

Transformative Learning Rubric

Achievement levels


Exposure

The student displays a willingness to learn and grow by participating in the activity. He/She has an awareness of his/her current perspectives related to the GLO(s) and may be developing an understanding of what the GLO(s) entails.



Integration

The student can clearly articulate an understanding of the learning activity as it relates to the GLO(s) and its value for his/her life. The student is questioning, planning or beginning to expand upon previously held understandings of self, community, behaviour or environment.



Transformation

The student provides strong evidence of a learning experience that resulted in profound growth or a major shift in values, beliefs or perspectives in the GLO(s), and this may be evident through changes in behaviour, speech or ability.

TRANSFORMATIVE LEARNING RUBRIC

Aim: To assess the **impact that the learning experience has on the student** in relation to specific pre-determined GLOs.

GRADUATE LEARNING OUTCOME (GLO)		TRANSFORMATION	INTEGRATION	EXPOSURE	NOT ACHIEVED
Intellectual and Creative Skills	Critical thinking and problem solving <i>Adapt/consider/assess different perspectives/sources to generate solutions for complex problems</i>	Through the experience, the student has generated feasible solutions using accurate insights gained through coherent analysis and synthesis of information and/or viewpoints.	The experience has led the student to attempt coherent analysis and synthesis of information and/or viewpoints in order to generate feasible solutions.	The student has shown awareness of the need to analyse and synthesise information and/or viewpoints in order to generate feasible solutions.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
	Innovation and enterprising skills <i>Open towards new ideas/methods/solutions</i> <i>Innovative and creative solutioning</i> <i>Proactively seeking new opportunities and strategies</i>	The experience has prompted a major shift in the student's perspective about the unknown, such that he/she now is able to demonstrate innovation and enterprising skills, risk taking and creative solutioning; and/or the student has developed a new identity as an entrepreneur or innovator.	The experience has led the student to recognise his/her innovation and enterprising qualities and/or the student is starting to expand his/her appreciation of innovation, divergent thinking and risk taking.	The student has displayed openness to learning about innovation and enterprising skills and/or knowledge; and/or can articulate the importance of divergent thinking and risk taking.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
Interpersonal Skills	Collaboration and Leadership <i>Calibrating between leading and following, optimise distribution of talent</i> <i>Demonstrate empathy, emotional and situational intelligence in persuasion, negotiation and conflict resolution</i>	The experience has enabled the student to develop his/her identity as a collaborator and/or leader; he/she actively adopts collaborative approaches and positively influences others/teams to work towards shared goals.	The experience has led the student to acknowledge his/her collaboration and/or leadership qualities; he/she can identify areas for improvement and/or has developed a plan to grow as a collaborator and leader.	The student has been exposed to one or more dimensions of collaboration and/or leadership, displays a willingness to learn about them, and/or can identify his/her current perspectives on collaboration and leadership.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.

GRADUATE LEARNING OUTCOME (GLO)		TRANSFORMATION	INTEGRATION	EXPOSURE	NOT ACHIEVED
	<i>Collaborate effectively in pursuit of shared goals</i>				
	Communication <i>Communicate effectively in relevant genres and using appropriate modalities for different contexts</i>	The experience has prompted a major shift in the student's approach/attitude towards communication; he/she has demonstrated a deep commitment to enhancing relationships through effective communication.	The student's experience has led to new insights related to communication and/or led the student to recognise his/her ability at communication; the student has developed a realistic plan to communicate more effectively with others.	The student has been exposed to one or more dimensions of communication, is aware of his/her own communication style and is open to improving how he/she communicates with others.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
Global Citizenship	Intercultural Understanding and Sensitivity <i>Is able to appreciate, value and adapt accordingly, to the diverse socio-cultural contexts of different societies. (attitude)</i>	The experience has led to the student valuing and managing cultural differences effectively; the student has established a new identity as a global citizen and he/she now actively seeks interactions and growth from diverse communities and cultures.	The experience has led the student to recognise his/her ability at managing cultural differences; the student's perspective has expanded to value different cultural worldviews/perspectives and he/she is able to articulate a sense of identity in a global context.	The student has displayed an awareness of global and cultural differences and/or has taken part in an activity where he/she was exposed to worldviews/perspectives of other cultures.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
	Understanding of the Asian context <i>Keep abreast to the specific issues and developments that pertain to Asia.</i> <i>Demonstrate ability to understand, contextualise and appreciate global/broader issues with an Asian perspective</i>	The student's experience has led to him/her developing and valuing new and significant insights on issues and developments that pertain to Asia and the Asian context; he/she now actively seeks to expand his/her understanding of global/broader issues /developments with an Asian perspective.	The student is able to articulate how the experience has led to him/her recognising new insights on issues and developments that pertain to Asia and the Asian context, and how specific issues can be contextualised using these insights.	The student has displayed an openness to learning about specific issues and developments that pertain to Asia and the Asian context.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.

