



“Development of Global and International Studies in Social Science Courses with Community College Faculty at Parkland College”

PROJECT REPORT

For funding awarded by the Center for Global Studies, the European Union Center, and the Russian, East European, and Eurasian Center, University of Illinois at Urbana-Champaign

Academic Year 2018–2019

Summary: This report highlights the work accomplished in training a group of social science faculty in instructional design and participatory learning pedagogy to help them enhance and improve the global studies sections taught in their individual courses. The workshops and training imparted focused on helping these faculty incorporate current scholarship into their course materials from underrepresented world areas such as the European Union, Eastern Europe, Eurasia, and Russia. This project concluded with the addition of sample teaching materials and redesigned syllabi on global studies to Parkland College’s open access repository—SPARK. This collection of teaching resources—represented by sample assignments, rubrics, and faculty reflections—is meant to be a resource to other community college faculty, students, and scholars interested in globalization education. Material from last year’s cohort has been downloaded and viewed widely and the contributions created by this year’s participants is expected to continue to provide a resource for effective teaching and contribute to student success and retention. This project was successfully executed during the Fall of 2018 and Spring of 2019. The following pages detail the faculty training and professionalization process through a faculty academy practicum in the fall semester, and the benefits derived from the courses that were redesigned and taught in the following spring.

Project Description and Goals

The Department of Social Sciences at Parkland College brings together faculty from nine different disciplinary backgrounds to introduce students to the study and exploration of our social, economic, and political world, and the distinctive human connections that build this complexity. Students in our department's courses, the majority of whom transfer to four-year institutions, are introduced to qualitative and quantitative research methods, as well as different bodies of theory for data analysis. There is an emphasis on experiential learning and applied pedagogy in small classes. As in all community colleges, the courses taught are introductory and two-hundred level courses and fulfill general education requirements.

A couple of years back, Parkland social science instructors detected a need for students to identify and critically engage with global issues in order to further their academic course work and careers beyond the community college. A plan was formed to redesign course materials to this end, and this led to the presentation of a proposal to the Center for Global Studies (CGS), the European Union Center (EUC), and the Russian, East European, and Eurasian Center (REEEC) at the University of Illinois at Urbana-Champaign. The proposal requested funds to train faculty in instructional design and modify their teaching to incorporate current scholarship on global issues, as well as purchase materials and organize symposia on these topics. The project was approved for the 2018–2022 cycle. The following report describes the goals and successful completion for the first year of this project; Academic Year 2018–2019.

AY2018–2019 Goal 1: Provide social science faculty with instructional design training and tools and aid them in incorporating new course materials on global issues in the classroom.

Teaming up with Parkland's Center for Excellence in Teaching and Learning (CETL), the project coordinator Dr. Isabel Scarborough worked with Dr. Sarah Grison, Coordinator for Faculty Engagement for CETL, to provide faculty participating in this project with the pedagogical tools required to improve the design of their courses to incorporate materials on current global issues. The seven faculty who committed to participate in this year's iteration of the project enrolled in a special section of CETL's faculty academy courses; *EDU 931: Instructional Design Practicum*, taught by Dr. Grison in the Fall semester of 2018. It is important to note here that an effort was made to recruit only part-time faculty for this year's cohort given that last year's initiative identified a need by part timers to combat the sense of isolation from academic camaraderie due to their limited time spent on campus. The practicum, in addition to training participants in pedagogical techniques, also formed a community and space where faculty supported each other's teaching.

As in two previous versions of this practicum—tailored for instructors redesigning their courses in global studies—the textbook assigned was Thomas A. Angelo and K. Patricia Cross' *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition*. (Jossey-Bass Publishers, 1993). The instructors used the framework in this handbook to create a portfolio documenting their course design process which was built through discussions, responses, and exercises posted on Parkland's Desire2Learn online teaching platform. In addition, faculty met as a group a couple of times during the semester, and then in smaller groups and one-on-one with Dr. Grison, to present their assignments, and receive feedback from their peers.

