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Author

LANDORF, Hillary (DOSCHER, Stephanie Paul; SIMONS-LANE, Bahia)

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Abstract

A coherent and useful definition of global learning has long been absent in the literature on international and intercultural education. Instead, researchers and practitioners have used global learning for almost any educational activity with an international aspect. If we do not know what it is, how do we know if we are doing it, much less doing it well? This article sets forth a definition of global learning, supported by the term's origin and meaning, and provides an example of how an institution of higher education uses this definition in the curriculum and co-curriculum. The article concludes with a call for global learning to become foundational for all students in higher education.

(HRK / Abstract übernommen)