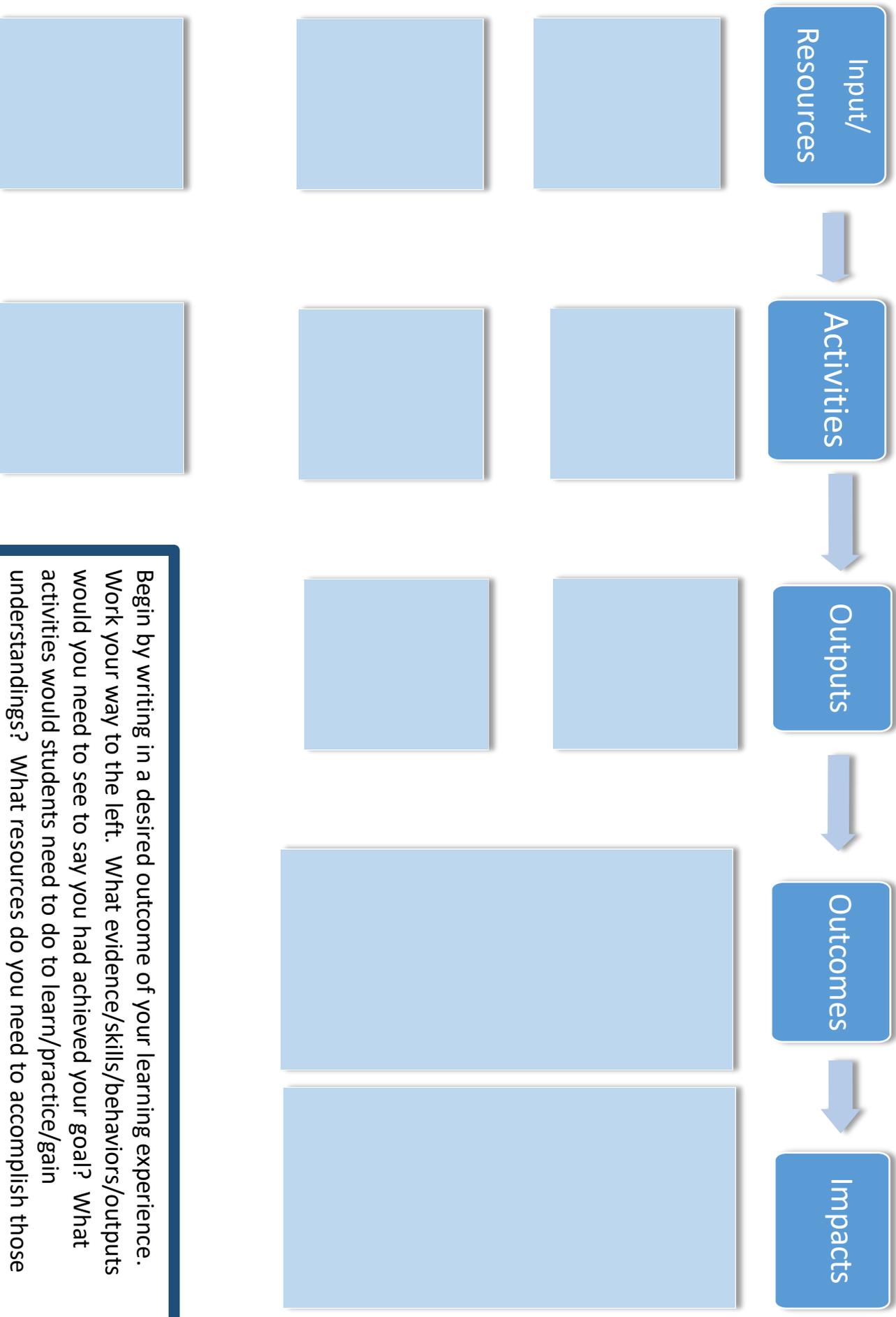


Assessing Global Learning: Making Assessment Part of the Practice

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You have probably heard someone say, “The time to think about assessment/evaluation is before you begin.” The benefits of this approach are not just about best practice (though it is a best practice), it can save your organization considerable amounts of time and resources to plan ahead. For participants, it also helps to begin with outcomes. This communicates to students what your institution expects from them as well as provides you with the opportunity to understand what the students bring to and expect from the global learning experience. The questions and logic model below are intended to provide a reflective guide for you to think holistically about the learning that you are responsible for assessing.

1. What are the characteristics and components of the global learning experience (this could be as broad as a degree program or as focused as an intensive study abroad experience)?
2. What are the most important outcomes of that global learning experience? Where did those outcomes originate?
3. Why are those outcomes important to your institution?
4. What are the qualities of a student who had learned and achieved all of the outcomes your organization desired from the learning experience? What would they demonstrate after completing the experience? What would the student:
 - Be able to do?
 - Have the capacity to Understand?
 - Come to believe?
 - Be able to express, say, or report?
5. What are the characteristics of the students who are attracted to your course/program/experience, e.g. gender, age, prior experience, etc?
6. How might the students’ characteristics (experiences, knowledge, skills, etc.) before participation impact the way they experience your program? How do you/do you assess these characteristics in your program design?
7. Would you expect the students you described above to already have some of these skills/dispositions/attitudes? Why or why not?
8. What evidence would you need to be confident students completed your program with the desired outcome? What evidence would your institution need? What would you do with it?



Begin by writing in a desired outcome of your learning experience. Work your way to the left. What evidence/skills/behaviors/outputs would you need to see to say you had achieved your goal? What activities would students need to do to learn/practice/gain understandings? What resources do you need to accomplish those activities?