



Core Literacies

University of Central Asia

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Overview

The [University of Central Asia's](#) Academic Plan 2016-2017, which is computed across the curriculum for its Preparatory, Core, Majors, and Minors, outlines 12 Core Literacies and commits that every UCA graduate will demonstrate competency in these Core Literacies. These literacy areas build on and relate to student employability, engagement in civil society as creators and actors, personal development and preparation for further education.

Part of this material has been adapted from the Core Literacies Handbook of Seneca College, UCA's partner leading on preparatory curriculum development. The literacies also reflect some of the work undertaken by the American Association of Colleges and Universities (AACU), a global leader in identifying competency-based learning. As such, opportunities for teaching, practicing and assessing these literacies are embedded into the curriculum in every UCA program.

While there will be numerous discrete learning experiences that focus on the various aspects required to achieve literacy in each area, it is the cumulative experiences a graduate gains across the program that will ensure achievement of each of the literacies. It is expected that areas of overlap between and among the literacies will exist.

Benchmark for Achievement

Aware that expectations of performance and achievement will vary across specific program and discipline areas, and will be affected by the level of credential awarded, this document identifies the benchmark or essential level of achievement and competency of specific capabilities that can be anticipated of our graduates irrespective of the program, discipline or credential. Competency, or literacy, of a specific skill or capability is defined as the ability to connect, understand, and implement said skill. The articulation of the benchmarks for achievement is thus intentionally specific, as seen by the methods, attitudes and knowledge the graduate will gain in order to achieve competency of each capability.

Checklists are being developed which will assist programs with the task of assessing Core Literacy achievement as applied to specific program areas. The intent of this document is to clearly articulate the essential level of achievement for every graduate of every program at UCA.

Mapping the Core Literacies

A mapping framework determines if, and where, the required knowledge, skills and/or attitudes are taught by faculty through the presentation of materials and experiences, practiced by students as part of the learning activities of the course, or assessed by faculty so there is a measure to ensure that the benchmark has been met. Not every course in every program will address all of the core literacies in the three components. What is important, is to map, with examples, the courses where each of the literacies is taught, practiced and/or assessed with the goal of illustrating throughout and across every program that:

- All students have multiple opportunities to achieve the benchmarks
- Assessments exist to evaluate achievement of the benchmarks

- Evidence of graduate achievement of the benchmarks at the required level of performance is provided

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Mapping

Once UCA is operational, the lead faculty in each of its programmatic areas – Preparatory, Core, Major, and Minor areas of study – will provide evidence of the ways in which the literacies are taught, practiced and assessed. The mapping process will identify in which courses, and describe in what manner, this occurs.

Further, for each of the Core Literacies, one Exemplar will be provided that includes:

1. A lesson plan, including topics
2. Student practice activities
3. The associated assessment
4. The marking scheme (grading criteria/rubric/checklist, etc.).

The Mapping Process:

1. Review the program curriculum on a course-by-course basis to identify evidence of where each Core Literacy is **taught, practiced** and **assessed**.
2. Use the information and resources provided for each Literacy to guide your thinking through this process. Not every course will include all three elements, nor will they address all core literacies. Some programs may identify that a particular core literacy is not met through the core program curriculum.
3. Complete the Course-Mapping template documents.
4. Collect one exemplar for each Core Literacy, as outlined above.

Mapping Documents

Programs will use the documents below to provide brief written descriptions of how the knowledge, skills and attitudes are taught by faculty and practiced by students in the courses that are identified as doing such.

For example, where a program identifies that materials related to the core literacy are **taught** in Course 1, a brief description (bullet points or a couple of sentences) of what the material is and how it is taught will be provided.

Similarly, when it is indicated that the student has an opportunity to apply the knowledge in such a way so as to **practice** skills, there will be a brief description of how this practice occurs.

As well, evidence must be provided to show that the **assessing** of the core literacy area is done in such a manner as to show the achievement of the benchmark is attained at the required level of performance.

The intent is to collect and review this material, which will allow the University to identify exemplars and build a body of 'best practices' that can be shared across and throughout all program areas in the University.

Definitions

Taught: There is deliberate instruction specific to the skill or element.

Example: Critical thinking-the elements of what defines critical thinking are discussed and a model or process for thinking critically is presented and demonstrated.

Practiced: Students have applied the skill or element to course content and, ideally, been given formative feedback on their performance.

Example: A scaffolded writing assignment that includes a short one page draft, perhaps in-class, which receives feedback to inform a summative assessment (e.g.: larger essay).

Assessed: The skill or element is evaluated to determine the student's level of performance and whether the student has demonstrated competency. The evaluation tool (e.g.: rubric) clearly identifies the markers of performance.

Example: An oral presentation requires specific elements of performance that are clearly assessed using an evaluation tool.

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Written Communication

Definition: Create written works using correct English and Russian grammar, punctuation, syntax and sentence structure to express ideas and facts in a manner suitable to the intended audience.

Benchmark for Achievement

The graduate creates written work that shows an understanding of the role of voice and awareness of context, audience and purpose, using straightforward language that conveys meaning to the readers while following the expectations and conventions for the discipline and writing task.

The graduate:

- Follows expectations of the specific discipline and/or writing task as related to basic organization, content selected and the presentation of the written communication
- Uses appropriate language to convey meaning and facts to readers
- Produces error-free documents that conform to expectations of the task assigned and the needs of the relevant audience, including for professional and academic publications
- Creates and compiles complex and multipart projects
- Is able to change their voice in writing

At the Program Level

There are opportunities to create a range of written works that show an awareness of context, audience and purpose for multiple forms of writing, including for publication. Disciplinary and genre conventions and norms are taught at a level consistent with the expectations of the field of study and credential. Students are expected to apply these conventions in an error free manner. Students have opportunities to explore the role of writing in different media from the highly visual to the highly prosaic.

Questions to Guide Mapping

- Are grammar, spelling, sentence structure, and conventions of writing discussed and explained?
- Are examples of error free documents shared and discussed?
- Is writing practiced and do students receive feedback on drafts of written assignments so they have an opportunity to revise before submitting the final version?
- Does the grading scheme for assignments include grading for writing skills?
- Do assignments allow students to write in both professional and academic language?
- Are students given the opportunity, beyond essays, to develop complex projects?

