Interdisciplinary Learning Rubric

Interdisciplinary learning strategies addressed in this rubric:

* Disciplinary Grounding - Understanding the ways in which knowledge is constructed, validated, and communicated in multiple disciplines or professions
* Perspective Taking - Analyzing problems and issues from these disciplinary perspectives and reflecting on personal biases and assumptions
* Integration - Generating new understanding that would not have been possible using a single discipline and organizing these insights

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|  | **Level 1: Novice** | **Level 2: Intermediate** | **Level 3: Mastery** | **Score** | **Not applicable to the assignment** |
| Disciplinary Grounding | | | | | |
| IDL1. Disciplinary Grounding: content knowledge | A disciplinary knowledge base is not readily discernable: some ideas and information may be provided, but the connection to a discipline is not clear or is incorrect. | Disciplinary concepts/theories/perspectives are introduced, but key claims for why the information is relevant are not supported with concrete disciplinary examples.  Disciplinary misconceptions may be present. | Concepts/theories/perspectives are used in accordance with the disciplines.  Claims for why the information is relevant are consistently supported with examples from the appropriate discipline(s). |  |  |
| IDL2. Disciplinary Grounding: methods | There is little to no evidence of understanding of disciplinary methods. | Understanding of disciplinary methods is evident but may be oversimplified or include misconceptions. | Understanding of disciplinary methods is evident and correct. |  |  |
| Perspective Taking | | | | | |
| IDL3. Perspective Taking: other viewpoints | Viewpoints other than one’s own are not included in the work. | Viewpoints other than one’s own are included but superficially (i.e., other perspectives are not thoroughly discussed and may seem less important than one’s own). | Viewpoints other than one’s own are presented and discussed thoroughly so they seem as valuable as one’s own. |  |  |
| IDL4. Perspective taking: personal biases and assumptions | There is no discussion of one’s own biases and/or assumptions around the relevant disciplines. | There is some discussion of one’s own biases and/or assumptions around the relevant discipline but this is superficial (i.e., the student seems reluctant to temporarily set aside his/her own viewpoints.  and beliefs). | There is evidence of awareness of one’s own biases and assumptions around the relevant disciplines, and they are discussed thoroughly (i.e., there is no sense of reluctance to set aside one’s own viewpoints and beliefs) |  |  |
|  | **Level 1: Novice** | **Level 2: Intermediate** | **Level 3: Mastery** | **Score** | **Not applicable to the assignment** |
| Integration | | | | | |
| IDL5. Integration: analysis | Although the insights are not grounded in the presented disciplines or are incorrect (as indicated by a Level 1 score on Disciplinary Grounding: methods), some attempt at analysis is made. There is an attempt to discuss the strengths and weaknesses of insights and/or an attempt to present differences and similarities of insights, indicating that although content knowledge is lacking, some understanding of integration is present. | There is evidence of analysis of strengths & weaknesses of most disciplinary insights, but not all aspects are elaborated on.  Though the information is superficially presented, the differences and similarities of the relevant disciplinary insights are analyzed. | There is a clear and critical analysis of strengths and weaknesses of each disciplinary insight, and there is a thorough discussion of similarities and differences between disciplinary insights.  There is no omission of relevant disciplinary insights presented earlier in the work, and/or there is no omission of information that impedes understanding of similarities/differences and/or strengths/weaknesses. |  |  |
| IDL6. Integration: synthesis and new interdisciplinary understanding | There is no attempt to connect insights from disciplines OR any attempted new understanding presented does not require insights from more than one discipline. Although content knowledge is lacking, some understanding of integration is present. | Some connections between insights from the relevant disciplines are introduced.  There is a new understanding presented, but some important connections are missing and/or discussion of the connections is not coherent/effective so that the understanding of the relevant connections to a new insight is impeded (i.e., the student makes a claim of a new interdisciplinary understanding but the evidence, reasoning, or both are missing). | Insights from the relevant disciplines are presented and connected in a coherent and effective way so that the relevance of the connections is clear and there are no obvious missing connections that impede understanding.  The connections between insights lead to a new understanding that would not have been possible within a single discipline. |  |  |

