

# GLOBAL LEARNING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems (such as natural, physical, social, cultural, economic and political) and their implications for humanity. It is an ongoing, open-ended, and responsive process that draws attention to diversity across the spectrum of cultures, languages, and experiences. Global learners seek to understand how their actions affect both local and global communities.

## Framing Language

Effective and transformative global learning affords students meaningful opportunities to analyze and explore complex global challenges respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of such actions. 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 social and cultural inequities. Global learning cannot be achieved through a single course or a single program. This rubric is designed to assess global learning skills and program quality across time, the benchmarks (levels) 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.*

**Global Self-Awareness:** in the context of global learning, the continuous process through which students develop a mature, integrated identity with a systemic understanding of the interrelationships between the self, local and global communities, and the natural and physical world.

**Perspective Taking:** the capacity to understand the interrelationships between multiple perspectives, including personal, social, cultural, disciplinary, environmental, and global.

**Cultural Diversity:** the recognition and respect for the differences among various cultures, including the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences.

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

	Capstone 4	3	Milestones 2	Benchmark 1
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