The structure of the course was scaffolded and faculty ended the semester with a modified syllabus for the class they would teach under this project in the Spring semester, as well as rubrics and instructions for class activities, assignments, and assessments. Faculty handed in a Final Design Report to receive academy credit for completing the course, on which they would draft their final report for the work they implemented on global studies in their Spring semester courses. Please see the faculty reports uploaded to Parkland's online repository—SPARK—to read about the design process for each of the seven faculty that participated in this initiative. These can be found at the following link: https://spark.parkland.edu/global_studies_2019/ (please scroll down to the bottom of the page under the "Project Reports" heading).

As can be seen from these documents, faculty successfully infused their courses with global issues from the world areas of the centers that fund this project. The courses which benefited from the instructional design training described here were: Introduction to Anthropology, ANT 101 (Skousen); Issues in Criminal Justice, CJS 225 (Bridges); History of the US 1877 to the Present, HIST 105 (Walk); Introduction to International Relations, POS 202 (Gardner); Introduction to Child Psychology, PSY 207 (Gleason); Introduction to Sociology, SOC 101 (Geisler), and another section of Introduction to Sociology (Prestin-Latham). The section following this one (Goal 2) provides details of how each of these courses contributed to promote instructional materials on global issues focused on specific world areas.

Participating faculty also met once during the fall semester and again during the Spring semester of 2018, as a group, to learn about the resources available through the Parkland College Library for this project. Cherianne Cameron, College Archivist and SPARK Administrator, presented on available resources, answered questions, and provided library support throughout the two semesters. Participants were also introduced to the library collection on global studies that was started with funding from the Summer 2017 pilot project and added to with funding on AY2017–2018. These materials form part of Parkland's Library, are used as reference materials by both faculty and students, and can be found here: <https://library.parkland.edu/c.php?g=752112>

AY2018–2019 Goal 2: Promote the addition of course materials on the European Union, Eastern Europe, Russia, and Eurasia.

Faculty participating in this project were cognizant of the fact that not only were their courses lacking current case studies and illustrative examples on global issues, but there were some world areas that were more heavily represented than others. Consequently, the syllabi and teaching materials that were designed under this project reflect an infusion of scholarly work in global studies with an emphasis on countries from the European Union, Eastern Europe and Eurasia, as well as Russia. The following is a brief synopsis of how faculty deployed case studies from these world areas in seven different classrooms in the Spring of 2019.

In Introduction to Cultural Anthropology (Skousen), the instructor created three distinct critical thinking in-class assignments in which students were asked to engage with the ethics of cultural heritage and colonialism using a case study from Greece and England; to argue for the cultural

relativism of female genital mutilation by Africans in the European diaspora; and to discuss gender performativity based on a documentary on a British drag queen. Skousen tailored the assignments to meet his course's learning objectives of global awareness and ethical reasoning (https://spark.parkland.edu/global_studies_2019/4/). Students of Issues in Criminal Justice (Bridges) were given a different example every week taken from news sources from the European Union and Eastern Europe to illustrate criminal justice topics such as victimology, law enforcement, the judicial system, juvenile systems, punishment and corrections. These weekly discussions allowed the students, through cross-cultural comparisons, to better grasp the workings of our own criminal system and identify the global connections in criminal justice issues. The course's final project required the students to apply what they had learned in drafting a press release on a fictional crime in which the student acted as the law enforcement authority in a European country (https://spark.parkland.edu/global_studies_2019/1/).

Students in US History from 1877 to the Present (Walk) benefitted from a redesign of course materials that shifted the focus of the final course project from a summative assessment of historical events to a critical discussion of the relationship of the United States to the global community from a historical perspective. The instructor modified the course's materials to reflect the impact of global issues on the United States over time including immigration, economic trends, foreign relations, and social attitudes between Americans and their global counterparts. Incorporating a comparative aspect to the final assignment reinforced critical thinking and supported best research practices. A number of the comparative case studies from this class focused on the European Union and former Soviet Union (https://spark.parkland.edu/global_studies_2019/16/). An existing final assignment was also redesigned in Introduction to International Relations (Gardner). This course already had a strong focus on global studies, thus the instructor chose to redesign the final class project on past and present international affairs and added a class presentation of each student's work that would be reviewed by their peers. This practice added a new depth to the critical analysis of the global issues covered in class as students compared various theses and arguments and how to best deliver these. The presentations also strengthened the student's research papers and the instructor noted that in future courses he will further incorporate this pedagogical practice by having the students also present their work at the midterm point of the course. Given the structure of this class, the world areas covered include but are not limited to the Middle East, East Asia, Eurasia, the European Union, Russia, and Africa (https://spark.parkland.edu/global_studies_2019/14/).