Resources

- [AAC&U Written Communication VALUE Rubric](#)
The Written Communication VALUE Rubric explains AAC&U's definition of written communication, lists the essential criteria and describes four levels of attainment for each criterion.

- [Teamwork Skills Toolkit](#) from Griffith University
The Teamwork Skills toolkit offers teaching tips to help you develop your students' teamwork skills, guidelines and principles for when/if you mark group work, and additional resources.
- [The WriteSite](#) from the University of Sydney
The University of Sydney offers three modules (grammar, sources and structure) to help develop writing skills. It also offers PowerPoint presentations and handouts for students to help you integrate these modules into your course(s).
- [Written Communication Toolkit](#) from Griffith University
In this toolkit, Griffith University explains the importance of written communication skills, offers some teaching tips for you to help develop your students' written communication skills, general guidelines and tips to help you assess written communication and additional resources.
- [Project Management Rubric](#) and [Outcomes](#) by the Student Leader Learning Outcomes Project at the University of Texas A&M
The University of Texas A&M provides a top-line rubric for project management projects, which can inform the project development side of a research paper, including key skills such as organizing one's resources, delegation and establishing timelines.
- [International Assembly for Collegiate Business Education](#)
The IACBE provides a comprehensive and detailed rubric to evaluate learning outcomes for students on their capstone research project, with a focus on their written communication, oral communication, critical-thinking/analytical skills and integration skills.

Sample Rubric on following page, from: [AAC&U Written Communication VALUE Rubric](#)

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Oral Communication

Definition: Participate verbally in discussions and conversations, exchange thoughts and information, make clear presentations, facilitate discussions and interact with a variety of audiences of varying sizes in both English and Russian, from a one-on-one discussion to a one-on-many presentation.

Benchmark for Achievement

The graduate identifies and develops key messages, ideas and thoughts in a consistent and organized manner and selects the medium, language and delivery techniques, such as posture, gestures, eye contact, and vocal expressiveness, designed to engage the intended audience. The graduate demonstrates professionalism and confidence in their style and voice.

The graduate:

- Uses delivery techniques to engage an intended audience
- Chooses vocabulary and terminology consistent with the topic and the needs of the audience
- Organizes material to present key messages to enhance the impact of the oral communication
- Articulates complex ideas with clarity

At the Program Level

There are opportunities to engage in conversations, discourse and presentations, and to identify key messages designed to meet the needs of the intended audiences. Delivery techniques associated with effective oral communication are discussed and students are required to use a variety of delivery techniques to enhance the effectiveness of oral presentations.

Questions to Guide Mapping

- Are general principles of oral communication such as intended audience, purpose to inspire, mediate, communicate, argue and persuade taught and practiced?
- Are discipline-specific oral communication styles and practices taught?
- Are there informal or low-stakes opportunities to practice oral communication in the classroom, such as paired activities before opening up to the larger class?
- Are oral communication skills directly assessed?
- Are there opportunities to learn about and practice different technology platforms to support presentation and communication?

Resources

- [AAC&U Oral Communication VALUE Rubric](#)
The Oral Communication VALUE Rubric lists AAC&U's five criteria of Oral Communication and describes four levels of performance for each criterion.
- [Oral Communication Rubric](#)
Here is another rubric for evaluating oral communication. Unlike AAC&U's VALUE Rubric,

this oral communication rubric describes two levels of performance for attaining each criterion and two levels of performance that do not meet the minimum requirement (or benchmark) for attaining the criteria of this literacy.

- [Speaking in the Disciplines](#) from the University of Pittsburgh
This page contains instructor resources and activities to help you incorporate oral communication into your course(s).
- [Teaching Your Students How to Have a Conversation](#) from Edutopia
Dr. Allen Mendler offers eight tips you can use with students to help improve their conversational skills.
- [Teamwork Skills Toolkit](#) from Griffith University
This toolkit contains teaching tips and resources for teaching/practicing/assessing teamwork skills in your course(s).
- [Oral Communication Project Rubric](#) from Carnegie Mellon University
This toolkit contains example grading and performance rubrics for projects and oral presentations.
- [Interpersonal Communication Rubric](#) and [Outcomes](#) by the Student Leader Learning Outcomes Project at the University of Texas A&M
The Rubric and Outcomes focus on the understanding and implementation of key skills involved in interpersonal communication and facilitation, including listening, conflict management and understanding context.
- [Teams and Groups Rubric](#) and [Outcomes](#) by the Student Leader Learning Outcomes Project at the University of Texas A&M
The Rubric and Outcomes focus on the understanding and implementation of key skills involved in teamwork and facilitation, building cohesion and safe space within the group, addressing conflict positively and encouraging reflection and closure.

Sample Rubric on following page, from: [AAC&U Oral Communication VALUE Rubric](#)

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ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact rubric@uaanet.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Quantitative Literacy

Definition: Select and use the required mathematical/analytical concepts, operations and inductive and deductive reasoning necessary for problem-solving, decision-making, economic productivity and real world applications to identify and analyse phenomena through a more quantitative lens. The ability to grapple with complexity using techniques such as visual mapping, modeling, and analytical tools.

Benchmark for Achievement

The graduate completes calculations that solve quantitative problems and provides explanations of information presented in mathematical formats such as graphs, charts, flow diagrams and words. The graduate is able to create tangible models of qualitatively complex problems to facilitate problem solving.

The graduate:

- Completes calculations to answer questions
- Uses data as the basis for decisions and judgments and to support an argument
- Converts information into accurate mathematic terms
- Draws graphs, charts and other visual descriptors of trends, relationships, or status changes
- Engages in estimation to conceptualize problems
- Develops the ability to determine when to employ qualitative and quantitative methods and understands their limitations
- Is able to simply explain complex mathematical reasoning

At the Program Level

Across the program, students accurately complete calculations and estimations. There are opportunities to reason and solve quantitative and qualitative problems from a variety of contexts and everyday life situations. Students are expected to work with numerical data and to analyse the data to make connections, draw conclusions and test theories. They are also encouraged to map qualitative problems and visualize hypotheses leading to conclusions.

