How are programs governed?
  - Is there evidence of learning from experience?
  - Is innovation being fostered?

Survey to 80 University Senior  
Leadership (Presidents, Provots,  
Associate Provosts)

question: What activities currently  
support the development of  
global competency  
in your  
College or University?

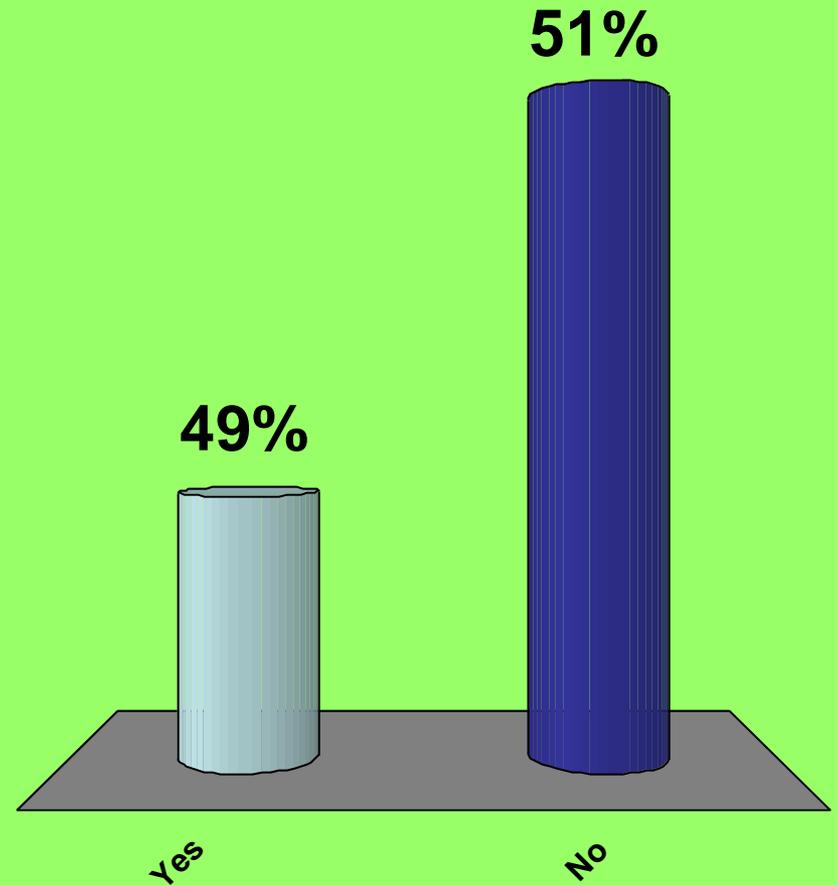
# Area Studies/Title VI

1. Yes
2. No



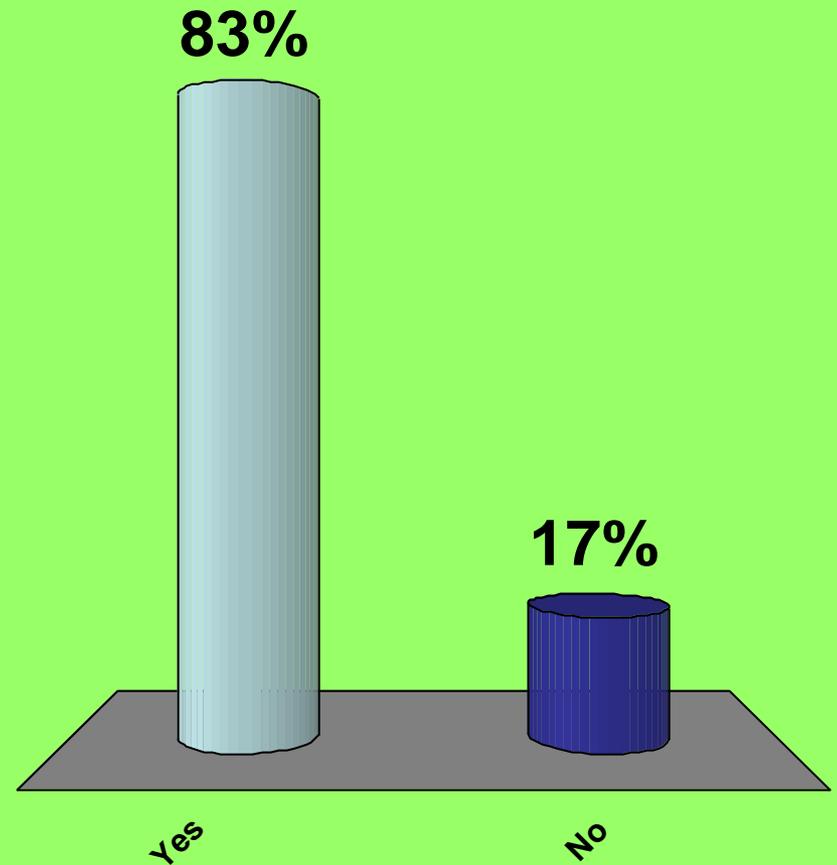