University Learning Goals Targeted by SAIL

Learning goals that SAIL aims to improve in upper-level courses (projects may select one or more of these goals):

* **Critical Thinking**
* Thoroughly analyze own and others’ assumptions and carefully evaluate the relevance of context when presenting a position
* Acknowledge the limits of their position and synthesize others’ points of view
* **Diversity**
  + Discuss perspectives of a specific social group or groups and comprehensively examine how culture and society influenced (and continue to influence) those perspectives
  + Present an evidence-based, accurate and well-thought-out argument for or against a claim, argument, or theory regarding the interplay between diversity, identity, and experience, and acknowledge competing viewpoint(s)
* **Global Citizenship**
  + Demonstrate a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es)
  + Demonstrate on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one’s own when discussing global issues

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|  | **Benchmark** | **Milestones** | | **Capstone** | **Score** | **Not applicable to the assignment** |
| **1** | **2** | **3** | **4** |  |  |
| Critical Thinking | | | | | | |
| **Influence of context and assumptions** | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa). | Identifies own and others’ assumptions and several relevant contexts when presenting a position. | Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of context when presenting a position. |  |  |
| **Student’s position**  *(position, perspective, thesis, or hypothesis)* | Specific position is stated but is simplistic and obvious. | Specific position acknowledges different sides of an issue. | Specific position takes into account the complexities of an issue.  Others’ points of view are acknowledged within position. | Specific position is imaginative, taking into account the complexities of an issue.  Limits of position are acknowledged.  Others’ points of view are synthesized within position. |  |  |

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|  | **Benchmark** | **Milestones** | | **Capstone** | **Score** | **Not applicable to the assignment** |
| **1** | **2** | **3** | **4** |  |  |
| Diversity | | | | | | |
| **Knowledge of diverse perspectives and their roots** | Identifies some elements of the perspectives of a specific social group or groups, but does not demonstrate an awareness of societal or cultural influences on those perspectives. | Identifies some elements of the perspectives of a specific social group or groups and provides some explanation of how culture and society influenced (and continue to influence) those perspectives. | Explains the important aspects of the perspectives of a specific social group or groups and discusses how culture and society influenced (and continue to influence) those perspectives. | Discusses in detail the perspectives of a specific social group or groups and comprehensively examines how culture and society influenced (and continue to influence) those perspectives. |  |  |
| **Evaluating claims and theories about diversity** | Attempts to provide evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience, however evidence is inaccurate or unrelated. | Provides some accurate evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience.  Argument is not complete, and other evidence may be inaccurate or unrelated. | Presents an evidence- based, accurate and substantially complete argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. May acknowledge other viewpoint(s). | Presents an evidence- based, accurate and well- thought-out argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience.  Acknowledges competing viewpoint(s). |  |  |

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| **1** | **2** | **3** | **4** |  |  |
| Global Citizenship | | | | | | |
| **Knowledge of connections within systems** | Describes components of global system(s) without demonstrating understanding of the interconnectedness within/between global system(s) and process(es). | Demonstrates a limited understanding of the interconnectedness within/between global system(s) and process(es). | Demonstrates a fairly complete, yet basic, understanding of the interconnectedness within/between global system(s) and process(es). | Demonstrates a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es). |  |  |
| **Use of diverse cultural frames of reference and alternative perspectives** | Considers only one’s own perspective or uses only one frame of reference when discussing global issues. | Acknowledges another perspective as well as own or uses at least two frames of reference when discussing global issues. | Considers and applies multiple perspectives and/or frames of reference in addition to one’s own when discussing global issues. | Demonstrates on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one’s own when discussing global issues. |  |  |