AAC&U Global Learning Rubric: Springboard to Innovative Thinking

Practical Applications of the Global Learning VALUE Rubric
Overview

• Introductions
• AAC&U Global Learning Value Rubric
• Using the Rubric: Campus-based examples
• Share Your Projects
• Table Work and Sharing of Projects
• Wrap-up Activity
Using the VALUE Rubric at St. Edward’s University

• Shared Futures Project, 2011
• Campus Definitions
• Applications
  – Study Abroad Assessment
  – General Education Program Level Assessment using Class Project
  – Assessment Based on Out of Class Workshop Experience
University Mission

• To Confront Critical Issues
• To Seek Justice and Peace
• To Recognize Responsibility to the World Community
• The Courage to Take Risks
• An International Perspective
St. Edward’s Global Learning Goals

• Understand the historical development of cultural, religious, social, political and economic systems

• Identify diverse perspectives

• Develop communication skills

• Develop analytical, scientific and quantitative skills

• Identify and evaluate important ethical and moral questions and work for social justice and sustainability
Connection of Mission to VALUE Rubric

• Global Self Awareness
• Perspective Taking
• Cultural Diversity
• Personal and Social Responsibility
• Understanding Global Systems
• Knowledge Application
Three Applications on Campus

- Assessment of Study Abroad Experience
- Programmatic Assessment for General Education Course
- Global Understanding Workshops for General Education Students
Evaluation of Study Abroad

• SouthEast Asian Studies Program (SEAS)
• Developed collaboratively with St. Edward’s and Ritsumeikan Asia Pacific University
• 15 SEU students and 15 APU students doing their field work in Thailand and Malaysia
• First round started in 2012

This program is supported by Japanese Ministry of Education, Culture, Sports, Science and Technology’s “Re-Inventing Japan” grant.
Assessment SEAS Program

• Assessments drawn from Learning Goals
  Pre and Post Questions
  – 2013
    • Describe your comprehension of the basis of religions in general
    • Describe what you know about the socio-cultural background of Southeast Asia, especially in Malaysia and Thailand.
    • What do you know about the relationship between religion and society in Southeast Asia?
  – 2014 (Revised)
    • How do you see the influence of the dominant culture/religion upon the minority culture/religion?
    • How do you manage a multicultural organization or group where there are majority/minority issues with the cultural/religious differences?
Assessment Tool:
AAC&U Global Learning Rubric

- Focused on 3 categories
  - Perspective Taking
  - Cultural Diversity
  - Applying Knowledge

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
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<tbody>
<tr>
<td>Perspective Taking</td>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and ethical contexts when analyzing, synthesizing, or evaluating.</td>
<td>Synthesizes other perspectives (such as cultural, disciplinary, and ethical) within complex subjects when analyzing, synthesizing, or evaluating.</td>
<td>Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring complex subjects within natural and ethical contexts.</td>
<td>Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>Adapts and applies a deep understanding of multiple perspectives (such as cultural, disciplinary, and ethical) within complex subjects when analyzing, synthesizing, or evaluating.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and perspectives within complex subjects when analyzing, synthesizing, or evaluating.</td>
<td>Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of cultural, disciplinary, and ethical perspectives.</td>
<td>Describes the experiences of others historically or in contemporary contexts.</td>
</tr>
<tr>
<td>Applying Knowledge to Contemporary Global Contexts</td>
<td>Applies knowledge and skills to implement sophisticated, appropriate, and effective solutions to global challenges that are appropriate to their field of study.</td>
<td>Plans and evaluates more complex solutions to global challenges that use at least two disciplinary perspectives (such as cultural, disciplinary, and ethical).</td>
<td>Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, disciplinary, and ethical).</td>
<td>Defines global challenges in basic ways, including a limited number of perspectives and approaches.</td>
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# 2014 Results

<table>
<thead>
<tr>
<th></th>
<th>Perspective Taking</th>
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<th>Cultural Diversity</th>
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<th>Applying Knowledge</th>
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<tbody>
<tr>
<td></td>
<td>Pre-Program</td>
<td>Post-Program</td>
<td>Growth</td>
<td>Pre-Program</td>
<td>Post-Program</td>
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<tr>
<td>APU Students</td>
<td>1.18</td>
<td>1.15</td>
<td>-0.03</td>
<td>1.19</td>
<td>1.10</td>
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<tr>
<td>SEU Students</td>
<td>1.32</td>
<td>1.38</td>
<td>0.20</td>
<td>1.19</td>
<td>1.22</td>
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<tr>
<td>Combined</td>
<td>1.18</td>
<td>1.24</td>
<td>0.06</td>
<td>1.19</td>
<td>1.15</td>
</tr>
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</table>

- Very little (or regressive) growth
- Perhaps need to revise questions further
- Different measurement tool
- Modify the application of the assessment
Evaluation of Class Project

• CULF 3331: Contemporary World Issues
• 13 to 15 Sections Each Semester, Each With a Different Topic
• Topics Vary from Regional Focus or Thematic Focus
Assessment

• Applying Knowledge to Contemporary Global Contexts

• Focus on Using Multiple Disciplinary Perspectives at Milestone Levels
Assignment for Instructors

• Using an assignment (eg: research paper, journal entry, homework essay, exam essay) that analyzes major elements of the impact of global processes between at least two of the identified elements (politics, society, geography, history and economy) in a contemporary world issue and/or region of the world, please assess the following SLO using the rubric provided:
  – Students will analyze the impact of global processes on the specific issue or region, including the relationship between politics, society, geography, history and economy.
Assignment Examples