# International/Global Curriculum

1. Yes
2. No



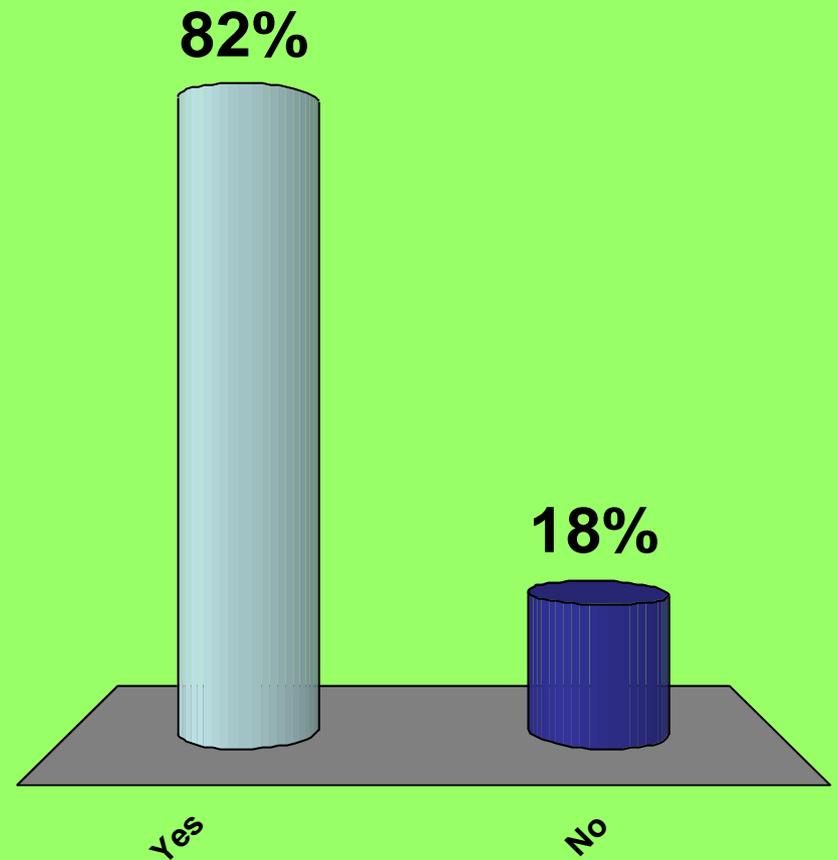
# Foreign Language Studies

1. Yes
2. No



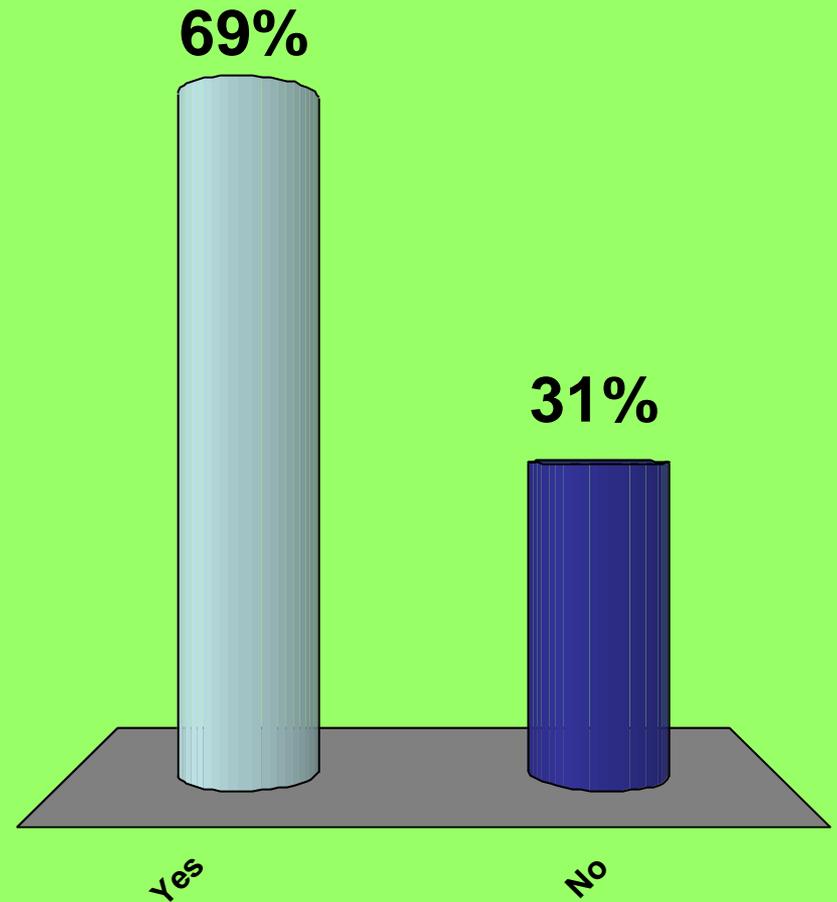
# Semester Study Abroad

1. Yes
2. No



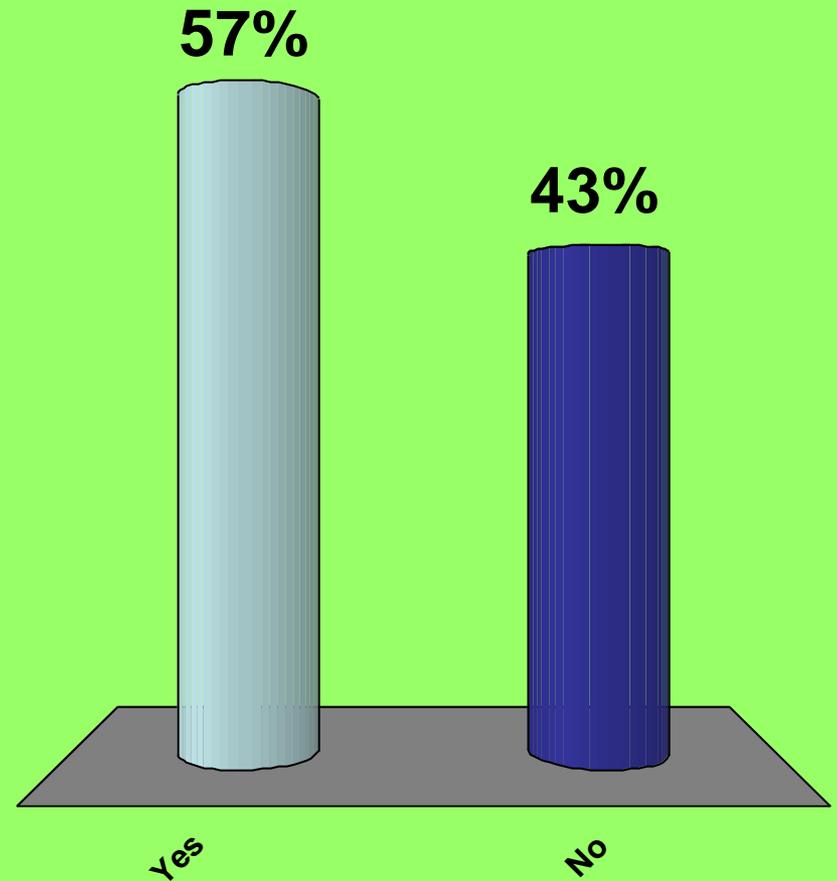
# Intensive short study abroad

1. Yes
2. No



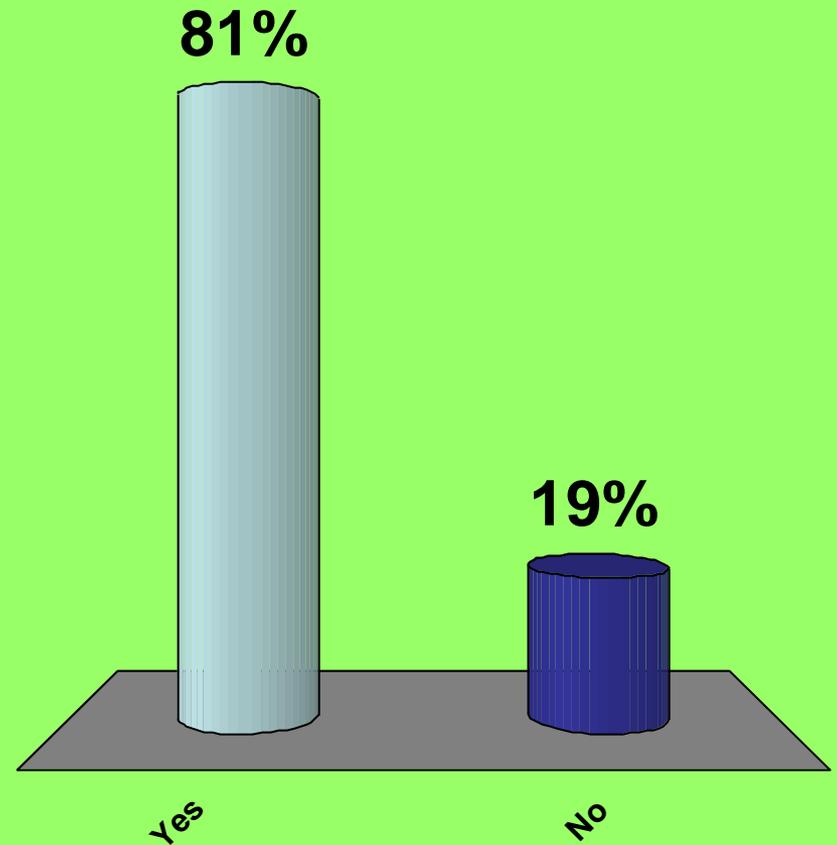
# Global service

1. Yes
2. No



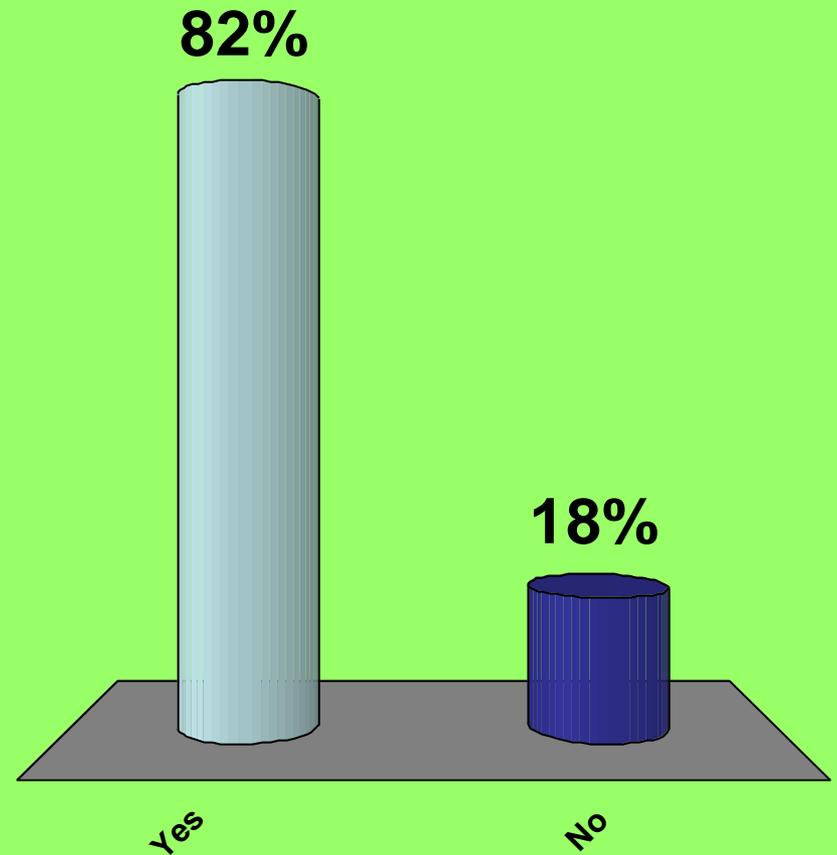
# Internationalization of student enrollment

