Global Awareness Retreat
Minutes
Villa Maria Retreat Center
December 5, 2014
9:00 a.m. – 3:00 p.m.

I. Welcome and Introductions

Karen Moranski welcomed everyone to the retreat. She explained what we did at the Comparative Societies retreat a few years ago and how people still talked about how beneficial that was. She explained what the Collaborative Research Faculty (CRF’s) are doing about assessment and what we are planning on accomplishing today.

To begin she asked for everyone to introduce themselves and tell what their interest is in order to make this a useful retreat.

Present:

Suzanne Borland
Layne Morsch
Bob Jones
Lan Dong
Pamela Salela
Anibal Maximilliano Sanchez
Jonathan GoldbergBelle
Adrianna Crocker
Steve Schnebly
Desiree Shepston
Elise LoBue
Sharron LaFollette
Roy Wehrle
Dave O’Gorman
Kristi Barnwell
Heather Dell
Kay McChesney
Jennifer Manthei
Cecilia Cornell
Karen Moranski
II. Discussion about Teaching Global Awareness Courses

Heather Dell introduced this activity and read out the questions. Each table discussed them before bringing them to the entire group.

Table 1: Heather Dell, Sharron LaFollette, Roy Wehrle, Dave O’Gorman, Jennifer Manthei

Table 2: Steve Schnebly, Kristi Barnwell, Desiree Shepston, Elise LoBue, Adrianna Crocker

Table 3: Suzanne Borland, Layne Morsch, Bob Jones, Lan Dong, Pamela Salela

Table 4: Kay McChesney, Jonathan GoldbergBelle, Anibal Sanchez, Karen Moranski

A. Small Group Discussion

1. What are your success stories?

Table 1:
- Pro/Con
- Self-Discovery
- Identifying concepts that shape perception
- Overcome Ethnocentrism
- Creativity in new Blooms’ Taxonomy
  - Putting elements together that form a novel, coherent whole
- Analyze – Evaluate – Create
- Changing behavior
  - Personal decisions in global context

Table 2:
- Debunking ethnocentrism & idea that we are “right”
  - Socially constructed reality presented by economics, history, culture.
  - Recognition of other perspectives on own country.
- Installation of ideas of change.
  - Implications of own actions made apparent
  - Better policy awareness & awareness of own abilities of choice and change
- Map perspectives & geography
o Arbitrary differences, divisions
o Nothing “NATURAL” about N,S,E,W
• Comparative politics
  o “different” types of elections, democracies, socialist
governments actually okay
• Overcoming intimidation of learning about a new region
• Breaking down monolithic ideas of peoples, regions, etc.

Table 3:
• CRJ – Learning U.S. by looking at other countries
  - Similarities/differences
• English – Visual literacy
  - Attractive & used for entrée to global issues, graphic
    novels, web comics
  - Critical analysis of short passages
  - Create own graphic novel video
• Energ & Envir. – pro/con analysis essays
  - Creating videos on each chapter
    o APP: Explain everything ($2.99 app)
    o Requiring iPad
    o Choose presentation platform (creative choice)

Table 4:
• Using literature and stories
  o Will remember stories
  o Integration of concepts from different disciplines
  o Brings up religion, gender, politics, education, language
  o Teaches human rights
  o Teaches communication & power

2. What are your challenges?

Table 1:
• Lack of knowledge of history, geography, economics & cultures
• Upchuck (Web…)/memorize vs. critical thinking
• Critical evaluate/create
• Personal decision
  o Global impact
• Xenophobia

Table 2:
• Language programs do not always support curriculum
  o Need to require a language
Taking course learning outside of the classroom
Need creative ways to help students study abroad
  o Students working, in school, etc.
  o Students’ unwillingness to dump “residual” ethnocentrism

Table 3:
  • Less is more (sometimes)
  • Students want to please professor rather than critically analyze

Table 4:
  • Student knowledge of culture/history/geography
  • Everything has to be prepped – teacher can take nothing for granted
  • No theory background
  • Languages
  • Not reading

3. What are your impressions of student learning? Most groups ran out of time for all the questions.

Table 1:
Table 2:
Table 3:
Table 4:
  • Trying to give some background to students
  • Sort of comes together
  • Connections
    o Theory & practice
    o contemporary

B. Large Group Discussion
Each group talked about the discussion questions and the bullet points they wrote on the easel pad as noted above.

