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Global Studies Initiative Faculty Report: Faculty Training on Online Teaching and Learning

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Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2019–2020



Aims of Global Studies Initiative: Parkland’s Global Studies Initiative promotes the addition to Parkland’s social science 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 social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

Global Studies Initiative Faculty Report: Best Practices for Online Teaching

Faculty Name: Emily L. Barnum

Courses Taught (course name(s), section number): PSY 101, PSY 107, PSY 224

Please answer the following questions to complete this report:

1. Please describe here a couple of the best practices for online teaching and learning that you workshopped in the EDU 914 Parkland Faculty Academy course, and how you plan to implement them in the online component of your classes in the Fall of 2020 and beyond. These can be anything from content management and delivery, to student engagement, student assessment, or anything else you learned in this training course that you will adopt in your teaching.

Firstly, I have created a learning corner on Cobra where students can find additional supplementary reading/videos/sources about topics we discussed in class. I am really excited about this because I think it lends to social justice (discussed in chapter 9) as well as providing students with really important resources that are relevant to our work together and ultimately the society at large.

In addition, I have added a welcome video to the course. I think my students have really enjoyed the video and some have emailed me regarding the video itself. I also took a step out of Christine’s book and sent my students an initial email with instructions on how to get announcements emailed to them. In the past, I have had students complain that they didn’t know where to get information and I was confused because I provide all that information in the announcements. This way, students can have some agency into how they receive information. I didn’t even realize I could receive emails like this and have used the tool to subscribe to my discussion board “Questions” so I know immediately when a question comes in. This has taken a lot of guess work out of my class.

In addition, I added the manual check marks to my class to show students what areas are required and what is not required for each week. I had students who would often post “N/A” under my questions every week because they thought that this was required. I am hoping that this will eliminate those items.

Finally, I have added an activity feed to the home page and will post when big assignments are due as a hope of readily reminding students of those big assignments so they will not turn them in late, or too late.

2. Please reflect on how the new practices you are instituting in your courses will benefit your students in the online environment. Here you might wish to compare your course before and after you implement these practices.

Overall my hope is that these resources will focus on clarity within the course and also provide resources for students to extend their learning outside of the online classroom environment. In previous semesters I had a lot of students ask questions regarding course materials, I am hoping that this will alleviate some of the guesswork out of this for students.

In addition, by adding a learning corner, my hope is that students will find spaces and topics that will peak their interests and grow outside of the confines of a 16-week course. Before adding this topic, I was so focused on the content of the class, and not societal impacts on student development. I think by adding this, it reminds me that today's world impacts students and how they learn and allows me to think about this course outside of the confines of the textbook.

3. 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. How can you see applying some of the best practices for online teaching and learning to this particular assignment or material?

In psychology textbooks, multicultural identities and global students are an essential component for understanding different perspectives. For example, in PSY 224 and PSY 107 both textbooks highlight genital mutilation that often occurs in some countries in Africa. In my discussion boards, I have students comment and discuss this material to gain a deeper understanding of the textbook and their own perspectives. From EDU 914, I could see myself adding more readings to the learning corner to supplement this material. In addition, I think it is important to use discussion boards more effectively and comment on student's development in these difficult topics to encourage them to learn more.

4. Finally, how do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?

Psychology as a field does not just occur in the United States. It is essential for students to understand the biological, psychological and social aspects of the human as taught in psychology. By doing this, we must understand the global issues as this impacts all three aspects described previously. Where we come from impacts our biology, who we are and how we evolve as humans. Global concerns also impact our psychological needs in the means of trauma, allocation and availability of resources, cultural traditions, etc. In addition, our global selves have an impact our social lives. Who we are around and where we come from impacts how we view the world around us? It is necessary to teach this information to our students to help them better understand different individuals' perspectives.

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