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Internationalizing the Curriculum

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ISRL Collaborative Workshop, University of Illinois at Urbana-Champaign
July 21, 2017

Access this PPT and materials at: https://tinyurl.com/ya9ugnjk

Our goal is an interactive workshop to:

- Describe our experiences with internationalizing curricula in Anthropology and Sociology

- Discuss approaches to instructional design that are quick and easy to use

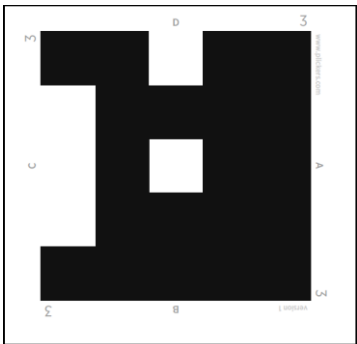- Provide practical resources tools to help design or re-design classes

Now we want to know who you are and what your goals are!

Have you ever designed or re-designed a class?

A. Yes, more than once

B. Yes, once

C. No, but I need to soon

D. No, and I don't need to soon

Turn your plicker card to the direction that reflects the answer you want.
Click here to learn about using plickers to engage students in class.

Pilot Project to Internationalize the Curriculum

Three courses:

- SOC 101, Introduction to Sociology
- ANT 101, Introduction to Anthropology
- ANT 103, Introduction to Cultural Anthropology

Duration: six weeks, Summer semester

5 participating faculty, 2 full time, 3 part-time

Completely online

THE ANTHROPOLOGICAL PERSPECTIVE

"To make the strange familiar, and the familiar strange"

Ms. PRINCESS VERNIECE S. SIANO MA MathEd

Issues:

Community college faculty have little time left to devote to researching new course materials given a heavy teaching, mentoring, and service load.

Introductory course textbooks often require complementary material in order to provide students with the latest and most relevant work in the field.

Four-year institutions require more applied research skills from our students.

Project Goals:

Develop a stronger focus on scholarly material by Western European, Eastern European scholars, and scholars of globalization issues.

Use these materials to illustrate leading anthropology and sociology theories on gender, race, economic and political systems, immigration, criminality, communication, the environment, and material culture, among other topics.

Generate collaboration between part time and full time faculty.

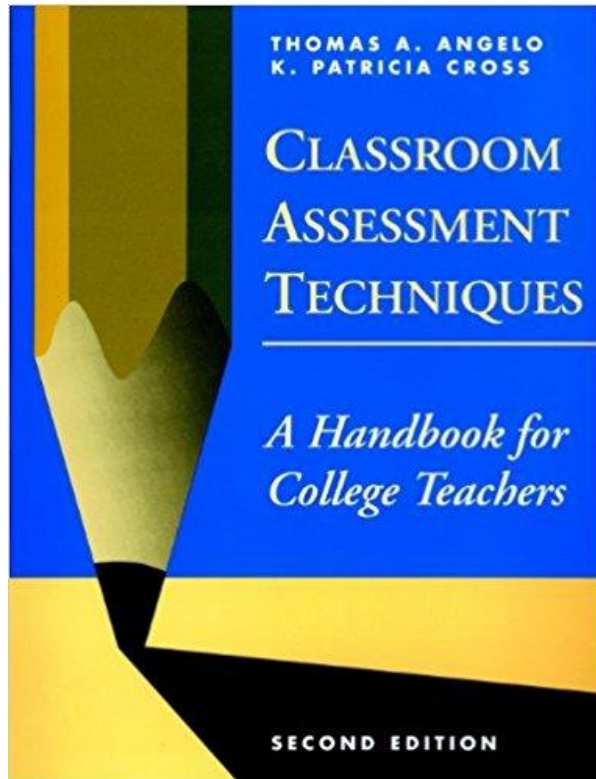*Make students producers of knowledge, as opposed to passive consumers.*

