

Parkland College

Global Studies Initiatives in Social Sciences
2017-2018

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4-1-2018

Global Studies Initiative Final Report: History 102

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Recommended Citation

Poling, John, "Global Studies Initiative Final Report: History 102" (2018). *Global Studies Initiatives in Social Sciences 2017-2018*. 1.
https://spark.parkland.edu/global_studies_2018/1

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Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2017–2018



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.

Professional Development Support: To achieve the goals of the Global Studies Initiative, you are completing EDU 931, Instructional Design, to help you redesign your class to increase global studies material. To complete EDU 931, please fill out this form and upload this document to our Cobra course page for EDU 931 (Go to Final Project Folder at the bottom of the Content page, then upload the report to the Dropbox labelled “Final Project (Preliminary Report)”.

Global Studies Faculty Project Final Report

Faculty Name: John Poling

Course Being Taught (course name, section number, term): HIS 102 Western Civ II

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

A. New Goal(s) for Course.

Please describe here the changes that you are making to your class 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) for the course. These can be based on the Teaching Goals Inventory and/or related to Parkland College’s General Education Goals.

Teaching Goals Inventory.

Cluster II

18. Learn terms and facts of this subject. (A direct measure)

21. Learn to understand perspectives and values of this subject.

Cluster III

27. Develop an openness to new ideas.

2. Please explain how the new goal(s) will promote the aims of the Global Studies Initiative (described above).

1. *To inject a stronger aspect of globalism in to History of Western Civilization II hybrid course. (HIS 102-001H)*

2. *To instill a working definition of globalism; that definition being:*

The emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.” (p. 990, A History of Western Society, McKay et. al.)

3. *To design and implement an assessable assignment that illuminates the new global relationships and interdependence which characterize the concept of globalism.*

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

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

1. Please list the new material(s) that you plan to use 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 plan to use 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.

<https://www.theglobalist.com/teaching-globalization/>

A History of Western Society, 11th Ed. McKay et al

- CNN.com, BBC, www.euronews.com
www.enisa.europa.eu/news

2. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.

These new materials will be sources used by students to locate current event news stories as part of the new activity that is described under the C. tab below.

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 plan to develop 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 plan to create for your redesigned course to increase global studies content and learning about global studies

issue. 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).

My goal is to design and implement an assessable assignment that illuminates the new global relationships and interdependence today which characterize the concept of globalism.

The Project: *Students will be divided into small groups.*

Each group will be assigned a region: the European Union, Russia, Eastern Europe, and Eurasia.

We will spend a class period in a computer classroom.

The groups will have to find a recent news story (something in the last six months) relating to their assigned region.

The story will have to involve “the West” in some respect. Specifically looking at “the emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.”

The groups will present this story to the rest of the class.

- a. They will need to summarize the story. Tell us the story’s main points.*
- b. They will show us the story via YouTube or other platforms.*
- c. They will tell us how this story relates and involves the nations of the West.*
- d. If the story involves a problem needing resolution, the group should offer possible courses of action.*
- e. All of this will be summarized and uploaded on a Cobra Learning discussion board along with the inclusion of the clip.*

A minute paper (globalism definition) will be used to assess “if students have a better understanding of the interdependence of global relationships.”

In your description, please be sure to explain very concretely how each of these activities/**assignments are linked**

1. To inject a stronger aspect of globalism in to History of Western Civilization II hybrid course. (HIS 102-001H)

Linkage: *Finding and reporting on global news stories will inject a stronger aspect of globalism in the class.*

*2. To instill a working definition of globalism; that definition being: **Linkage:** Assessing the definition three times, and discussing the working definition of globalism in the lecture on Chapter 30 will instill a working definition of “globalism.” **Teaching Goals Inventory: 18. Learn terms and facts of this subject.***

*The emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.” (p. 990, A History of Western Society, McKay et. al.) **Linkage:** By completing the globalism news story assignment, with guidance from the course instructor, students will have a greater understanding of global relationships and the interdependence that characterizes them. **Teaching Goals Inventory: 21. Learn to understand perspectives and values of this subject.***

*3. To design and implement an assessable assignment that illuminates the new global relationships and interdependence which characterize the concept of globalism. **Linkage:** The assignment has been planned (described above); the results will be assessed afterwards. **Teaching Goals Inventory: 27. Develop an openness to new ideas.***

2. Please describe all new direct assessments that you plan to use 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 and quantitative or qualitative. Also, if you will be using 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 create, will be created to show student performance and/or learning related to the new course goals (described in Part A).

