

## Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2018–2019



**Aims of Global Studies Initiative:** Recall that the goals for participating in the Global Studies Initiative course redesign project are: To promote 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. Further, to provide social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

To achieve the goals of the Global Studies Initiative and finish your participation in this project, please fill out the form below on the course you taught in the Spring semester of 2019, and upload it to the shared folder on Parkland’s One Drive at the following link: <https://tinyurl.com/y4qnnb6>

### Global Studies Faculty Project Final Report for Term 2

Faculty Name: \_\_Jennifer Gleason\_\_\_\_\_

Course Being Taught (course name, section number, term): \_\_PSY 207-051W, Spring 2019\_\_\_\_\_

Format of Course (face to face, online, hybrid): \_\_Online\_\_\_\_\_

#### A. Goal(s) for Course.

Please describe here the changes that you made to your class objectives to increase global studies content and learning about global issues. Keeping this in mind, please answer the following:

1. Please describe here each of your new goal(s) or objectives for the course. These can be based on the Teaching Goals Inventory we covered in EDU 931, and/or related to Parkland College’s General Education Goals.
  - a. The goals that I am incorporating from the Teaching Goals Inventory include:
    - i. TGI 27: Develop an openness to new ideas; and
    - ii. TGI 34: Develop an informed appreciation of other cultures.
2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).
  - a. The new goals outlined in 1.a will encourage students to think about current topics in child psychology from the perspective of other cultures.

## B. New Course Material(s) To Achieve Goals.

Please explain the new material(s) you used for the course. Keeping this in mind, please answer the following:

1. Please list the new material(s) that you used to enhance the global studies and/or world area studies component of your course. Please also provide links online, or reference citations for each of the new material(s) you used in this redesigned course. These may be books, journal articles, magazines, videos, movies, web links, or any other materials that fit the aims of the Global Studies Initiative.
  1. For each unit of the course, students completed a review assignment that focused on one of the “Cultural Influences” topics from our textbook. Each assignment consisted of three or four parts: a “Misconception/Preconception Check” quiz, a reading assignment, a writing assignment, and a post-assignment survey (for Unit 3 & 4 only). For the first and final assignments, students focused on minority youth in the United States. However, for Units 2 & 3, students read research articles about children in other countries to deepen their understanding of the topics.
  2. For Unit 1, students wrote about the topic of immigrant kids and their educational attainment. To deepen their understanding of this topic, they read the following popular article about the “Immigrant Paradox”:  
<https://www.theatlantic.com/education/archive/2017/02/the-myth-of-the-immigrant-paradox/515835/>
  3. For Unit 2, students wrote about the topic of infant sleeping arrangements. To deepen their understanding of this topic, they read the following research article about Japanese mothers’ behaviors and attitudes towards infant sleeping arrangements:  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00718/full>
  4. For Unit 3, students wrote about the topic of ethnic and political violence and its impact on children. To deepen their understanding of this topic, they read the following research article about the impact of violence on Palestinian and Israeli youth:  
<https://ezproxy.parkland.edu:443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=83216300&site=eds-live>
  5. For Unit 4, students wrote about the topic of ethnic identity in minority youth. To deepen their understanding, they read a research study from Italy about children adopted internationally:  
<https://ezproxy.parkland.edu:443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126068663&login.asp&site=ehost-live&scope=site>
2. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.
  1. The addition of these materials fits the aims of the Global Studies Initiative because they incorporate research issues from outside of the United States and, in the case of Units 3 and 4, authors and research conducted outside of the United States.

### C. New Activities, Assignments, and Assessments to Achieve Goals.

Please describe here the new activities, assignments, direct and indirect assessments, and the new syllabus you developed to achieve the aims of the Global Studies Initiative. Keeping this in mind, please answer the following:

2. Please describe all new in class activities and/or take-home assignments that you created for your redesigned course to increase global studies content and learning about global studies issues. In your description, please be sure to explain very concretely how each of these activities/assignments are linked with each of the new course goals (described in Part A).
  1. Students come into PSY 207 with many preconceived notions. To some extent, I encourage activation of this prior knowledge by asking them to think about the children in their own lives and/or their experiences as children and parents. However, focusing too much on their own experiences can be detrimental to understanding these issues from a wider perspective.