Pedagogical workshops: Center for Excellence in Teaching and Learning
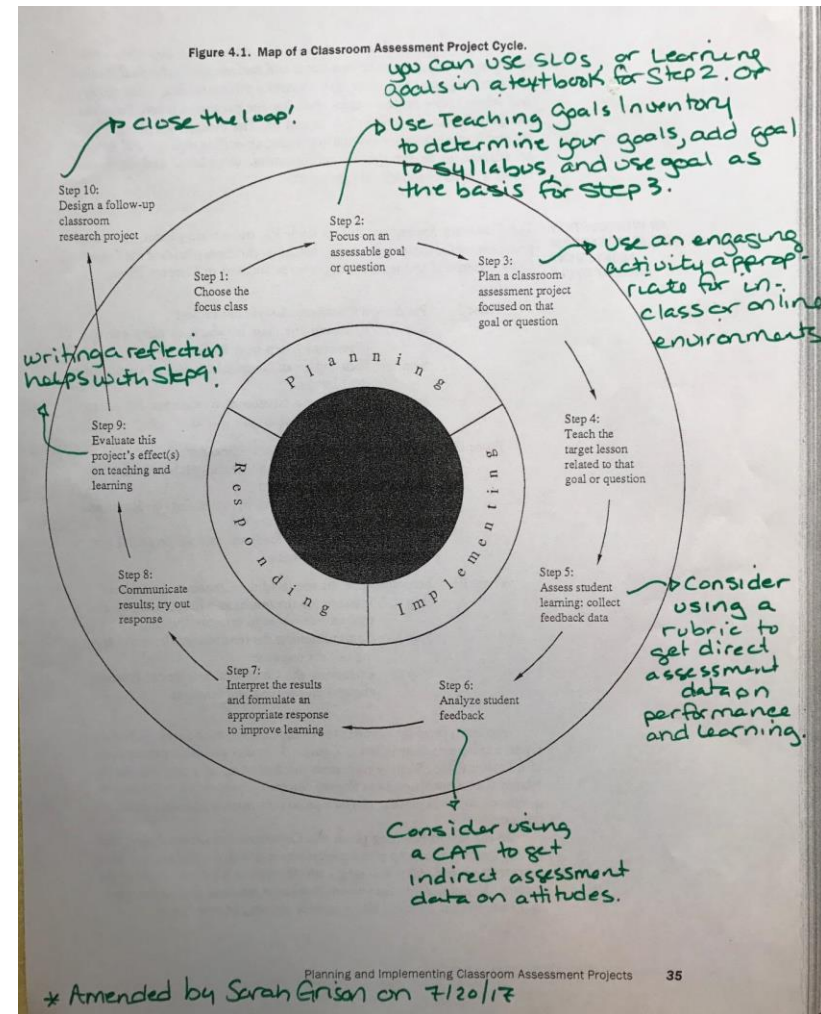

Project preparation workshops: April and May 2017

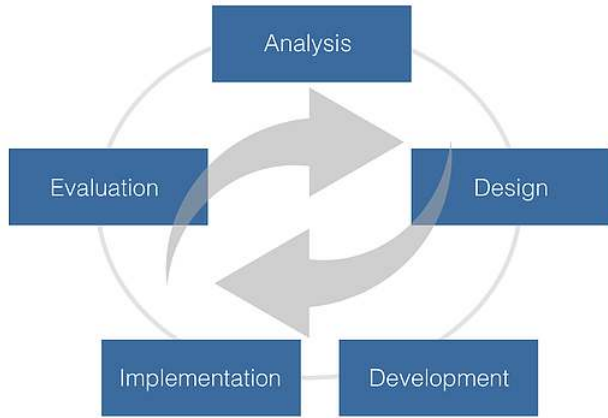Project results workshop: August, 2017, during faculty prep week.

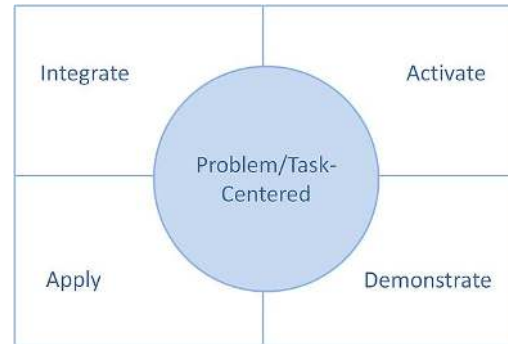# A Quick and Easy Method to Design Classes

Figure 4.1. Map of a Classroom Assessment Project Cycle.

