

Making Local to Global Connections
Appalachian State University, September 2020
Modified version of Global Learning VALUE Rubric* (AAC&U)

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. This rubric has been adapted for assessing Appalachian's general education learning goal of Making Local to Global Connections. The *Global Self Awareness*, *Cultural Diversity*, and *Cultural Interactions* outcomes detailed in this rubric align with those of the same title in the Global Learning VALUE Rubric. The *Systemic Drivers of Global Change* and *Cultural Interaction* outcomes are adapted from VALUE's *Understanding Global Systems* and *Perspective Taking* dimensions, respectively, from the Global Learning VALUE Rubric. For more information about the VALUE rubrics, see <https://www.aacu.org/value/rubrics>.

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.

Rationale

Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the general education program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments. Students should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

Framing Language

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. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college careers through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, a single student artifact is not expected to address all learning outcomes, but a student should be exposed to all learning outcomes through the breadth of their general education experiences.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

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.

Natural Environments: settings or contexts influenced by systems associated with the natural world, including but not limited to biological, chemical, and physical sciences.

Cultural Environments: settings or contexts influenced by human systems, including but not limited to language, religion, ethics, economics, political, and built.

Global Change: refers to the ways in which the human and biophysical worlds are changing, especially due to the effects of human agency. Examples from the human perspective include the growth and spread of capitalism, women's rights, human rights, religious pluralism, global norms, technology, the ability to travel, cultural practices and ideas, LGBTQ+ rights, market economies, political issues, manufacturing, etc. Examples of global change from the biophysical perspective include human impacts on the climate, the ozone layer, cycles of matter that are essential to life (e.g., water, carbon, nitrogen, and phosphorus cycles), and biodiversity loss.

Global: pertaining to an overarching issue or system composed of multiple heterogeneous, interdependent communities or features.

Local: specifically situated within context-dependent communities that comprise the global but act as/represent individual instances.

Systemic Factors: characteristics of the complex social, cultural, political, technological, and economic organizations/systems that shape and constrain the lives and activities of individuals. These 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), 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.

Ecological Integrity: like "health" in humans, it is easier to recognize than it is to succinctly define. It refers to the ability of an ecosystem⁺ to support the diverse community of native organisms (plants, animals, microbes) expected in a region as well as to maintain ecological processes (e.g., nutrient cycling, energy flows). Integrity includes not only the absence of damage, but also resilience, or the ability of an ecosystem to recover and bounce back from disturbance. Ecological integrity is reduced when the diversity and/or abundance of living components is diminished, non-living components (e.g., water) are altered, relationships between components are severed, and/or processes are altered. Ecosystems with a high degree of integrity provide myriad benefits to human communities.

⁺Scale: Ecosystems can be small, such as a rocky outcrop on the top of Grandfather Mountain, or very large, such as the Appalachian Mountains. Ecosystem boundaries are determined by research questions, management objectives, etc. Small ecosystems are nested within larger ecosystems, which are nested within biomes, which are nested within the whole ecosystem, or Earth.

Sustainable Communities: vibrant groups of individuals in which physical, environmental, societal, and economic well-being is justly distributed to meet the resource needs of today and future generations. Sustainable communities persist over time because they function in ways that do not undermine their ecological support systems.

Diverse Perspectives: the ability to engage and learn from 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.

MAKING LOCAL TO GLOBAL CONNECTIONS RUBRIC

Student Learning Outcome	4 Capstone	3 Milestone (Higher)	2 Milestone (Lower)	1 Benchmark	0 No Evidence	N/A Not Applicable
Global Self Awareness. Students will evaluate the effect of human agency on <i>natural</i> and <i>cultural environments</i> . (Local to Global)	Evaluate the global impact of one's own and others' specific local actions on both natural and cultural environments.	Analyze ways that one's own or others' actions influence both natural and cultural environments.	Describe how human agency influences natural and/or cultural environments.	Recognize and/or identify some connections between an individual's personal decision-making and certain local and/or global issues.	No evidence	N/A
Consequences of Global Change. Students will evaluate the effect of <i>global change</i> on <i>local natural</i> and <i>cultural environments</i> . (Global to Local)	Evaluate the effect of specific global changes on one's own and others' local natural and cultural environments.	Analyze the effect of global change on one's own and others' local natural and cultural environments.	Describe the effect of global change on the local natural and/or cultural environments.	Recognize and/or identify some connections between global issues and local natural and/or cultural environments.	No evidence	N/A
Systemic Drivers of Global Change. Students will evaluate <i>systemic factors</i> as drivers of <i>global change</i> in order to advocate for appropriate responses.	Evaluate the historic and contemporary role of systemic factors driving global change in order to develop and advocate for informed, appropriate responses.	Analyze the historic and contemporary role of systemic factors driving global change in order to suggest elementary responses.	Describe the historic and contemporary role of systemic factors driving global change.	Recognize and/or identify the basic role of some systemic factors in driving global change.	No evidence	N/A
Ecological Integrity and Sustainability. Students will demonstrate the importance of <i>ecological integrity</i> , from <i>local</i> to <i>global</i> scales, as essential life support for <i>sustainable communities</i> .	Evaluate the importance of ecological integrity, from local to global scales, as essential life support for sustainable communities.	Analyze the importance of ecological integrity, on local and/or global scales, as essential life support for sustainable communities.	Describe how ecological integrity provides life support for sustainable communities.	Recognize and/or identify elements of ecological integrity and some connections to human well-being.	No evidence	N/A
Cultural Diversity. Students will demonstrate their knowledge of other cultures, worldviews, and frames of reference to contextualize <i>local</i> and <i>global</i> issues.	Evaluate local or global issues using knowledge of other cultures, worldviews, and frames of reference within multiple contexts.	Analyze local or global issues using knowledge of other cultures, worldviews, and frames of reference.	Describe local or global issues using knowledge of other cultures, worldviews, or frames of reference.	Recognize and/or identify another culture, worldview, or frame of reference.	No evidence	N/A
Cultural Interaction. Students will integrate <i>diverse perspectives</i> to demonstrate an appreciation of the complexities of cultural interactions.	Integrate diverse perspectives to demonstrate an appreciation of the complexities of cultural interactions.	Analyze diverse perspectives that inform complex cultural interactions.	Describe diverse perspectives that inform cultural interactions.	Recognize and/or identify diverse perspectives while maintaining a preference for one's own cultural views.	No evidence	N/A

*Adapted from "Global Learning VALUE Rubric" by the Association of American Colleges and Universities, 2014, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.