(Adapted from Dee Fink, 2013; Lizzio, 2006)

The holistic framework for globally engaged curriculum, developed by Yunyi Chen, (in consultation with Lindsay Brant, Educational Developer-Indigenous Curriculum and Ways of Knowing, CTL and Aaron St. Pierre, Associate Director, OII) Educational Developer-Program and Curriculum Globalization Centre for Teaching & Learning, Queen's University, is shared under a <u>Creative Commons Attribution-NonCommercial 4.0 International License</u> (CC BY-NC).

Please note: The P (e)3 (a)I4Do(n)-10t.0i iBT/P3 (0)0,3p63 (0)0,n9 (p)-4 (2 rg0i)14 ( )10.y9[(n)-4n2 12 (n)]TJ( )-4 ((

Adapted Taxonomy of Significant Learning

FOUNDATIONAL KNOWLEDGE

associate, compare, contrast, describe, define, discuss, explain, express, identify, illustrate, indicate, list, match, name, outline, paraphrase, recite, recognize, recall, state

1. What content (e.g., formulae, concepts, principles, etc.) is important for students to understand and build upon?

2. What ideas and/or knowledge should students construct?

3. What are the opportunities in this course for students to challenge:
   what constitutes knowledge?
   whose knowledges are privileged?

By the end of this course, students will be able to:

describe the three primary objectives of the UN and their associated institutional bodies.

develop a critical understanding of two major tensions associated with the socio-political and economic structures of the UN: statism versus globalism and power versus representation.

explain key theoretical approaches and concepts in the field of Black Environmentalism and Ecologies.

describe the components of the four blocks of information systems (digital technologies, processes, data, and people).

CARING

assess, change, choose, compare, critique, develop, discover, explore, evaluate, identify, interpret, justify, modify, recognize, reflect, renew, revise

3. How to utilize the diversity (i.e., cultural, linguistic, educational) students bring into the class as sources/resources for learning?

By the end of this course, students will be able to:

document personal learning experienced through the course to enhance depth and breadth of understanding of concepts in human health and infectious disease.
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develop skills in critical thinking, research and communication, public speaking, and collaboration in relation to global governance and policy negotiation.

practise effective time management techniques 28.04 -./rs3.05 10 ( )10 ( )]TJTJ0i

communicate a key concept from the course (i.e., environmental racism) in plain language format to a non-academic audience.

analyze how technology influences a specific organization's digital strategy to produce business value.

evaluate business processes and data in organizations using industry recognized tools such as BPMN, Excel, and ERP.

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Lizzio, A. (2006). Designing an orientation and transition strategy for commencing students: Applying the five senses model. Retrieved from https://sc.edu/nrc/presentation/annual/2014/FD-128%20Going%20Global%20International%20Perspectives%20-Handout%20Facilitated%20Discussion%20Sessions_Stu%20Success.pdf