

SPRINT's Impact: Global Learning Outcomes and Values

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 (Association of American Colleges & Universities *Global Learning Value Rubric*, www.aacu.org/value/rubrics/global-learning).

Through pre-trip training (PT), a 2-credit Spring Quarter academic course (AC), the international trip experience (T) and post-trip reflection (R), SPRINT contributes to students' global learning through summer international service/learning/mission trips. Bullet points below highlight elements of SPRINT curriculum that address each of the AAC&U's Global Learning Values.

GLOBAL SELF-AWARENESS: *Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.*

- Explores appropriate roles for Western Christians in faith-driven global engagement. (AC, T, R)
- Explores students' own cultural backgrounds and these backgrounds' cross-cultural impact. (PT, AC, T, R)

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).*

- Explores students' own cultural backgrounds and these backgrounds' cross-cultural impact. (PT, AC, T, R)
- Explores the meaning and practice of multicultural competence. (AC, T, R)

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.*

- Explores students' own cultural backgrounds and these backgrounds' cross-cultural impact. (PT, AC, T, R)
- Explores the meaning and practice of multicultural competence. (AC, T, R)
- Explores history and culture of the host country by reading a country-specific text. (PT, AC)
- Explores Christian faith-driven leadership and community development practices through service and learning partnership with an international host partner. (T)

PERSONAL & 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.*

- Introduces the principles of Christian Community Development as a framework for justice and community development. (AC)
- Provides opportunities for students to interact directly with global leaders through service and learning in an international context. (T)

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.*

- Critiques the history of Western Christian missions and factors contributing to effective, meaningful short-term mission programs. (AC)
- Explores history and culture of the host country by reading a country-specific text. (PT, AC)

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.*

- Provides opportunities for students to interact directly with global leaders through service and learning in an international context. (T)
- Promotes post-trip reflection to integrate trip experiences into the student's post-trip life, values, academic pursuits and vocational decision-making. (AC, R)