TRAVEL LEARNING COURSE VALUE RUBRIC

esleyan University using AAC&U VALUE rubrics as a model, and in some cases taking learning dimensions and descriptions f

Definition

ore-travel, classroom-based learning and an accompanying travel component that may take place part way through the semester
, where knowledge and skills are developed in preparation for the experiences that students will encounter during travel. It occ
earning also occurs as students reflect about their travel experience and how it has changed them.

Framing Language

manifests itself before, during and after the travel is reflected in this rubric, which has three distinct sections: Preparation, Cor
g objectives/dimensions of this rubric that reflect the goals they have for students in their Travel Learning Course. While som
arning may be measured by instructors' observations of students, through journal entries, from oral reports, or from feedback f

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

night be a foreign language, spoken in the country being visited, or it may be technical terminology used in disciplines such as s

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Capstone *Sees/understands experience/material at all levels (broad to detailed)* 4	Milestones *Begins to see/understand experience/material only at multiple levels* 3	*Begins to see/understand experience/material only at multiple levels* 2	S;
PREPARATION			
Demonstrates **sophisticated** understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. **Synthesizes** in-depth information from relevant sources representing various points of view/approaches.	Demonstrates **adequate** understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices **Presents** in-depth information from relevant sources representing various points of view/approaches.	Demonstrates **partial** understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices **Presents** information from relevant sources representing **limited** points of view/approaches.	Der the mer its h style Pres sou view

All elements of the methodology or theoretical framework are **skillfully** developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant disciplines. **Independently creates** wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Critical elements of the methodology or theoretical framework are **appropriately** developed. However, more subtle elements are ignored or unaccounted for. **Independently connects** examples, facts, or theories from more than one field of study or perspective.	Some elements of the methodology or theoretical framework are **missing**, incorrectly developed, or unfocused. When **prompted**, connects examples, facts, or theories from more than one field of study or perspective.	Inqu **inco** met
Explores a topic and completes required work (readings, lab work, research project, presentation) **in depth**. Attendance is exceptional. **Generates** opportunities to expand knowledge and skills. Asks **complex** questions about other cultures, seeks out and **articulates** answers to these questions that reflect multiple cultural perspectives. **Initiates** and develops interactions with culturally different others.	**Explores** a topic in depth and completes required work. **Identifies** opportunities to expand knowledge and skills. Attendance is very good. Asks **deep** questions about other cultures, and seeks out answers to these questions. **Begins** to initiate and develop interactions with culturally different others.	**Completes** required work. **Identifies** opportunities to expand knowledge and skills. Attendance is good. Asks **simple** questions about other cultures. Expresses openness to most, if not all, interactions with culturally different others.	Req Esta abo Atte inte
Always uses target language or terminology appropriate to field.	**Constantly** uses target language or terminology appropriate to field.	**Sometimes** uses target language or terminology appropriate to field.	**Rar** tern

CONTRIBUTION

Always engages in learning, discussion, and reflection activities throughout the travel-learning experience. **Asks sophisticated questions** of group, guides, and/or instructor during travel experience. Consistently makes connections between different travel experiences and between travel experience and classroom learning through questions, comments, and/or written work. Always uses the target language when appropriate to course goals.	**Often** engages in learning, discussion, and reflection activities throughout the travel-learning experience. Asks complex questions of group, guides, and/or instructor during travel experience. Often makes connections between travel experiences and/or travel experiences and classroom learning. Consistently uses the target language when appropriate to course goals.	**Sometimes** engages in learning, discussion, and reflection activities throughout the travel-learning experience. Asks relevant questions of group, guides, and/or instructor during travel experience. Sometimes makes connections between travel experiences and/or travel experiences and classroom learning. Sometimes uses the target language when appropriate to course goals.	**Wil** whe surf betv exp Rar app
Always acts as if the student understands herself to be a part of the larger group. Consistently works with other students to	Consistently considers the group experience. Sometimes works with other students to put new information into	Sometimes considers the group experience and works well with others. Responds to the contributions of others	Occ exp Son

put new information into context and generate a better understanding of the subject. Participates in discussion by responding to and developing the points of others as well as contributing new ideas. Drives discussion, projects, and/or data collection forward through active contribution.	context and generate a better understanding of the subject. Participates in discussion by responding to and developing the points of others as well as contributing new ideas.	who put new information into context; uses the contributions of others to better understand the subject. Contributes appropriately to discussion, projects, and/or data collection.	of c con of c Cor fulfi insti
Meaningfully synthesizes disparate travel and classroom experiences, using examples from one to illuminate the other and vice versa. Independently draws complex conclusions by combining examples, facts, and/or theories from both travel experiences and classroom work.	**Effectively selects and develops** connections between concepts, theories, and/or frameworks of fields of study to examples from travel experience. Independently draws straightforward conclusions by combining examples, facts, and/or theories from both travel experiences and classroom work, or can draw complex conclusions with some assistance.	**Compares** academic knowledge and travel experiences to infer differences and similarities and to acknowledge perspectives other than own. Can draw basic conclusions combining examples, facts, and/or theories from both travel experiences and classroom work.	**Ide** text simi cou con and expe othe

SELF-ASSESSMENT

Evaluates the large and small scale TLC experiences to see the nuances of the trip and the learning that occurred. Considers ways in which own and others' attitudes and approaches shapes the experience. Shares creative ideas about how to enhance the learning experiences for future trips.	**Discusses** the pros and cons of a range of TLC experiences, seeing the ways in which all contribute to the learning of the group. Recognizes which experiences were effective for the majority of participants and can articulate where learning occurred as a result of these experiences.	**Identifies** TLC experiences that went well or did not, and why. Articulates ways in which the travel experience could be more effective in future manifestations. Can articulate where learning occurred (for themselves and others).	**Ide** or d Can occu logi
Envisions a future self and how the TLC experiences will shape that self. **Recognizes** complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	**Evaluates** changes in own learning as a result of the TLC, **recognizing** complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	**Articulates** strengths and challenges (within specific examples from the trip) and how they might improve in the future (through increased self-awareness).	**Des** gene rela
Reviews learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Rev and leve or ir edu