Questions to Guide Mapping

- Are quantitative problem solving skills taught, practiced or assessed?
- Is the interpretation and evaluation of quantitative data taught or practiced?
- Is the ability to use quantitative data and/or statistics to convey information, support an argument or make inferences practiced and assessed?
- Do students practice quantitative reasoning?
- Are students provided with opportunities to engage with inductive and deductive reasoning?
- Do students exercise their logical reasoning and have exposure to puzzles?
- Are students encouraged to explain complex mathematical learning in lay terms?

Resources

- [ACC&U Quantitative Literacy VALUE Rubric](#)
The Quantitative Literacy VALUE Rubric contains performance descriptions for four levels of attainment on six categories/aspects of quantitative literacy.
- [Quantitative Literacy](#) from Michigan State University
Michigan State University defines quantitative literacy, offers resources for instruction and recommends quantitative literacy books.
- [Teaching with Data](#)
Browse through this collection of data-related resources to find material you can use to teach/practice/assess quantitative literacy.
- [The Case for Quantitative Literacy](#) from St. Olaf College
The “Skills of Quantitative Literacy” section of this discussion paper lists and explains seven skills associated with quantitative literacy that may be overlooked because they are not “math.” The authors explain that these skills may be overlooked due to the distinction between quantitative literacy and “mathematical literacy.”
- [Quantitative and Logical Reasoning Competencies Rubric](#) from Florida State University
This rubric adapts the ACC&U Quantitative Literacy VALUE Rubric to account for key logical reasoning skills, including interpretation, representation and application/analysis.
- [Mathematics or Logic Requirement](#) from the College of Charleston
This Rubric assesses the basic understanding, modeling, use of variables and theory understanding of the student.
- The below resources provide insight on the University of North Carolina Wilmington, and Florida State University’s Math and Quantitative Literacy learning outcome goals.
 - [Quantitative and Logical Reasoning](#) – UNCW
 - [Competencies and Rubrics](#) – FSU

Sample Rubric on following page, from: [ACC&U Quantitative Literacy VALUE Rubric](#)

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QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact rubric@aacu.org

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones			1
Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.	3	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explain the trend data shown in a graph.	2	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).	Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.		Competently converts relevant information into an appropriate and desired mathematical portrayal.		Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)		Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.		Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.		Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.		Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.		Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.		Attempts to describe assumptions.
Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.		Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.		Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

Information Literacy

Definition: The ability to know when there is a need for information. To be able to identify, locate, curate, evaluate and effectively and responsibly use and share information to inform and solve problems. To critically examine and understand the difference between information and knowledge, and the ability to convert information into knowledge.

Benchmark for Achievement

The graduate accesses and generates information using relevant search strategies, selects relevant information and organizes and communicates the information in the correct and required format. The graduate reflects on different kinds of information by making both simple and complex connections in the pursuit of knowledge.

The graduate:

- Identifies the type(s) and scope of information needed for a specific purpose
- Uses a variety of search strategies to locate information
- Uses information, in all forms, legally and ethically
- Accesses information from credible sources and can discriminate between reliable and unreliable sources
- Leverages information into practical solutions
- Is able to bridge related and ambiguous forms of information to reason and make decisions

At the Program Level

There are opportunities across the program that require students to recognise not only when information is needed, but also the types and sources of the required information. Students are called on to locate and evaluate sources and resources, and to present the information in a manner that addresses the challenge or question. The use of citations and references, paraphrasing, summarizing and quoting information for a range of contexts are discussed.

Questions to Guide Mapping

- Do students practice identifying what information is needed to complete a task or solve a problem?
- Are students taught effective information search strategies?
- Is discrimination between reliable and unreliable sources taught, practiced and assessed?
- Do students practice the effective use of information for a specific purpose?
- Do students have the opportunity to evaluate the quality of information and validate inferences drawn from the information?

Resources

- [AAC&U Information Literacy VALUE Rubric](#)
The Information Literacy VALUE Rubric explains AAC&U's definition of information literacy, lists the essential criteria and describes four levels of performance for each criterion of information literacy.

- [Handbook for Teaching Information Literacy](#) from Cardiff University
This handbook was design by Cardiff University Librarians to help Faculty when teaching information literacy. It includes information on lesson planning, technologies, assessment, classroom management, examples and case studies.
- [Information Literacy for Faculty](#) from Seneca Libraries
This Seneca Library LibGuide is designed to introduce faculty to information literacy. It explains the objectives of information literacy and contains tutorials, resources, and sample assessments and rubrics.
- [Information Literacy Toolkit](#) from Griffith University
This toolkit from Griffith University offers teaching tips to help develop your students' information literacy skills, options for assessing information literacy and some resources.
- [Project Information Literacy](#) from the University of Washington
The goal of Project Information Literacy is to understand the research habits of young adults.
- [Research Skills Toolkit](#) from Griffith University
Griffith University's research skills toolkit explains how you can prepare students for research, the stages of the research project, strategies to help you incorporate research skills development into your course(s) and assessing students' research skills. It also contains some resources.
- [Teach Information Literacy and Critical Thinking](#)
Esther Grassian, a former UCLA College Librarian, originally created this site as a LibGuide. It contains teaching tips and sample slide shows and exercises to help teach information literacy.
- [Tutorials](#) from Seneca Libraries
Seneca Libraries has compiled a collection of tutorials, guides and videos on research skills, academic honesty and citations.

Sample Rubric from [AAC&U Information Literacy VALUE Rubric](#)

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INFORMATION LITERACY VALUE RUBRIC

for more information, please contact valrie@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (tell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Determine the extent of information needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the needed information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use information effectively to accomplish a specific purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and use information ethically and legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.

Creative Thinking

Definition: To explore ideas, generate possibilities, and seek out and/or develop other alternate responses rather than opting for one immediate or “correct” answer, to be aware of one’s own cognitive preferences and biases, interrogate boundaries, and take risks.

Benchmark for Achievement

The graduate recognizes existing connections among ideas or solutions, improvises to identify new connections among ideas or solutions, and is able to create new ideas and reformulate existing ideas.

