

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Cultural product** refers to any artifact or creation that reflects the values, beliefs, practices, or identity of a particular culture or society. These products can take various forms and may include artworks, literature, music, film and media, crafts, cuisine, architecture, clothing and fashion, language and literature, and performing arts.
- **Cultural practice** refers to any activity, behavior, or custom that is commonly performed within a particular cultural group or society. These practices are often passed down through generations and play a crucial role in shaping the identity, values, and social norms of that culture. Cultural practices can encompass a wide range of activities, including religious rituals, social customs, family traditions, artistic expressions, dining customs, hairstyles, cultural celebrations, language use, economic activities, and environmental practices.
- **Perspectives from Society** refer to the diverse ways in which members of a society interpret and understand various aspects of their collective experience, including cultural practices, norms, values, and social structures. These perspectives can vary significantly based on factors such as individual experiences, socio-economic status, education, cultural background, and personal beliefs. Such as traditional, progressive, conservative, urban, rural, ethnic or cultural, generational, class, and global.

- **Global self-awareness:** In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- **Perspective taking:** The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- **Cultural diversity:** The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.
- **Personal and social responsibility:** The ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
- **Global systems:** The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems (1) are influenced and/or constructed, (2) operate with differential consequences, (3) affect the human and natural world, and (4) can be altered.
- **Knowledge application:** In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.
- N/A: Not applicable to the assignment. Artifact is not appropriate for the assessment of this SLO.



GLOBAL LEARNING VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exceeds Standard	Meets Standard (assess @ reinforce)	Approaching	Introducing (Assess @ Introduce)	Not Evident Or Not Applicable
	4	3	2	1	0 / N/A
Global Self-Awareness SLO 1 Explain the impact of culture on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Did not address the established standard. Not applicable to the assignment.
Perspective Taking SLO 2 Discuss diverse perspectives on an ethical issue that has global implications.	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Did not address the established standard. Not applicable to the assignment.



	Exceeds Standard	Meets Standard (assess @ reinforce)	Approaching	Introducing (Assess @ Introduce)	Not Evident Or Not Applicable
	4	3	2	1	0 / N/A
Cultural Context SLO 3: Analyze relationships or connections between a cultural product or practice and the perspective of the society that produced it.	<p>The student demonstrates an exceptional ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. They consider multiple layers of meaning and interpretation, drawing connections between cultural artifacts and broader societal values, beliefs, and norms.</p>	<p>The student shows a solid ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. They demonstrate a good understanding of cultural context and can articulate meaningful connections between cultural artifacts and societal perspectives. It is generally well-supported and coherent.</p>	<p>The student demonstrates some ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. The evidence provided is limited or not always effectively used to support the analysis.</p>	<p>The student shows limited ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. There is minimal evidence of critical thinking or understanding of cultural contexts.</p>	<p>Did not address the established standard.</p> <p>Not applicable to the assignment.</p>
Applying Knowledge to Contemporary Global Contexts SLO 4: Develop a project within the global community that engages cultures other than their own.	<p>Their project is well-conceived, culturally sensitive, and demonstrates a deep understanding of diverse perspectives. They actively involve stakeholders from different cultural backgrounds and incorporate their input into the project design. The project has the potential for significant positive impact and promotes meaningful cross-cultural exchange.</p>	<p>Their project is generally well-conceived and culturally sensitive, though there may be some room for improvement in terms of inclusivity or depth of cultural engagement. They demonstrate an understanding of diverse perspectives and make efforts to incorporate them into the project design. The project has the potential to promote positive cross-cultural interaction and understanding.</p>	<p>Their project may lack cultural sensitivity or fail to adequately involve stakeholders from diverse backgrounds. While the project may have some potential for cross-cultural exchange, it may not fully capitalize on opportunities for meaningful engagement.</p>	<p>Their project may be poorly conceived or culturally insensitive, and they may struggle to involve stakeholders from diverse backgrounds. There is minimal evidence of understanding or consideration of diverse perspectives, and the project may have limited potential for meaningful cross-cultural exchange.</p>	<p>Did not address the established standard.</p> <p>Not applicable to the assignment.</p>