1. Yes
2. No



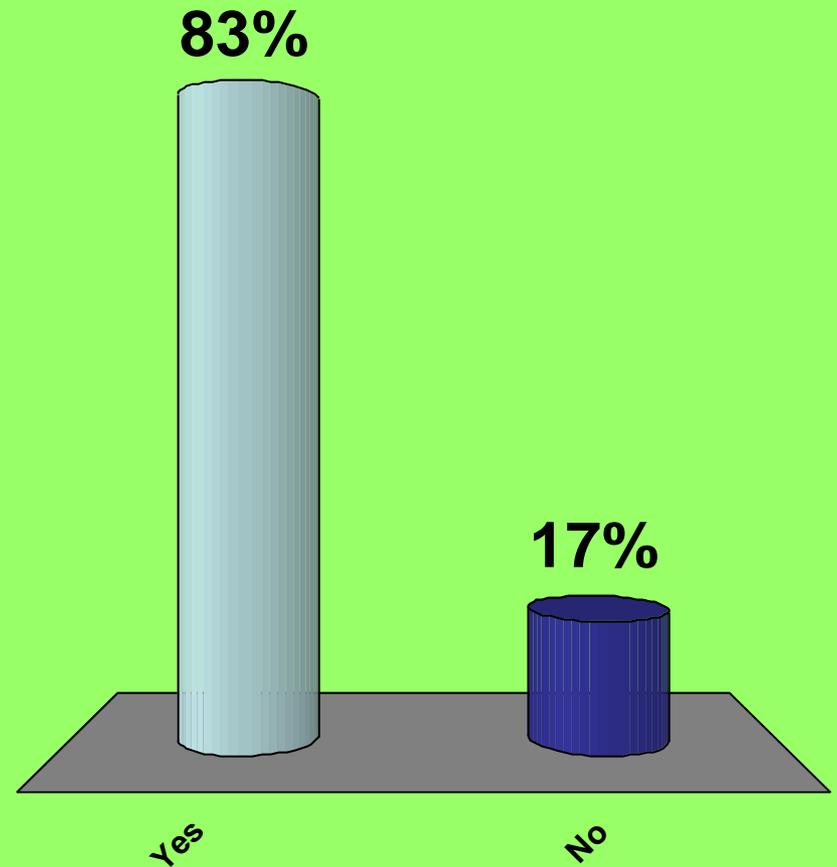
# Internationalization of Faculty

1. Yes
2. No



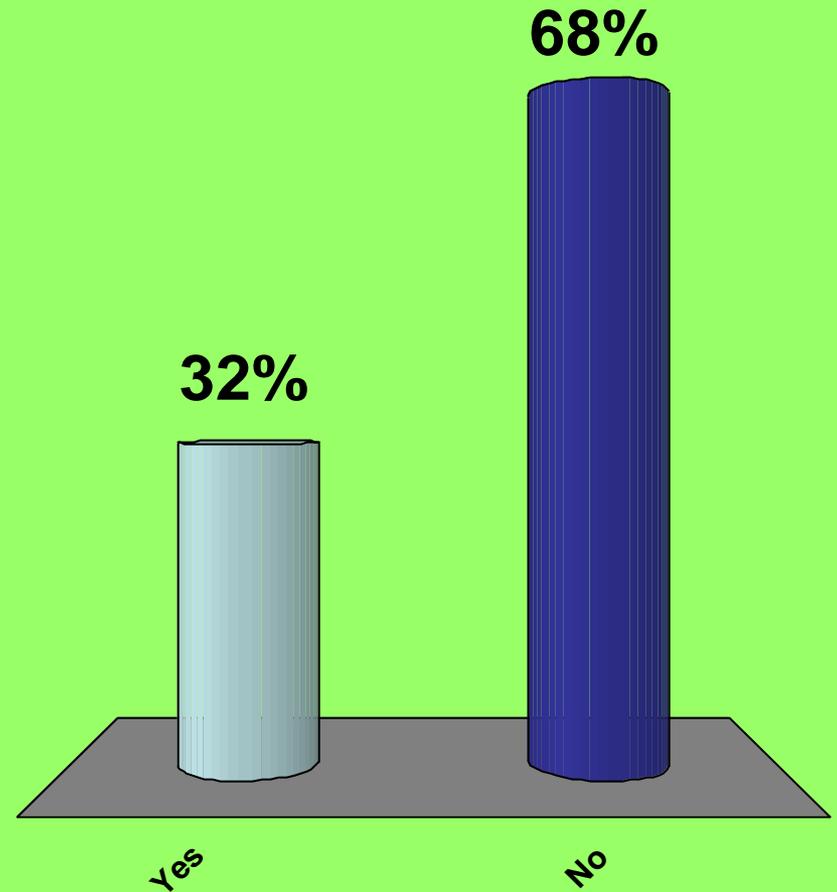
# Partnerships with Universities abroad

1. Yes
2. No



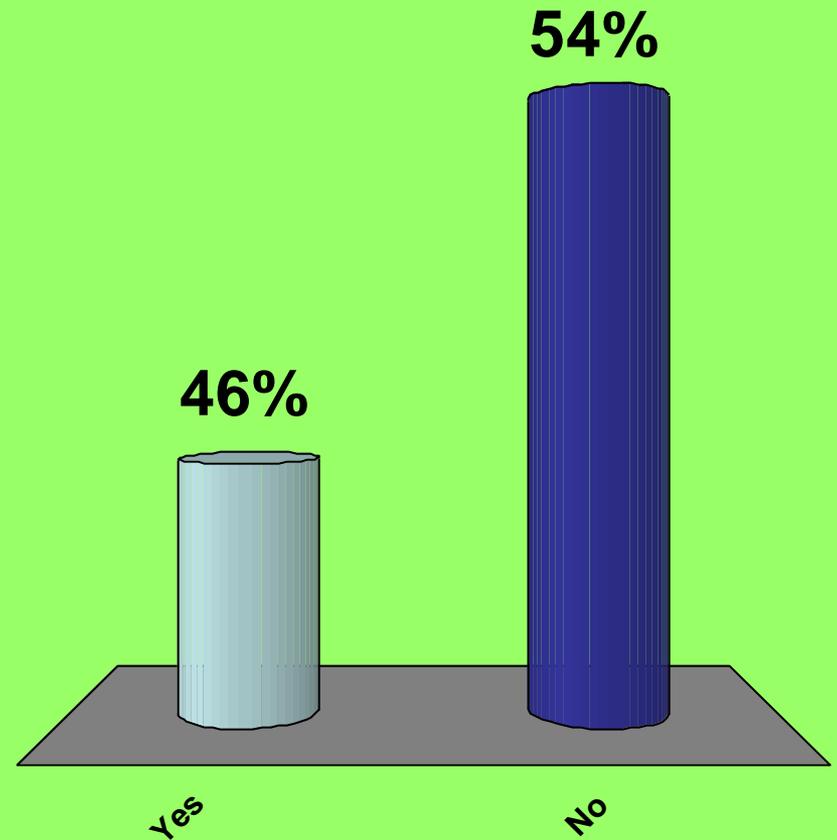
# Steering Committee for Internationalization