Break – 10 minutes

III. The Quality Initiative: Assessing Global Awareness

A. Brief Overview of Quality Initiative – Karen Moranski
Karen gave an overview of what the Quality Initiative is trying to accomplish.
B. Collaborative Research Faculty – Steve Schnebly, Kay McChesney, Jen Manthei and Suzanne Borland explained the quality initiative and what they were looking for in developing a rubric.

C. Global Awareness Assessment Rubric – the CRF’s explained that they wanted to assess if what the students are learning matches what we want them to learn.

D. Scoring – using the rubric to score how students are learning. The rubric is about information and figuring out types of directions. There are differences in the rubric and in the syllabi.

This is part of the reaccreditation requirement, we need continuous quality improvement. What skills do we want students to accomplish? What are the set of standards they need to meet and how do we assess if they are meeting them.

There was some discussion on self-assessment with an example of why the student thinks it matches. Discussion on whether to use portfolios to assess student acquired skills (pros = would give us more than one assignment with which to measure learning; cons = time-consuming to set up because there is no campus culture around e-portfolios).

IV. Working Lunch

The attendees were handed two assignments using a paper to read and then to assess it using the rubric.

Table discussion on each of the following questions.

A. What do you think of the rubric?
B. How well did the rubric match the student work you evaluated?
C. How would the rubric work with your assignment?

V. Table Discussion on how to move forward with the rubric

A. Suggested changes to the rubric
B. What assignments to assess?

VI. Group Discussion of the Rubric - Caitlin Perry

Language doesn’t fit for a 200-level course. (LaFollette)
What is the level of expectation for outcomes? Are expectations based on student experience or the level of the course? Expectations for freshmen vs. seniors. (Shepston)

The level of the course doesn’t necessarily represent the level of the students. (Dell)

A high score on the rubric doesn’t mean it is an A paper; there are other factors to consider. (Barnwell)

Section V is twofold: 1. The demonstration of knowledge. 2. Developing skills and taking action. These should almost be separate sections. (Dong)

Section V plays on the role faculty have as teachers these days. What is considered workable? (Shepston)

Six Global Awareness faculty in the room indicated that they integrate action into their courses.

Section V categories address global problems without a local connection. Students may try to address Section V (global problems) by eliminating Section I (respect for diversity). (Dell)

More than one perspective does not mean “us” vs. “them” (Dell)

The length of an assignment hinders how much the rubric can be used/applied. (Shepston)

Rubric doesn’t work as well if you teach strictly the science aspect of an issue rather than taking a social approach. (LaFollette)

Based on the two samples evaluated, the least inter rater reliability occurred with Section I.

Outcomes: CRFers will revisit section V of the rubric and may also revisit some of the scales.

Break – 15 minutes

VII. Global Awareness Course Approval Criteria
Proposed new course approval criteria
Heather Dell handed out the current Global Awareness Criteria. She would like the group to make a comparison with the rubric and make suggestions to bring back to Gen Ed Council in order to revise it.

Impressions:

Table 3: compared and contrasted:
Discussion of how courses fit with the criteria—the best ones match the criteria the closest
Basics: some nouns like the word broader can be replaced by local to global (or local to international).

Summary:
1. Global learning outcomes #5 on geography. Important to include in rubric
2. Section 5 of Global Awareness rubric: terms like local to international added in as a necessary connectivity.

Table 2: take rubrics 1-4 pieces flip over to learning outcomes. Recommend taking what is in the learning objectives and streamline them.

Summary: section 5 of the global awareness rubric is really engaged citizenship that overlap substantially, Gen Ed Council should consider these issues and how viable faculty should do it. Reduce to 3-5 main outcomes to match the rubric.

Table 1: one of the things we found when looking through the learning outcomes is that many actually fit under the rubric. Jen offered ways to fit learning outcomes to the rubric. Most fit under 1-3 and one interdisciplinary and one in the geographic. Keep preferred course features.

Summary: we continue to struggle with the issue on how to include understudied regions of the world in the Global Awareness rubric and course approval criteria #7.

Karen said there is one more issue on how languages fit into the criteria and under what circumstances we could make it fit. No answers today but if the group has any thoughts about it and convey to GECo, that would be appreciated.

VIII. Closing – please stay for a reception after the meeting.
Karen closed by asking if everyone would evaluate the session and leave them on the table. And asked them if they would like to stay and have wine and cheese before beginning their weekend.
Adjourned 2:47 pm

Respectfully submitted,

Deb Ply
Caitlin Perry