

Application and Evaluation of the Global Learning Value Rubric

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How do we define global learning?

A critical analysis of and an engagement with complex, interdependent global systems and legacies and their implications for people's lives and the earth's sustainability.

Benefits

1. Become informed, open-minded, and responsible individuals
2. Understand both local and global communities
3. Address the world's most pressing and enduring issues

In what ways can we view service-learning in the global community?

International Service Learning

- a. **Participate** in an organized course-based service activity that addresses identified community needs;
- b. **Learn** from direct interaction and cross-cultural dialogue with others;
- c. **Reflect** on the experience in such a way as to gain a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally. (Bringle & Hatcher, 2011, p. 19)

Global Service Learning

A community-driven service experience that employs

- structured, critically reflective practice
- to better understand common
 - human dignity; self; culture; positionality; socio-economic, political, and environmental issues; power relations; and social responsibility,
- all in global contexts (Hartman, Kiely, Friedrichs, & Boettcher, 2015)

Why use a rubric?

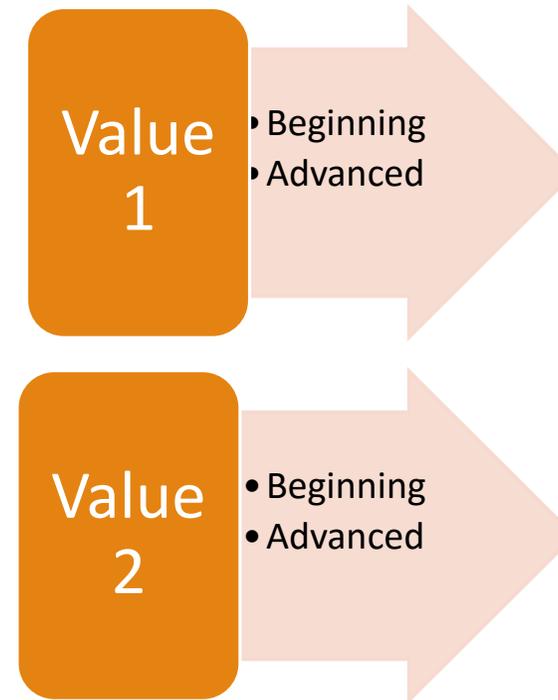
Peer reviewed tools

Develop curricula plans

- Define specific objectives
- Assess student progression

Develop common language and a research agenda around global learning in nursing and interdisciplinary disciplines.

Global Value Learning Rubric. American Association of Colleges and Universities.
<http://www.aacu.org/value/index.cfm>



Session objectives are to:

Describe how the American Association of Colleges & Universities' Global Values Rubric can be tailored to assess learning in a study abroad program

Describe ways to use the Rubric to re-design an assignment for deeper global learning

Framing Language used by AAC&U

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.

Enhance students' sense of identity, community, ethics, and perspective-taking.

World is interdependent and higher education has a vital role.

Is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming.

The Global Values Rubric Comprises Six Areas

Honors students and health discipline students including nursing, public health, pre-professional

Apply the rubrics to one assignment in an elective course - final paper on an important issue

Course assignments

- Pre-departure sessions
- Multiple reflection assignments
- Regular debriefing sessions at night

Global Self-Awareness

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

2: Analyzes ways that human actions influence the natural and human world.

3: Evaluates the global impact of one's own and others' specific local actions.

4: Effectively addresses significant issues based on articulating one's identity in a global context.

My interest in food security was sparked because I observed

Lack of stores and transportation

Adult obesity and child malnutrition

No one in Swaziland believed the US had undernourished people or underdeveloped rural areas

Perspective-taking

1: Identifies multiple perspectives while maintaining a value preference for own positioning.

Undergraduate biology course

2: Identifies and explains multiple perspectives when exploring subjects.

World Health Organization

NGO staff

3: Synthesizes other perspectives when investigating subjects.

Physician

GOGOs

4: Evaluates and applies diverse perspectives to complex situations

Understanding Cultural Diversity

1: Describes the experiences of others primarily through one cultural perspective.

2: Explains and connects two or more cultures.

3: Analyzes substantial connections.

4: Deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction.

Analyzed materials on Swaziland and US population and status of malnutrition

Swazi

- Orphan and child-headed households frequency
- Women's security shaped by low social status and cultural practices influencing ability to keep property

US

- Female headed household's greater poverty and food insecurity

Personal and Social Responsibility

1: Identifies basic ethical dimensions of some local or national decisions that have global impact.

2: Explains the ethical, social, and environmental consequences of decisions on global systems.

3: Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions.

4: Takes informed and responsible action and evaluates the local and broader consequences.

Under nourishment linked to developmental and physical delays

US government programs – WIC, SNAP, EMFAP

Volunteer food pantries

SOHO is a NGO providing food assistance

Obesity leading to chronic disease – global problem

Commitment to learn and personally engage in an academic experience where widespread child malnutrition is present

Global Systems

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

2: Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems.

3: Analyzes major elements of global systems, to pose elementary solutions to complex problems in the human and natural worlds.

4: Uses deep knowledge to develop and advocate for informed, appropriate action to solve complex problems.

Transportation

Agriculture policies and practices

Orphan care

Community development

Knowledge Application

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

Knowledge used to understand

2: Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives).

3: Plans and evaluates more complex solutions.

4: Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions.

Course & Assignment revision

Elective course available to wide range of students across campus

Cultural perspectives – add focus on power structures that allow child malnutrition

Add requirement to paper to propose solution based in literature and through personal experiences onsite

Integrate multiple disciplinary contexts – ensure students hear from a range of local leaders while onsite

Personal and collective action - ask students to reflect on how they will continue to develop commitment to food security at home and globally