1. Yes
2. No



# Is there an international strategy?

1. Yes
2. No

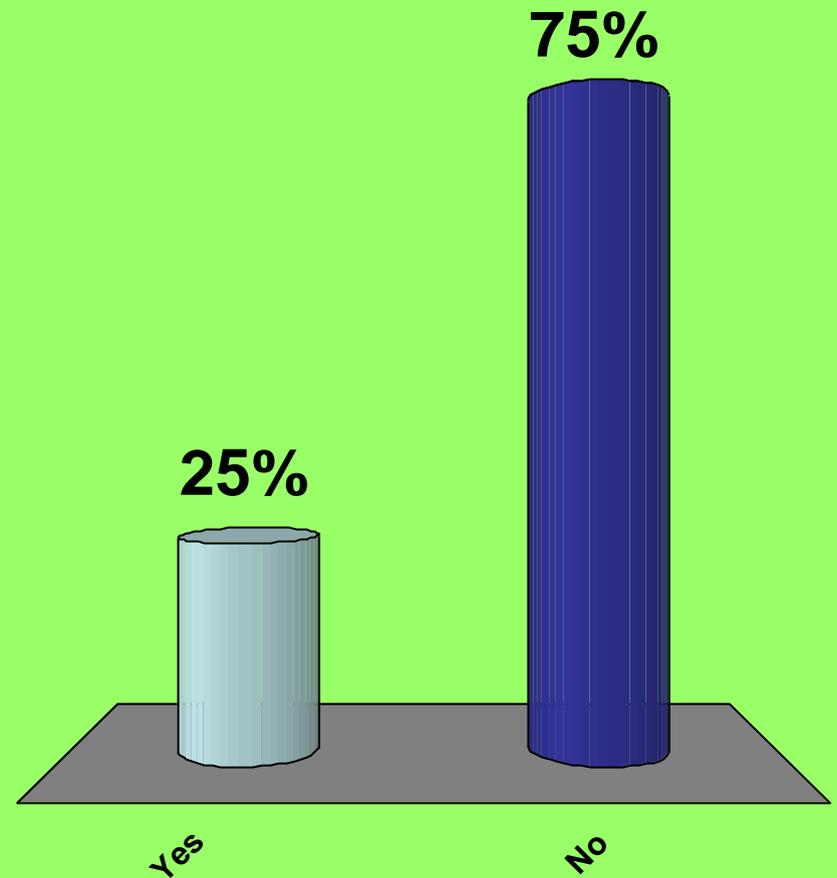


# Compare your strategy to NAFSA's criteria for selection of the best programs

1. Campus has been widely internationalized across schools, divisions, departments and disciplines (depth vs. breadth)
2. Administrative and board level support
3. Demonstrable results for students
4. Mission and planning documents contain explicit reference to internationalization
5. Internationalization of curriculum
6. Demonstrable results within faculty
7. International dimension to off campus programs and outreach
8. Internationalization in research
9. Support for education abroad

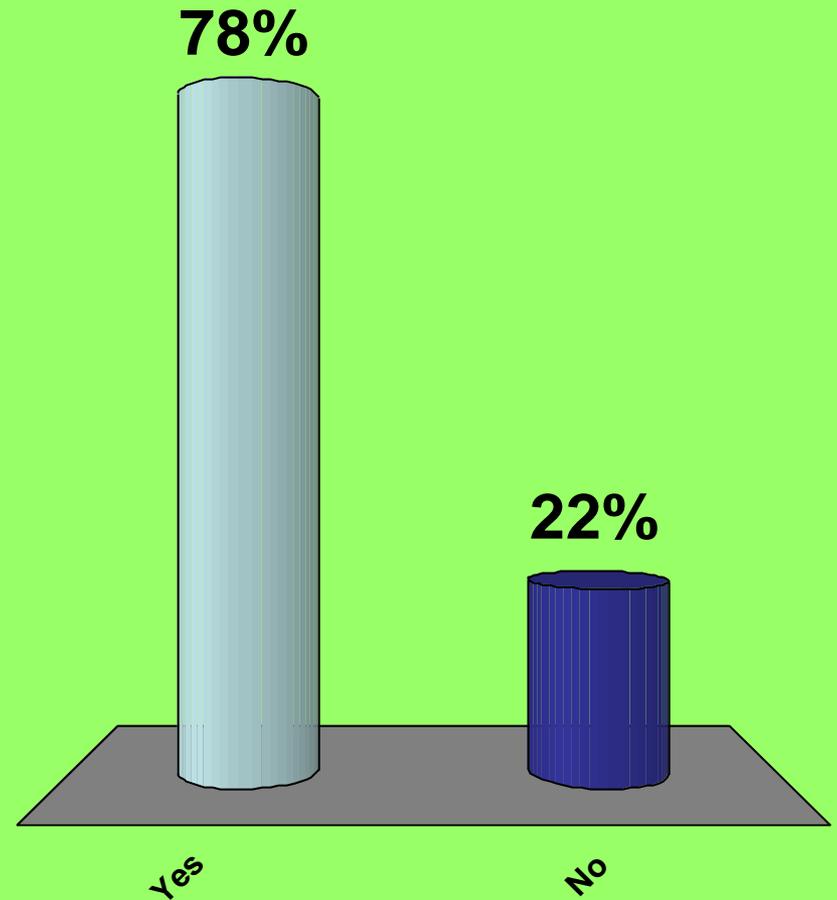
# Campus has been widely internationalized

1. Yes
2. No



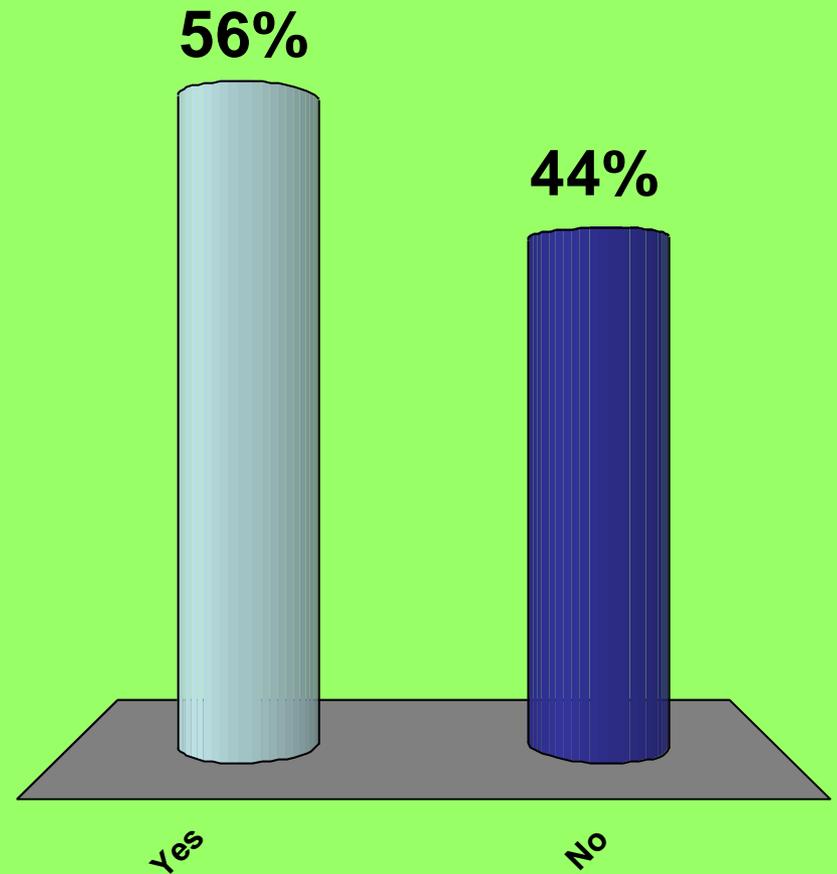
# Administrative and board level support