More Resources for Instructional Design
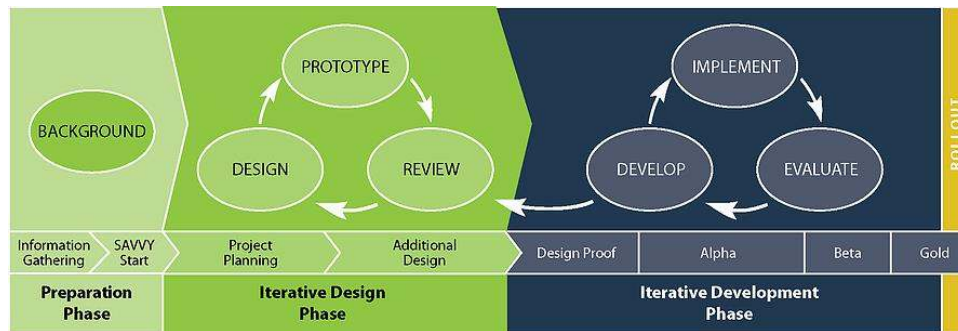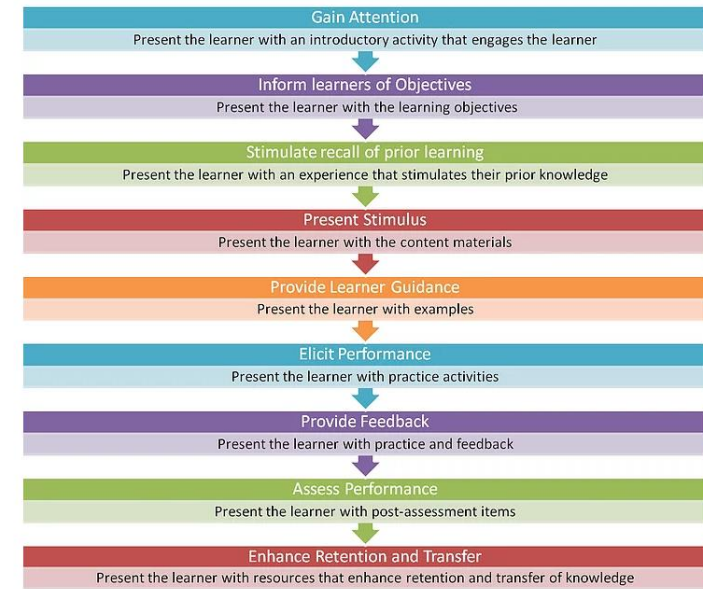

Click here to see the
Addie Model

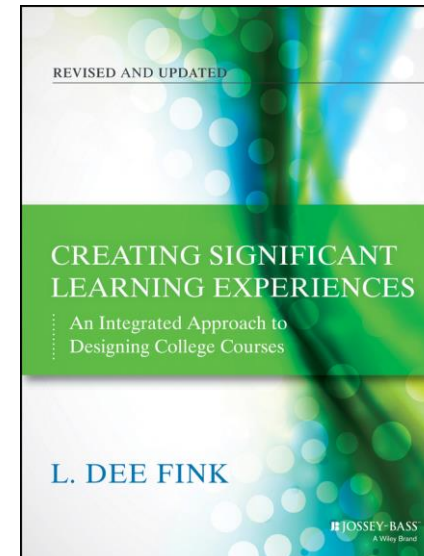
Click here to see *Merrill's
First Principles of Instruction*

Click here to
see *Gangné's 9
Events of
Instruction*

Click here to see the
SAM Model

Click here for Fink's
Significant Learning
Experiences Model

Step 2: Teaching Goals Inventory

Exhibit 2.1. Teaching Goals Inventory, Self-Scorable Version.

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold: (1) to help college teachers become more aware of what they want to accomplish in individual courses; (2) to help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; and (3) to provide a starting point for discussions of teaching and learning goals among colleagues.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory in relation to that particular course. (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline.)

Please print the title of the specific course you are focusing on:

_____

Please rate the importance of each of the fifty-two goals listed below to the specific course you have selected. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to your institution's mission. There are no "right" or "wrong" answers; only personally more or less accurate ones.
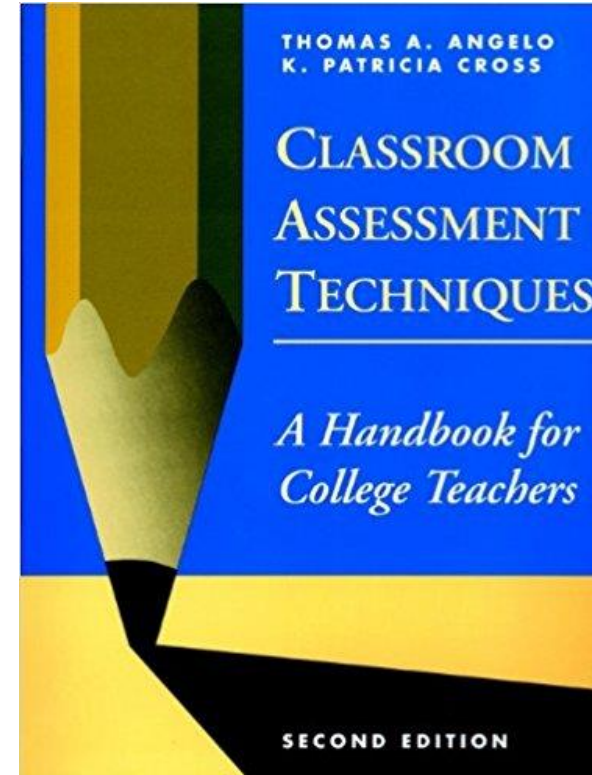
For each goal, circle only one response on the 1-to-5 rating scale. You may want to read quickly through all fifty-two goals before rating their relative importance.

