

GLOBAL LEARNING SHORT SCALE PLUS (G.L.S²⁺)

CONSTRUCTS KEY

	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.	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 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.

GLOBAL LEARNING SHORT SCALE PLUS (G.L.S²⁺)

BEFORE EXPERIENCE

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I ask questions without making judgements about people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I discuss the importance of ethics and moral reasoning in a society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I examine different ways I can contribute to the local, national and global society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

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GLOBAL LEARNING SHORT SCALE PLUS (G.L.S²⁺)

BEFORE EXPERIENCE

Select items from numbers 1 to 12 (from the previous page) that you believe are most relevant to you. In the three spaces below, list the top three, with the first item to be most relevant to you in space one, the second item the next most relevant in space two, and the third most relevant item in space three. Write four concise sentences explaining the following:

1. **Describe the experience**
2. **Interpret the experience: explain what the experience meant to you**
3. **Evaluate the experience: appraise the quality, value or the importance of an expected experience (pre-survey)**
4. **Provide a goal statement: what you will do during this trip, assignment, or experience to develop the specific behavior or experience you identified for the statement**

First Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Second Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Third Relevance: Item #

- 1.
- 2.
- 3.
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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I ask questions without making judgements about people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I discuss the importance of ethics and moral reasoning in a society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I examine different ways I can contribute to the local, national and global society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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IN RETROSPECT

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1. **Describe the experience**
2. **Interpret the experience: explain what the experience meant to you**
3. **Evaluate the experience: appraise the quality, value or the importance of an expected experience**
4. **Provide a goal statement: what you will do during this trip, assignment, or experience to develop the specific behavior or experience you identified for the statement**

First Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Second Relevance: Item #

- 1.
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Third Relevance: Item #

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reflect on how OTHERS specific local actions toward the human and natural world can have a global impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Consider different cultural, personal, and social perspectives to understand natural and human systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Consider different disciplinary, environmental, local and global perspectives to understand natural and human systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Examine the influence of power structures in society to understand inequalities among different groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ask questions without making judgements about people from other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Discuss the importance of ethics and moral reasoning in a society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Examine different ways I can contribute to the local, national and global society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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