

Global Engagement Prompt and Rubric

Global Engagement Learning Goal

Students develop their awareness of their own and other cultures from outside the US through experiences and develop strategies for adapting effectively and appropriately to intercultural situations.

Global Engagement Reflection Prompt

Describe:

1. In a brief paragraph, describe your Global Engagement experience.

Examine:

1. What assumptions or expectations did I bring to my Global Engagement experience? Were those assumptions upheld or challenged? How? (Please be specific)
2. Describe a time during your Global Engagement experience when you experienced difficulties working or interacting with people from another culture. How did you respond to those difficulties? What might you do differently next time to minimize such difficulties?
3. What personal strengths and/or weaknesses did the situation reveal? What might you do to build on your strengths or minimize your weaknesses?
4. How did your Global Engagement experience change your beliefs, attitudes, or thinking about your own culture?
5. How did your Global Engagement experience change your beliefs, attitudes, or thinking about the culture you interacted with?

Analyze Learning

1. In one or two paragraphs, articulate one important lesson that you learned from your Global Engagement experience. Identify the specific moments or experiences during the Global Engagement experience that contributed to your learning this.
2. Why do you think the lesson you identified above matters? What is the value of this lesson, not only for you, but for others?

Global Engagement Rubric

Global Engagement	Meets Expectations
Students develop an awareness of their own culture.	Student articulates a partial awareness of how their understanding of the complexity of elements important to their own cultural background have changed as a result of their experience.
Students develop an awareness of a culture outside of the United States.	Student identifies a partial understanding of the complexity of elements important to members of a culture from outside the United States.
Students develop strategies for adapting effectively and appropriately to intercultural situations.	Student work demonstrates an ability to partially interpret intercultural situations through more than one worldview in a supportive, non-judgmental way.

Adapted from the AAC&U's Intercultural Learning VALUE Rubric