1. Direct Assessment Rubric:

What is being assessed: How "A History of Western Society" textbook defines the concept of globalism today.

How definition will be assessed: Students will be surveyed three times during the semester on their evolving definition of "globalism."

The third assessment, after the completion of the assignment, will compare the evolution of student definitions and their alignment with the textbook's definition of:

The emergence of "new global relationships and increasing interdependence in the last decade of the twentieth century."

For the quantitative assessment, I will offer the survey both before and after the project, asking students to rate their perceived awareness of globalism as a concept on a scale from 1 to 5. After the assignment, I will again survey the students, asking them to rate their change of "understanding a new perspective" and their awareness of new ideas on that same scale.

3. Please describe any new indirect assessments you plan to use (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 will be created to show student attitudes related to the new course goals (described in Part A).

To measure a quantitative and qualitative outcome for the assignment, I will use a Cobra Online Survey both before and after the project.

For the qualitative assessment, I will give students the opportunity on the post-assignment survey to offer any comments on how their perceptions of globalism changed due to the activity.

4. Please upload a copy of your class syllabus for the course you modified for this project to the provided Dropbox in Cobra under our EDU 931 course labeled "Updated Syllabus (For Preliminary Report)" in the Final Project Folder at the bottom of the Content page.

D. Faculty Reflections on EDU 931 Instructional Redesign Course.

Please describe here your attitude about how well EDU931 has helped you redesign your course for the Global Studies Initiative. Keeping this in mind, please answer the following:

1. How do you feel about EDU 931 as a professional development method for learning how to redesign a course? Please explain.

I feel positive about the experience. At times all the information was a bit overwhelming in such a condensed period of time, but, overall, EDU 931 was a good experience and it left me motivated to implement more changes.

2. How well do you think that EDU 931 has prepared you to redesign your course? Please explain.

The greatest tool that EDU 931 has given me is the assessment piece when I do introduce new assignments and activities (and eventual course redesigns). Coming up with new things in the class is not always the most difficult task for me, but gauging their educational value/outcomes is a challenge.

3. As a result of EDU 931, do you feel as though you are more likely to act to make small redesign changes in this course or other courses in the future? Please explain.

I am definitely more likely to incorporate a small redesign. As Sarah has stressed throughout the course – small, incremental steps are fine. We do not have to re-invent the wheel every time.

D. Faculty Reflection on New Course Material (post project reflection, May 2018)

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 implemented the global awareness assignment over two class periods on May 4th and 6th. (The assignment details appear after this reflection.) This assignment and its course material were extremely useful this semester. In the past, I had mentioned the development of globalism in the 21st century in lecture, but really not in any in-depth matter. In this activity, students chose the global issue they wanted to research, and how their topic related to the overall issue of globalism today. Students gave presentations on human trafficking in Central and South America, the civil war in Syria, the Africa Free Continental Trade Area, and upcoming denuclearization talks between the United States and North Korea. I will definitely use this activity again.

I had three main goals for this project (listed below). I believe all those goals were met.

ORIGINAL:

1. *To inject a stronger aspect of globalism in to History of Western Civilization II hybrid course. (HIS 102-001H)*

2. *To instill a working definition of globalism; that definition being:*

The emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.” (p. 990, A History of Western Society, McKay et. al.)

4. *To design and implement an assessable assignment that illuminates the new global relationships and interdependence which characterize the concept of globalism.*

The first cluster goal of the Teaching Goals Inventory was met. The second and third goals, I am less sure of because I did not do a proper assessment for 'understanding perspectives' and 'openness to new ideas.' I can certainly see the perspective aspect being something very easily addable to the activity in Spring 2019.

ORIGINAL: Teaching Goals Inventory.

