

## Global Student Learning Outcomes with Indicators

	APPRECIATION FOR DIVERSITY	CULTURAL UNDERSTANDING	GLOBAL KNOWLEDGE	GLOBAL ENGAGEMENT
DEVELOPMENTAL COMPETENCY AREA				
KNOWLEDGE INDICATORS	<ul style="list-style-type: none"> <li>- Awareness of how one's life and the lives of others are influenced by broader cultural and historical contexts 1-AD</li> <li>- Awareness of one's culture (behaviors, identity, beliefs) 2-AD</li> <li>- Awareness of one's city and how it relates to other cities around the world 3-AD</li> <li>- Awareness of different cultures within one's school, city, region, country and world 4-AD</li> <li>- Awareness of one's identity as a citizen of one's city 5-AD</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding how one's life and the lives of others are influenced by broader cultural and historical contexts 18-CU</li> <li>- Understanding of one's culture (behaviors, identity, beliefs) 19-CU</li> <li>- Understanding of one's city and how it relates to other cities around the world 20-CU</li> <li>- Understanding of different cultures within one's school, city, region, country and world 21-CU</li> <li>- Understanding that problems may be solved differently depending on cultural factors 22-CU</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of local and world geography 27-GK</li> <li>- Knowledge of global issues and their local impact 28-GK</li> <li>- Knowledge of economics and politics and their impact 29-GK</li> <li>- Knowledge of one's city government and differences between city governments around the world 30-GK</li> <li>- Understanding that global issues are borderless and affect everyone 31-GK</li> <li>- Understanding that global issues are complex 32-GK</li> <li>- Understanding that differences in access to information, technology, and resources affect quality of life and perspectives 33-GK</li> <li>- Understanding that problems may be solved differently depending on socioeconomic status, natural resources, government policy and political differences 34-GK</li> </ul>	
SKILL INDICATORS	<ul style="list-style-type: none"> <li>- Ability to identify and critically reflect on stereotypes in thinking about others 6-AD</li> <li>- Ability to listen to others and discuss issues in a respectful and unbiased way 7-AD</li> <li>- Ability to ask questions when encountering different perspectives 8-AD</li> <li>- Ability to identify and critically reflect on bullying behavior online and in-person 9-AD</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to adapt language and content of writing to meet the needs of diverse audiences 23-CU</li> <li>- Ability to recognize different perspectives on specific global issues 24-CU</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to apply research skills (finding, selecting, and applying information from multiple sources) to global issues 35-GK</li> <li>- Ability to find information about global issues using credible sources from around the world 36-GK</li> <li>- Ability to synthesize different perspectives on the same topic to draw conclusions about global issues 37-GK</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to engage in inclusive problem solving 41-GE</li> </ul>
ATTITUDINAL INDICATORS	<ul style="list-style-type: none"> <li>- Positive attitude towards one's own culture 10-AD</li> <li>- Tolerance of differences 11-AD</li> <li>- Responding to differences with openness and positivity, not fear 12-AD</li> <li>- Willingness to interact with peers and adults of different backgrounds respectfully 13-AD</li> <li>- Willingness to work collaboratively with peers and adults of different backgrounds to achieve shared goals 14-AD</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of different perspectives as legitimate 25-CU</li> <li>- Positive attitude towards other cultures 26-CU</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of the importance of learning about other cities and countries 38-GK</li> <li>- Recognition of the importance of learning about global issues that affect us all 39-GK</li> <li>- Recognition of the importance of analyzing multiple perspectives 40-GK</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in the larger world, particularly unfamiliar people and places 42-GE</li> <li>- Interest in global issues 43-GE</li> <li>- Recognition of the value of inclusive problem-solving 44-GE</li> <li>- Recognition of one's capacity to advocate for and contribute to local, regional, or global improvement 45-GE</li> <li>- Appreciation of language learning as a means of communicating and collaborating with people around the world 46-GE</li> <li>- Willingness to take action to address global issues 47-GE</li> </ul>
BEHAVIORAL INDICATORS	<ul style="list-style-type: none"> <li>- Interacting with people of different backgrounds positively and respectfully 15-AD</li> <li>- Working collaboratively with people of different backgrounds to achieve shared goals 16-AD</li> <li>- Intervening against intolerant behavior online and in-person 17-AD</li> </ul>			<ul style="list-style-type: none"> <li>- Using digital tools to learn from and communicate with students from cities around the world 48-GE</li> <li>- Seeking opportunities to communicate with people in other cities and cultures, as well as one's own 49-GE</li> <li>- Seeking opportunities to interact and collaborate with people of different cultures and backgrounds 50-GE</li> <li>- Gathering and interpreting information from people in one's own city and culture 51-GE</li> <li>- Gathering and interpreting information from people in other cities and cultures 52-GE</li> <li>- Presenting information, formally and informally, to people in one's own city and culture 53-GE</li> <li>- Presenting information, formally and informally, to people in other cities and cultures 54-GE</li> <li>- Working to contribute to local, regional, or global improvement 55-GE</li> </ul>

Based on Tiven, M.B., Fuchs, E.R., Bazari, A. & MacQuarrie, A. (2018). Evaluating Global Digital Education: Student Outcomes Framework, New York, NY: Global Cities, Inc., a Program of Bloomberg Philanthropies

**KEY** Numbering denotes unique identifiers. AD Appreciation for Diversity CU Cultural Understanding GK Global Knowledge GE Global Engagement