In relation to the course you are focusing on, indicate whether each goal you rate is:

(5)	Essential	a goal you always/nearly always try to achieve
(4)	Very important	a goal you often try to achieve
(3)	Important	a goal you sometimes try to achieve
(2)	Unimportant	a goal you rarely try to achieve
(1)	Not applicable	a goal you never try to achieve

Rate the importance of each goal to what you aim to have students accomplish in your course.

	Essential	Very Important	Important	Unimportant	Not Applicable
1. Develop ability to apply principles and generalizations already learned to new problems and situations	5	4	3	2	1
2. Develop analytic skills	5	4	3	2	1
3. Develop problem-solving skills	5	4	3	2	1
4. Develop ability to draw reasonable inferences from observations	5	4	3	2	1
5. Develop ability to synthesize and integrate information and ideas	5	4	3	2	1
6. Develop ability to think holistically: to see the whole as well as the parts	5	4	3	2	1
7. Develop ability to think creatively	5	4	3	2	1
8. Develop ability to distinguish between fact and opinion	5	4	3	2	1
9. Improve skill at paying attention	5	4	3	2	1
10. Develop ability to concentrate	5	4	3	2	1
11. Improve memory skills	5	4	3	2	1
12. Improve listening skills	5	4	3	2	1
13. Improve speaking skills	5	4	3	2	1
14. Improve reading skills	5	4	3	2	1
15. Improve writing skills	5	4	3	2	1
16. Develop appropriate study skills, strategies, and habits	5	4	3	2	1
17. Improve mathematical skills	5	4	3	2	1

THOMAS A. ANGELO
K. PATRICIA CROSS

CLASSROOM ASSESSMENT TECHNIQUES

A Handbook for College Teachers

SECOND EDITION

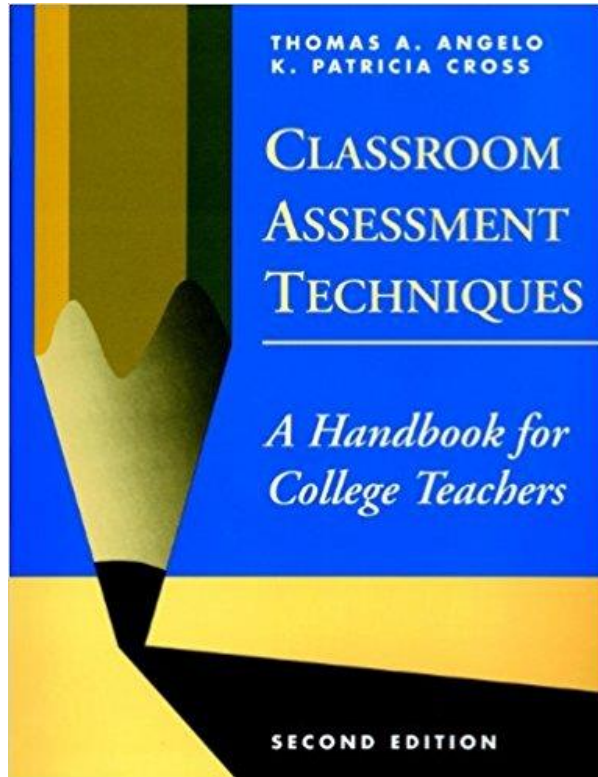[Click here](#) to access Chapter 2 in Angelo and Cross

Course goals:

SOC 101: Social inequalities. Focus on globalization.

ANT 101: Cross-cultural comparisons of communication (linguistic anthropology), and material culture (archaeology). Focus on Western Europe.

ANT 103: Economic development and environmental anthropology. Focus on ethnographies from Russia, Eastern Europe, and Eurasia.

Steps 3: Resources for Activities to Target Goals

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CLASSROOM ASSESSMENT TECHNIQUES

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SECOND EDITION

[Click here](#) to see a summary of many of the 50 CATs in *Classroom Assessment Techniques* by Angelo and Cross

50 CATS by Angelo and Cross

Techniques for Assessing Course-Related Knowledge & Skills

I. Assessing Prior Knowledge, Recall, and Understanding

The CATS in this group are recommended to assess declarative learning, the content of a particular subject.