The graduate:

- Identifies similarities and connections among ideas or solutions
- Explores alternate, divergent, or contradictory perspectives or solutions
- Generates possible approaches or solutions to challenges or situations
- Rejects, with reason, less acceptable approaches to solving a problem

At the Program Level

Creative thinking as a discrete skill is distinguished here from a more general sense of creativity. Across the program, students are able to uncover, identify, or create new solutions to specific situations or challenges. Students are encouraged to push beyond existing boundaries and parameters in unique and original ways.

Questions to Guide Mapping

- Do assignments or activities require students to develop new ideas or look at existing ideas in a different way?
- Are brainstorming or trial and error approaches to learning practiced in the classroom?
- Can students choose from a variety of topics and approaches to complete assignments?
- Are students engaged to develop new models of the world around them, i.e. to emerge from being model takers to model makers?

Resources

- [AAC&U Creative Thinking VALUE Rubric](#)
The Creative Thinking VALUE Rubric lists AAC&U’s criteria for creative thinking and describes four levels of performance.
- [Assessing Creativity](#) by ASCD.org
Susan M. Brookhard explains how to assess and give feedback on creativity. She also includes a rubric, showing the spectrum of creativity.
- [Creativity and Innovation Toolkit](#) from Griffith University
This toolkit offers teaching tips for you to help your students be creative and how to assess their creativity.

- [Evaluating Creativity](#) by Grant Wiggins
Grant Wiggins explains his six-level spectrum of creativity, from not creative to unusually creative.
- [How to Build your Creative Confidence: TED Talk](#) by David Kelley
David Kelley wants to help as many people as possible regain their creative confidence. People should not be divided into “creative” or “not creative”; everyone should think of themselves as a creative person.
- [7 Tenets of Creative Thinking](#) from Edutopia
Seven statements about creative thinking, and their explanations, that you can use to help your students become more creative.
- [Yes, You Can Teach and Assess Creativity!](#) from Edutopia
Andrew Miller explains his strategies to teach and assess creativity, beginning with “quality indicators” or how creativity is defined in your course.

Sample Rubric on following page, from: [AAC&U Creative Thinking VALUE Rubric](#)

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CREATIVE THINKING VALUE RUBRIC

for more information, please contact rubric@aacu.org



Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Acquiring competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent or contradictory perspectives or ideas fully.	Incorporates alternate, divergent or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or Uniqueness (of Idea, Claim, Question, Form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Ethical Reasoning, Personal and Social Responsibility

Definition: Ethical reasoning involves respecting other individuals and their rights, and the ability to balance individual, community and environmental benefits when making informed choices in a manner requiring the individual to be aware of and process the principles of justice as they relate to human conduct. Individuals demonstrate personal and social responsibility by being dependable and accountable, while being sensitive and responsive to the well-being of others and aware of the possible consequences of their actions. Both ethical reasoning and personal and social responsibility deeply consider the role of the “other.”

Benchmark for Achievement

The identification of ethical dilemmas and the application of ethical reasoning to resolve situations or solve problems that may arise from a conflict of beliefs, while ensuring sensitivity and responsiveness to the well-being of others and is consistent with the expectations and requirements of the contexts and the societies in which they operate.

The graduate:

- Recognizes ethical issues when presented and when not presented clearly and identifies conflicting positions that may arise in some situations
- Discusses objections to, assumptions about, and implications of differing ethical perspectives
- Demonstrates responsibility and ownership for their actions, reactions, decisions, beliefs and any consequences resulting from these
- Interacts with others in groups and teams in ways that successfully contribute to working relationships and the achievement of stated goals
- Applies ethical reasoning to situations demanding ethical choices
- Critically evaluates the roots of their reactions to plurality and difference
- Approaches and engages difference and diversity with empathy, positivity and an open mind

At the Program Level

There are opportunities across the program for students to recognize ethical issues and discuss the complexities or interrelationships between the issues. Within the context of their program of study, students describe and analyze positions on ethical issues, practice ethical decision-making skills, and actively reflect upon their approach when faced with difference in society. Students practice skills related to personal and social responsibility including: relationship management; conflict resolution; leadership; teamwork; self-management; and personal responsibility.

Questions to Guide Mapping:

- Are ethical principles and behaviours specifically discussed in the course?
- Do students explore their own values, ethical principles and beliefs?
- Do students engage in discussions about moral problems?
- Are examples of moral awareness, decision-making, intent, and action embedded in activities and assignments?

- Are situations and decision-making explored from the perspective of ethical conduct and justice?
- Are students encouraged to interact positively and sincerely with difference and diversity?

Resources

- [AAC&U Ethical Reasoning VALUE Rubric](#)
The Ethical Reasoning VALUE Rubric contains AAC&U's definition of ethical reasoning and lists the essential criteria with four levels of performance for each criterion.
- [Ethical Behaviour and Social Responsibility Toolkit](#) from Griffith University
Griffith University's Ethical Behaviour and Social Responsibility Toolkit explains the importance of ethics and social responsibility, offers some teaching tips so you can help your students be ethically aware and socially responsible, provides some guidelines for assessments and suggests additional resources.
- [Pluralism and Worldview Engagement Rubric](#) from Interfaith Youth Core
This rubric has been adapted from Elon University and Wofford College and assesses the knowledge, attitudes and actions towards pluralism, one's worldview and interpersonal engagement.
- [Responsibility Framework and Rubrics](#) from the University Liberal Education Committee
This document links to rubrics assessing responsibility on three learning outcomes: Evaluating assumptions and challenging existing structures; evaluating impact of systems globally, and using critical thinking to address intersectional challenges.
- [University of Texas at Austin: Ethics Unwrapped](#) from the University of Texas at Austin – a Series of 50 Videos
Here is a series of ethics educational videos produced by The University of Texas at Austin.
 - [Teaching Notes to Accompany Ethics Unwrapped](#)
- [Giving Voice to Values](#) from the University of Texas at Austin
This is a series of eight videos to introduce the seven principles of value-driven leadership (as identified and explain in *Giving Voice to Values: How to Speak Your Mind When You Know What's Right* by Mary Gentile).
- [Opposing Viewpoints](#) from Gale – Access this resource via Seneca Libraries
Opposing Viewpoints is a collection of online resources covering social issues. The resources explore the issues from all perspectives.
- [Right and Wrong in the Real World](#) from Greater Good, the Science of a Meaningful Life, University of California, Berkeley
Joshua Halberstam looks at how we deal with and process the ethical dilemmas we face, the everyday ethics that call for our own resolutions.

