

## 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/y4qncb6>

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

**Faculty Name:** Cristina Prestin-Latham

**Course Taught** (course name, section number, term): Introduction to Sociology (SOC 101-001H) Spring 2019

**Format of Course** (face to face, online, hybrid): Hybrid

#### **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.
  - Enhance the learning environment provided in introductory sociology courses.
  - Broaden the minds of students enrolled in this general education course who are not social science majors.
  - Understand how humans interact and function around the world in varying ways.
  - Analyze different layers of sociology and how they apply to global institutions.
  - Apply the materials learned within our classroom and this assignment to real life situations during the semester and understand their importance going into the future.

2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).
  - While I believe all the goals are applicable, I feel the fourth one (Analyze different layers of sociology and how they apply to global institutions.) is most relevant to the aim of Global Studies Initiative. Students will complete five newly constructed assignments throughout the course in order to better their understanding of global institutions such as family, education and the criminal justice system. Due to the course being a hybrid format, students complete each of the five assignments on a hybrid day – and submit them as a Discussion Board in Cobra. This allows the entire class to view the work of their peers and create an even deeper level of global learning and application of global awareness.

#### **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.
  - For this newly added global awareness component, I created a five-part new assignment set. Students will use lectures, their textbook, information gathered in class, and their own research (through multiple modalities) to complete each task.
2. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.
  - Introduction to Sociology (SOC 101) is a general elective course that encourages students to think outside of the box. While components such as culture and global concerns are covered, there was a strong need to add more global awareness to the course and cover topics that are very relevant in modern day. Students who complete the newly created five-part assignment throughout the course will develop a better understanding of human interaction around the world, how we are all different, and yet so much alike.

### 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:

1. 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).
  - This is a five-part assignment packet. Students complete one part at a time (during hybrid time) as the materials align with what we are covering in class.
  - Part I: Understanding the Importance of Culture Around the World- This part will examine how people exist differently around the globe
  - Part II: Global Deviancy and Crime - This part will examine deviancy theories, crime and incarceration around the world.
  - Part III: Impact of Global Families - This part will examine the most vital social institution: family.
  - Part IV: Education from a Global Perspective - This part will examine how education is obtained around the world.
  - Part V: Global Concerns & Social Change - This part will examine aspects of social change and global concerns.
  - See submitted Enhancing Global Awareness Packet for actual assignment requirements.
  
2. 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).
  - See submitted Enhancing Global Awareness rubric designed for this project
  - Students submit their work in Cobra as Discussion Boards and are graded specifically on their level of writing competency, completion of tasks, and demonstrating global awareness.
  - Students will be assessed on what they have learned on these assignments on their exams.

3. 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).
  - Students will have in-class discussion about each of the assignments – as a whole class or in groups – which will provide indirect assessment.

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?

- Introductory Sociology courses already have content which examines the global perspective. However, I believe adding these five assignments – as discussion boards so the entire class could view responses – was beneficial to the overall learning of material. At the end of the semester, based on the work submitted and the feedback provided by the class, I believe it should be continued to be used. As instructors, we are constantly evolving and changing materials. I can see ways of changing this packet slightly to implement a higher level of learning. Overall, I was pleased with how the global awareness enhancement materials turned out, the objectives learned, and the student feedback. I will continue to use this (or portions of it) in future classes. I am teaching Deviant Behavior in the Fall and have some ideas how to add a more global component to that course as well.

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