1. Background Knowledge Probe: short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics; can serve as a pretest; typically elicits more detailed information than CAT2. .
2. Focused Listing: focuses students' attention on a single important term, name, or concept from a lesson or class session and directs students to list ideas related to the "focus."
3. Misconception/Preconception Check: focus is on uncovering prior knowledge or beliefs that hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values
4. Empty Outlines: in a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment
5. Memory Matrix: students complete a table about course content in which row and column headings are complete but cells are empty
6. Minute Paper: perhaps the most frequently used CAT; students answer 2 questions (What was the most important thing you learned during this class? And What important question remains unanswered?)
7. Muddiest Point: considered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in _____ ?); well suited to large, lower division courses but not to those which emphasize integration, synthesis and evaluation
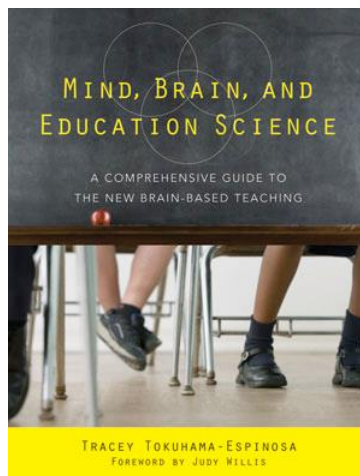
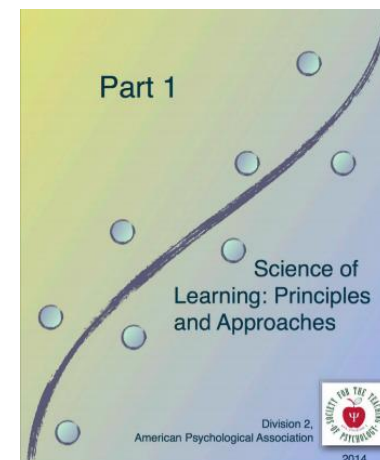# Steps 3: More Resources for Activities to Target Goals
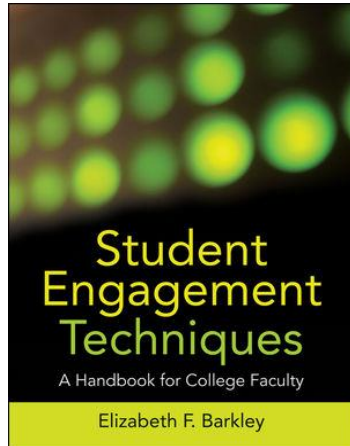
Click here to see *Student Engagement Techniques*
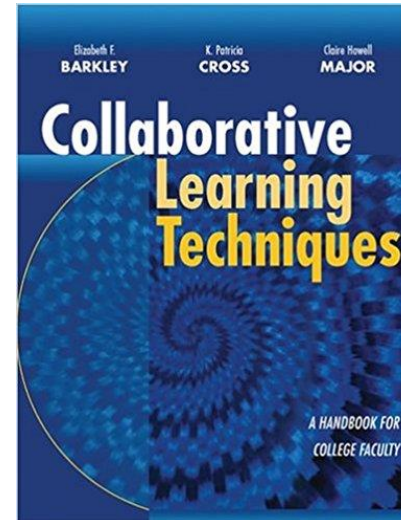
Click here to see *Collaborative Learning Techniques*

Click here to see the book by Tokuhama-Espinosa, 2010

Click here for the APA pdf that summarizes evidence-based learning techniques

Example of course implementation: ANT 103

Work about other cultures, and from scholars from other cultures. Topics: environment and development
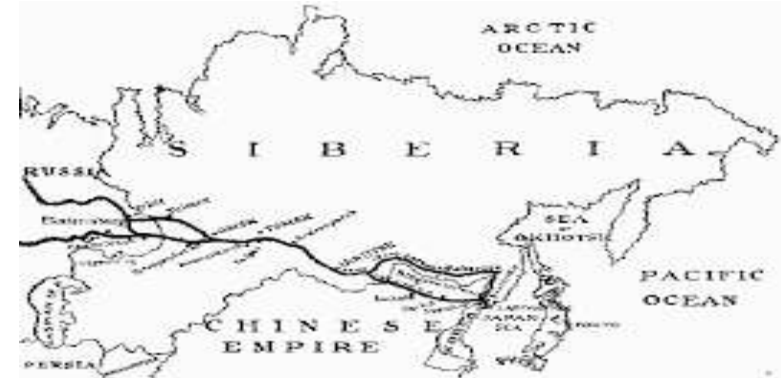
Step 5: Resources for Rubrics

Holistic grading

Holistic grading methods assume that an essay is other than a sum of particular parts so we read the essay as a whole, the holistic scoring guide describes the characteristics of excellent, good and not-so-good essays.

