International Learning Outcomes Inventory

A compilation of different international learning outcomes, from a wide variety of sources...

A. Intellectual Development

1) Academic and Disciplinary Outcomes
- successfully completing the course or program overseas
- developing further the ability to communicate ideas
- engaging in scholarly activity that uses paradigms and models from cultures different from our own
- developing further the ability to solve problems
- assuming the ability to continually learn
- realizing a change in or confirmation of the direction of a chosen academic discipline
- completing the degree in progress and or pursuing a further education after the international experience
- displaying a marked intellectual and professional development
- achieving agreed markers of academic achievement in a broad general education
- achieving agreed markers of academic achievement in a specialized field of study or discipline, for example, learning the use of the scientific method
- demonstrating an understanding of the interconnectedness of political and economic systems
- demonstrating an awareness of world geography, economics, politics, religion, philosophy, history, literature, the arts, and other aspects of culture; generally displays a knowledge of the interconnections between global and local issues
- understanding how policy decisions made by one government affect other nations
- exhibiting an awareness of the interrelatedness of global societies
- understanding how prevailing world conditions, developments, and trends are associated with issues such as religion, conflict, economics, population growth, economic conditions, human rights, etc.
- demonstrating a knowledge of the relationship between local and global issues

2) Career Choice and Preparedness
- realizing a change in or confirmation of a chosen career
- displaying an ability to work as a team member
- displaying an ability to use technology
- accepting and responding positively to criticism and feedback
- adapting business English and business etiquette to the needs of international clients
- gaining a knowledge of international business practices
- gaining further respect for a code of ethics
- adapting plans, strategies, and behaviours to meet challenging conditions with or outside of the unit (organization, school, program, group)
gaining further skills in analytical and strategic thinking
- gaining an understanding of how an intended field of work or study is viewed and practiced in different cultural contexts
- gaining an understanding of the impact of diverse cultures, languages, economies, and other relevant factors on organizational performance
- gaining the ability to work effectively in diverse group settings
- developing an appreciation of international business etiquette
- viewing issues from both a Canadian (domestic) and global perspective
- developing intercultural competence
- developing resiliency and coping skills
- developing a comfort level in one's ability to participate in the global marketplace
- developing a comfort level sufficient to be able to work and live in a foreign culture and handle cultural differences
- pursuing further travel and/or work abroad after the international experience.

3) Business Practices
- identifying and suggesting new ideas to get a job done
- learning to focus on quality
- applying an understanding of global business dynamics to work
- taking a global view in planning and action.
- functioning effectively in an international and highly competitive economic arena
- supervising, and be supervised by, individuals from diverse nations and cultures at home and overseas
- contributing to solutions to issues that transcend national boundaries,
- using sufficient intercultural skill to ensure widespread participation
- understanding different and international business practices
- understanding, speaking and writing - and being willing to further study - the languages in which business is conducted
- developing the ability to imagine, analyze, and creatively address the potential of other local economies and cultures
- developing a knowledge of commercial, technical, and cultural developments in other pertinent locales, and who the key players are
- developing an understanding of local customs and negotiating strategies
- developing the ability to work effectively in a foreign 'company culture'.

4) Linguistic Skills
- appreciating the learning of new languages and their importance in academe, in the workplace and in life in general, and being able to
- identifying ways to maintain or improve language skills over time
- acquiring basic to advanced skills to native-like fluency in an additional language or languages
- using a foreign language to communicate; that is, the participant is able speak, listen, read and write in a language other than his or her first language
CSU Global Learning Workshop (H. Kahn)

- identifying and use information from other languages, demonstrated through using foreign language skills to enhance learning in other academic areas or as a window to cultural understanding
- adapting one's way of communication to the existing conventions in other cultures
- operating with linguistic effectiveness within formal and informal settings of another culture or multicultural context

