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Assessing the Effectiveness of Global Living-Learning Programs : The University of Texas at Tyler's GATE Program

Georgette Jacobs

Ana Carolina Barnson

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Georgette Jacobs, BS , Graduate Research Assistant, GATE Program, The University of Texas at Tyler
Ana Carolina Barnson, BA ,Graduate Research Assistant GATE Program, The University of Texas at Tyler

INTRODUCTION

The University of Texas at Tyler, through a broad-based process, has chosen for its Quality Enhancement Plan an integrated program to increase global awareness among cohorts of freshmen and sophomore students. We have titled our QEP, GATE: Global Awareness Through Education.

Data indicated that UT Tyler students fell significantly below their peers in global knowledge, understanding of other cultures, and exposure to and respect for other worldviews. To address these short comings, the following overarching learning goals have been identified for GATE:

- Increase students' knowledge of the world's complexities and how political, economic, social, environmental and technological forces shape their daily lives,
- Shape students' understanding, sensitivity, and respect for cultural perspectives different from their own in order to be ethical and responsible global citizens;
- Prepare students with the technological, communication, social, and cultural skills necessary to be productive citizens in the global environment.

GATE students complete 10 globally-infused core curriculum classes and cultural activities during the first two years of college. The program culminates in a five-week study abroad experience the summer after a student's sophomore year.

GATE Assessment Map

	Curriculum	GATE Learning Communities	Overseas Experience
A. Increase students' knowledge of the world's complexities and how political, economic, social, environmental, and technological forces shape their daily lives			
A.1 Students will demonstrate an understanding of basic world geographical knowledge	X		X
A.2 Students will demonstrate an understanding of current world events (political, economic, social, geographic and technological)	X		X
A.3 Students will demonstrate an understanding of the connection between major global issues and the East Texas region	X	X	
A.4 Students will demonstrate an understanding of cultural practices (e.g. beliefs, values, perspectives, practices) of other cultures, nations, or regions	X		X
A.5 Students will demonstrate an understanding of his/her own culture in relation to the history of other cultures	X		
A.6 Students will demonstrate an understanding of the contribution of the arts to social construction of cultures, including their own.	X	X	X
B. Shape students' understanding, sensitivity, and respect for cultural perspectives different from their own in order to be ethical and responsible global citizens			
B.1 Students will understand his/her cultural and recognize his/her own biases, prejudices or stereotypes in relation to that of cultures	X	X	X
B.2 Students will understand that values and beliefs are culturally-created	X	X	X
B.3 Students will demonstrate the ability to interpret cultural events and experiences "through the eyes of" individuals from different cultures		X	X
B.4 Students will develop a personal world view that recognizes the validity of others' perspectives and demonstrate sensitivity to similarities and differences across cultures		X	X
B.5 Students will demonstrate a willingness to seek out intercultural experiences		X	X
B.6 Students will demonstrate an appreciation of cultures (language, art, music, religion, philosophy, family and community structures, and material culture)	X	X	X
C. Prepare students with the technological, communication, social, and cultural skills necessary to be productive citizens in the global environment.			
C.1 Students will demonstrate the ability to effectively communicate about a global issue from at least two different cultural perspectives	X	X	X
C.2 Students will demonstrate the ability to argue a point of view while being sensitive to opposing viewpoints of other cultures	X	X	
C.3 Students will demonstrate necessary technological skills to learn about and interact with other cultures	X	X	
C.4 Students will demonstrate an understanding of how technology impacts one's own and other's world views	X	X	
C.5 Students will interact respectfully in groups and individually with persons of different cultures	X	X	X

