GLOBAL LEARNING SHORT SCALE (G.L.S²)

CONSTRUCTS KEY

	1: not at all	2: low degree	3: somewhat low degree	4: somewhat high degree	5: high degree	6: very high degree
	I am not aware of or do not recognize this behavior.	I am only aware of and recognize this behavior.	I cooperate or comply with this behavior if required by others.	I recognize the value of and prefer this behavior.	This behavior is an important priority to me.	This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how **MY** local actions toward the natural and human world can have a global impact.	GLOBAL SELF-AWARENESS					
2. I reflect on how **OTHERS** specific local actions toward the human and natural world can have a global impact.	GLOBAL SELF-AWARENESS					
3. I consider *different cultural, personal, and social perspectives* to understand natural and human systems.	PERSPECTIVE TAKING					
4. I consider *different disciplinary, environmental, local and global perspectives* to understand natural and human systems.	PERSPECTIVE TAKING					
5. I examine the influence of power structures in society to understand the inequalities among different groups.	CULTURAL DIVERSITY					
6. I ask questions without making judgements about people from other cultures.	CULTURAL DIVERSITY					
7. I discuss the importance of ethics and moral reasoning in a society.	PERSONAL AND SOCIAL RESPONSIBILITY					
8. I examine different ways I can contribute to the local, national and global society.	PERSONAL AND SOCIAL RESPONSIBILITY					
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	UNDERSTANDING GLOBAL SYSTEMS					
10. I identify the interrelationships among global systems to formulate solutions for change in society.	UNDERSTANDING GLOBAL SYSTEMS					
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS					
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS					

*Boxes are clickable items if completing on a computer.

Items 1-12 were adapted from the AAC&U Value Rubric: http://www.aacu.org/value/rubrics/globallearning.cfm
Developers: Horane A. Holgate, M.A., Charles A. Calahan, Ph.D, Heidi E. Parker, Ph.D.

PURDUE UNIVERSITY®

Unique ID: _____

CENTER FOR INSTRUCTIONAL EXCELLENCE

As you begin this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

AS YOU BEGIN…	1: not at all I am not aware of or do not recognize this behavior.	2: low degree I am only aware of and recognize this behavior.	3: somewhat low degree I cooperate or comply with this behavior if required by others.	4: somewhat high degree I recognize the value of and prefer this behavior.	5: high degree This behavior is an important priority to me.	6: very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how **MY** local actions toward the natural and human world can have a global impact.	☐	☐	☐	☐	☐	☐
2. I reflect on how **OTHERS** specific local actions toward the human and natural world can have a global impact.	☐	☐	☐	☐	☐	☐
3. I consider *different cultural, personal, and social perspectives* to understand natural and human systems.	☐	☐	☐	☐	☐	☐
4. I consider *different disciplinary, environmental, local and global perspectives* to understand natural and human systems.	☐	☐	☐	☐	☐	☐
5. I examine the influence of power structures in society to understand inequalities among different groups.	☐	☐	☐	☐	☐	☐
6. I ask questions without making judgements about people from other cultures.	☐	☐	☐	☐	☐	☐
7. I discuss the importance of ethics and moral reasoning in a society.	☐	☐	☐	☐	☐	☐
8. I examine different ways I can contribute to the local, national and global society.	☐	☐	☐	☐	☐	☐
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	☐	☐	☐	☐	☐	☐
10. I identify the interrelationships among global systems to formulate solutions for change in society.	☐	☐	☐	☐	☐	☐
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	☐	☐	☐	☐	☐	☐
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	☐	☐	☐	☐	☐	☐

*Boxes are clickable items if completing on a computer.