Sample Rubric on following page, from: [AAC&U Ethical Reasoning VALUE Rubric](#)

ETHICAL REASONING VALUE RUBRIC

for more information, please contact valerie@ucentralasia.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell only) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Inquiry and Analysis

Definition: A systematic process of exploring issues and challenges through the collection and analysis of evidence gained by breaking complex topics or issues into relevant and simpler parts.

Benchmark for Achievement

The graduate explores issues by generating questions and breaking complex topics into relevant parts in order to arrive at informed conclusions, informed judgements, and decisions.

The graduate:

- Identifies the components of complex topics or issues
- Asks relevant questions
- Presents evidence to support general conclusion

At the Program Level

The program provides opportunities to ask questions about the discipline and explore issues, objects or works through the collection and evaluation of evidence in order to make informed decisions. The process of breaking complex topics or issues into manageable parts to better understand the whole is highlighted.

Questions to Guide Mapping

- Are students taught processes or provided models for inquiry and analysis?
- Are students encouraged and given an opportunity to critique and question content/resources and ideas/assumptions?
- Are inquiry and analysis defined, and examples of expected levels of analysis provided?
- Do assignments and activities clearly describe the requirement for inquiry and analysis?
- Are assignments assessed based on level of analysis?

Resources

- [AAC&U Inquiry and Analysis VALUE Rubric](#)
The Inquiry and Analysis VALUE Rubric defines inquiry and analysis (according to AAC&U), lists the fundamental criteria, and describes four levels of performances for each criterion.
- [Inquiry-Based Learning](#) from the Ministry of Education Ontario
Produced by the Student Achievement Division of the Ministry of Education Ontario, this issue of Capacity Building Series from May 2013 reviews the key characteristics of inquiry-based learning, provides examples and offers guiding principles for faculty and guiding questions for students.
- [Inquiry-Based Learning](#) from Queen's University
Queen's University's Centre for Teaching and Learning defines inquiry-based learning, explains its importance, and offers some strategies, guidelines and resources.

- [Inquiry Rubric](#) from Galileo Educational Network
Galileo Educational Network rubric lists eight criteria of inquiry studies (some containing more than one aspect) and describes four levels for each criterion.
- [Learning to Think: A Foundation for Analysis](#) – a video from Teaching Channel
Sarah Wessling uses advertisements to build her students' analytical skills – observe, find patterns, draw conclusions.
- [Problem Analysis Slideshare](#)
Here is a collection of problem analysis presentations.
- [Prompts That Get Students to Analyze, Reflect, Relate and Question](#) from Faculty Focus
Maryellen Weimer offers four question-prompts that cause students to analyze, reflect, relate and question as they answer. She also provides some examples of how to use this question-set.
- [Summary vs. Analysis](#)
Devon D. Jancin's handout explains the difference between analyzing and summarizing.
- [Workshop: Inquiry-Based Learning](#) from ThirteenEd Online, Concept to Classroom
Work your way through this self-paced workshop on inquiry-based learning – explanation, demonstration, exploration and implementation sections.

Sample Rubric on following page, from: [AAC&U Inquiry and Analysis VALUE Rubric](#)

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INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/usable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/usable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and usable.
Existing knowledge, research, and/or views	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical or unsupported conclusion from inquiry findings.
Limitations and implications	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported

Critical Thinking and Problem Solving

Definition: Critical thinking is the exploration and examination of issues, ideas, artefacts and events before accepting or forming an opinion and/or reaching a conclusion. Problem solving is the process of designing, evaluating and implementing a strategy to answer a question or achieve a desired goal.

Benchmark for Achievement

The graduate shows an awareness of personal assumptions, is able to externalize any related personal assumptions, questions some of these assumptions, questions the validity of the material considered and reaches a conclusion that is logically tied to the information that has been examined and assessed. The graduate takes mental risks by exploring different forms of reasoning.

The graduate:

- Identifies various sides of an issue
- Questions assumptions, and identifies the strengths and weaknesses of these assumptions
- Uses a variety of thinking skills to anticipate and solve problems
- Applies a systematic approach to problem-solving
- Discusses the impact of the results of the analysis on a final solution or decision

At the Program Level

The program provides opportunities, through multiple tasks and assignments that require students to complete analyses of various texts, data, or issues to inform decisions or reach conclusions. Critical analysis includes engaging in thought experiments, logicizing through complex problems, and revisiting heuristics.

Questions to Guide Mapping

- Are the attributes and behaviours of a critical thinker discussed?
- Do students compare their own thinking process against existing models of critical thinking?
- Is a framework or model for critical thinking taught, demonstrated or provided as a guide?
- Do learning activities enable students to practice asking questions without fear of reprisal or judgment?
- Are students asked to compare, contrast and provide supportive rationale for their responses?
- Do students engage in interpreting and analyzing information and examining assumptions?
- Are students taught to explore all aspects of an issue, differentiate relevant from irrelevant information, and then come to a rationalized conclusion?
- Do students analyze situations/cases that reflect a failure in critical thinking and explore the consequences, remediation, and/or prevention?
- Are students encouraged to diligently think through arguments they do and do not support?
- Do students engage in identifying several solutions to problems and critique the strengths and weaknesses of proposed solutions?

- Do students have opportunities to practice solving problems that have no one correct answer?
- Are cases or situations explored from the perspective of shifting contexts?
- Do students take on the perspective of different stakeholders and then collaborate to create agreed-upon solutions?

