ASSESSING GLOBAL LEARNING: A NATIONAL RUBRIC AND PRACTICAL APPLICATION

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WORKSHOP OUTLINE

Part I
- Introductions
- Background of the GL Rubric Project

Part II
- Understanding and Using the Rubric
- Test Run: Hands-on Evaluation of Student Work

Part III
- Taking the Rubric Home: Campus Applications
INTRODUCTIONS
BACKGROUND OF GLOBAL LEARNING RUBRIC PROJECT

- Shared Futures
- Rubric Development Team
- Definitions of Global Learning
  - What it is and is not
- Purpose(s) of the GL Rubric Project

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Rubric Elements

- Front Matter:
  - Definition
  - Framing Language
  - Glossary
The Anatomy of a VALUE Rubric

**Criteria**

**Levels**

**Performance Descriptors**

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USING THE RUBRIC: CALIBRATION PROCESS
SCORING & CALIBRATION PROCESS

Scoring Steps:

- Review rubric and definition
- Read and score on two criteria
  - Personal and Social Responsibility
  - Understanding Global Systems
- Connect specific points of evidence in work sample with each criterion at the appropriate performance level (if applicable)

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Calibration Steps:

- Hear from those who scored at each level (4, 3, 2, 1, 0 & NA) to understand the context and evidence for making their decision
- Determine common score(s) (closeness counts)
THE GROUND RULES

- This is not grading.
- We are not changing the rubric (today).
- Our work is time sensitive. Go with your instinct.
- Think globally about student work and about the learning skill. Think beyond specific disciplinary lenses or content.
- Start with 4 and work backwards. Pick one performance benchmark per criterion. Avoid “.5”.
- Zero does exist. Assign “0” if work does not meet benchmark (cell one) performance level. N/A exists. Assign “not applicable” if the student work is not intended to meet a particular criterion.

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Student Work Sample

- Example of student work
- Explanation of assignment prompt

- Typically this rubric will most often be used for programmatic level assessment, but we wanted to provide an opportunity for you to utilize and apply it (this is why you will score only on two criteria)
**Test Run: Student Paper**

- Take a few minutes to read the student sample work
- Score on two criteria:
  - Personal and Social Responsibility
  - Understanding Global Systems
- Next:
  - Introduce yourselves at tables and compare scores
  - Discuss any differences in scoring or observations about determining scoring
  - Reach consensus on a table score

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Taking the Rubric Home: Campus Applications

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HOME CAMPUS APPLICATION

1: Individual Reflection
2: Table Conversation
3: Sharing Key Insights with Entire Workshop
INDIVIDUAL REFLECTION (~5 MINS.)

- Identify an initiative on your home campus
- Take stock of its context:
  - Existing assessment structure?
  - Extent to which your campus already has a shared understanding of global learning?
  - Existing faculty development opportunities related to this initiative?
- How you might apply the GL rubric to this work
  - Use all of the rubric? Some of its criteria?
  - Could it be used for programmatic assessment? Course level work? How?
  - What faculty development activities could you structure around its introduction and use?

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**Table Conversation (~20 mins.)**

- *Table Focus Questions:*
  - Share your potential uses of the rubric
  - What benefits or opportunities do you see?
  - What challenges might arise and how might you handle those?

- *Group Assignment:* What are the top two insights that emerge out of your table conversation?
INSIGHTS ON HOME CAMPUS USES/PLANS
CONCLUSION

- Final Thoughts

- Thanks for your interest in this rubric and your time!