• Exam Question: “A significant part of the semester has focused on forms of responsible tourism—industries that are environmentally sustainable and community-based, that promote local development and give more than take from their hosts. Take two examples of tourism that you think “work” for their host communities, and compare how they benefit those communities.”
Assignment Examples

• Research Paper: “Identify issues faced by women in their religious tradition/region; analyze what social political, or economic factors contribute to the challenges that women have faced historically and face currently in that religious tradition/region; what work is being done to address these issues; and finally, offer your opinion on where the issues stands as you see it, which sources do you agree or disagree with and why.”
Assignment Rubric

Please choose two of the categories listed in the question. You do not need to assess all of them. Students will analyze the impact of global processes on the specific issue or region, including the relationship between politics, society, geography, history and economy.

• Analyzes major elements of the impact of global processes between at least two of the identified elements (politics, society, geography, history and economy) in a contemporary world issue and/or region of the world, including any of the following as appropriate:
  – Connections to their historical development
  – The contemporary effects
  – The varied impacts of decisions made/actions taken by institutions or individuals
  – Pose solutions to problems
    • Scale: Fully  Mostly  Partially  Not at all
Evaluation of Out of Class Experience

• Global Understanding Workshops
• Experiential Workshops
  – 3 hours
  – Students enrolled in junior level General Education courses
• Focus on Issue of Global Significance
• Learning Outcomes and Assessment based on Global Learning Rubric
Topics

- Free Trade/Fair Trade
- Global Water Conflicts
- Human Trafficking
- Food Justice
- Global Health
- Children and the MDG’s
- Crisis Planning & Zombie Outbreak
- Tourism & Sustainability
- The Syria Crisis
Global Learning Skills: AAC&U Rubric

• Perspective Taking
• Applying Knowledge to Contemporary Global Contexts
• Personal and Social Responsibility
Global Learning Skills: Workshop Reflection Essay

- Demonstrates the ability to address ethical and moral questions from the standpoint of multiple stakeholders.
- Demonstrates ability to evaluate how interventions in a global problem are both possible and consequential.
- Demonstrates adequate understanding of the complexity of power relations globally.
- Analyzes the ethical, social, and environmental consequences of potential actions.
- Formulates and evaluates complex solutions to the challenge of ensuring access to adequate clean water appropriate to the cultural, economic, and political context.
Workshop: Syrian Simulation

• Game based experience to build understanding of a complex situation

• To have students:
  – Think critically about priorities, perspectives and resources of different actors
  – Consider constraints on actions of different actors
  – Think critically about effects of the war on actors such as the Syrian people and states hosting refugees
Simulation Learning Outcomes

• Understand the conflict from multiple perspectives
• Be able to understand the power relations between different actors
• Be able to address the ethical and moral questions posed by the crisis from various viewpoints
• Consider interventions that would be socially just
Outcomes

• During the Workshop
• Post Workshop Evaluation
• Reflective Essays
Outcomes: Evaluations

• I have gained a clear understanding of the perspectives of different actors in the Syrian crisis
  – Overall Student Response: 4.22 out of 5.0

• I have a greater ability to consider the moral questions posed by the crisis and how these are understood differently by different stakeholders in the conflict
  – Overall Student Response: 4.24 out of 5.0

• I was challenged to consider the kinds of actions/interventions that could lead to more socially just outcomes for the Syrian people
  – Overall Student Response: 4.33 out of 5.0
Outcomes: Essays

- Students noted contradictions between the perspectives and values of their actors relative to their own.
- For many, the conflict moved from an abstraction to something that was more concrete.
- Students reported more firm opinions on what a just response to the crisis would be, particularly with regard to refugees.
- Essays show appreciation for complexities of conflict and perspectives and myriad consequences for different stakeholders.
- Reflected on the depth of the tragedy and difficulty of finding a solution.
# Essay Evaluation with Rubric

<table>
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<tr>
<th>Global Health</th>
<th>Overall Rubric Analysis</th>
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<tr>
<td>High</td>
<td>Medium</td>
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<table>
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<tr>
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<tr>
<td>52%</td>
<td>36%</td>
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Your Ideas

• What project or assignment did you bring from your institution that you would like to consider in light of the Global Learning VALUE Rubric today?
Outcomes of Discussion

• Challenge: Difficulty in balancing different goals of customized programming and language of the rubric would likely be helpful in guiding programming—requires a lot of investment by stakeholders, creating and norming is a challenge. One approach to assessment would be to create case studies for students and have them respond.

• Workgroup developed instrument to have students examine and demonstrate that examination—time intensive to devise scenarios on identified areas of focus. Share with faculty for input, then pilot. Scale up to full campus assessment in Spring 2017 (SLO: examine diverse outcomes in individual, community, and global society).

• With study abroad class have associated seminar that is split into pre and post study to ensure that students complete it in order to get the credit for the class. This provides opportunity for assessment of the global learning that took place.

• Institutionalize the vision of what it means to be a global citizen with a vision statement for the campus.
Many thanks….

- To all of those at St. Edward’s University and our global partners whose work is part of our efforts to foster innovative thinking as part of global learning.
  - David Blair
  - Miki Cutting
  - Mity Myhr
  - Jason Rosenblum
Thank you.

St. Edward’s University