Samples of Holistic Scoring Rubrics

Excellent writer 6	The essay clearly states a position, provides support for the position, raises a counter argument or objection, and refutes it. The evidence, both in support of the position and in refutation of counterpositions, is persuasive and original (that is, drawn from the student's own observations, not borrowed). The essay tackles a significant objection or counterargument, not a trivial one. The relationships between position, evidence, counterargument, and refutation are clear, and the essay does not contain extraneous or irrelevant information.
Good writer 5	The essay states a position, supports it, raises an objection or counterargument, and refutes it. The essay may, however, contain one or more of the following ragged edges: evidence is not uniformly persuasive or original; the counter-argument is not a very serious threat to the position; one has to read between the lines to see relationships between ideas and some ideas seem out of place or irrelevant.
Average Writer 4	The essay states a position and raises a counterargument, but their is well developed. The objection or counterargument considered may lean toward the trivial. The essay may also seem disorganised. Nonetheless, the essay should receive a 4 in acknowledgement of the cognitive complexity of the task. It is more difficult to address arguments and counterarguments than it is simply to support one line of argument.
Fair writer 3	The essay states a position, provides strong and original evidence supporting the position, and is well organised. However, the essay does not address possible objections or counterarguments. Thus, even though the support seems stronger and the essay may be more well organised than the 4 essay, it should not receive more than a 3.
Weak writer 2	The essay states a position and provides some support, but it doesn't do it very well. Evidence is scanty, general, trivial or not original. The essay achieves its length largely through repetition of ideas and inclusion of irrelevant information. The overall impression is that the essay has been dashed off at the last minute.
Very weak writer 1	The essay does not state the student's position on the issue. Instead, it restates the position presented in the assignment and summarizes the evidence discussed in the text or in class. The essay may include an occasional I agree with, but it provides nothing beyond what was said in class or in the readings. The essay receives a 1 rather than a 0 because there may be some merit to being able to summarise what the author of the text said.

Source : Gibbs, G., Habeshaw, S. and Habeshaw, T, (1986). 53 Interesting Ways to Assess Your Students. Technical and Educational Services:Bristo, pp. 11-26.

You can find samples of holistic rubrics by clicking here, here, and here.

Mastery 6 points	Nearing Mastery 5 points	Advanced Development 4 points	Intermediate Development 3 points	Beginning Development 2 points	Foundational 1 point
To earn full points: 1. Answer all of the questions, 2. Use the key words correctly and explain key words and examples correctly, and 3. Use your own words (not the text or lecture slides words) and write in complete sentences using good grammar.	A person who earns these points has probably: 1. Answered all of the questions, 2. Used most key words correctly and explained key words and examples correctly most of the time and/or 3. Always or almost always used their own words (not the text or slide words), wrote in complete sentences, and had few grammar errors.	A person who earns these points has probably: 1. Answered most of the questions, 2. Used most key words correctly and explained key words and examples correctly most of the time and/or, 3. Almost always used their own words (not the text or slide words), wrote in complete sentences, and had few grammar errors.	A person who earns these points has probably: 1. Answered many of the questions, 2. Used many key words correctly and explained key words and examples correctly many times and/or, 3. Often used their own words (not the text or slide words), wrote in complete sentences, and had few grammar errors.	A person who earns these points probably: 1. Did not answer many of the questions, 2. Used many key words incorrectly and explained key words and examples incorrectly many times and/or 3. Did not use their own words (used the text or slide words instead), did not write in complete sentences, or had poor grammar.	A person who earns these points probably: 1. Did not answer most of the questions, 2. Used most key words incorrectly and explained key words and examples incorrectly most of the time and/or 3. Did not use their own words (used the text or slide words instead), did not write in complete sentences, or had poor grammar most of the time.

You can find samples of analytic rubrics by clicking here.

Direct Assessment: Student assignment responses

"First and foremost, the culture of the city has been shaped by the parcagii, and altering their role in the community may disrupt the culture. As outlined previously, they provide many necessary duties in the city, and displacing them would make the city less efficient. Parcagii understand the infrastructure of the city better than anyone else ."

"We have talked about culture as both the cause and necessary solution to climate change. It is the dominant global consumer culture that has produced this humanitarian crisis. In order to end it, we must transform our culture to be regenerative, as Crate says. In order to do so, we need to understand how native cultures have successfully sustainably stewarded the environment for many years."

"How will members of this community see themselves if their only job is taken away? As stated in the article, "Parcagii see their daily sidewalk struggles as a sign of success inasmuch as they are managing to be part of a dynamic and prestigious part of the city" (70). They feel a part of the city with their jobs, which give them a sense of pride."

"In terms of how Crate explains climate change, I agree with her, I think If people saw the cultural effects of climate change, it would help create advocacy. However, research takes time, effort, and scholars. She stated, "Observations and perceptions of local effects of climate change…reveal a need to develop research projects focusing on the cognitive/perceptual orientations of communities" (328)."