PURDUE UNIVERSITY®

Unique ID: _____

CENTER FOR INSTRUCTIONAL EXCELLENCE

GLOBAL LEARNING SHORT SCALE (G.L.S²)

IN RETROSPECT

Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

REFLECTING BACK…	1: not at all — I am not aware of or do not recognize this behavior.	2: low degree — I am only aware of and recognize this behavior.	3: somewhat low degree — I cooperate or comply with this behavior if required by others.	4: somewhat high degree — I recognize the value of and prefer this behavior.	5: high degree — This behavior is an important priority to me.	6: very high degree — This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how **MY** local actions toward the natural and human world can have a global impact.	☐	☐	☐	☐	☐	☐
2. I reflect on how **OTHERS** specific local actions toward the human and natural world can have a global impact.	☐	☐	☐	☐	☐	☐
3. I consider *different cultural, personal, and social perspectives* to understand natural and human systems.	☐	☐	☐	☐	☐	☐
4. I consider *different disciplinary, environmental, local and global perspectives* to understand natural and human systems.	☐	☐	☐	☐	☐	☐
5. I examine the influence of power structures in society to understand inequalities among different groups.	☐	☐	☐	☐	☐	☐
6. I ask questions without making judgements about people from other cultures.	☐	☐	☐	☐	☐	☐
7. I discuss the importance of ethics and moral reasoning in a society.	☐	☐	☐	☐	☐	☐
8. I examine different ways I can contribute to the local, national and global society.	☐	☐	☐	☐	☐	☐
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	☐	☐	☐	☐	☐	☐
10. I identify the interrelationships among global systems to formulate solutions for change in society.	☐	☐	☐	☐	☐	☐
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	☐	☐	☐	☐	☐	☐
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	☐	☐	☐	☐	☐	☐

*Boxes are clickable items if completing on a computer.

PURDUE UNIVERSITY

Unique ID: _____

CENTER FOR INSTRUCTIONAL EXCELLENCE

GLOBAL LEARNING SHORT SCALE (G.L.S²) — AFTER THE EXPERIENCE

As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents behaviors you adopted/developed by participating in the global learning activities:

As a result of participating in this experience I am able to:	1: not at all — I am not aware of or do not recognize this behavior.	2: low degree — I am only aware of and recognize this behavior.	3: somewhat low degree — I cooperate or comply with this behavior if required by others.	4: somewhat high degree — I recognize the value of and prefer this behavior.	5: high degree — This behavior is an important priority to me.	6: very high degree — This behavior is natural to me, is habitual to me, and embodies who I am.
1. Reflect on how **MY** local actions toward the natural and human world can have a global impact	☐	☐	☐	☐	☐	☐
2. Reflect on how **OTHERS** specific local actions toward the human and natural world can have a global impact	☐	☐	☐	☐	☐	☐
3. Consider *different cultural, personal, and social perspectives* to understand natural and human systems	☐	☐	☐	☐	☐	☐
4. Consider *different disciplinary, environmental, local and global perspectives* to understand natural and human systems	☐	☐	☐	☐	☐	☐
5. Examine the influence of power structures in society to understand inequalities among different groups	☐	☐	☐	☐	☐	☐
6. Ask questions without making judgements about people from other cultures	☐	☐	☐	☐	☐	☐
7. Discuss the importance of ethics and moral reasoning in a society	☐	☐	☐	☐	☐	☐
8. Examine different ways I can contribute to the local, national and global society	☐	☐	☐	☐	☐	☐
9. Differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people	☐	☐	☐	☐	☐	☐
10. Identify the interrelationships among global systems to formulate solutions for change in society	☐	☐	☐	☐	☐	☐
11. Collaborate with others from different backgrounds to formulate practical solutions to challenges in society	☐	☐	☐	☐	☐	☐
12. Use my knowledge about historical and contemporary challenges in society to formulate practical solutions	☐	☐	☐	☐	☐	☐

*Boxes are clickable items if completing on a computer.

Items 1-12 were adapted from the AAC&U Value Rubric: http://www.aacu.org/value/rubrics/globallearning.cfm
Developers: Horane A. Holgate, M.A., Charles A. Calahan, Ph.D, Heidi E. Parker, Ph.D.

PURDUE UNIVERSITY

Unique ID: _____

CENTER FOR INSTRUCTIONAL EXCELLENCE