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Global Studies Initiatives in the Social Sciences

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

Dale Gardner

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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: Dale Gardner

Courses Taught (course name(s), section number): POS 202 (Intl Relations), POS 122 (US Govt), FYE 101 (First Year Experience), POS 124 (State & Local Govt)

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.

I want to have all assessments done electronically. I want to offer recordings of live lectures. I want to find ways to make many short 5 – 7 minute videos explaining various concepts in my classes. Even when classes go back to face-to-face, I want to keep these elements so students with different learning styles (or those with last-minute cramming study habits) will have resources that suit them.

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.

In recent iterations of my courses, I discussed the text and assignments and strived to get students talking and asking questions. For assignments, I typically had students submitting some kind of written work, that I would then give feedback on and hope for revision. Now I would like to have more variety in how the course material is presented.

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?

POS 202 is Introduction to International Relations and the course regularly explores the 20th Century evolution of geopolitics, often region by region. It also covers contemporary globalization and conflicts. So better online teaching practices simply requires better exploitation of the technology. I have already been using sources from around the world. Some of these focused on a comparison of the political history of different nations within the European Union and the United States.

POS 122, American National Government, will occasionally have comparison of different constitutional orders, political party systems, comparative social policies and general foreign policy. Online resources provides content. I hope to have more interactive activities.

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?

Understanding global issues is essential for understanding international relations. Understanding how different the US political and social system is compared to other democracies (American exceptionalism), is fundamental to understanding the possibilities and limitations of US national politics.

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