B. Personal Development

1) **Attitudinal: Cross-cultural/Interpersonal**
- developing further international understanding and intercultural competence
- developing further Canadian (domestic) and global perspectives
- developing an awareness of one's own values and biases and how these influence interactions and relationships with others
- developing a tolerance towards differences as a means of understanding, appreciating and demonstrating knowledge of other cultures as well as one's own culture
- developing an understanding of one's own culture in a global and comparative context
- recognizing that the home culture is one of many diverse cultures and that alternate perceptions and behaviours may be based in cultural differences.
- recognizing and respecting people's diversity and individual differences
- developing an understanding of the role of culture in identity formation, social relationships, and the construction of knowledge systems
- demonstrating respect for diversity
- understanding the ways that culture shapes an individual's world view
- learning to develop multiple perspectives, such as developing the ability to perceive any event from more than one cultural viewpoint
- demonstrating an understanding of the common human experience and knowledge of intercultural issues and viewpoints
- learning to accepts cultural differences and tolerates cultural ambiguity
- developing a willingness to learn from others who are culturally different
- developing a willingness to engage in diverse cultural situations
- demonstrating movement from being sympathetic to being empathetic toward people from other cultures
- demonstrating resistance to cultural stereotyping.
- displaying curiosity about global issues and cultural differences
- learning to think globally
- learning to appreciate the language, art, religion, philosophy, and material culture of different cultures
- developing the ability to adapt in the context of another culture
- contributing to world peace and stability
- developing a better understanding of the world and of the interconnection between global and local events
developing the ability to creatively imagine another's perspective, and if needed to "switch codes" into this perspective and to know where one's own values interrupt such code switching.

2) **Attitudinal: Intrapersonal**
   - demonstrating coping and resiliency skills
   - adapting resourcefully to different cultures
   - developing a tolerance for ambiguity
   - learning to adapt effectively to varying levels of pressure, challenge, change, adversity and stress
   - learning to cope with ambiguity
   - developing further sensitivity and tact
   - developing a psychological preparedness for new situations
   - developing increased and diverse problem-solving techniques
   - developing increased self-confidence
   - developing increased independence and autonomy
   - developing increased self-awareness
   - developing a willingness to assume a position of leadership
   - learning to demonstrate a positive attitude towards change
   - learning to be flexible and open to change
   - learning to seek personal growth
   - being aware of how one is viewed by others.

3) **Behavioural**
   - displaying the ability to operate and communicate in and across cultures
   - displaying the ability to work and function abroad and in different cultures in an appropriate manner
   - displaying the ability to communicate, interact and make decisions in ways that demonstrate sensitivity to culture, language, political realities and practices
   - displaying the ability to adapt quickly and show flexibility
   - displaying the ability to deal effectively with multiple demands and competing priorities
   - displaying the ability to be interdependent and show awareness and understanding of larger groups and systems
   - displaying the ability to live responsibly with others
   - displaying behaviour that lacks ethnocentrism. that shows movement beyond ethnocentrism to a position approaching empathy
   - displaying the ability to see others as they see themselves, given their conditions and values
   - willingly engaging with people from other cultures
   - displaying coping and resiliency skills in unfamiliar and challenging situations
   - displaying the ability to withhold judgement
   - displaying an understanding of how a different setting can affect one's style of interaction

4) **Social**
• acting with an understanding of the knowledge and traditions of other cultures
• attempting to minimize the impact of one's own cultural and gender biases and practices on others
• seeking to understand the circumstances and need of those one encounters from their perspective (e.g., cultural, political, economic and social);
• displaying a willingness and ability to communicate
• interacting at home and within their local communities with a Canadian (domestic) citizenry that is of increasing racial and religious diversity
• displaying the ability to work effectively in group settings
• using appropriate use registers of English for different situations
• displaying skills appropriate for relating to others in various cultures and situations, such as academic settings, social venues, and professional environments
• displaying the ability to mediate cross-cultural interactions and is able to facilitate intercultural relations for and between others
• displaying the ability to make contacts with foreigners and sustain these contacts
• demonstrating an ongoing willingness to seek out international or intercultural opportunities
• displaying an ability and willingness to develop and sustain an international network
• displaying an ability to cope in a knowledge-deprived foreign context with a 'domestic' frame of mind and knowledge