

Discussion Guide

Episode 8: Kate Houghton on the Power of Global Learning Professional Development

About Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Among many student learning outcomes, global learning develops:

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems
- **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems
- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving

About this Episode

On this episode, Kate and Stephanie meet in person for the first time—Kate teaches her year-long Miami-based Honors College course, “Cancer Wars,” remotely from her home in DC and from FIU’s hub in DC. They first got to know each other virtually when Kate took the online version of FIU’s Global Learning Course Design and Instruction Workshop, which Kate described as “transformative.” Kate Houghton is an alumna who fell in love with political science at FIU. She was active in community service clubs such as Alternative Break and won the FIU Shining Star Award in 2006 for her work on Hurricane Katrina relief. She remains passionate about driving change and ensuring everyone has access to the American Dream. Kate has taught in a women’s maximum security, worked for the federal government, staffed dozens of congressional campaigns and three presidential election, survived cancer, managed a national non-profit organization, and passed several pieces of legislation—all before the age of 35. Kate’s personal and professional background

have fostered a unique ability to take complex problems and craft pragmatic solutions as well as tell the powerful stories of mission-driven individuals and organizations creating change in America.

Suggested Learning Outcomes

Upon reflection, listeners to this episode will be able to:

- List essential elements of global learning professional development
- Explain the influence of validation on students’ global learning and on faculty’s global learning professional development
- Describe the relationship between global learning, civic engagement, and career readiness

Discussion Questions

- Looking back, to what does Houghton credit her shift into wanting to teach a global learning course?
- What components of the online Global Learning Course Design and Instruction Workshop made an impact on Houghton’s teaching?
- Houghton says that global learning professional development helped her “put a name” to what she was doing and what she wants students to get out of her course. Why is this important?
- How did Bloom’s Taxonomy help Houghton address different student perspectives and backgrounds?
- How does Houghton bring a global perspective into her course, which is primarily US-centric?
- How does Houghton integrate her dual perspectives on career readiness and civic engagement into her global learning course?

Suggested Activities

- Houghton uses multiple methods to help students build empathy in her course, e.g. sharing her personal story, creating a safe space for diverse perspectives and questions, and assigning the Food Stamp Challenge. Have listeners research and brainstorm methods for developing empathy in courses across the curriculum.
- Have listeners research verbal and non-verbal methods for communicating acceptance or validation of other perspectives. Challenge them to identify ways they can apply these in the classroom and/or help students practice these methods.
- Houghton says that she consistently has students go back to one essential question in her course, whether healthcare is a right. Have listeners read this [excerpt on essential questions](#) from Chapter 1 of *Understanding by Design* (Wiggins & McTighe, 2013). Challenge them to design one or two essential questions for a course

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About the Podcast

“Making Global Learning Universal” is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. Episodes are posted seasonally. Guests are from a wide variety of institutions, geographies, and areas of teaching, research, and practice. All episodes are accompanied by show notes, transcripts, and discussion guides to enhance global learning professional development, leadership, and teacher preparation.

The podcast is hosted by [Stephanie Doscher](#), Director of Global Learning Initiatives at Florida International University and co-author of *Making Global Learning Universal: Promoting Inclusion and Success for All*.

The “Making Global Learning Universal” podcast is produced through a partnership between Florida International University’s Office of Global Learning Initiatives, Media Technology Services, and Disability Resource Center.

Episodes, show notes, transcripts, and discussion guides are available at <http://globallelearningpodcast.fiu.edu>.

You may subscribe to the “Making Global Learning Universal” [RSS feed](#) or access the podcast via iTunes, Spotify, or [Stitcher](#). “Making Global Learning Universal” is also listed on [MERLOT](#).

Listener recommendations

“Making Global Learning Universal” is always looking for new guests to join the show and interesting topics to cover. [Email us](#) to make a suggestion!

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