1. Yes
2. No



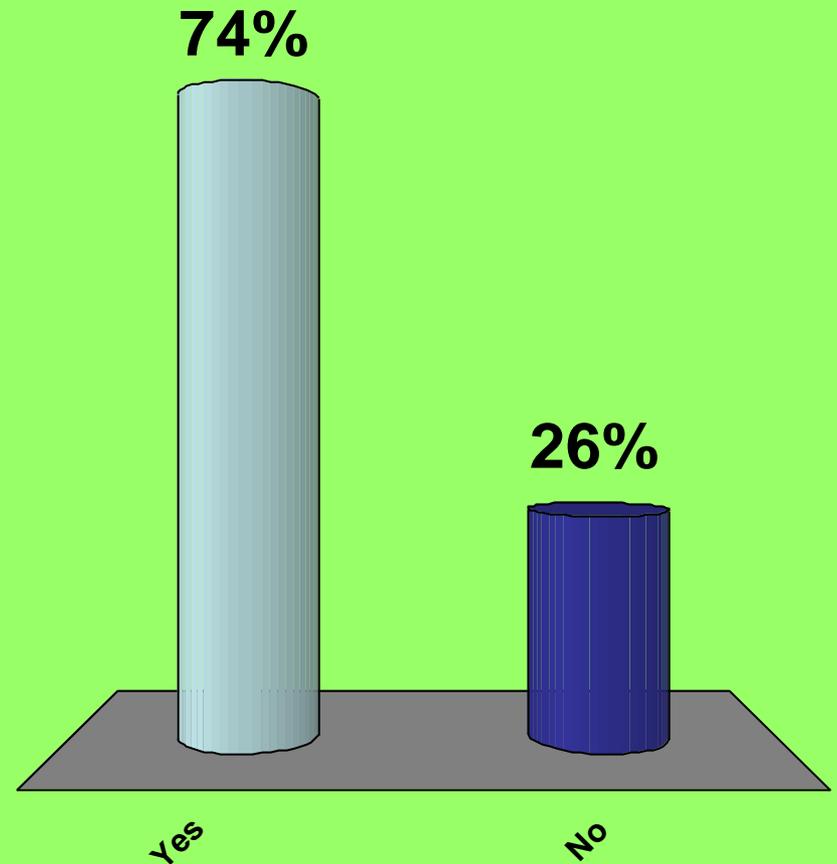
# Demonstrable results for students

1. Yes
2. No



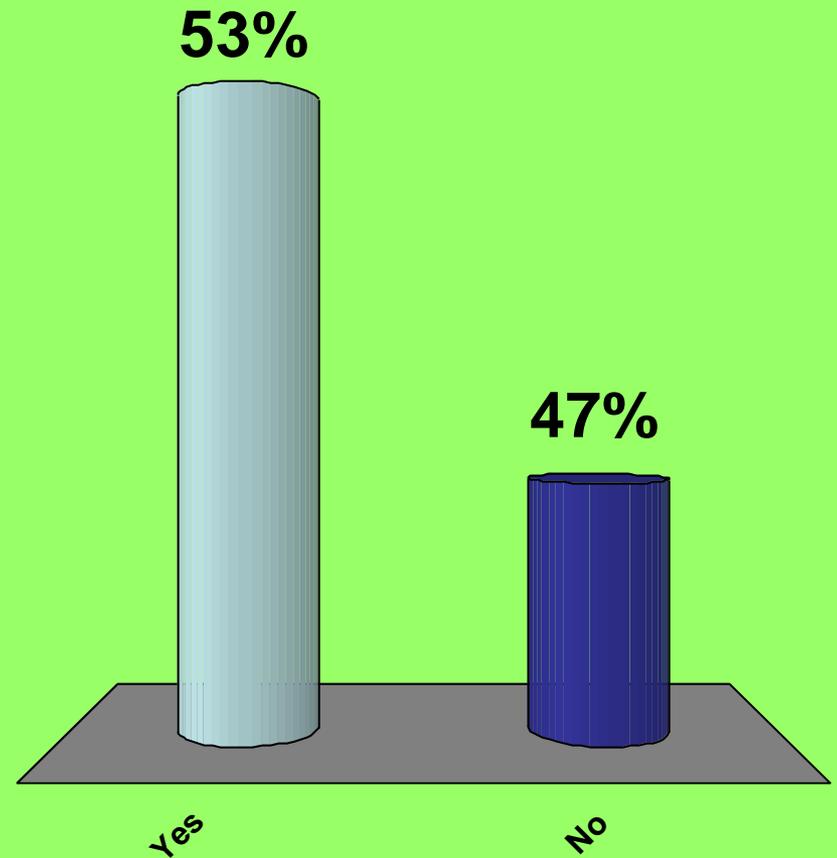
# Mission and planning documents contain explicit reference to internationalization