Cluster II

18. Learn terms and facts of this subject. (A direct measure)

21. Learn to understand perspectives and values of this subject.

Cluster III

27. Develop an openness to new ideas.

Assessment: I met part of my assessment goal. I did assess students at three points during the semester asking their definition of globalism. I did a survey of students' level of global awareness after the activity.

62% of students believed they had a 'low' or 'very low' awareness of globalism at the beginning of the semester.

69% of students described their global awareness as 'above average' or 'high' after the activity.

81% of students said the activity was 'above average' or 'high' in its effectiveness of raising their global awareness.

ORIGINAL: To measure a quantitative and qualitative outcome for the assignment, I will use a Cobra Online Survey both before and after the project.

For the qualitative assessment, I will give students the opportunity on the post-assignment survey to offer any comments on how their perceptions of globalism changed due to the activity

Thank you very much for participating in this the Global Studies Initiative and EDU 931 and completing this preliminary report!

Globalism Group Assn.

(25 points)

1. To inject a stronger aspect of globalism in to History of Western Civilization II hybrid course. (HIS 102-001H)
2. To instill a working definition of globalism; that definition being:
The emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.” (p. 990, A History of Western Society, McKay et. al.)
3. To design and implement an assessable assignment that illuminates the new global relationships and interdependence which characterize the concept of globalism.

Description:

Students will be divided into small groups.

Each group will be assigned a world region: Asia, Africa, South America, Middle East, Central America, Russia.

We will spend a class period in a computer classroom.

The groups will have to find a recent news story (something in the last six months) relating to your assigned region.

The story will need to involve “the West” in some respect. Specifically looking at “the emergence of “new global relationships and increasing interdependence in the last decade of the twentieth century.” (p. 990 A History of Western Civilization)

The groups will present this news story to the rest of the class on Monday, May 7th.

Directions:

Your group will be putting together an apx. 10-minute presentation.

- a. Your group will show us the news story via youtube or other platform.
- b. Your group will need to summarize the story and tell us the story’s main points.
- c. Your group will need to do background research on the news story to give the class a more well-rounded report on the issue.
- d. Your group will tell us how this story relates to and involves the nations of the West.
- e. Your presentation should tell us how the news story relates to the textbook’s definition of globalism.
- f. If the story involves a problem needing resolution, your group should offer possible courses of action.
- g. All of this will be summarized and uploaded on a Cobra Learning discussion board along with the inclusion of the clip.
- h. Your group will present your assignment (which should be no longer than 8 to 10 minutes in length, including showing your clip.)

Your presentation will need to approach the topic from the perspective that the viewer doesn’t have any prior knowledge about your individual. Your group is teaching the rest of us about it.

*(For grading purposes your presentation should be uploaded to the Globalism Group Project Discussion Board **no later than 24 hours** after your group has given its presentation.*

An unexcused absence on the lab day or presentation day will automatically result in a zero grade for this assignment.)

Grading Criteria:

1. Relevance of the news story selected in relation to the textbook's definition of globalism.
2. Overall quality of the presentation (appearance, content, and accuracy).
3. Crediting of sources and images.
4. Timeliness (posted on Cobra Learning within 24 hours of presentation).
5. Overall perception of effort (in other words, the presentation might have some problems, but it is evident that the team did put an effort into creating it

Group One

Kyler

Steven

Michael

Isaiah

REGION: Middle East

Group Two

William

Mason

Allison

Devon

Jarrett

REGION: Africa

Group Three

Chris

Jake

Jessica

Francesca

Abby

REGION: South America

Group Four

Ethan

Hannah

Wyatt

Thomas

Nate

REGION: Asia

I would define globalism as:

ID # _____

I would define globalism as:

ID # _____

I would rate my awareness of globalism at the beginning of this semester as:

1 2 3 4 5

Very Low Low Average Above Average High

I would rate my awareness of globalism at the end of this semester as:

1 2 3 4 5

Very Low Low Average Above Average High

In terms of raising my awareness of globalism I found the effectiveness of the Globalism Group Project to be:

1 2 3 4 5

Very Low Low Average Above Average High

ID # _____