## General Student Learning Outcomes with Indicators

	DIGITAL LITERACY	LANGUAGE COMMUNICATION	SELF-EFFICACY	ACADEMIC ENGAGEMENT	CRITICAL THINKING
DEVELOPMENTAL COMPETENCY AREA					
KNOWLEDGE INDICATORS	<ul style="list-style-type: none"> <li>- Knowledge of basic hardware, software, and online tools 56-DL</li> <li>- Knowledge of different methods to access online information 57-DL</li> <li>- Understanding of internet security and safety 58-DL</li> <li>- Understanding of online communication etiquette 59-DL</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding how to adapt language and vocabulary for adult and student audiences (e.g. formal letters, presentations, e-classroom posts) 68-LC</li> </ul>		<ul style="list-style-type: none"> <li>- Understanding that learning in different subject areas is connected 85-AE</li> <li>- Understanding that academic learning is connected to real-world issues 86-AE</li> <li>- Understanding that current learning and experiences are connected to specific careers 87-AE</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding how to ask clarifying questions 98-CT</li> <li>- Understanding how to evaluate the validity of information from online, multimedia, and print sources 99-CT</li> <li>- Understanding how to cite evidence to support arguments 100-CT</li> <li>- Understanding how to organize information 101-CT</li> <li>- Understanding the difference between information and opinion 102-CT</li> </ul>
SKILL INDICATORS	<ul style="list-style-type: none"> <li>- Ability to use digital tools to research and learn information 60-DL</li> <li>- Ability to use digital tools to create original content 61-DL</li> <li>- Ability to use digital tools to present information 62-DL</li> <li>- Ability to select appropriate digital tools for different purposes and audiences 63-DL</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to use the English language in formal and informal written communication 69-LC</li> <li>- Ability to use the English language in digital and non-digital written communication 70-LC</li> <li>- Ability to use the English language in oral communication 71-LC</li> <li>- Ability to articulate and discuss opinions 72-LC</li> <li>- Ability to communicate effectively with diverse people using appropriate language, verbal and nonverbal behavior, and strategies 73-LC</li> <li>- Ability to understand a variety of English language texts (e.g. fiction, nonfiction, articles, websites, video and audio) 74-LC</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to learn in new situations 77-SE</li> <li>- Ability to learn in challenging situations 78-SE</li> <li>- Ability to take initiative when working with others 79-SE</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to engage in self-directed work independently 88-AE</li> <li>- Ability to engage in self-directed work collaboratively 89-AE</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to analyze causes and effects 103-CT</li> <li>- Ability to analyze similarities and differences 104-CT</li> <li>- Ability to evaluate pros and cons 105-CT</li> <li>- Ability to synthesize multiple perspectives 106-CT</li> <li>- Ability to develop and explain original opinions based on evidence 107-CT</li> <li>- Ability to develop solutions to problems independently or collaboratively 108-CT</li> <li>- Ability to understand the impact of actions taken 109-CT</li> </ul>
ATTITUDINAL INDICATORS	<ul style="list-style-type: none"> <li>- Appreciation for digital tools as a means of communicating with varying audiences and encountering different perspectives 64-DL</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation of language learning as a means of communicating and collaborating with diverse audiences 75-LC</li> <li>- Appreciation of the importance of effective speaking and writing skills 76-LC</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation of the importance of actively participating and putting forth one's best effort 80-SE</li> <li>- Interest in trying new things and addressing new challenges 81-SE</li> <li>- Sense of empowerment to create solutions 82-SE</li> <li>- Willingness to adapt to and take action in challenging situations 83-SE</li> <li>- Willingness to take responsibility for one's actions 84-SE</li> </ul>	<ul style="list-style-type: none"> <li>- Pride in one's academic work 90-AE</li> <li>- Interest in presenting work to peer audiences 91-AE</li> <li>- Appreciation of the importance of acquiring new knowledge and skills 92-AE</li> <li>- Appreciation of the importance of doing well in school 93-AE</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to approach problems critically 110-CT</li> </ul>
BEHAVIORAL INDICATORS	<ul style="list-style-type: none"> <li>- Using digital tools to research and learn information in academic and social activities 65-DL</li> <li>- Using digital tools to present information in academic and social activities 66-DL</li> <li>- Using digital tools to create original content in academic and social activities 67-DL</li> </ul>			<ul style="list-style-type: none"> <li>- Working effectively alone 94-AE</li> <li>- Working effectively in collaboration with others 95-AE</li> <li>- Applying academic learning beyond the classroom 96-AE</li> <li>- Critically reflecting on one's work 97-AE</li> </ul>	<ul style="list-style-type: none"> <li>- Proposing multi-step solutions to complex problems 111-CT</li> <li>- Engaging in inclusive problem solving 112-CT</li> </ul>

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**KEY** BLUE identifies general learning indicators essential to global learning outcomes

Numbering denotes unique identifiers. DL Digital Literacy LC Language Communication SE Self-Efficacy AE Academic Engagement CT Critical Thinking

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## GLOBAL COMPETENCY BEGINS HERE

GLOBAL CITIES, INC. has undertaken the process of systematically identifying student learning outcomes for global digital exchange. These include both global learning outcomes (appreciation for diversity, cultural understanding, global knowledge, and global engagement) and the general learning outcomes (digital literacy, language communication, self-efficacy, academic engagement, and critical thinking) that support global learning and continued growth across academic subjects.