

Parkland College

## SPARK: Scholarship at Parkland

---

Global Studies Initiatives in Social Sciences  
2020 - 2021

Global Studies Initiatives in the Social Sciences

---

Spring 2021

## Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Amy Kilgus Chamley

Follow this and additional works at: [https://spark.parkland.edu/global\\_studies\\_2021](https://spark.parkland.edu/global_studies_2021)



Part of the [Early Childhood Education Commons](#)

---

Open access to this Project Report is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact [spark@parkland.edu](mailto:spark@parkland.edu).

## Global Studies Initiative

Parkland College, AY 2020–2021



**Aims of Global Studies Initiative:** Parkland’s Global Studies Initiative promotes the addition to

Parkland’s courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and East Asia, Southeast Asia, and the Pacific. Further, it aims to provide faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

### Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

**Faculty Name:** Amy Kilgus Chamley

**Courses Taught** (course name(s), section number): CHD 105, 115, 122, 124, 217, 223, 260 (and others occasionally)

**Please answer the following questions to complete this report:**

1. Please describe an assignment or class material covered in your course that teaches students about global issues or, better yet, teaches them about the areas of the world covered in this initiative: the European Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, and the Pacific. You can attach the assignment rubric, instructions, and/or syllabus or course schedule to this report if you wish. If you have no current materials or assignments dealing with global issues, describe an idea you have for a new assignment or course material you wish to adopt.

I do not currently have assignments of material that covers global issues in any of my classes. The closest thing would be focuses on welcoming, including and representing children’s families and cultural traditions in the classroom in many of my courses.

In CHD 122 – Intro to Early Childhood Education, which focuses on history, theory and methods, I require students to research and present information about an Early Childhood Historical figure (Patty Smith Hill, Susan Isaacs, Rudolf Steiner, John Dewey, etc.) Our text focuses entirely on white Western figures, mostly male, and generally working 80-100 years ago.

Since the text already covers these people, I’d like to change the assignment to have students research how ECE is viewed, structured, funded, etc. in other cultures. I’ve done a bit of research and found plenty of information available for students to find an article or two on which to base their research and presentations. I’m copying the current and revised assignment with a global focus at the end of this report.

2. Parkland College faculty have developed six general learning outcomes to help students acquire essential skills, knowledge, and values that will serve them in their future careers. The Global Awareness and Ethical Reasoning outcome states that *students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions*. Please reflect on how the assignment or materials you described in the previous question contributes to this learning outcome or could be modified to better fit this outcome.

An understanding of other cultures' approaches to working with young children will expand Parkland students' knowledge base, and provide a broader foundation for their own future work in ECE. Most of our students will be dealing with children and families from all over the world. It will be valuable for them as teachers and care providers to be exposed to, understand and respect perspectives beyond their own, and what's presented in the text.

3. How do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?

Many of my students have a pretty limited world, and aren't generally challenged to think about how the world outside east Central Illinois affects them and their work. Any opportunities we can provide that encourage and challenge them to think about and try to understand the larger world are valuable – not just academically, but also personally.

Learning about how their colleagues around the world approach their work with young children will help students better understand how important their own work is in our global society. It will also increase their confidence in working with families and young children who come from cultures different than their own.

4. Do you believe your course could benefit from more interdisciplinary collaborations on global issues participating, for instance, in some of the collaborative teaching initiatives presented by your group in your joint report? Explain your answer.

We came up with some interesting ideas that are worth exploring in more detail!

It would be amazing to offer a course about the roles of women in childcare work around the globe.

***Thank you very much for participating in the Global Studies Initiative and completing this report!***

## CURRENT ASSIGNMENT for CHD 122 Intro to Early Childhood Education

### ASSIGNMENT #1

#### **EARLY CHILDHOOD HISTORICAL FIGURE REPORT** \_\_\_\_\_ **DUE 6/1/21, 100 points**

You will be assigned an early childhood historical figure to research. Please create a brief slide presentation about your figure, which covers the information below. You will have 5-10 minutes to present it in class on 6/1.

### Guide & Grading

#### Areas of report/Depth of information (50 points)

- Areas of report are addressed well
  - Name (& years of life)
  - Picture
  - Life Experiences
  - Education/Work Experiences
    - Problems/Challenges
  - Contributions to the field
- Information is clear, well organized and easy to follow -Do you show knowledge of your influential ECE figure?
- Connections are made between individual/experiences and contributions made to ECE

#### Slides (20 points)

- Information on slides is brief
  - Use of bullets, not complete sentences
  - Avoid "overcrowding" slides

#### APA style (10 points)

- citations in quotations
- appropriate indication of quotes from primary or secondary sources
- sources are MLA style (See Parkland Writing Lab - [https://spark.parkland.edu/cas\\_mla/](https://spark.parkland.edu/cas_mla/))

#### In Class Presentation (20 points)

*\* (Note) This should be a shorter version of your slides. What is most important for us to know about your influential figure?*

- Interesting/Creative presentation
- Provide additional information/Expand on your slides
  - Don't just read your slides
  - Feel free to refer to notes on cards
- Good use of presentation time (5-10 minutes) . . . Practice!

## REVISED ASSIGNMENT with Global Studies focus

### ASSIGNMENT #1

#### EARLY CHILDHOOD PRACTICES AROUND THE WORLD \_\_\_\_\_ DUE 6/1/21, 100 points

You will choose a country (other than the US) to research. Please create a brief slide presentation about Early Childhood Education approaches, structures, funding, etc., which covers the information below. You will have 5-10 minutes to present it in class on 6/1.

#### Guide & Grading

##### Areas of report/Depth of information (50 points)

- Areas of report are addressed well
  - Brief overview of country (include pictures if possible) - describe the culture Is there a majority culture - if so, what is it?  
Are there important cultural traditions that will help us understand the country?
  - Discussion of ECE practices
    - Highlights
    - Problems/Challenges
  - Does your country have an organized early childhood education system?
  - At what age (generally) do children start school?
  - What is the structure of ECE (full-day, half-day, highly academic, play-based, etc.)?
  - What kind of training is required of ECE professionals?
  - How does this information relate to what you already know about ECE in the US?
  - What surprised you?
  - What did you learn that will be useful in your own work with young children? -Information is clear, well organized and easy to follow

##### Slides (20 points)

- Information on slides is brief
  - Use of bullets, not complete sentences
  - Avoid "overcrowding" slides

##### APA style (10 points)

- citations in quotations
- appropriate indication of quotes from primary or secondary sources
- sources are MLA style (See Parkland Writing Lab-[https://spark.parkland.edu/cas\\_mla/](https://spark.parkland.edu/cas_mla/))

##### In Class Presentation (20 points)

*\* (Note) This should be a shorter version of your slides. What is most important for us to know about your country's approach to ECE?*

- Interesting/Creative presentation
- Provide additional information/Expand on your slides
  - Don't just read your slides
  - Feel free to refer to notes on cards
- Good use of presentation time (5-10 minutes) . . . Practice!