

Global Learning Matrix for Learning Outcome Development

Guidance on how to use this matrix.

This matrix is a tool for developing learning outcomes (LOs) for global learning. The matrix is composed of four focus areas (multiple perspectives, intercultural competence, social responsibility, and global challenges), and each focus area spans four stages (beginning, emerging, progressing, and engaging) that build upon one another. There are flexibilities in how this tool can be used to develop global LOs.

For example, you can:

1. Develop one LO by identifying one focus area and one of its stages.
2. Identify different focus areas and associated stages if you would like to develop multiple LOs.
3. Develop LOs using a developmental approach, meaning you identify one (or a few) focus area(s) and develop LOs that address each of its (their) stages so that students learn in a scaffolded way.
4. Or, start with where your students are and aim for them to achieve a higher (or the highest) stage if they have already exceeded the beginning stage in a certain focus area(s).

Please be creative about how you use this tool to develop LOs for global learning to best meet the needs of your students.

	Beginning	Emerging	Progressing	Engaging
Multiple Perspectives (cognitive awareness and application of different perspectives, such as cultural, racial, gender, linguistic, interdisciplinary, etc.)	Identify multiple perspectives in learning materials, activities, and interactions.	Make connections between multiple perspectives with a recognition of one’s own perspective in learning materials, activities, and interactions.	Apply multiple perspectives to effectively engage with learning materials, activities, and interactions with a recognition of historical and systemic oppressions (such as racism, sexism, ableism, etc.).	Make effective decisions using multiple perspectives to engage with knowledge and people with an understanding of historical and systemic oppression (such as racism, sexism, ableism, etc.).

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Intercultural Competence (development in intercultural attitude, knowledge, and skills)	Describe experiences of others through one's own cultural perspective, showing some awareness of different cultures and worldviews.	Interpret experiences of others through connecting different cultural perspectives and worldviews.	Interact respectfully in intercultural contexts by drawing on different cultural perspectives, worldviews, and experiences of others with an awareness of power structure.	Cultivate reciprocal intercultural relationships by effectively applying knowledge of different cultural perspectives, worldviews, power structures, and experiences of others.
Social Responsibility (how individual and collective choices impact local or global issues socially, ethically, and environmentally, etc.)	Identify the immediate impacts of individual and collective choices on local and/or global issues.	Analyze the broader consequences of individual and collective actions on local and/or global issues.	Develop interpersonal and research skills to discover diverse perspectives and/or resources about local and/or global issues.	Integrate diverse perspectives and interpersonal skills to make actionable plans that address local and/or global issues.
Global Challenges (how to use inter- or intra-disciplinary knowledge, skills, and perspectives to address global challenges)	Describe (a) global challenge(s) (such as the 17 UN SDGs) using inter- and/or intra-disciplinary knowledge, skills, and perspectives.	Analyze (a) global challenge(s) (such as the 17 UN SDGs) using inter- and/or intra-disciplinary knowledge, skills, and perspectives.	Formulate practical and informed solutions to (a) global challenge(s) (such as the 17 UN SDGs) using inter- and/or intra-disciplinary knowledge, skills, and perspectives	Evaluate action plans or solutions to (a) global challenge(s) (such as the 17 UN SDGs) using inter- and/or intra-disciplinary knowledge, skills, and perspectives informed by diverse perspectives.

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Reference:

AAC & U, (n.d.). The Global Learning VALUE Rubric. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning>

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