

Global Learning Outcomes for Education Abroad

Washington State University Pilot, Spring 2010

Global Learning Outcomes in Education Abroad comprise the following:

- 1. Culture Learning.** The student demonstrates knowledge of the host culture (material culture and underlying values, beliefs and practices central to the host culture).
- 2. Cross-Cultural Thinking.** The student understands his/her own culture in a comparative context -- that is, recognizes that his /her culture is one of many diverse cultures and that alternative perceptions and behaviors may be based on cultural differences; accepts cultural differences and tolerates cultural ambiguity; applies cross-cultural thinking.
- 3. Critical Thinking.** The student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems and evaluate sources & information.
- 4. Global Connections.** The student demonstrates knowledge of global issues, processes, trends, and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies) and makes complex global connections.
- 5. Communicating in a foreign language and culture.** The student demonstrates engagement and effectively uses language skills and nonverbal communication skills.
- 6. Academic or Professional Development.** The student articulates cross-cultural view(s) of intended academic / professional field; the student understands how his/her intended field (academic/ professional) is viewed and practiced in different cultural contexts.
- 7. Personal Development.** The student demonstrates personal growth in self-direction, self-knowledge, and strategies for growth.

Using the rubric to assess student work

1. Skim the attached rubric, for a general understanding of each outcome.
2. Skim the student work. Then re-read it more closely.
3. For each outcome on the rubric:
 - Circle specific phrases that describe the work. You may well be circling phrases at different levels of achievement (ie, phrases under Novice, Intermediate, and/or Advanced).
 - Use the comment box for notes, questions, observations.
 - Circle the level (Beginner 1 – Expanding 2) which holistically best represents the student's work on that outcome.
 - Mark A (Absent) if the work does not show this outcome. It is not expected that one piece of student work will demonstrate all outcomes.

Example:

	Novice		Intermediate		Advanced	
A	Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2

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1. Culture Learning. The student demonstrates knowledge of the host culture (material culture and underlying values, beliefs and practices central to the host culture).

		Novice		Intermediate		Advanced	
A		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Material	Absent	Shows a general sense of the host culture's visible accomplishments, common practices, or material culture.		Can describe and discuss some of the host culture's visible accomplishments, common practices, or material culture.		Can describe / discuss the host culture with informed understanding and appreciation for its visible accomplishments, practices, and material culture.	
	Present	May show a surface understanding of the values and beliefs central to the host culture. At times may include over-broad comments or dichotomous thinking.		Shows understanding of the host culture, including some grasp of the core values and beliefs central to the host culture.		Shows respectful and nuanced understanding of the host culture, including an in-depth grasp values, beliefs and practices central to the host culture and its sub-cultures.	
Comments							

2. Cross-Cultural Thinking. The student understands his/her own culture in a comparative context -- that is, recognizes that his /her culture is one of many diverse cultures and that alternative perceptions and behaviors may be based on cultural differences; accepts cultural differences and tolerates cultural ambiguity; applies cross-cultural thinking.

		Novice		Intermediate		Advanced	
A		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Comparative thinking	Absent	Shows initial understanding of his/her own culture and behaviors in a comparative context.		Shows some understanding of his/her own culture and behaviors in a comparative context.		Shows deep understanding of his/her own culture and behaviors in a complex comparative context.	
	Present	Minimal reflection on similarities and differences between cultures. May often include ethnocentric perspectives		Reflects on some cultural differences between cultures, with limitations. May include both dichotomous thinking and more relativistic views; some grasp of alternative perspectives.		Involved and thoughtful reflection of cultural differences among cultures. Includes nuanced reflection with integrative thinking and ethnocultural perspectives.	
Flexible thinking	Absent	Occasionally shows acceptance of cultural differences, though may be troubled by ambiguous situations. May have fixed ideas about what "should" occur.		Shows acceptance of obvious cultural differences, and can manage in some ambiguous situations. May show flexibility about what "should" occur in obviously different cultural situations.		Shows acceptance of cultural differences, including subtle or hidden differences, and is not troubled by ambiguous situations. Has flexible ideas about what "should" occur, including in complex cultural situations.	
	Present						
Comments							

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3. Critical Thinking. The student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems and evaluate sources & information.

		Novice		Intermediate		Advanced	
A		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Multiple views	Absent	Occasionally considers a new perspective or questioning own knowledge. At times may consider alternative perspectives when solving problems, though may be limited.		Questions own knowledge, contexts and assumptions in some situations. May question prevailing logic, and consider and apply alternative perspectives to solve problems.		Shows commitment to questioning own knowledge. Recognizes context and assumptions, and questions prevailing logic. On-going exploration and integration of alternative perspectives in problem-solving.	
	Present	Demonstrates basic skills in searching, selecting, and evaluating sources. At times may appear to repeat information without much question or dismiss evidence without adequate justification. May make limited distinctions among fact, opinion, and value judgments. Distinctions are not always clear.		Demonstrates adequate skills in searching, selecting, and evaluating sources. Use of evidence qualified, selective and appropriate. Discerns fact from opinion; may recognize bias in evidence.		Demonstrates strong skills in searching, selecting, and evaluating sources; may identify unique resources. Examines evidence and its source; questions accuracy, relevance, and completeness. Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias.	
Comments							

4. Global Connections. The student demonstrates knowledge of global issues, processes, trends, and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies) and makes complex global connections.

