

GLOBAL LEARNING RUBRIC

St. Edward's University, Austin, TX (based on AAC&U Rubrics)

	Analysis and Synthesis 4	Application 3	Reinforcement 2	Introduction 1
<p>Knowledge Building <i>Foundation in Global Interconnectedness</i> Students will demonstrate:</p> <ul style="list-style-type: none"> • greater understanding of the legacies that account for current relationships between different parts of the world • familiarity with global processes that affect interdependencies • capacities to use a multiplicity of lenses for interpreting the world • the ability to use global frameworks as a means of posing additional questions and defining areas of inquiry 	<p>Articulates insights into global interdependence (e.g. well-developed capacity to use a multiplicity of lenses for interpreting the world; utilizing a global framework that synthesizes nuanced understanding of legacies and complexities of application in current global relationships).</p>	<p>Applies perspectives regarding global interdependence (e.g. active application of focused perspectives of historical and contemporary global interdependence to critical global issues).</p>	<p>Reinforcement of the concept of global interdependence (e.g. increasing capacity to use a multiplicity of lenses to develop a more nuanced interpretation of the world; to utilize a global framework to understand legacies that contribute to current global relationships).</p>	<p>Introduction of a global framework to identify legacies that contribute to current global relationships and global interdependence through a multiplicity of lenses to help understand the world.</p>
<p>Social Responsibility <i>Individual and Collective Interventions</i> Students will:</p> <ul style="list-style-type: none"> • demonstrate the ability to pose critical questions about power relations and asymmetries across the globe and within individual countries • demonstrate the ability to identify ethical and moral questions from multiple standpoints within a given global issue • be encouraged to consider how individual and collective interventions in global social problems are both possible and consequential 	<p>Demonstrates sophisticated understanding of the complexity of elements about power relations across the globe and within individual societies. Demonstrates ability to address ethical and moral questions from multiple standpoints. Demonstrates ability to evaluate how individual and collective interventions in global social problems are both possible and consequential.</p>	<p>Demonstrates adequate application of the complexity of elements about power relations across the globe and within individual societies. Begin to address ethical and moral questions from multiple standpoints. Considers the consequences of individual and collective intervention in global social problems.</p>	<p>Reinforcement of the complexity of elements about power relations across the globe and within individual societies. Identification of ethical and moral questions from multiple standpoints.</p>	<p>Introduction of the complexity of elements about power relations across the globe and within individual societies.</p>
<p>Intercultural Competencies <i>Vantage point and historical experience</i> Students will:</p> <ul style="list-style-type: none"> • develop capacities to listen carefully to others and to share imaginatively in what it might mean to see the world from a different vantage point and historical experience • learn how to interpret aspects of others' cultures and countries with greater sophistication and accuracy • find experiences that help them become more tolerant of and curious about other people, and able to traverse cultural borders with greater skill and comfort 	<p>Interprets intercultural competency from the perspectives of more than one worldview. Demonstrates ability to traverse cultural borders. Understands and is understood by people from other cultures, and recognizes when understanding is not occurring.</p>	<p>Recognizes multiple dimensions of more than one worldview and sometimes responds with more than one worldview. Understands and values the intimate connection between culture and communication.</p>	<p>Understands and distinguishes between components of other cultural perspectives, but responds with own worldview. Builds capacity to interpret aspects of others' cultures with accuracy and sensitivity.</p>	<p>Views the experience of others but does so through own cultural worldview. Understands the past and present systemic connections between persons, societies, and cultures.</p>
<p>Experiential Engagement <i>Practical intercultural learning and global knowledge</i> Students will:</p> <ul style="list-style-type: none"> • encounter practical, hands-on experiences that foster deeper expertise in intercultural learning and global knowledge-building • be expected to examine their own knowledge, perspectives, and values through engagement and partnerships with a variety of less familiar communities • gain experience working respectfully and effectively with others to address shared concerns, and apply language, cultural knowledge, or other skills in unscripted situations 	<p>Articulates a complex understanding of intercultural perspectives, language, and cultural knowledge gained through practical, experiences and study. Applies this understanding and a sophisticated understanding of their own knowledge, perspectives, and values to address shared concerns in unscripted situations.</p>	<p>Demonstrates a complex understanding of intercultural perspectives gained through practical on experiences to address shared concerns, and apply language and cultural knowledge in unscripted situations.</p>	<p>Identification of intercultural perspectives gained through practical experiences that addresses shared concerns and applies language and cultural knowledge. More nuanced evaluation of their own knowledge, perspectives, and values through engagement with less familiar communities.</p>	<p>Introduction of intercultural perspectives through experiences of language and culture. Begins to examine their own knowledge, perspectives, and values through engagement with less familiar communities.</p>

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