Resources

- [AAC&U Critical Thinking VALUE Rubric](#)
The Critical Thinking VALUE Rubric explains AAC&U's definition of critical thinking, lists the fundamental criteria and describes four levels of performances for each criterion.
- [AAC&U Problem Solving VALUE Rubric](#)
The Problem Solving VALUE Rubric defines problem solving (according to AAC&U), lists the fundamental criteria, and describes four levels of performances for each criterion.
- [Critical Thinking: What it Is and Why it Counts](#) by Peter Facione
Dr. Facione's essay describes the meaning and importance of critical thinking. It is periodically updated to reflect new findings.
- [Critical Thinking Rubric](#) from Galileo Educational Network
Galileo Educational Network's rubric lists five criteria of critical thinking (for assessment purposes) and describes four levels for each criterion.
- [Critical Evaluation Toolkit](#) from Griffith University
The Critical Evaluation Toolkit defines critical thinking, lists the characteristics of a critical thinker, offers teaching tips to develop your students' critical evaluation skills and guidelines for assessment, and provides principles of effective analysis and critical evaluation skills, additional resources and handouts.
- [GSU Master Teacher Program: On Critical Thinking](#) from Georgia State University
GSU defines critical thinking and provides general principles for teaching critical thinking.
- [Learning 101: Critical Thinking](#) SlideShare from the University of North Texas
The University of North Texas's Learning Center created this introduction to critical thinking presentation: some topics include thinking versus critical thinking, types of thinking, Bloom's taxonomy, critical reading, thinking, and writing, and how to be a critical class participant.
- [Opposing Viewpoints](#) from Gale – Access this resource via Seneca Libraries
Opposing Viewpoints is a collection of online resources covering social issues. The resources explore the issues from all perspectives.
- [Teaching Problem Solving](#) from Vanderbilt University
The Center for Teaching at Vanderbilt University offers tips and techniques to teach problem solving.

Sample Rubric on following page, from: [AAC&U Critical Thinking VALUE Rubri](#)

CRITICAL THINKING VALUE RUBRIC

for more information, please contact rubric@uacn.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Digital Literacy

Definition: The ability to locate, use, summarize, evaluate, create, and communicate information while using digital technologies and mobile platforms; and to engage safely and responsibly and ethically in online communities and networks.

Benchmark for Achievement

The graduate uses a range of digital resources to create media, and communicate work effectively with others in the “digital world” in a legally and ethically responsible manner.

The graduate:

- Communicates effectively and respectfully using technology
- Uses technology tools securely while protecting their own privacy and respecting the privacy of others
- Discusses the impact and implications of digital creations and digital footprints
- Distinguishes between appropriate and inappropriate contacts and connections in the digital environment
- Creates digital media in a variety of formats

At the Program Level

The first step in digital literacy is a fluency in the use of digital tools such as word processing, spreadsheets, presentation software, database and web-based software. Digital literacy also goes beyond simple information technology skills. Across the program there should be opportunities to use a variety of digital media applications and create and access a range of content with digital tools. This includes using technology to facilitate communication, gain access to diverse forms and traditions of information, and support primary and secondary research. Finally, cultural and social issues related to internet-based technology tools, and the practice of legal and ethical behaviour while in digital spaces are discussed and highlighted.

Questions to Guide Mapping

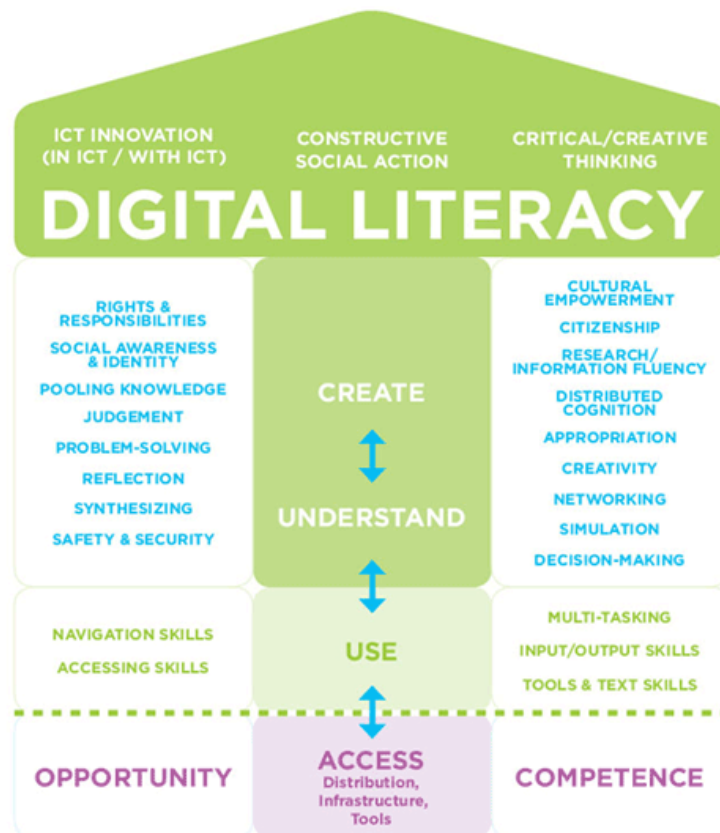
- Are expectations/practices for effective digital communication explained and modelled?
- Do students practice assessing digital footprints (their own and/or others) and discussing the implications of these creations?
- Do assignments and activities require the use of digital media?
- Is the ability to choose and use digital media taught, practiced and assessed?

Resources

- [Digital Citizenship: Resource Round Up](#) from Edutopia
Check out Edutopia’s collection of resources on internet safety, cyberbullying, digital responsibility, and media and digital literacy.
- [Digital Literacy & Citizenship Classroom Curriculum](#)
Here are free activities and materials to teach students about digital citizenship.

- [Digital Literacy Fundamentals](#) from MediaSmarts, Canada's Centre for Digital and Media LiteracyMediaSmarts defines digital literacy and looks at the various aspects, principles, skills and competencies of digital literacy.
- [The 8 Digital Literacy Practices Required for 21st Century Learners](#) from Educational Technology and Mobile Learning
In their book "Understanding Digital Literacies: A Practical Introduction," Jones and Hafner offer eight digital literacy practices.
- [Use, Understand & Create: Towards a Comprehensive Canadian Digital Literacy Curriculum](#) from MediaSmarts, Canada's Centre for Digital and Media Literacy
MediaSmarts developed a framework for integrating digital literacy in class. It contains six key aspects of digital literacy and has 52 lessons and interactive resources linked to curriculum expectations for each province or territory.
- [What Digital Literacy looks like in a Classroom](#) from Education Week Teacher
Brianna Crowley discusses the importance of a digital literacy curriculum, with tips, guidelines, brief examples and resources.

