Michigan
Technological
University

Undergraduate Student Learning Goal 3: Global Literacy Rubric   (for use 2022-23)

Globally literate students analyze issues on multiple scales from diverse perspectives while acknowledging interconnectivity and complexity. In order to achieve this goal, a globally literate student must be aware of the following: 1) the diversity that exists both within and beyond one's socio-cultural groupings, 2) the multiple scales of human impact on the social and natural world, and 3) the ways in which solutions to problems may contribute positively or negatively to the complex global challenges that persist in the world today.

Global Literacy	What is being assessed	Beginning 1	Developing 2	Proficient 3	Exemplary 4
3.1 Global Awareness	Awareness of the scales of human impact on the natural/ human world	Recognizes that human action impacts the natural and human world on a single scale	Recognizes that human action impacts the natural and human world on multiple scales	Analyzes some relationships between multiple scales to understand how human actions impact the natural and human world	Analyzes the complexity of relationships between multiple scales to understand how human actions influence the natural and human world
3.2 Perspective Taking	Ability to analyze topics from diverse perspectives	Minimally recognizes multiple perspectives but analyzes topics from own perspective	Recognizes multiple perspectives and minimally analyzes from more than one	Analyzes topics from multiple perspectives	Synthesizes multiple perspectives to analyze complex topics
3.3 Diversity Awareness	Awareness of existing diversity within and beyond one's own socio-cultural group	Demonstrates minimal awareness of own socio-cultural norms and biases (no awareness of differences within or beyond own socio-cultural group)	Demonstrates minimal awareness of differences within or beyond own socio-cultural group (sees differences only from own norms and biases)	Uses awareness of differences within and beyond own socio-cultural group to better understand own norms and biases	Uses awareness of differences within and beyond own socio-cultural group to understand how to bridge differences
3.4 Understanding Global Systems	Ability to examine global systems	Demonstrates minimal knowledge of multiple global institutions, processes, or trends	Demonstrates substantive knowledge of global institutions, processes, or trends	Recognizes interactions between multiple global institutions, processes, or trends	Analyzes the complexity of interactions between multiple global institutions, processes, or trends
3.5 Applying Knowledge to Contemporary Global Contexts	Ability to apply knowledge to address global challenges from diverse perspectives	Demonstrates minimal knowledge of global challenges	Demonstrates basic knowledge of global challenges and/or awareness of simplistic solutions	Analyzes global challenges while demonstrating awareness of more complex solutions	Develops or evaluates more complex solutions to global challenges that are appropriate to the context

Adapted from Association of American Colleges & Universities (AAC&U) VALUE rubric [http://www.aacu.org/value-rubrics] on global literacy.

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Note 1: The <u>levels of competency</u> in this rubric are meant to follow a progression of student development in each particular criterion.

Glossary

- **Multiple Scales:** Human relations and relations with the natural environment take place on multiple scales and have consequences that may differ from one scale to the next. By scale, we are referring to identifiable differences in the degree or level of social organization or differences in geographic scope. This spectrum often ranges from local to global. From a human dimension perspective, the local scale may be an individual, a household, family, friends OR a geographically narrow scope (i.e. a community, a city, a state, etc.). The global scale encompasses interactions between multiple local groups across a wide geographic scope (i.e. secondary groups with institutional or formal ties such as interactions among nation-states, international organizations like the UN, multinational corporations like Google, globally integrated civil society groups such as the International Labor Organization, geographically dispersed ethnic communities, etc.).   From a natural environment perspective, the local scale could include a farmer's plot, a patch of forest, or a wetland. The global scale could include the biosphere as the sum of all ecosystems on earth or component of the entire biosphere such as the atmosphere.

- **Perspective Taking[1]:** 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. Perspective taking involves the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

    o   Perspective – such as cultural, disciplinary, and ethical.
    o   Synthesis – the creation of a new perspective from the combination of two or more valued perspectives.

- **Global Systems[1]:** The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world (ecosystems) 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. An understanding of these systems involves knowledge of how they are1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

- **Global Challenges:** Global challenges are complex, social or environmental problems that are transnational in scale and require the cooperation of several institutions for their solution. Examples include climate change, food insecurity, financial crises, extreme poverty, rich-poor gaps, status of under-represented groups, urbanization, water scarcity, energy security, migration, and population growth.

References:
[1]Global Learning Definitions – West Liberty College. http://www.westliberty.edu/institutional-research-and-assessment/files/2015/03/Global-Learning-Rubric.pdf