1. Yes
2. No

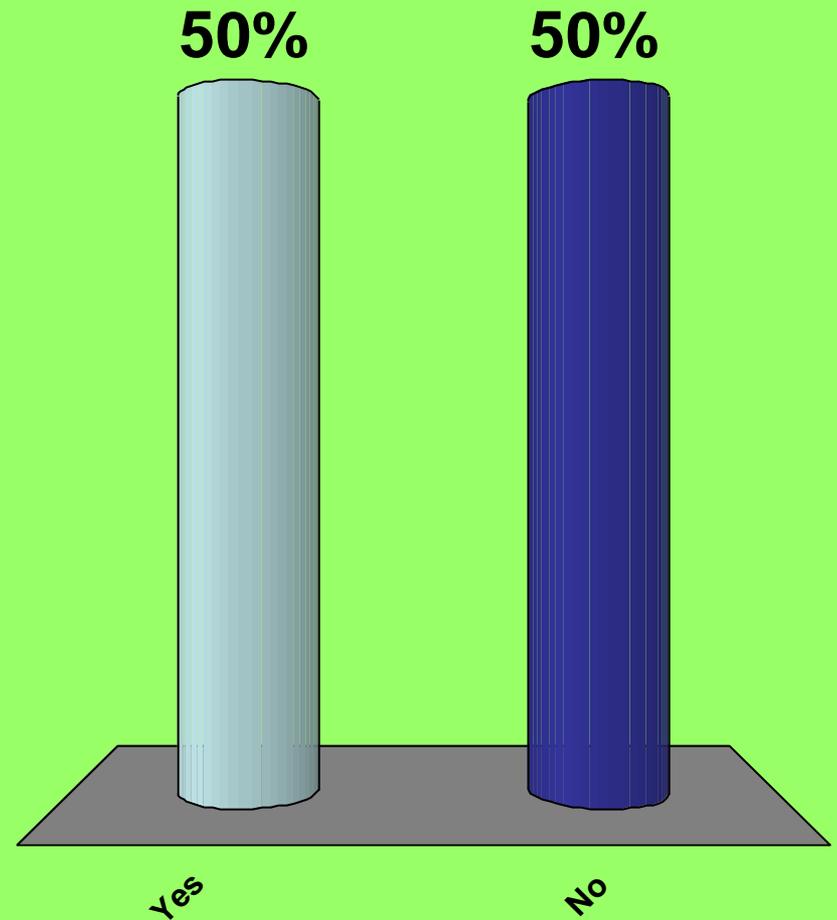


# Internationalization of curriculum

1. Yes
2. No



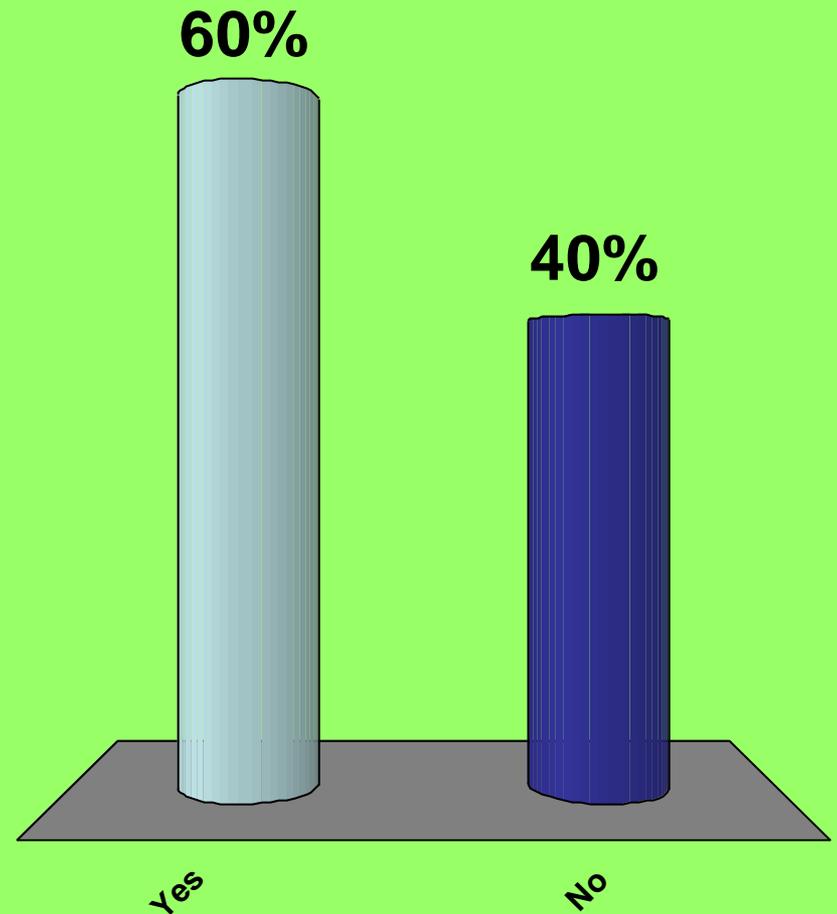
# Demonstrable results within faculty



1. Yes
2. No

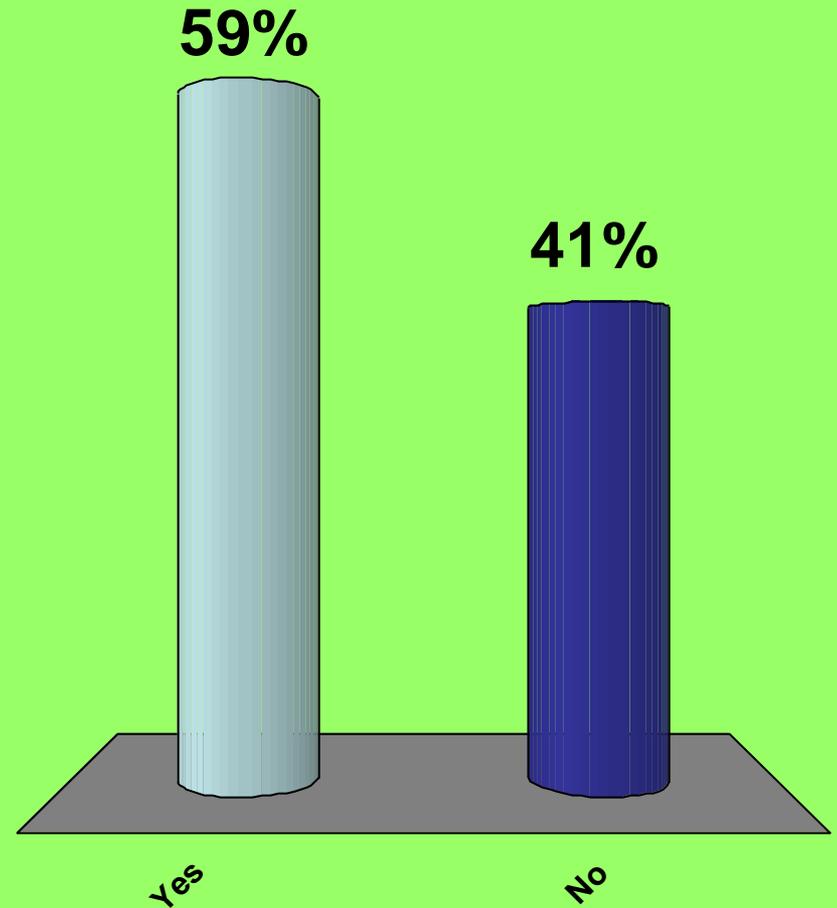
# International dimension to off campus programs and outreach

1. Yes
2. No



# Internationalization in research

1. Yes
2. No



Is the balance programs give to areas studies centers vs. outreach to K-12 the right balance?

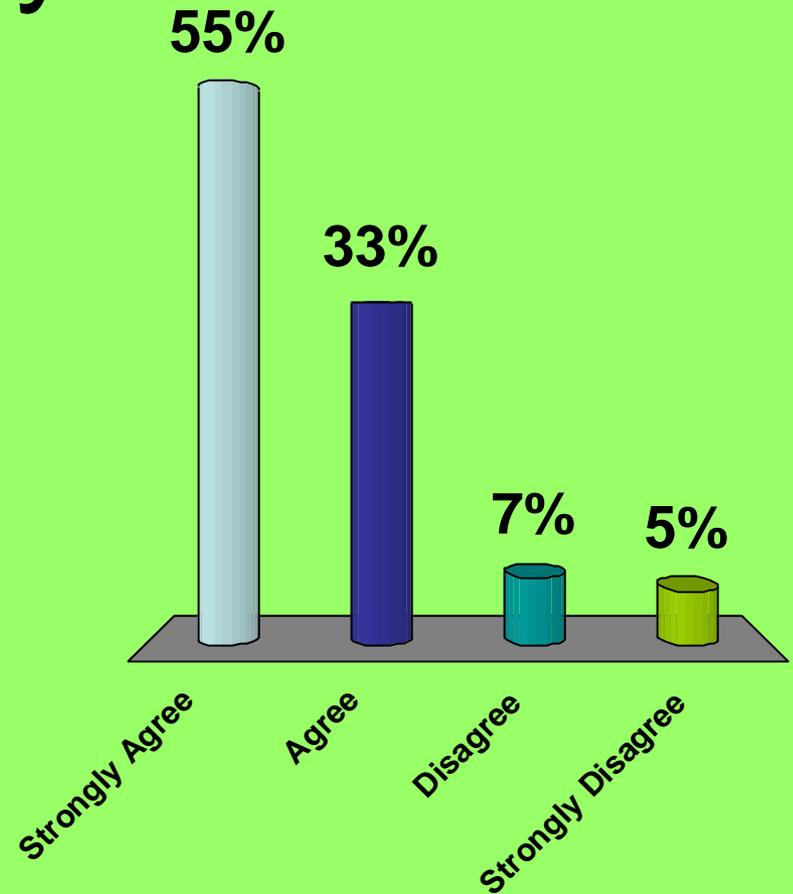
- Larger question about the role of Universities in supporting K-12 education.
- Question about critical period to develop global competency (for motivation as well as skills).

# The Global Education Paradox

- We say Global Education is Important
- But our schools and universities offer limited opportunities to develop global competency
- Why? What are the bottlenecks?
- What can leaders do?

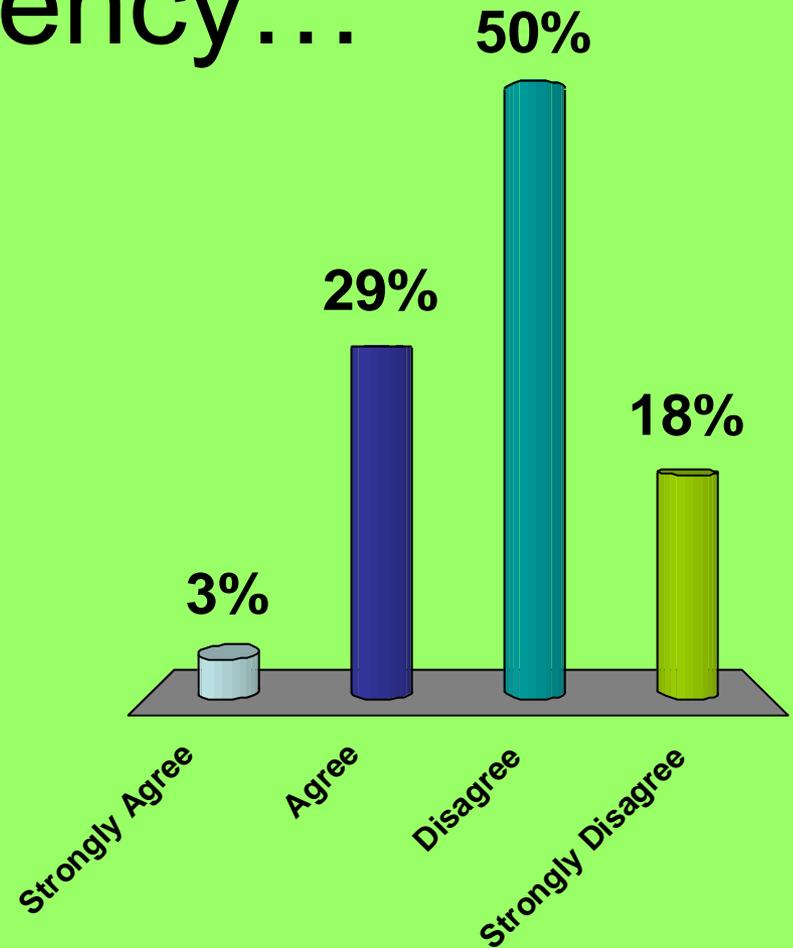
# In your school more should be done to develop global competency...