Rubrics and Outcomes

Learning Outcome	Curriculum, GATE Learning Communities, and Overseas Experience
1. Increase students' knowledge of the world's complexities and how political, economic, social, environmental, and technological forces shape their daily lives	Curriculum, GATE Learning Communities, and Overseas Experience
1.1 Students will demonstrate an understanding of basic world geographical knowledge	Curriculum, GATE Learning Communities, and Overseas Experience
1.2 Students will demonstrate an understanding of current world events (political, economic, social, geographic and technological)	Curriculum, GATE Learning Communities, and Overseas Experience
1.3 Students will demonstrate an understanding of the connection between major global issues and the East Texas region	Curriculum, GATE Learning Communities, and Overseas Experience
1.4 Students will demonstrate an understanding of cultural practices (e.g. beliefs, values, perspectives, practices) of other cultures, nations, or regions	Curriculum, GATE Learning Communities, and Overseas Experience
1.5 Students will demonstrate an understanding of his/her own culture in relation to the history of other cultures	Curriculum, GATE Learning Communities, and Overseas Experience
1.6 Students will demonstrate an understanding of the contribution of the arts to social construction of cultures, including their own.	Curriculum, GATE Learning Communities, and Overseas Experience
2. Shape students' understanding, sensitivity, and respect for cultural perspectives different from their own in order to be ethical and responsible global citizens	Curriculum, GATE Learning Communities, and Overseas Experience
2.1 Students will understand his/her cultural and recognize his/her own biases, prejudices or stereotypes in relation to that of cultures	Curriculum, GATE Learning Communities, and Overseas Experience
2.2 Students will understand that values and beliefs are culturally-created	Curriculum, GATE Learning Communities, and Overseas Experience
2.3 Students will demonstrate the ability to interpret cultural events and experiences "through the eyes of" individuals from different cultures	Curriculum, GATE Learning Communities, and Overseas Experience
2.4 Students will develop a personal world view that recognizes the validity of others' perspectives and demonstrate sensitivity to similarities and differences across cultures	Curriculum, GATE Learning Communities, and Overseas Experience
2.5 Students will demonstrate a willingness to seek out intercultural experiences	Curriculum, GATE Learning Communities, and Overseas Experience
2.6 Students will demonstrate an appreciation of cultures (language, art, music, religion, philosophy, family and community structures, and material culture)	Curriculum, GATE Learning Communities, and Overseas Experience
3. Prepare students with the technological, communication, social, and cultural skills necessary to be productive citizens in the global environment.	Curriculum, GATE Learning Communities, and Overseas Experience
3.1 Students will demonstrate the ability to effectively communicate about a global issue from at least two different cultural perspectives	Curriculum, GATE Learning Communities, and Overseas Experience
3.2 Students will demonstrate the ability to argue a point of view while being sensitive to opposing viewpoints of other cultures	Curriculum, GATE Learning Communities, and Overseas Experience
3.3 Students will demonstrate necessary technological skills to learn about and interact with other cultures	Curriculum, GATE Learning Communities, and Overseas Experience
3.4 Students will demonstrate an understanding of how technology impacts one's own and other's world views	Curriculum, GATE Learning Communities, and Overseas Experience
3.5 Students will interact respectfully in groups and individually with persons of different cultures	Curriculum, GATE Learning Communities, and Overseas Experience

Go Culture Assessment

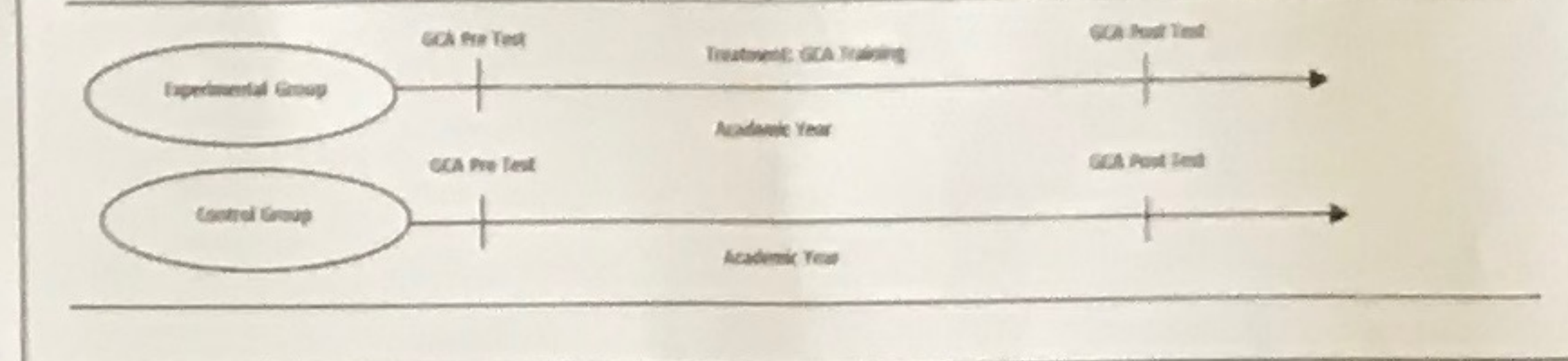
Go Culture Assessment

- Pre-Post Test Intercultural Readiness Assessment
- Corresponding Needs-Based Individualized Training
- Training: Individual or Group Based

Supervisor Survey of Intercultural Preparedness

- Post Hoc Analysis
- Objective Field-Expert Evaluation
- Quantitative and Qualitative Results

Program Assessment Methodology



Future

The University of Texas at Tyler chose to implement GATE not only for its immediate impact on student cohorts participating in the program, but because of its ability to be expanded over time to impact the entire university community by increasing the focus on global citizenship beyond the first two years and into the students' majors.