Step 6: Resources for Student Feedback

**Techniques for Assessing Learner
Attitudes, Values, and Self-Awareness**

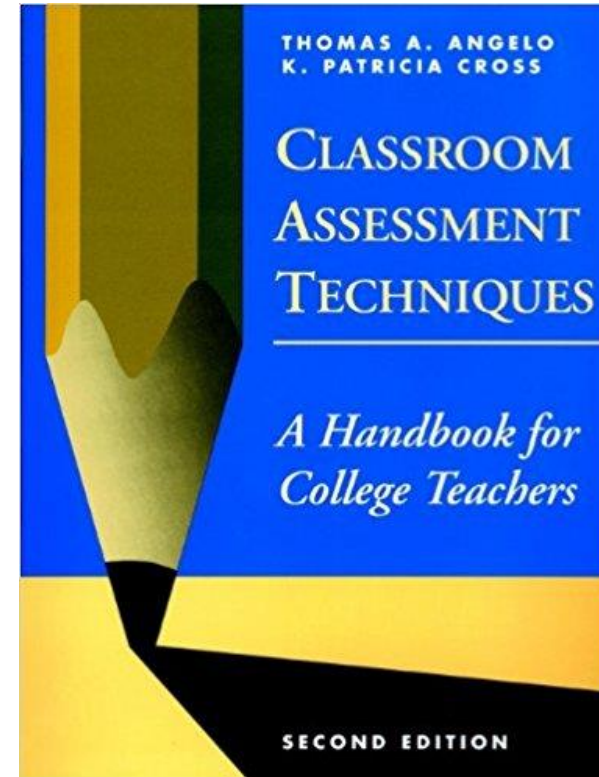VI. Assessing Students' Awareness of Their Attitudes and Values
*The CATS in this group are designed to assist teachers in developing students' attitudes,
opinions, values, and self-awareness within the course curriculum.*
  28. Classroom Opinion Polls: Students indicate degree of agreement or disagreement
      with a statement or prompt.
  29. Double-entry Journals: Students record and respond to significant passages of text
  30. Profiles of Admiral Individuals: Students write a brief description of the
      characteristics of a person they admire in a field related to the course
  31. Everyday Ethical Dilemma: Students respond to a case study that poses a
      discipline-related ethical dilemma
  32. Course-related Self-Confidence Surveys: Students complete an anonymous survey
      indicating their level of confidence in mastering the course material

VII. Assessing Students' Self-Awareness as Learners
*The CATS in this group are recommended to help students express personal goals and clarify
self-concept in order to make a connection between the articulated goals and those of the course.*
  33. Focused Autobiographical Sketches: Students write a brief description of a
      successful learning experience they had relevant to the course material.
  34. Interest/Knowledge/Skills Checklists: Students complete a checklist survey to
      indicate their knowledge, skills and interest in various course topics.
  35. Goal Ranking and Matching: Students list and prioritize 3 to 5 goals they have for
      their own learning in the course.
  36. Self-Assessment Ways of Learning: Students compare themselves with several
      different "learning styles" profiles to find the most likely match.

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Indirect assessment: student survey

Question 2

Do you feel that knowing about other cultures is an important skill that could help you in your current or future employment?

Yes, showing mastery of this knowledge is important in my work field.	▬▬▬▬▬▬▬	6	(75 %)
Showing mastery of this knowledge is somewhat important to the work in my field.	▬▬	2	(25 %)
No, showing this knowledge is not that important in my work field.		0	(0 %)

Question 3

Do you consider yourself knowledgeable on Eastern European and/or Russian cultures?

Yes, I know quite a bit about Eastern Europe but not Russia.	▬	1	(12.5 %)
Yes, I know quite a bit about Russia but not Eastern Europe.		0	(0 %)
Yes, I know quite a bit about both Russia and Eastern Europe.	▬▬	2	(25 %)
No, I do not know much about this part of the world.	▬▬▬▬▬	5	(62.5 %)

