Introduction

This file describes how "Global learning" as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.

Global Learning is a critical analysis of and an engagement with complex, interdependent (natural, physical, social, cultural, economic, and political) global systems and legacies.

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.

Global Learning components:

- Global self-awareness
- Perspective taking
- Cultural diversity
- Personal and social responsibility
- Understanding global systems
- Applying knowledge to contemporary global contexts

Global Learning : Global self-awareness

Identifies some **connections** between an individual's personal decision-making and certain local and global issues.

Analyzes ways that human actions **influence** the natural and human world.

Evaluates the global **impact** of one's own and others' specific local actions on the natural and human world.

Effectively addresses significant **issues** in the natural and human world based on articulating one's **identity** in a global context.

Global Learning: Perspective taking

Identifies multiple perspectives while **maintaining** a value preference for own positioning (such as cultural, disciplinary, and ethical).

Identifies and **explains** multiple perspectives (such as cultural, disciplinary, and ethical) when **exploring** subjects within natural and human systems.

Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when **investigating** subjects within natural and human systems.

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).

Global Learning: Cultural diversity

Describes the experiences of others historically or in contemporary contexts primarily through **one** cultural perspective, demonstrating **some openness** to varied cultures and worldviews.

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.

Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, **incorporating** respectful interactions with other cultures.

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.

Global Learning: Personal and social responsibility

Identifies basic ethical dimensions of some local or national decisions that have global impact.

Explains the ethical, social, and environmental consequences of local and national decisions on global systems.

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.

Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

Global Learning:
Understanding global systems

Identifies the **basic** role of some global and local institutions, ideas, and processes 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.

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.

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.

Global Learning: Applying knowledge to contemporary global systems

Defines global challenges in basic ways, including a **limited** number of perspectives and solutions.

Formulates practical yet **elementary** solutions to global challenges that use at **least two** disciplinary perspectives (such as cultural, historical, and scientific).

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).

Applies knowledge and skills to implement **sophisticated**, appropriate, and workable solutions to address **complex** global problems using **interdisciplinary** perspectives **independently** or with others.