For this reason, I am using these new assignments to encourage students to examine their prior knowledge in light of current research from our own and other cultures.

For each unit, students completed a three- or four-part review assignment focusing on one of the “Cultural Influences” sections of our textbook. For Unit 1, they were asked to examine the experiences of immigrant youths and the immigrant paradox. For Unit 2, they were asked to examine “Cultural Variation in Infant Sleeping Arrangements”. For Unit 3, they were asked to examine the “Impact of Ethnic and Political Violence on Children”. And for Unit 4, they were asked to examine “Identity Development Among Ethnic Minority Adolescents”. As you can see, two of these topics revolve around the experiences of immigrants and minorities in the U.S., while the other two incorporate the experiences of people living outside of the U.S. All four assignments encouraged students to look outside of their own experiences.

Each assignment consisted first of a Cobra quiz that served as a “Misconception/Preconception Check” (CAT #3). The quiz asked a few basic questions about the topic at hand and provided instant feedback to the students about their answers. The quiz was not graded for credit, and I encouraged the students to keep an open mind. This accomplished TGI #27, “Develop an openness to new ideas”.

Next, the students were asked to read some supporting research about the topic, including the articles listed in B.1 above. The reading primed them for the next goal- TGI 34: Develop an informed appreciation of other cultures.

The students were then asked to write about what they learned and their thoughts on the material. I encouraged them to share what surprised them and why, and then to explain what their current opinion on the topic is, using both the new information and their lived experiences. This closed the loop on incorporating the new information into their lives, and hopefully solidified their progress on TGI 34.

Finally, for Units 3 and 4, I added a post-assignment survey. Students were asked to reflect on what they learned from the assignment. These surveys helped me to ensure that the goals I established were being met.

3. Please describe all new direct assessments that you used for these new activities/assignments to explore student performance (at one time) and/or learning (across two or more times). In addition, please explain whether each direct assessment is: formative or summative, or quantitative or qualitative. Also, if you used a rubric to help with direct assessment, please explain whether the rubric is holistic or analytic. In your answer here, please be sure to explain very concretely how each of these direct assessments, and any rubrics you created, show student performance and/or learning related to the new course goals (described in Part A).
  1. As outlined above, each assignment consisted of two or three assessments:
  2. The first portion is a direct formative assessment. As the students took the Misconception/Preconception Check quiz, they learned whether their answers were right or wrong. This is quantitative in that they will finish the assessment with a score. However, the purpose of the quiz is not to get the answers “right”, but to learn about the unit topic. For this reason, this is a formative assessment that gives a snapshot of where the student begins and also introduces them to some basic information about the topic to be studied.
    - i. The second portion is a direct summative assessment. This portion of the assignment, though qualitative, asks the student to reflect on what they learned and share their thoughts and opinions on the new information. I did not use a formal rubric for this assessment; however, I graded the student responses based on whether they answered all questions. Their written responses answered questions about what they learned, what surprised them, and how this new information compares to their previous information and lived experiences. In this way, the written portion of the assignment fulfilled TGI 27: Develop an openness to new ideas; and TGI 34: Develop an informed appreciation of other cultures.
4. Please describe any new indirect assessments you used (if applicable) for these new activities/assignments to explore student attitudes. In your answer here, please be sure to explain very concretely how each of these indirect assessments was created to show student attitudes related to the new course goals (described in Part A).
  1. At the end of each assignment, students completed a brief post-assignment survey about the assignment. On a scale, students indicated how they felt about the assignment, how much they think they learned, and whether the assignment will encourage them to think from a global perspective in the future.

Please attach a copy of your class syllabus for the course you revised for this project. In the syllabus please highlight changes that you made to the syllabus to show what was changed as a result of this project. Please upload your revised syllabus to the shared folder on Parkland's One Drive:

<https://tinyurl.com/y4qnncb6>

#### D. Faculty Reflection on New Course Material

Please provide your opinion on the degree of usefulness of the new course material you implemented and whether you recommend its continued use. That is, would you use it again? If not, what other material could you use or how else could you better implement the objectives of this initiative?

I found the new assignments that I implemented to be very useful and I intend to use them in future sections of PSY 207. I especially found the post-assignment surveys useful and plan to use them in other courses as well.

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