Using the Global Awareness Rubric

At the associate's level, Global Awareness describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts, and global relations. It also describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, the arts or global relations and compares perspectives with other views. Our Global Awareness Rubric was created using both AAC&Us Intercultural Knowledge and Global Learning rubrics. Framing language from AAC&U is below:

> The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being (AAC&U, 2009).
>
> 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 (AAC&U 2009).

Waubonsee Outcome: Describe the interconnectedness of issues, trends or systems using diverse perspectives.

To assess a College Learning Outcome in your course, select two applicable criteria to assess global awareness in your course. You can modify the rubrics to be discipline/program specific.

Global Awareness **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 between the self, local and global communities, and the natural and physical world.
Global Awareness **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.

Global Awareness **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 unjustly 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.
Global Awareness **Personal and Social Responsibility:** The ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective of ethics and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
Global Awareness **Understanding 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.
Global Awareness **Applying Knowledge to Contemporary Global Contexts:** 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.
Intercultural Knowledge **Cultural Self-Awareness:** includes a student's ability to identify new perspectives about their own cultural rules and biases and be comfortable with considering new perspectives.
Intercultural Knowledge **Knowledge:** Is about cultural worldview frameworks. This is the student's ability to demonstrate an understanding of the characteristics important to other cultures in relation to its history, values, politics, communications styles, economy, or beliefs and practices.
Intercultural Knowledge **Attitudes:** Includes a student's ability to Suspend judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.

You are welcome to modify the CLO rubric: The AAC&U VALUE rubrics were designed to be modified to increase faculty and student understanding of the criteria so that the resulting assessments will accurately reflect the learning and assessment activity. A Critical Thinking Discipline and Program Modified Rubric is available for use on the College Learning Outcomes web page in the Critical Thinking section. Criteria on the modified rubric were created by faculty at Salt Lake City Community College and are an option for you to use. We would like to build more modified rubrics for our other CLOs. If you would like to customize one of the CLO rubrics and need some assistance, reach out to kgorski@waubonsee.edu.

Resources:

Assessing Global Learning to Improve Student Learning and Educational Practice

Tools for Assessing Global Learning

References

Association of American Colleges and Universities (AAC&U). (2009). *Global learning VALUE rubric.* Retrieved from: https://www.aacu.org/value/rubrics/global-learning

Association of American Colleges and Universities (AAC&U). (2009). *Intercultural Knowledge VALUE rubric.* Retrieved from: https://www.aacu.org/value/rubrics/intercultural-knowledge

The Lumina Foundation (n.d) *The degree qualifying profile*. Retrieved from: http://degreeprofile.org/read-the-dqp/dqp-cover/