In Introduction to Child Psychology (Gleason), the instructor incorporated a goal to introduce students to child-rearing customs and perceptions across different cultures to fulfill specific learning outcome goals including encouraging open mindedness and an awareness of globalism. The course was divided into four units, two of which emphasized case studies with minorities in the United States and two of which examined childhood in other societies including, for Unit Four, a study from Italy on ethnic minority children adopted internationally. Significantly, students who took the course discussed their own misconceptions and were able to distance themselves from their own cultural customs by examining topics in child psychology from a global perspective (https://spark.parkland.edu/global_studies_2019/12/).

Two sections of Introduction to Sociology also sought to bring in global case studies to challenge students to engage critically with sociological theory and concepts. The first section (Geisler) had the students read on the education system in Finland in order to compare how equality is constructed through institutional practices in the Finnish and American systems. Students in this class were asked to complete a module assignment in which they broke down how economics, education, family, and forms of government are interconnected. (https://spark.parkland.edu/global_studies_2019/7/). The second section of Introduction to Sociology (Prestin-Latham) featured a series of five discussion boards online in which students who took the course used class lectures, assigned readings, and researched materials to contribute to discussions on the importance of diverse cultures globally, global deviance and crime, the impact of global families, education from a global perspective, and global concerns and social change. A special packet was created with instructions and additional sources for student reference. A detailed rubric showcases how each of these topics is woven with major sociological topics (https://spark.parkland.edu/global_studies_2019/9/).

Overall, these class assignments and activities successfully met the goal to infuse Parkland's social science courses with scholarship and materials on the world areas emphasized by this project, and to internationalize and globalize the curriculum in the social sciences at Parkland College.

AY2018–2019 Goal 3: Add to the collection of teaching materials at Parkland's online repository, SPARK.

As in past years, faculty participating in this project created and implemented assignments, class activities, direct and indirect assessments, and rubrics in their efforts to improve their instruction of global issues. These materials were used and tested in the classroom during the Spring semester of 2019 and standardized reports on the course design process, as well as the courses' modified syllabi, and some sample teaching materials have all been made publicly accessible at Parkland's online institutional repository; SPARK. The links to what each instructor crafted for teaching global issues have been noted in the preceding section (Goal 2).

The objective in making the pedagogical materials produced by the instructors available online is their use by Parkland faculty and other community college instructors in our peer institutions in Illinois and across the nation. The SPARK web page has been designed so that interested educators can download these teaching materials and easily contact Parkland faculty who taught the course. Metrics from last year's materials, shown for each of the documents uploaded on the site itself, evidence that individuals in educational institutions in the US and abroad are indeed downloading these documents. The course syllabus for one of the classes from Spring of 2018 alone was downloaded over 800 times (ANT 101). It is our hope that this work, and the work this project will contribute in future semesters, will continue to provide a pedagogical resource for global studies and the study of the European Union, Eastern Europe, Eurasia, and Russia. Please see the following link to access the teaching materials generated in AY2018–2019: https://spark.parkland.edu/global_studies_2019/.

Project Results: Faculty Training and Professionalization

Feedback from last year's global studies initiative at Parkland noted how the practicum that trained faculty in curriculum redesign opened a space to work closely with and get to know other instructors. This space created a sense of collegiality and a supportive community which was, instructors reflected, the most valuable and significant benefit from participating in this experience. Part-time faculty expressly noted how the workshops allowed them to access the expertise of other educators; something that is difficult to achieve given the isolating nature of their duties where many are on campus only for their classes and office hours. As noted in the goals for this year's project, the 2018–2019 cohort was recruited exclusively from social science part-time instructors. The results for these year's participants, who produced quality work, evidence that a valuable support community was successfully created. Participants gave positive reports on the overall experience where they highlighted the benefits generated by the sharing of pedagogical ideas and resources, the additions to their teaching arsenal, and the excitement of research and course redesign.

