



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS  
Curriculum Internationalization

## **The Dimensions of Global Learning and the Profiles of Learning for Undergraduate Success: Aligning the two IUPUI learning frameworks**

This document demonstrates how the Dimensions of Global Learning can facilitate student learning and development in the four IUPUI Profiles. Illuminating the various connections between the two frameworks allows faculty to teach globally while simultaneously and seamlessly achieving the goals of IUPUI's Profiles.

The connections between the two frameworks are multiple; aspects of several of the Dimensions are relevant to more than one Profile, and alignment beyond what is shown in this document could exist. For a course, module, or assignment, one or more of the Dimensions of Global Learning can stand alone as primary objectives or they can be secondary objectives. Ideally, the IUPUI Dimensions of Global Learning are used by faculty and staff in a complementary way to enhance existing course and program learning goals.

Below you will find specific alignments between the Dimensions of Global Learning (DGL) and the IUPUI Profiles of Learning for Undergraduate Success. Language from the corresponding Profile is noted in parentheses after the DGL.

### **Communicator Profile**

Conveys ideas effectively through writing, oral, and visual mediums

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| DGL #1 | Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture. (Evaluates Information, Listens Actively)                  |
| DGL #2 | Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others. (Listens Actively, Builds Relationships)            |
| DGL #4 | Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests. (Conveys Ideas Effectively)   |
| DGL #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. (Listens Actively, Conveys Ideas Effectively) |

### **Problem Solver Profile**

Collects, analyzes, evaluates, and synthesizes information to implement innovative solutions

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- DGL #2 Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others. (Collaborates, Perseveres)
- DGL #3 Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world. (Thinks Critically)
- DGL #6 Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems. (Creates/Designs, Confronts Challenges)
- DGL #7 Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve. (Thinks Critically; Analyzes, Synthesizes, Evaluates)
- DGL #8 Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities. (Thinks Critically; Collaborates; Analyzes, Synthesizes, Evaluates; Perseveres)

### **Innovator Profile**

Builds on experiences and disciplinary expertise to approach new situations in original ways

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- DGL #4 Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests. (Investigates)
- DGL #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. (Investigates, Confronts Challenges)
- DGL #6 Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems. (Creates/Designs, Confronts Challenges)
- DGL #7 Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve. (Investigates, Creates/Designs, Confronts Challenges, Makes Decisions)
- DGL #8 Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities. (Investigates, Creates/Designs, Confronts Challenges, Makes Decisions)

## **Community Contributor Profile**

Is an active and valued contributor on the campus and in local and global communities

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- DGL #1 Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture. (Builds Community, Respectfully Engages Own and Other Cultures)
- DGL #2 Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others. (Respectfully Engages Own and Other Cultures, Anticipates Consequences)
- DGL #3 Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world. (Respectfully Engages Own and Other Cultures)
- DGL #7 Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve. (Builds Community, Respectfully Engages Own and Other Cultures, Behaves Ethically, Anticipates Consequences)
- DGL #8 Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities. (Behaves Ethically, Anticipates Consequences)