Question 4

The readings for Week 4 of our course acted as prompts to aid in you in thinking of environmental and development issues from an anthropological lens. Two of these readings were ethnographic accounts that took place in Northeastern Siberia, and Bucharest, Romania. Do you feel that these two articles contributed to your knowledge of these cultures/societies beyond what you could get from a quick internet search on the basic facts of this society? Please write a few sentences explaining your answer.
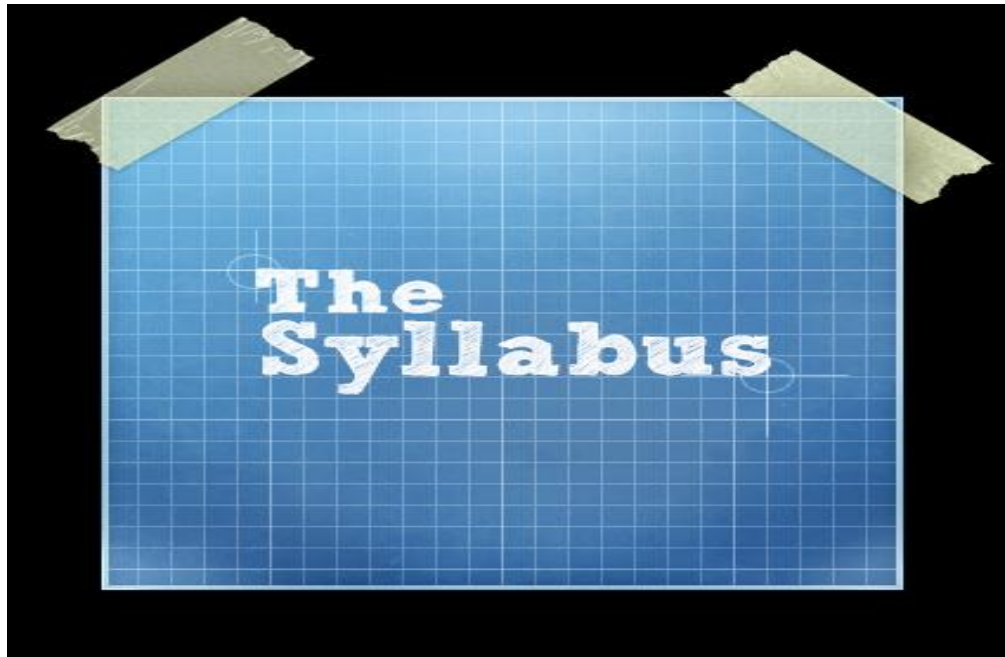
Answers

⌄ Collapse Responses

▸ Yes. I think the articles provided in depth accounts of the effects of climate change on these cultures. I think a quick search of these cultures may turn up important facts but could not include snippets of interviews with members of the culture or first person accounts.

▸ It definitely boosted my knowledge in this region of the world. I didn't know that Siberia was suffering from the effects of climate change that drastically, and I didn't know tthe extent of parking culture in Romania. I wouldn't have imagined to search up such detailed information on the internet, and reading these articles in depth informed me more than looking things up for myself.

▸ I do think that these articles went beyond basic facts. What matters more to me though, is that I had very limited knowledge of these ...ces to begin with. So even if the facts were viewed as basic to some, it still was full of new information to me.

Close

Project Reports: Peer presentations, local library collection, scholarly repository.

Is this approach to internationalizing your curriculum useful?

A. Definitely

B. Probably

C. Probably not

D. Definitely not
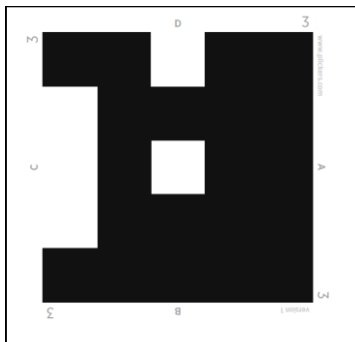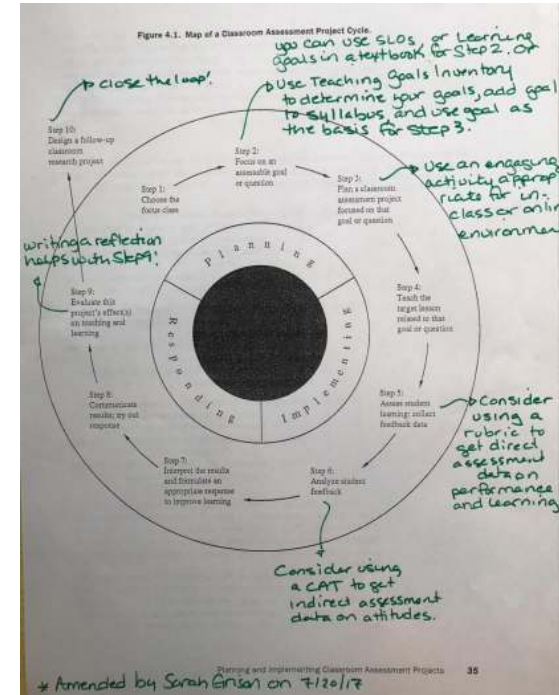
Turn your plicker card to the direction that reflects the answer you want.
Click here to learn about using plickers to engage students in class.

Recall our workshop goals were to:

- Describe our experiences with internationalizing curricula in Anthropology and Sociology

- Discuss approaches to instructional design that are quick and easy to use

- Provide practical resources tools to help design or re-design classes

What do you think?
Did we reach our goals for the day?
Please fill in the evaluation about the workshop!

Thank you for your interest!

- Any questions or thoughts?
- Please feel free to email us:
  - iscarborough@parkland.edu
  - sgrison@parkland.edu
- You can access this presentation at:
  - https://tinyurl.com/ya9ugnjk