

# Criterion: Global Self-Awareness

## Definition

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

## Example

**Program:** Service-Learning Project at the UNG Community Garden, Vickery House, with the living/learning residents of the Global Learning Community from North Georgia Suites. This three-hour event will start with a lecture on food insecurity in North Georgia

**Benchmark 1:** Participants will understand the purpose of the community garden and how the produce impacts local schools and non-government organizations.

Capstone  
4

Milestone  
3

Milestone  
2

Benchmark  
1

# Criterion: Perspective Taking

## Definition

the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

## Example

**Program:** Collaborative Online International Learning (COIL) in Intermediate-Advanced Japanese course. UNG students in the upper-level Japanese course collaborate with Japanese college students at Nanzan University through online discussions on various issues around linguistic and cultural diversity in a globalized workplace.

**Milestone 2:** Students will examine various stances such as linguistic expats, cultural expats, and globalized workplace.

Capstone

4

Benchmark

1

# Criterion: Cultural Diversity

## Definition

along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

# Criterion: Understanding Global Systems

## Definition

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human actions. These systems can be affected in different ways: 1) can be observed, 2) have differential consequences, 3) affect the human and natural world, and 4) can be altered.

## Example

**Program:** Geography and Geology in the US West Study Away course.

**Milestone 2:** Students will discuss with National Park rangers the geological forces responsible for the unique features (e.g., geysers, fumaroles, hot springs) found in Yellowstone National Park. The interaction of these geothermal features with living organisms, including tourists, will be examined. These natural systems change over time due to changes within the mantle and crust of the Earth, human intervention, nearby earthquake or volcano activity, and differing amounts of groundwater due to changes in precipitation, soils, topography, extraction, or hydrology. The same types of features are found in similar geological settings around the world such as Iceland and New Zealand, and how those locations differ or resemble Yellowstone National Park will be described.

Capstone

4

Benchmark

1

# Criterion: Knowledge Application

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in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning