Internationalizing the Curriculum

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Internationalizing the Curriculum

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ISRL Collaborative Workshop, University of Illinois at Urbana-Champaign
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Access this PPT and materials at: https://tinyurl.com/ya9ugnjk
Our goal is an interactive workshop to:

• Describe our experiences with internationalizing curricula in Anthropology and Sociology
• Discuss approaches to instructional design that are quick and easy to use
• Provide practical resources tools to help design or re-design classes

Now we want to know who you are and what your goals are!
Have you ever designed or re-designed a class?

A. Yes, more than once
B. Yes, once
C. No, but I need to soon
D. No, and I don’t need to soon

Turn your plicker card to the direction that reflects the answer you want. Click here to learn about using plickers to engage students in class.
Pilot Project to Internationalize the Curriculum

Three courses:
• SOC 101, Introduction to Sociology
• ANT 101, Introduction to Anthropology
• ANT 103, Introduction to Cultural Anthropology

Duration: six weeks, Summer semester

5 participating faculty, 2 full time, 3 part-time

Completely online
Issues:
Community college faculty have little time left to devote to researching new course materials given a heavy teaching, mentoring, and service load.

Introductory course textbooks often require complementary material in order to provide students with the latest and most relevant work in the field.

Four-year institutions require more applied research skills from our students.
Project Goals:
Develop a stronger focus on scholarly material by Western European, Eastern European scholars, and scholars of globalization issues.

Use these materials to illustrate leading anthropology and sociology theories on gender, race, economic and political systems, immigration, criminality, communication, the environment, and material culture, among other topics.

Generate collaboration between part time and full time faculty.

Make students producers of knowledge, as opposed to passive consumers.
Pedagogical workshops: Center for Excellence in Teaching and Learning

Project preparation workshops: April and May 2017

A Quick and Easy Method to Design Classes

Click here to access Chapter 4 in Angelo and Cross
More Resources for Instructional Design

Click here to see Fink’s Significant Learning Experiences Model

Click here to see Gangné’s 9 Events of Instruction

Click here to see Merrill’s First Principles of Instruction

Click here to see the Addie Model

Click here to see the SAM Model
Step 2: Teaching Goals Inventory

Exhibit 2.1. Teaching Goals Inventory, Self-Scorable Version.

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold: (1) to help college teachers become more aware of what they want to accomplish in individual courses; (2) to help faculty locate Classroom Assessment Techniques they can adopt and use to assess how well they are achieving their teaching and learning goals; and (3) to provide a starting point for discussions of teaching and learning goals among colleagues.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. Your responses might be quite different if you were asked about your overall teaching and learning goals. For example, you might set instructional goals for a specific discipline.

Please rate the importance of each of the fifty-two goals listed below to the specific course you have selected. Assign each goal’s importance to what you deliberately aim to have your students accomplish, rather than what the goal’s general worthiness or overall importance is to your institution’s mission. There are no “right” or “wrong” answers; only personally more or less accurate responses.

For each goal, circulate only one response on the 1-5 rating scale. You may want to read quickly through all fifty-two goals before ranking their relative importance.

In relation to the course you are focusing on, decide whether each goal you rate is:

- Essential (a goal you always or nearly always try to achieve)
- Very important (a goal you often try to achieve)
- Important (a goal you sometimes try to achieve)
- Unimportant (a goal you rarely try to achieve)
- Not applicable (a goal you never try to achieve)

Rate the importance of each goal to what you aim to have students accomplish in your course.

1. Develop ability to apply principles and generalizations already learned to new problems and situations
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

2. Develop analytical skills
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

3. Develop problem-solving skills
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

4. Develop ability to draw reasonable inferences from observations
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

5. Develop ability to synthesize and integrate information and ideas
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

6. Develop ability to think logically: to see the whole as well as the parts
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

7. Develop ability to think creatively
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

8. Develop ability to distinguish between fact and opinion
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

9. Improve skill in paying attention
   - Essential 5
   - Very important 4
   - Important 3
   - Unimportant 2
   - Not applicable 1

10. Develop ability to concentrate
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

11. Improve memory skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

12. Improve learning skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

13. Improve speaking skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

14. Improve reading skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

15. Improve writing skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

16. Develop appropriate study skills, strategies, and habits
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

17. Improve mathematical skills
    - Essential 5
    - Very important 4
    - Important 3
    - Unimportant 2
    - Not applicable 1

Click here to access Chapter 2 in Angelo and Cross.
Course goals:

SOC 101: Social inequalities. Focus on globalization.

ANT 101: Cross-cultural comparisons of communication (linguistic anthropology), and material culture (archaeology). Focus on Western Europe.

ANT 103: Economic development and environmental anthropology. Focus on ethnographies from Russia, Eastern Europe, and Eurasia.
Steps 3: Resources for Activities to Target Goals

Click here to see a summary of many of the 50 CATs in Classroom Assessment Techniques by Angelo and Cross.

50 CATS by Angelo and Cross

Techniques for Assessing Course-Related Knowledge & Skills

1. Assessing Prior Knowledge, Recall, and Understanding
   The CATs in this group are recommended to assess declarative learning, the content of a particular subject.
   a. Background Knowledge Probe: short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics; can serve as a pretest; typically elicits more detailed information than CAT2.
   b. Focused Listing: focuses students’ attention on a single important term, name, or concept from a lesson or class session and directs students to list ideas related to the "focus."
   c. Misconception/Preconception Check: focuses on uncovering prior knowledge or beliefs that hinder or block new learning, can be designed to uncover incorrect or incomplete knowledge, attitudes, or values.
   d. Empty Outlines: in a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment.
   e. Memory Matrix: students complete a table about course content in which row and column headings are complete but cells are empty.
   f. Minute Paper: perhaps the most frequently used CAT; students answer 2 questions (What was the most important thing you learned during this class? And What important question remains unanswered?).
   g. Muddiest Point: considered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in _______?); well suited to large, lower division courses but not to those which emphasize integration, synthesis and evaluation.
Steps 3: More Resources for Activities to Target Goals

Click here to see Student Engagement Techniques

Click here to see Collaborative Learning Techniques

Click here to see the book by Tokuhama-Espinosa, 2010

Click here for the APA pdf that summarizes evidence-based learning techniques
Example of course implementation: ANT 103

Week 4 Materials

- Chelee.Iancu.ParkingBucharest.AnthroWorkR
- Reading Response 4 Instructions
- Reading Response 4, Development and New Forms of Poverty
- EXTRA CREDIT Global Awareness Survey
- Climate Change Kivalina Film Clip
- Culture and the Environment: Climate Change

Watch the film clip on the Week 4 folder on Cobra from the documentary Greedy Lying Bastards: How Industry has Shed Doubt on Climate Change Science. In this clip, the producers introduce you to the town of Kivalina, Alaska that is approximately at the same latitude as the Sakha nation in Russia. The Native
Work about other cultures, and from scholars from other cultures. Topics: environment and development
Step 5: Resources for Rubrics

You can find samples of analytic rubrics by clicking here.

You can find samples of holistic rubrics by clicking here, here, and here.
“First and foremost, the culture of the city has been shaped by the parcagii, and altering their role in the community may disrupt the culture. As outlined previously, they provide many necessary duties in the city, and displacing them would make the city less efficient. Parcagii understand the infrastructure of the city better than anyone else.”

“We have talked about culture as both the cause and necessary solution to climate change. It is the dominant global consumer culture that has produced this humanitarian crisis. In order to end it, we must transform our culture to be regenerative, as Crate says. In order to do so, we need to understand how native cultures have successfully sustainably stewarded the environment for many years.”

“In terms of how Crate explains climate change, I agree with her, I think if people saw the cultural effects of climate change, it would help create advocacy. However, research takes time, effort, and scholars. She stated, “Observations and perceptions of local effects of climate change...reveal a need to develop research projects focusing on the cognitive/perceptual orientations of communities” (328).”

“How will members of this community see themselves if their only job is taken away? As stated in the article, “Parcagii see their daily sidewalk struggles as a sign of success inasmuch as they are managing to be part of a dynamic and prestigious part of the city” (70). They feel a part of the city with their jobs, which give them a sense of pride.”
Step 6: Resources for Student Feedback

Techniques for Assessing Learner Attitudes, Values, and Self-Awareness

VI. Assessing Students’ Awareness of Their Attitudes and Values
The CATS in this group are designed to assist teachers in developing students’ attitudes, opinions, values, and self-awareness within the course curriculum.