GRADUATE LEARNING OUTCOME (GLO)		TRANSFORMATION	INTEGRATION	EXPOSURE	NOT ACHIEVED
Personal Mastery	Ethics and Social Responsibility <i>Is committed to address pressing social concerns of local/global communities, while navigating through potential ethical conflicts.</i>	The experience has prompted a major shift in the student's attitude with him/her now addressing social/community concerns with personal conviction and ethical considerations; he/she has actualised/started to actualise his/her role as a change agent.	The student's experience has led to new insights related to ethics and social responsibility and to possible solutions to addressing social/community concerns; he/she now desires to serve and/or be more involved as a change agent.	The student has taken part in a service or civic activity and he/she can articulate the connection(s) between the learning experience and some aspect of ethics and social responsibility.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
	Understanding of Sustainability Issues <i>Keeps abreast of specific issues related to sustainability</i> <i>Demonstrate ability to understand and appreciate a range of sustainability issues, including their causes and effects and inter-connections</i>	The student's experience has led to him/her developing and valuing new and significant insights on sustainability issues (one or more dimensions of sustainability), including causes and effects and how these issues are inter-connected; he/she now actively seeks to expand his/her understanding of sustainability issues and/or acts on these insights.	The student is able to articulate how the experience has led to him/her recognising new insights on sustainability issues (one or more dimensions of sustainability), including causes and effects and/or how these issues are inter-connected.	The student has displayed an openness to learning about specific issues pertaining to one or more dimensions of sustainability.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.
	Self-directed learning <i>Demonstrates a keen sense of introspection, and uses this for continuous personal growth and development.</i>	The experience has prompted a major shift in the student's commitment to personal growth, self-reflection and continuous learning; he/she has actualised/started to actualise a self-development plan towards the achievement of established goals.	The student has displayed an increased prioritisation of personal growth, self-reflection and continuous learning; he/she has designed a self-development plan towards the achievement of established goals.	The student is able to articulate his/her views on the importance of personal growth, self-reflection and continuous learning and/or has displayed openness to self-improvement.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.

GRADUATE LEARNING OUTCOME (GLO)	TRANSFORMATION	INTEGRATION	EXPOSURE	NOT ACHIEVED
Resilience <i>Demonstrates the ability to persevere and re-establish equilibrium in the face of disruptions and challenges.</i>	The experience has prompted a major shift in the student's attitude and response towards challenges/setbacks/adversity; he/she embodies a spirit of perseverance and the ability to quickly re-establish equilibrium in the face of disruptions and challenges.	The experience has led the student to recognise and demonstrate the need to persevere and quickly re-establish equilibrium when faced with challenges/setbacks/adversity.	The student has participated in an activity where he/she has been exposed to the need to persevere and quickly re-establish equilibrium when faced with challenges/setbacks/adversity.	The student has not yet provided evidence or awareness of the concepts and/or competencies listed in Exposure for this GLO.

References

- STLR Achievement Level Descriptions
- Association of American Colleges and Universities (AAC&U). (2009). Civic Engagement VALUE rubric. Retrieved from <https://www.aacu.org/civic-engagement-value-rubric>
- Association of American Colleges and Universities (AAC&U). (2009). Ethical Reasoning VALUE rubric. Retrieved from <https://www.aacu.org/ethical-reasoning-value-rubric>
- Association of American Colleges and Universities (AAC&U). (2009). Foundations and Skills for Lifelong Learning VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/lifelong-learning>
- Association of American Colleges and Universities (AAC&U). (2009). Intercultural Knowledge and Competence VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/intercultural-knowledge>
- Draft SSG Competency Framework

Sample Co-Curricular Learning Objectives Mapped to GLOs

Intellectual and Creative Skills: <ol style="list-style-type: none"> Critical thinking and problem solving Innovation and enterprising skills 	Develop intellectual and creative skills Develop versatile and holistic use of reasoning, logic and evidence to evaluate information and make judgements Develop the ability to solve problems of varying levels of complexity Develop flexibility and out-of-the-box thinking when generating ideas Develop the ability to identify opportunities and enact solutions as appropriate Develop the ability generate innovations through experimentation with novel ideas, forms and methods
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SMU Classification: Restricted

Interpersonal Skills: a. Collaboration and leadership b. Communication	Develop interpersonal skills Develop the ability to recognise and leverage the strengths of others to achieve shared goals Collaborate effectively in pursuit of shared goals Develop leadership skills Develop the ability to empower others through a collaborative process and distribution of responsibility Develop the ability to communicate effectively with different stakeholders in different contexts
Global Citizenship: a. Intercultural understanding and sensitivity b. Understanding of the Asian context c. Ethics and social responsibility d. Understanding of sustainability issues	Develop intercultural competencies Develop openness to and appreciation of different cultures Display sensitivity towards individual and cultural differences and respects diverse perspectives of others Develop a keen awareness of specific issues and developments that pertain to Asia Assess potential ethical conflicts in personal, professional and societal settings Develop commitment to act responsibly to address social concerns Develop a keen awareness of sustainability issues
Personal Mastery: a. Self-directed learning b. Resilience	Develop personal mastery Develop self-directedness and self-awareness Develop initiative to advance one's skills and knowledge to contribute to one's life-long growth and learning Develop resilience Develop the ability to persevere through challenging circumstances