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



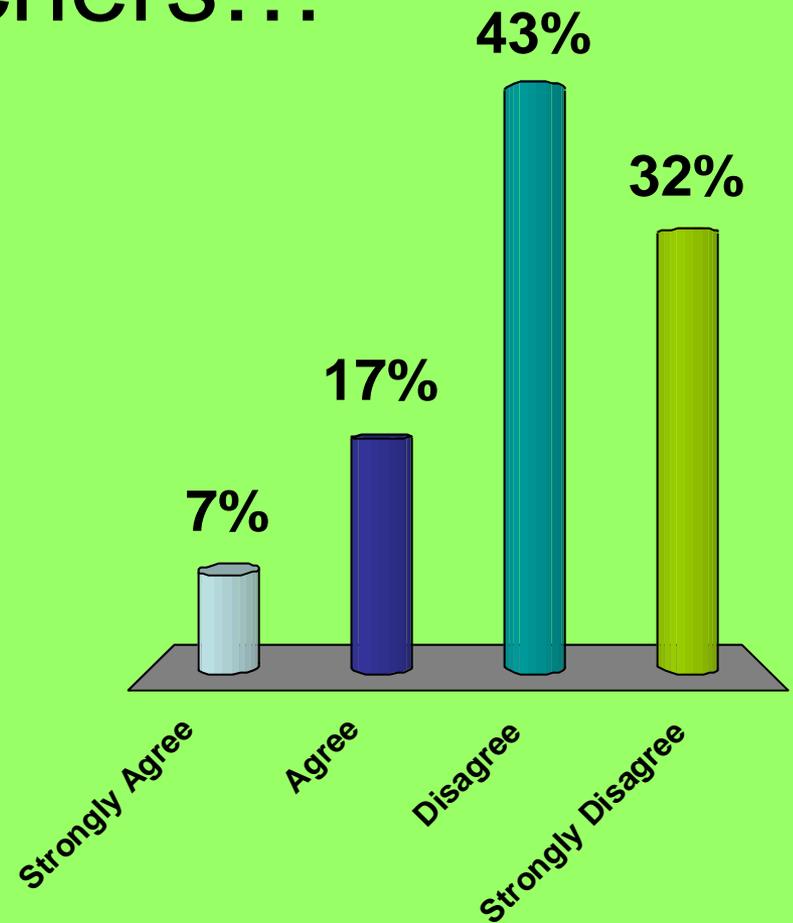
# In your school teachers agree on the definition of global competency...

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



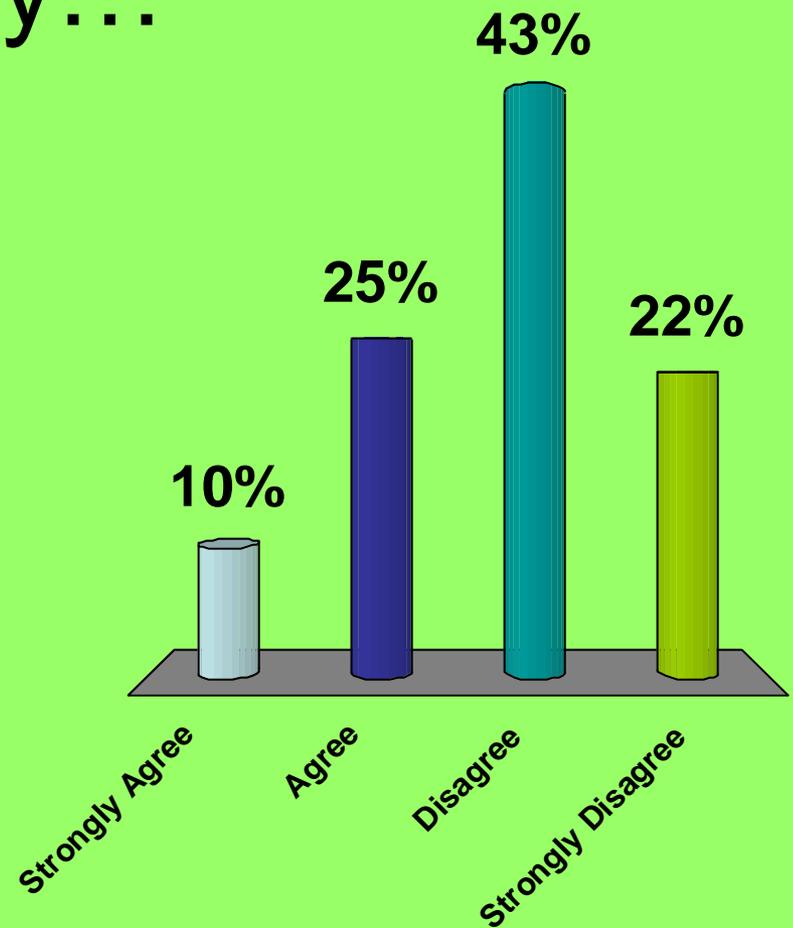
In your school the development of global competency is a priority for teachers...

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



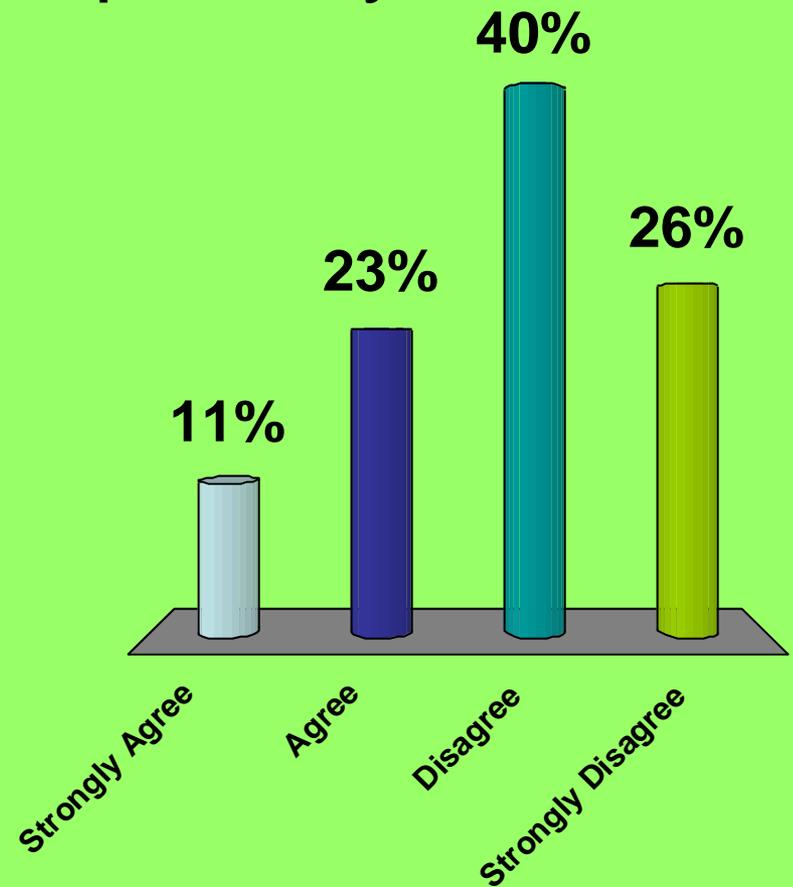
In your school there are sufficient opportunities for students to develop global competency...

