UNG Global Learning Rubric

Criterion: Global Self-Awareness

Definition

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.

Example

Program: Service-Learning Project at the UNG Community Garden, Vickery House, with the living/learning residents of the Global Learning Community from North Georgia Suites. This three-hour event will start with a lecture on food insecurity in North Georgia followed by discussion of defining food insecurity based on the home cultures of the participants. Afterward, the participants will spend time in the garden learning about native plants to Georgia. They will end with picking, weighing and delivering the food to local outlets.

Benchmark 1: Participants will understand the purpose of the community garden and how the produce impacts local schools and non-goverment organizations.

Capstone
4

Effectively addresses significant issues in the natural and/or human world based on articulating one's identity in a global context.

Milestone
3

Evaluates the global impact of one's own and others' specific local actions on the natural and/or human world.

Milestone
2

Analyzes ways that human actions influence the natural and/or human world.

Benchmark
1

Identifies some connections between an individual's personal decision-making and certain local and global issues.

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

UNG Global Learning Rubric

Definition

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.

Example

Program: Collaborative Online International Learning (COIL) in Intermediate-Advanced Japanese course. UNG students in the upper-level Japanese course collaborate with Japanese college students at Nanzan University through online discussions on various issues around linguistic and cultural diversity in a globalized workplace.
Milestone 2: Students will examine various stances such as linguistic expats, cultural expats, and linguistic-cultural expats in various contexts and critically reflect on what it means to work in a globalized workplace.

Capstone 4

Evaluates and applies diverse perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)

Milestone 3

Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and/or human systems.

Milestone 2

Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and/or human systems.

Benchmark 1

Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).

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UNG Global Learning Rubric

Definition

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.

Example

Program: Spring Break Study Away Program to International Community School (ICS) in Decatur, Georgia. ICS is a charter school with a mission of serving recently placed refugee children. UNG College of Education students will receive an overview from ICS administration, co-lead classes for the week, serve as tutors in the after-school program, and attend parent-teacher meetings.
Milestone 2: Students will have direct interaction with refugee students to learn more about their cultural, linguistic, and educational backgrounds to create appropriate learning plans and accommodations.

Capstone
4

Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Milestone
3

Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

Milestone
2

Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.

Benchmark
1

Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.

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UNG Global Learning Rubric

Definition

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.

Example

Program: Geography and Geology in the US West Study Away course.
Milestone 2: Students will discuss with National Park rangers the geological forces responsible for the unique features (e.g., geysers, fumaroles, hot springs) found in Yellowstone National Park. The interaction of these geothermal features with living organisms, including tourists, will be examined. These natural systems change over time due to changes within the mantle and crust of the Earth, human intervention, nearby earthquake or volcano activity, and differing amounts of groundwater due to changes in precipitation, soils, topography, extraction, or hydrology. The same types of features are found in similar geological settings around the world such as Iceland and New Zealand, and how those locations differ or resemble Yellowstone National Park will be described.

Capstone
4

Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and/or natural worlds.

Milestone
3

Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and/or natural worlds.

Milestone
2

Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and/or the natural worlds.

Benchmark
1

Identifies the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds.

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UNG Global Learning Rubric

Definition

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.

Example

Program: Cloud Forest Ecology Study Abroad Program in Costa Rica.
Milestone 3: Students learn about the biodiversity of the forest while hearing from local experts on the impacts of climate change and tourism over time. Using this knowledge, each student inventories a microorganism as the focus of an independent research project.

Capstone 4

Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Milestone 3

Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

Milestone 2

Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).

Benchmark 1

Defines global challenges in basic ways, including a limited number of perspectives and solutions.

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