An additional benefit acquired by those participating in this year's project was the creation of a professional profile page on SPARK's faculty gallery in the Selected Works platform, which will be added in the Fall of 2019 (https://spark.parkland.edu/sw_gallery.html). Faculty from the previous year and summer pilot project have noted that taking this step has positively contributed to their professional web presence. The added benefit is that these profiles are for faculty to edit as they grow professionally and can focus on teaching and sharing of pedagogical materials, research and writing, community outreach activities, or any other facet of their work.

Project Results: Student Learning and Student Success

Student learning and success was carefully assessed in each of the seven courses redesigned as part of this project. The Introduction to Anthropology class had an immediate summative assessment of the new material introduced, as students were asked to engage critically with global studies issues in three in-class assignments. The students' successful mastery of this material was also reflected in the midterm and final exams, as well as in pre- and post-assignment surveys administered by the instructor. An analytic rubric was used by the instructor of Issues in Criminal Justice which disclosed that students had indeed acquired a working knowledge of the global issues discussed. Analytic rubrics were also used in US History from 1877 to Present at both the project proposal and final project stages, clearly outlining each student's progress and grasp of the influence of global forces on historical events. A similar direct assessment was used for Introduction to International Relations in which the instructor required each student to provide peer review and feedback, based on a rubric, for three other student projects in the class at different levels of analyses.

Preconception surveys were administered to students of Introduction to Child Psychology before and after each unit assignment, to test how these perceptions were modified after critically engaging with global issues. Results evidenced that cultural relativism and a willingness to keep an open mind when it came to unknown cultural customs had increased among the students who completed these assignments. The assessments for the unit assignments were

formative and qualitative, giving out points for following instructions and completing different parts of the assignment. A similar formative method was followed by one of the sections of Introduction to Sociology, where an “Enhanced Global Awareness Rubric” walks students through the process of acquiring information on global forces and engaging this material with sociological issues. Both sections of Introduction of Sociology also used online discussion boards to indirectly assess student comprehension and retention of main concepts in global studies.

All the above activities create a picture of students increasing their awareness of global issues, and the applicability and significance of these concepts in the social sciences, academics, and the professional world. With increased student learning comes student success in the respective courses as well as improved preparation for students who mean to transfer to four-year institutions where many of the courses in the humanities and social sciences, as well as in some of the STEM fields, expect students to have a solid grounding on international issues. In other words, students who increase their learning of globalization and multiculturalism can converse knowledgeably on these topics in upper division undergraduate courses and succeed academically.

Project Results: Institutional Benefits

A teaching-centered institution such as Parkland College that prides itself on the high caliber of its educators can only continue to grow in excellence with faculty training. This project provides faculty with pedagogical tools and feedback but, more importantly, gives them the space and incentive to acquire these tools. Both full time and part time educators have multiple responsibilities claiming their time, and professionalization and continued learning are oftentimes viewed as a luxury. The funding awarded by the University of Illinois area studies centers has contributed to a continued professionalization of faculty, in this way maintaining Parkland’s high teaching standards.

As part of Parkland’s mission to engage the community in learning, the college strives to serve as a resource to community college faculty and students in our own institution as well as in peer community colleges, and to higher education more broadly. One of the ways this can be accomplished is to present our work in this initiative to other educators in targeted forums and conferences. To this end, two conference presentations on the project’s preliminary results were submitted and accepted for their delivery in November of 2018. The first of these presentations was given by Isabel Scarborough at the *Annual EU Studies Conference* held at the University of Illinois at Urbana-Champaign on November 9–10, 2018, organized by the European Studies Center. An audience of EU scholars, faculty, graduate students, researchers, and diplomats listened to this presentation which was part of a panel in which faculty from two and four-year institutions who teach the European Union in a variety of disciplines presented on their experiences.

The second presentation took place at the Illinois Community College Faculty Association and Illinois Council of Community College Administrators joint conference. The ICCFA/ICCCA annual conference took place in Peoria, Illinois, November 15–16, 2018 where an interactive presentation was delivered by Parkland’s faculty coordinator for this project titled:

“Incorporating Global Issues in the Classroom for Successful Transfer to Four-Year Institutions.” The work was delivered before an audience of community college faculty and administrators who asked questions about the project’s implementation, were introduced to and given access to the teaching materials created, and discussed the benefits of globalizing the curriculum for student retention and success. Both these experiences successfully disseminated the work carried out by this initiative to develop global and international studies at the community college level. Please see Appendix A for a copy of the abstracts of both presentations, as well as links to information on these conferences, official programs, and the presentations themselves.