28. Classroom Opinion Polls: Students indicate degree of agreement or disagreement with a statement or prompt.
29. Double-entry Journals: Students record and respond to significant passages of text
30. Profiles of Admiral Individuals: Students write a brief description of the characteristics of a person they admire in a field related to the course
31. Everyday Ethical Dilemma: Students respond to a case study that poses a discipline-related ethical dilemma
32. Course-related Self-Confidence Surveys: Students complete an anonymous survey indicating their level of confidence in mastering the course material

VII. Assessing Students’ Self-Awareness as Learners
The CATS in this group are recommended to help students express personal goals and clarify self-concept in order to make a connection between the articulated goals and those of the course.

33. Focused Autobiographical Sketches: Students write a brief description of a successful learning experience they had relevant to the course material.
34. Interest/Knowledge/Skills Checklists: Students complete a checklist survey to indicate their knowledge, skills and interest in various course topics.
35. Goal Ranking and Matching: Students list and prioritize 3 to 5 goals they have for their own learning in the course.
36. Self-Assessment Ways of Learning: Students compare themselves with several different “learning styles” profiles to find the most likely match.

Click here to see a summary of the 50 CATs in Classroom Assessment Techniques by Angelo and Cross
### Question 2
Do you feel that knowing about other cultures is an important skill that could help you in your current or future employment?

- Yes, showing mastery of this knowledge is important in my work field. [6 (75%)]
- Showing mastery of this knowledge is somewhat important to the work in my field. [2 (25%)]
- No, showing this knowledge is not that important in my work field. [0 (0%)]

### Question 3
Do you consider yourself knowledgeable on Eastern European and/or Russian cultures?

- Yes, I know quite a bit about Eastern Europe but not Russia. [1 (12.5%)]
- Yes, I know quite a bit about Russia but not Eastern Europe. [0 (0%)]
- Yes, I know quite a bit about both Russia and Eastern Europe. [2 (25%)]
- No, I do not know much about this part of the world. [5 (62.5%)]

### Question 4
The readings for Week 4 of our course acted as prompts to aid you in thinking of environmental and development issues from an anthropological lens. Two of these readings were ethnographic accounts that took place in Northeastern Siberia, and Bucharest, Romania. Do you feel that these two articles contributed to your knowledge of these cultures/societies beyond what you could get from a quick internet search on the basic facts of this society? Please write a few sentences explaining your answer.

**Answers**

- Yes, I think the articles provided in depth accounts of the effects of climate change on these cultures. I think a quick search of these cultures may turn up important facts but could not include snippets of interviews with members of the culture or first person accounts.

  It definitely boosted my knowledge in this region of the world. I didn’t know that Siberia was suffering from the effects of climate change that drastically, and I didn’t know the extent of parking culture in Romania. I wouldn’t have imagined to search up such detailed information on the Internet, and reading these articles in depth informed me more than looking things up for myself.

- No, I don’t think these articles went beyond basic facts. What matters more to me though, is that I had very limited knowledge of these cultures to begin with. So even if the facts were viewed as basic to some, it still was full of new information to me.
Project Reports: Peer presentations, local library collection, scholarly repository.
Is this approach to internationalizing your curriculum useful?

A. Definitely
B. Probably
C. Probably not
D. Definitely not

Turn your plicker card to the direction that reflects the answer you want. [Click here](#) to learn about using plickers to engage students in class.
Recall our workshop goals were to:

• Describe our experiences with internationalizing curricula in Anthropology and Sociology
• Discuss approaches to instructional design that are quick and easy to use
• Provide practical resources tools to help design or re-design classes

What do you think?
Did we reach our goals for the day?
Please fill in the evaluation about the workshop!
Thank you for your interest!

• Any questions or thoughts?
• Please feel free to email us:
  • iscarborough@parkland.edu
  • sgrison@parkland.edu
• You can access this presentation at:
  • https://tinyurl.com/ya9ugnjk