

GVSU Definition of Globally Educated Student

Globally educated students are students who have internalized the **knowledge, skills, and attitudes** necessary to operate effectively in an interconnected changing world of diverse ethnicities, religions, languages, institutions, and cultures.

KNOWLEDGE

- Global issues, processes, trends, and institutions, such as economic and political interdependency among nations; environmental-cultural interaction; and global governance bodies
- Other cultures (beliefs, values, perspectives, practices, and products) besides their own
- The relationship between local and global issues
- The perception and practice of their intended field (academic/professional) in different cultural contexts and the placement of their own culture in global and comparative contexts
- The effect of cultural differences on perceptions and behaviors

SKILLS

- Interpret issues and situations from more than one cultural perspective
- Use knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems
- Adjust to and cope with unfamiliar and challenging situations without compromising their core ethical standards
- Adapt their behavior to interact effectively with those who are different
- Maintain or improve their language abilities and identify and use information from other languages and/or countries

ATTITUDES

- Accept cultural differences and manage cultural ambiguity
- Resist cultural stereotyping
- Learn from others who are culturally different from them
- Be flexible and open to change, and pursue personal growth
- Seek out international and intercultural opportunities

Source: Global Learning Context Document, GVSU Internationalization Task Force

https://www.gvsu.edu/cms4/asset/3595C658-AFDD-1F16-74016FCD4E68EFA3/revised_global_learning_context_document_october_11.2013.pdf

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.

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 career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

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.
- **Perspective taking:** 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. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- **Cultural diversity:** The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.
- **Personal and social responsibility:** The ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
- **Global systems:** The 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), 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. 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.
- **Knowledge application:** In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.