		Novice		Intermediate		Advanced	
A		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Knowledge	Absent	Shows surface understanding of the interconnectedness of global systems.		Shows some understanding of the interconnectedness of global systems, with limitations.		Shows a nuanced understanding of the interconnectedness of complex global systems.	
	Present	Limited grasp of how systems or trends exacerbate or mitigate problems or conflicts; may miss some core elements or complexity.		Some grasp of how systems or trends exacerbate or mitigate problems and/or conflicts; some critical details may be absent or glossed over.		Clear grasp of how systems or trends exacerbate or mitigate problems and/or conflicts; considers complex and subtle details.	
Comments							

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5. Communicating in a foreign language and culture. The student demonstrates engagement and effectively uses language skills and nonverbal communication skills.

		Novice		Intermediate		Advanced	
		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Engagement	Absent	Shows limited interest in language acquisition or accommodating to host culture. May see little benefit to learning another language ("After all, everybody speaks English."), or learning beyond a basic level.		Shows involvement in language acquisition and a willingness to understand the host culture. Identifies practical benefits of being able to communicate in another language.		Shows strong language proficiency, and commitment to continued language acquisition and knowledge of the host culture. Demonstrates how speaking another language is another way of seeing.	
	Absent	Can listen, speak, read, and write at a basic level in some everyday situations and activities. At times requires additional effort to communicate (clarify, repeat, slow down, or other); may resort to gestures. At times errors obscure meaning.		Can listen, speak, read, and write comfortably and clearly in familiar or predictable situations and activities (formal, informal, academic, professional, social). Errors do not significantly impede communication in familiar situations.		Can listen, speak, read, and write comfortably and clearly, quickly adjusting to various situations and activities (formal, informal, academic, professional, social, and other). Errors are minimal and do not distract.	
	Absent	Applies basic non-verbal or cultural skills during communication with host nationals in some everyday situations and activities. May miss some non-verbal cues or mis-communicate.		Applies appropriate non-verbal and cultural skills during communication with host nationals in familiar or predictable situations and activities (formal, informal, academic, professional, social). Errors do not significantly impede communication.		Applies appropriate non-verbal and cultural skills during communication with host nationals in various situations and activities (formal, informal, academic, professional, social, and other). Errors are minimal and do not distract.	
Comments							
Note: It is not expected that all language skills will develop at the same level.							

6. Academic or Professional Development. The student articulates cross-cultural view of intended academic / professional field. The student understands how his/her intended field (academic / professional) is viewed and practiced in different cultural contexts.

		Novice		Intermediate		Advanced	
		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Host culture	Absent	Shows surface understanding of how the host culture views and practices their intended academic / professional field.		Shows some understanding and appreciation of how the host culture views and practices the student's intended academic / professional field.		Shows a deep understanding and appreciation of how the host culture views and practices the student's intended academic / professional field.	
	Absent	Minimal reflection on similarities and differences between academic / professional knowledge domains in the host and U.S. culture.		Includes reflection on obvious similarities and differences between academic / professional knowledge domains in the host and U.S. culture.		Articulates thoughtful, detailed reflection on similarities and differences between academic / professional knowledge domains in the host and U.S. culture.	
Comments							

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7. Personal Development. The student demonstrates personal growth in self-direction, self-knowledge, and strategies for growth.

		Novice		Intermediate		Advanced	
A		Beginning 1	Beginning 2	Developing 1	Developing 2	Expanding 1	Expanding 2
Self-direction	Absent	Generally relies on what is readily available. On occasion takes initiative or risks; limited effort to seek mentors or resources.		Includes some self-directed and independent learning and/or effort to take initiative or risk. May seek mentors or resources to complement those readily available.		Increasingly self-directed and independent learner; takes initiative, including reasonable risks; finds and fully uses appropriate mentors and resources.	
		Sets general goals and/or may use one or more strategies.		Sets clear goals and uses various strategies; may adjust them based on experiences.		Intentionally sets goals and chooses strategies; identifies common threads in own learning and adjusts strategies.	
		Sometimes receptive to feedback from others; may look back on experiences and own approach to learn from them, though may do so casually or infrequently.		Learns from feedback and consequences; may use reflection to increase learning. Recognizes own progress in some areas; occasionally revisits / reprioritizes goals and strategies.		Learns from feedback, consequences, mistakes, and successes; uses reflection, analysis, and application to increase learning. Recognizes own progress and accomplishments; regularly revisits / reprioritizes goals and strategies.	
Self-Knowledge	Absent	Occasionally thinks about own beliefs, values, identity; budding recognition of personal strengths or limitations.		Considers own beliefs, values, or identity; aware of personal strengths and limitations.		Examines own beliefs, values, identity, and priorities; recognizes personal strengths and limitations; deepens understanding of self or vision of future self.	
		Tries to cope with stresses, with variable success. Making cultural adjustment in one or more areas of everyday life, especially in low-risk situations.		Copes adequately with common stresses and has adjusted culturally in familiar situations and interactions.		Copes adaptively with stresses and has adjusted culturally; becoming bi-cultural.	
		Shows emerging awareness of ways that different aspects of experience abroad – personal, social, academic, professional, or community – may connect.		Integrates two or more aspects of experience abroad – personal, social, academic, professional, community; at times considers personal or social implications of what is learned.		Integrates diverse aspects of experience abroad – personal, social, academic, professional, community; explores personal and social implications of what is learned.	
Comments							

Other feedback on the rubric, the descriptors, the assignment or the scoring process?