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



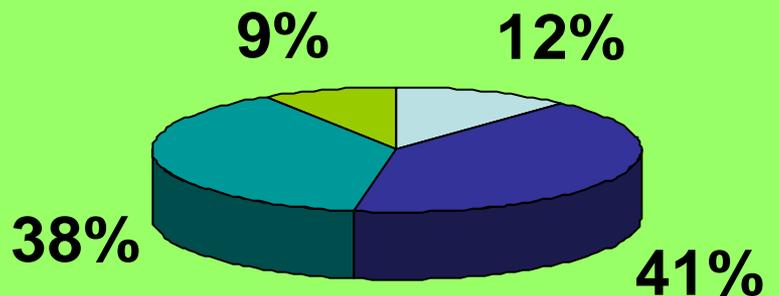
In your school there is good alignment between the way in which we assess student learning and the purpose of developing of global competency...

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



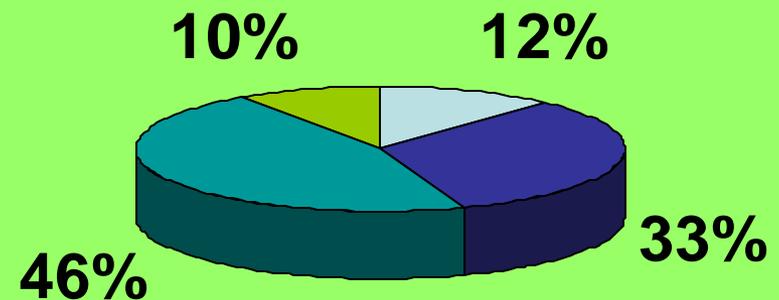
# Are there opportunities to develop global competency infused throughout the curriculum in your school?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



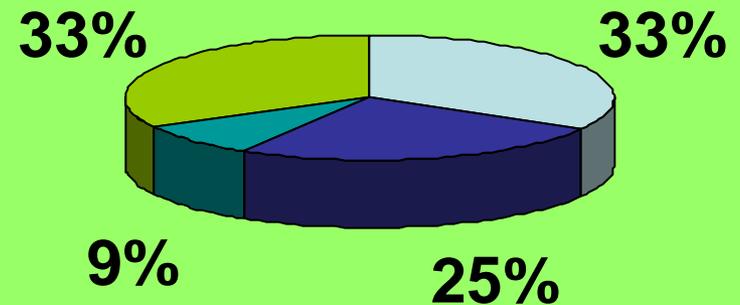
# To what extent are there opportunities for students to develop global competency in your school?

1. To a great Extent
2. To some extent
3. Not much
4. Not at all



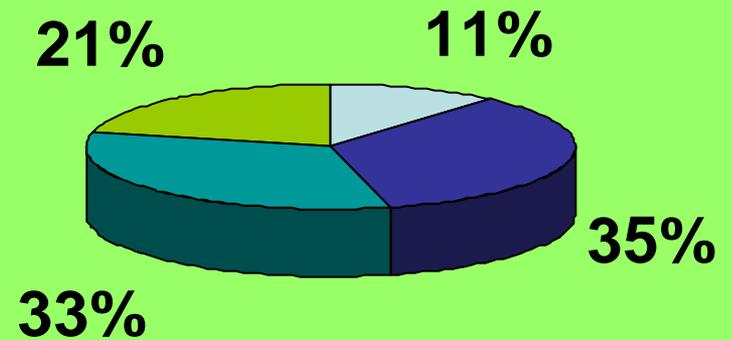
# Are there opportunities to learn foreign languages available in your school?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



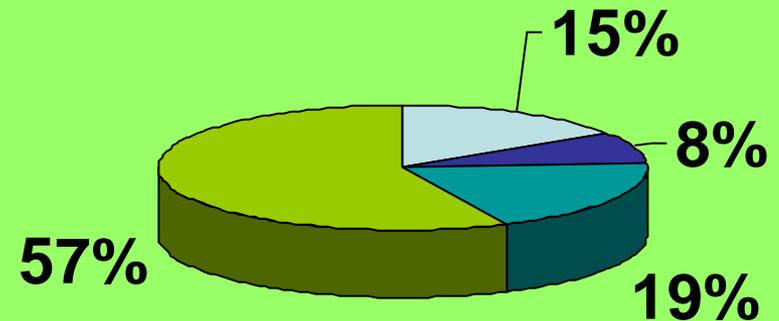
# Are there opportunities for students to participate in project based learning around global topics?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



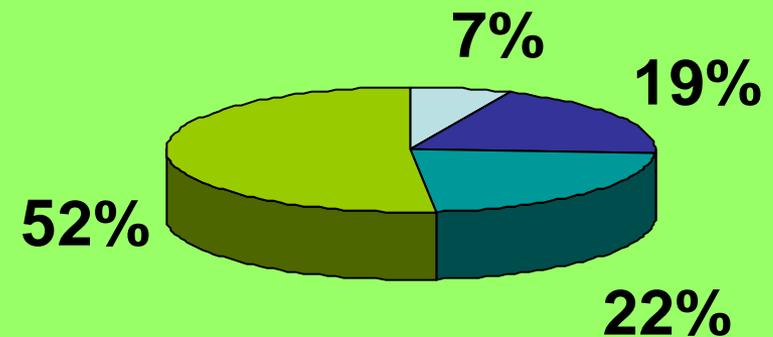
# Are there opportunities for students to travel abroad available to the students in your school?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



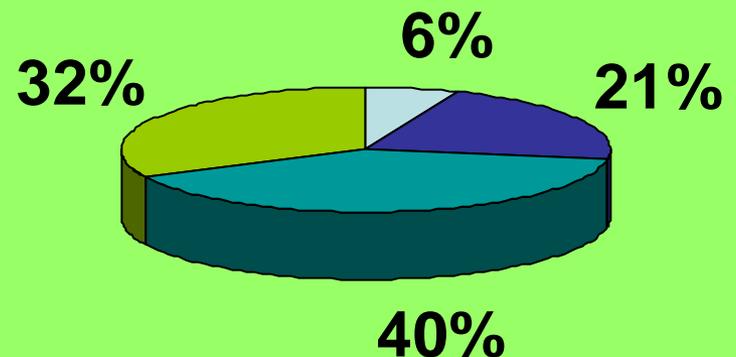
# Are there opportunities for students to travel abroad available to the teachers in your school?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



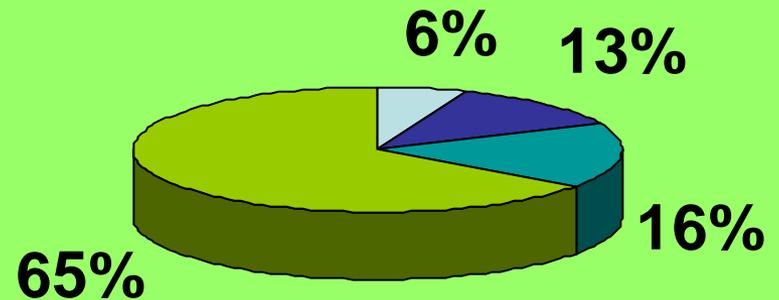
teacher professional  
development to help teachers in  
your school develop skills and  
knowledge to develop global  
competency?

1. To a great extent
2. To some extent
3. Not many
4. Not at all



# Are there partnerships between your school and universities or non-profits to develop global competencies?

1. To a great extent
2. To some extent
3. Not many
4. Not at all





Isaac Kandell

1881-1965

## Not a new idea

- 1928 address to association of secondary school principals

- Should universities be expected to support K-12 schools?