Sample Digital Literacy Model on following page, from [Digital Literacy Fundamentals](#)



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Pluralism: Intercultural Knowledge and Global Perspective

Definition: Pluralism is the active and willed seeking of understanding, acceptance and engagement of diversity, which is inherent to the idea of the “other.” Foundational to this engagement is a level of intercultural knowledge and the ability to hold a global perspective. Intercultural knowledge is the knowledge, attitudes and skills that support effective and appropriate interaction in a variety of cultural contexts in order to adapt to and build relationships. Global perspective is the exploration of global issues and challenges from diverse worldviews that respects differences, while informing and broadening individual views.

Benchmark for Achievement

The graduate respectfully collaborates with others to explore issues from various cultural contexts and considers a global perspective when seeking out solutions to local challenges and issues. The graduate also uses critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

The graduate:

- Discusses cultural patterns
- Discusses issues from a variety of cultural contexts
- Collaborates respectfully with people from diverse cultures
- Explores solutions to local challenges and issues, considering a global perspective
- Explores and understands the difference between tolerance, acceptance and pluralism
- Understands the inextricable link between geography and cultural knowledge

At the Program Level

There are opportunities across the program to interact collaboratively with others of different backgrounds and cultures; make connections between and among local and global issues and discuss global challenges. The students identify their personal cultural patterns, compare and contrast them with those of others and discuss ways to adapt to diverse cultural contexts. In terms of the pluralism of knowledge, students are encouraged to explore different perspectives on knowing in order to develop meta-cognitive knowledge paradigms.

Questions to Guide Mapping

- Are students comparing and contrasting how cultural diversity is dealt with in different countries, and how this impacts people both in their personal lives and in professional practice?
- Do students consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and/or cultural perspectives?
- Is the impact of culture on the development of specific approaches in the profession/discipline explored?
- Does the course include readings/articles from international journals, inter-governmental organizations, overseas newspapers, etc.?

- Are students examining ethical issues of globalization, such as social justice, equity, human rights, immigration, and other social, economic and/or political issues that involve a broad awareness of world trends (in any discipline)?

Resources

- [ACC&U Global Learning VALUE Rubric](#)
The Global Learning VALUE Rubric explains AAC&U's definition of global learning, lists the fundamental criteria, and describes four levels of performances for each criterion.
- [ACC&U Intercultural Knowledge and Competence VALUE Rubric](#)
The Intercultural Knowledge and Competence VALUE Rubric defines international knowledge and competence (according to AAC&U), lists the fundamental criteria, and describes four levels of performances for each criterion.
- [Pluralism and Worldview Engagement Rubric](#) from Interfaith Youth Core
This rubric has been adapted from Elon University and Wofford College and assesses the knowledge, attitudes and actions towards pluralism, one's worldview and interpersonal engagement.
- [Responsibility Framework and Rubrics](#) from the University Liberal Education Committee
This document links to rubrics assessing responsibility on three learning outcomes: Evaluating assumptions and challenging existing structures; evaluating impact of systems globally, and using critical thinking to address intersectional challenges.
- [Global Centre for Pluralism](#)
Aims to serve the world community as a global destination for dialogue about the benefits and foundations of pluralism, advancing respect for diversity as a new global ethic for inclusive citizenship.
- [The Pluralism Project](#) from Harvard University
The Pluralism Project conducts research, outreach, information dissemination and seminars to help Americans engage with the realities of religious diversity.
- [Assessing and Addressing our Biases](#) from the University of Michigan
The University of Michigan offers some strategies for becoming aware of your potential biases in teaching and learning, and strategies to safeguard students against your implicit biases.
- [Cultural Context Questions](#) from Evelyn O'Connor, LeavingCertEnglish.net
Here are some sample cultural context learning activities/assessments.
- [Global and International Perspective & Awareness Toolkit](#) from Griffith University
The Global and International Perspective and Awareness toolkit defines global and international perspective and awareness, explains the characteristics of intercultural competence, offers guidelines, tips and examples to help develop global and international

perspectives, offers tips for assessing students' global and international perspective and awareness, and provides resources.

- [How Colleges Can Influence the Development of a Global Perspective](#) by Larry A. Braskamp and Mark E. Engberg
This article, from the 2011 Global Positioning: Essential Learning, Student Success, and the Currency of US Degrees Annual Meeting Issue, offers a framework that “intersects the campus dimensions of community, curriculum, and cocurriculum with three dimensions of student development: cognitive development, intrapersonal development, and interpersonal development.”
- [Inclusivity in the Classroom](#) from Vanderbilt University
Vanderbilt University's Center for Teaching explains the importance of teaching inclusivity and offers examples and resources.
- [Principles of an Internationalised Curriculum](#) by Sabine McKinnon, Glasgow Caledonian University
Sabine McKinnon explains the aims and offers principles of internationalizing curriculum.
- [Teaching and Learning Strategies](#) from Global Education, Australian Government
Here are some teaching and learning strategies, examples and links to develop students' knowledge of global issues and the skills to respond to global issues.
- [Tools for Assessing Intercultural and Global Competence](#) from the University of Michigan
Here are some tools for assessing intercultural knowledge and competence.
- [What are Global Perspectives?](#) from Global Education, Australian Government
Global Education, Teacher Resources to Encourage a Global Perspective Across the Curriculum, explains the five aspects of global education.

Sample Rubric on following page, from: [ACC&U Global Learning VALUE Rubric](#)

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GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	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).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	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.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	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.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social 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.	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.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	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.	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.	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.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	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).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Entrepreneurship

Definition: The willingness to initiate and pursue new venture opportunities within diverse disciplines. Being able to design, execute and manage new socially and/or financially beneficial ventures within the context of potential risks and uncertainty, and being aware of existing and potentially obtainable resources.

