IUPUI Dimensions of Global Learning
Teaching Examples
Updated Feb 27

1. **Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.**
   Through the Next Gen Coder's Network, students communicate synchronously and asynchronously to complete a digital project on international communication with students from the Middle East. They complete a pre-and post-course survey about their beliefs, values, and assumptions, and they complete reflections during the project to foster their own thinking about cultural differences. (School of Engineering and Technology, Global Information Technology)

2. **Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.**
   Students learn how to provide culturally-relevant healthcare to Burmese refugees by engaging in a case study. Students receive pertinent background about Burmese culture and then work through a healthcare scenario that requires cultural competency to successfully navigate. A Burmese doctor, nurse, interpreter, and case manager act as a review panel: asking questions, providing feedback, and guiding the students in the delivery of culturally-appropriate healthcare. (School of Nursing, Leadership in Healthcare Delivery and Policy)

3. **Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world.**
   Students write a 2500-word research paper in which they take two countries of their choice and compare some aspect of government and politics in the two, which might involve comparing constitutions, executives, legislatures, elections, or political parties, etc. (School of the Liberal Arts, Introduction to Comparative Politics)

4. *Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests.*
   Using service-learning pedagogy, culturally diverse student teams work with external clients on software design projects with particular attention to understanding the global elements of the project. (School of Science, Computer and Information Science)

5. **Summarize the consequences of policies, global systems, and/or historical trends for people as well as how people the world over impact these processes.**
   Through course readings and class presentations, students explore how international climate change policies were developed, and continue to be negotiated in the face of science, economic drivers, and political pressures. (School of Science, Global Cycles Capstone Course)

6. **Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems.**

   Students write a review article on a global issue that uses different academic and cultural sources. Students choose from a limited set of topics, but they must include at least two academic articles from different disciplines or two cultural perspectives. The goal is to examine a global issue from different academic perspectives and regional contexts. (School of Liberal Arts, Introduction to Global and International Studies)

7. **Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve.**

   Faculty use Zoom to organize a videoconference with a class at a university in Mexico. Students on both sides respond to questions about their respective community health concerns, environmental issues, and healthcare services. After the one-hour virtual exchange, students engage in reflection about what surprised them about the different perspectives, what insights they gained, and how this exchange will help them in their future nursing practices. (School of Nursing, Managing Health and Illness Across Care Environments)

8. **Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities.**

   Using intergroup dialogue, students explore issues in diverse technical communication workplace settings and engage with clients, co-facilitators, and guest speakers. Race/ethnicity, nationality of origin/citizenship, gender, sex, sexual orientation/attraction, SES/social class, age, religion/spirituality, ability/disability status, etc. are explored in the context of facilitating effective technical communication in the workplace. (School of Engineering and Technology, Exploring Intercultural Technical Communication)