A Global Learning Rubric for UVM

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VPAASS Summit
May 13, 2025

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In this session:

- Intros/interest
- About the AACU Global Learning Rubric
- Global Learning at UVM
- Assessing Global Learning
- UVM GO examples of Global Learning

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What brought you to this session?

- Name
- Unit/department
- Interest in global learning

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AACU VALUE Rubrics

- VALUE = Valid Assessment of Learning in Undergraduate Education
- AACU offers VALUE Rubrics in areas ranging from Writing to Intercultural Competency
- Provide a cross-cutting set of outcomes for these areas

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AACU Global Learning – Definition

"Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.

Through global learning, students should

1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,

2) seek to understand how their actions affect both local and global communities, and

3) address the world's most pressing and enduring issues collaboratively and equitably."

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Global Learning at UVM

- UVM's mission statement includes seeking to prepare "accountable leaders who will bring to their work dedication to the global community"
- Opportunities for global learning already exist across UVM, from service learning courses, to courses that engage students with material that is global in scope, to international internships, to travel study and study abroad

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	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	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.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	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.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges as global systems and evaluates the local and broader consequences of global problems.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	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 natural worlds.	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 natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	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).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

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	Capstone 4	Milestone 3
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	Milestones 2	Benchmark 1
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Perspective Taking	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	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.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
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Applying Knowledge to Contemporary Global Contexts	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

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Adapting this rubric to UVM

- How well does this fit with what we are already doing?
- Do these categories/skill areas prompt new ideas?
- Is there anything missing from this rubric that we consider to be essential to global learning opportunities/goals at UVM?

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How can we assess global learning?

- Content-based assessments
- Assessments of integrative projects that draw on more than one area of knowledge and skill (e.g. proposals, plans, analyses)
- Reflections and self-assessments of learning
  - Multiple assessments across an experience can demonstrate development
- Assignments or activities designed to develop and communicate a plan for future study and work

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Example of Global Learning: UVM GO

- Pre-matriculation/pre-orientation timeframe
- Goals include both global learning and social goals (build confidence and sense of belonging)
- Global learning goals for UVM GO are aimed at the benchmark and milestone 2 level

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Global Learning Outcomes - Making local-global connections

UVM GO Iceland: *Culture, History, and Environment*

UVM GO New York City: *Youth Activism, Climate Change, and the Underground Music Scene*

UVM GO LASP/PLHC – *Dive In! Exploring Lake Champlain's Global Role*

UVM GO Wellness Environment: *Mindfulness, Compassion, and Planetary Health*

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Global Learning as a Goal

"I learned that I have the ability to travel by myself and that connecting to other cultures and their history is important to me."

In what ways have you grown over the course of this trip?
I made a lot of new friends and became comfortable navigating and travelling solo.

In what ways have you grown over the course of this trip?
I've grown in knowledge about another country so close physically to ours but so radically different culturally. It has a very eye-opening experience regarding how culture and anthropology intersect with sociology.

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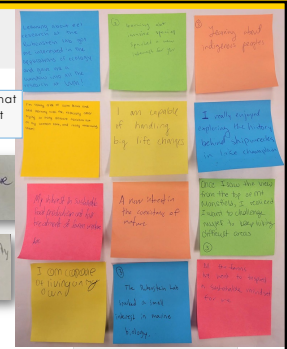
Developing a Global Learning Experience

Goals:

- Fun
- Accessible for new global travelers
- Opportunities for learning and reflection
- Showcase a global city

Millenium Bridge and St. Paul's Cathedral, London

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Goals for UVM GO London (Milestone level 2)

- Identify Thames has as a global connector and as an ecosystem shaped and reshaped by human activity over the centuries
- Explore Global London from multiple perspectives
- Give examples of cultural contact, power dynamics, and integration, including London at the periphery and center of empires
- Look for evidence in London of the deep and lasting impact of British colonialism
- Experience the urban built environment from personal and social perspectives

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### Promoting and Assessing Learning

- Include time for processing and reflection individually and in groups
- Help students contextualize their reactions to cultural differences through dialogue and perspective-taking
- Focus on larger takeaways instead of dates and facts
- Encourage thinking about their positionality and identity
- Collect examples/artifacts of student learning through the above activities

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Example: Photo Voice

- Either daily or as a closing activity, students pick a photograph from those taken throughout the experience and use it as the basis for a reflection on what they learned and/or how the experience will shape their path at UVM
- Similar activities use prompts to help students reflect through visual or verbal means

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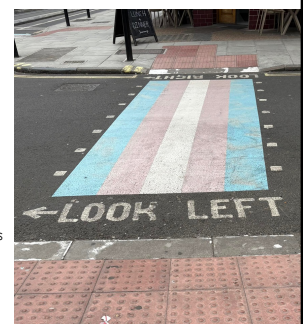
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Let's talk!

- Any questions about UVM GO?

- How could you use the rubric in your own work with students?

- Any suggestions for additions/modifications to the rubric?

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Questions?

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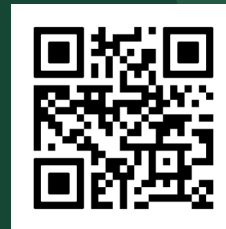
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Where to next?

11am
- Internships are great (except when they are not) (Chittenden)
- Proactive Accessibility in Student Advising (Williams)

12 pm
Lunch – Silver Maple ballroom

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Please answer our feedback survey:

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