This project report evidences that the work funded by the University of Illinois area studies centers has contributed to Parkland’s faculty professionalization, to our student’s learning and success, and to collaborations with our community college peers and other educators and administrators in higher learning. We thank you for this opportunity and look forward to continuing to build on this success.

Appendix A, Presentation of Project Results at Academic and Teaching Conferences

The work carried out by this project participants was presented to instructors and academic administrators outside Parkland, as detailed in the last section of this report on project results for institutional benefits. Below are the abstracts and links to the official programs and conference websites for the two presentations given on preliminary results, based on work executed up to November 2018.

Annual Meeting of the Illinois Community College Faculty Association and Illinois Council of Community College Administrators (ICCFA/ICCCA)

Presentation title: “Incorporating Global Issues in the Classroom for Successful Transfer to Four-Year Institutions at Parkland College.”

Description of Presentation: Social science faculty at Parkland College participated in a project to incorporate cross-cultural comparison of social issues to encourage student knowledge on global connections. This presentation shares how this engagement can increase student success in transfer to four-year institutions.

Objective(s) of Presentation: To initiate a conversation with other community college faculty, course coordinators, department chairs, and marketing coordinators on the importance of educating and engaging our students with global social issues for their success in transfer to four-year institutions in a rapidly changing and turbulent world. This initiative can be strategized to increase student recruitment and retention.

Please see the official conference program at the following link (scroll down to page 12 to view the presentation on this project): http://www.iccca.org/wp-content/docs/conferences/2018/2018_Conference_Schedule-111218.pdf

Annual EU Studies Day, European Union Center, University of Illinois at Urbana-Champaign

Presentation Title: “Engaging with the European Union in the Community College Classroom: Pedagogy and Research Best Practices.” Isabel Scarborough, PhD, Associate Professor of Anthropology, Parkland College

Abstract: A recent study by the American Association of College Professors noted that community college faculty teach the bulk of introductory social science courses to the country’s undergraduate population. Further, the introductory textbooks used in these courses don’t always have the most current case studies for students to learn about relevant socioeconomic, political, and cultural issues of other world regions including the European Union. Given this situation, a group of seven faculty in Anthropology, Geography, History, Psychology and History at Parkland College undertook redesigning their courses to incorporate current scholarship on global issues and the EU. This presentation provides some preliminary results from this ongoing course design project and argues for the usefulness of participatory pedagogies including research method training. Post-course student evaluations and faculty reflections agree that

engaging with the project modified material improved student success in the course. More importantly, students reported that acquiring this knowledge and skills contributed to the transfer process to four-year institutions.

You may view the conference and program at the following link: <https://europe.illinois.edu/eu-studies-conference/>

The presentation on this project given at the Annual EU Studies Day, can be found here: <https://drive.google.com/file/d/1I4ETmAN5BXHm9sy97jrKcW6srV8v8Qv5/view>

Appendix B, List of Project Participants

Below is the list of faculty who participated in the Global Studies Project for AY 2018–2019. As noted in the report, these instructors will all have an academic professional page built and placed on the SPARK Selected Works Faculty Gallery to promote and disseminate the results of their professional work. You can view the page where these profiles will be placed, and where faculty profiles from previous years of this project can be found here:

https://spark.parkland.edu/sw_gallery.html

Faculty participants:

Shannon Bridges, part-time faculty, Criminal Justice

Dale Gardner, part-time faculty, Political Science

Dorie Geisler, part-time faculty, Sociology

Jennifer Gleason, part-time faculty, Psychology

Cristina Prestin-Latham, part-time faculty, Sociology

Benjamin J. Skousen, part-time faculty, Anthropology

Aaron Walk, part-time faculty, History

Other participants:

Cherianne Cameron, Archivist and SPARK Administrator.

Isabel Scarborough, Associate Professor of Anthropology, and project faculty coordinator.