Benchmark for Achievement

Graduates will have the tools to identify areas of need or opportunity, and design an intervention that is developed, organized and managed by the graduate to generate a social and financial profit. They will gain the skills to brainstorm, plan, design, start and operate new ventures.

The graduate:

- Is able to think through and calculate risks in launching new ventures
- Employs resources and knowledge creatively when faced with scarcity or limited means
- Persists and learns through failure
- Is not daunted by the liabilities of newness and is able to transform them into sustainable and rewarding personal and public benefits

At the Program Level

Students should have the opportunity to take an idea from potential to actualization using a variety of methodologies for planning and execution. Students should be able to make connections between and among local and global issues, while also learning key management components, such as planning, market studies, feasibility studies, operations and financial and social evaluations.

Questions to Guide Mapping

- Do students have the opportunity to initiate, design and lead on diverse ventures?
- Do students have the opportunity to explore how discipline-based knowledge can inform the basis of an entrepreneurial venture?
- Do students analyse the benefits, risks and consequences involved in ventures from the human, financial and social capital perspectives?
- Do students have teamwork opportunities, and do they collaborate respectfully with each other?
- Do students have the opportunity to consider how real-life cases of venture success and failure drive social impact and profit?
- Will the students have the opportunity to engage in decision-making?

Resources

- [US National Standards of Practice for Entrepreneurship Education Consortium for Entrepreneurship Education](#)

The rubrics provide framework for developing concepts through experiential learning, and assessing the evidence of learning outcomes.

- [ACC&U Teamwork VALUE Rubric](#)
The Teamwork VALUE Rubric defines teamwork (according to AAC&U), list the fundamental criteria and describes the four levels of performances for each criterion.
- [ACC&U Integrative Learning VALUE Rubric](#)
The Integrative Learning VALUE Rubric defines teamwork (according to AAC&U), list the fundamental criteria, and describes the four levels of performances for each criterion.
- [Resources](#)
 - [First-time Entrepreneur Resources from Harvard University](#)
 - [Entrepreneurship Education: A Guide for Educators](#)
The European Commission's Entrepreneurship 2020 Unit published this guide in 2013 to emphasise the need to embed entrepreneurial learning in all educational entities, including non-formal learning institutions.
 - [Strategic Plan and Indicators on being Uniquely Entrepreneurial](#) from the University of Waterloo
This resource includes the university's strategic plan and indicators on how to enhance student opportunities to participate in entrepreneurship within the university.

Sample Rubric on following pages, from: [ACC&U Teamwork VALUE Rubric](#)

Sample Rubric on following pages, from: [ACC&U Teamwork VALUE Rubric](#) [ACC&U Integrative Learning VALUE Rubric](#)

TEAMWORK VALUE RUBRIC

for more information, please contact rubric@uaaaz.org



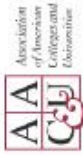
Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Contributes to team meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the contributions of team members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual contributions outside of team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters constructive team climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.
Responds to conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness	Identifies and acknowledges conflict and stays engaged with it	Redirecting focus toward common ground, toward task at hand (away from conflict)	Passively accepts alternate viewpoints/ideas/opinions.

June 12, 2017



INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact rubric@aaac.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought and expression.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a powerpoint presentation, etc.) in an appropriate form .
Reflection and Self Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness).	Describes own performances with general descriptors of success and failure.

Interconnectedness of the Human Condition

Definition: The ability for individuals to challenge personal assumptions, individualism and comfort levels in order to assess and identify human beings' roles and relationships with one other, the environment and all living beings. Fundamental to the human condition are the characteristics of emotionality, conflict, and mortality.

Benchmark for Achievement

The graduate becomes aware of a common humanity amidst a range of global diversities. The graduate understands every human being's interdependency with other living organisms that relate to, interact with and influences one another on a local and global scale.

The graduate:

- Critically considers and identifies relationships between perspectives, desires and experiences other than their own
- Assumes responsibility for their direct and indirect impact on other humans, living creatures and the environment
- Displays altruism and empathy in ethical dilemmas
- Understands the law of unintended consequences and the butterfly effect
- Understands that they are not the first nor will they be the last to think, feel and experience the world

At the Program Level

The program should emphasize instilling a sense of commonality within students that crosses backgrounds, affiliations and beliefs. There are opportunities for students to identify their impact on the world through facilitated discussion, literature, observation and analysis of specific cause and effect concepts – both inside and outside the classroom.

Questions to Guide Mapping

- Do students explore the societal structures, power and privilege that define the human condition and role, such as social norms, global institutions, and civil society?
- Is the assigned literature accessible and can it be localized to the Central Asian context?
- Does the graduate understand the basic concepts, drivers, impact and trends associated with both globalisation and sustainability?
- Does the graduate have opportunities to consider and evaluate ethical dilemmas, individually and in groups?
- Are there opportunities to map cause and effect connections on happenings inside and outside the classroom?

Resources

- [AAC&U Civic Engagement VALUE Rubric](#)
The Civic Engagement VALUE Rubric defines civic engagement (according to AAC&U), lists the fundamental criteria, and describes four levels of performances for each criterion.

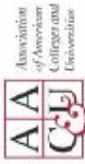
- [AAC&U Global Learning Rubric](#)
The Global Learning VALUE Rubric defines global learning (according to AAC&U), lists the fundamental criteria, and describes four levels of performances for each criterion.
- [Global Learning Initiatives via Theatre from Northern Arizona University](#)
This handbook provides learning outcomes and activities focused on global learning contextualized within the theatre framework, though flexible for the traditional classroom.
- [Teacher Education Programme](#) from UNESCO's Teaching and Learning for a Sustainable Future
This multimedia programme resource covers teacher education modules on sustainability and globalisation.

Sample Rubric on following page, from: [AAC&U Civic Engagement VALUE Rubric](#)

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CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact rubric@uaaen.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic-Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic-identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic-identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experienced with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Contact

This document is currently a work in progress. We will be adding resources and making edits and revisions as we develop curriculum.

If you have any questions or feedback about the information posted in the site – or if you have resources to share – please contact:

- NAME, TITLE, DEPARTMENT – EMAIL

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