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The goal of the Global Learning Initiative (GLI) Committee was to develop a psychology specific plan to institutionalize global learning in the psychology curriculum. As cited in the university’s Task Force for Global Education, the three core tasks associated with this project were to (1) develop student learning outcomes; (2) develop a comprehensive set of learning strategies; and (3) develop and implement related assessment strategies. The objective of this report is to describe the process associated with each task and present the related outcome. It is our aim that this report will provide a comprehensive overview of the Department of Psychology’s global learning plan.

I. Student Learning Outcomes

Our first task was to identify and develop “student learning outcomes that align with all three of the University’s Thematic Global Learning Outcomes and utilize language to articulate knowledge, skills, and dispositions/perspectives that are both substantive and articulated in terms meaningful to the discipline” (NAU’s Global Learning Outcomes). In order to develop student learning outcomes the Psychology Global Learning Initiative (GLI) committee developed a draft document that highlighted or listed ideal student outcomes by taking the department’s vision related to these outcomes and the American Psychological Association Guidelines for the Undergraduate Psychology Major into account. Once this document was developed, we went to the full faculty to provide us with their input and suggestions. We integrated the faculty’s suggestions and developed the following outcomes.

Global Education Goal: Recognize, understand, and respect the complexity of globalization and international diversity.

- Demonstrate an understanding of the interpersonal and international contexts that influence individual differences and human behavior.
- Describe the psychological, physical, cognitive, sexual, gender, and social development of humans within varied global contexts.
• Explain how different empirical and theoretical strategies in psychology are employed to study human behavior within varied global contexts and cultures and the limitations of each approach.

Diversity Education Goal: Recognize, understand, and respect the complexity of psychosocial and cultural diversity.
• Identify both the commonalities and diversity of humans in today's multicultural society (intrapersonal and interpersonal).
• Demonstrate an understanding of the sociocultural contexts that influence individual differences and anticipate that psychological explanations may vary across populations and contexts.
• Challenge claims that arise from myths, stereotypes, or untested assumptions related to culture and diversity.

Environmental Sustainability Goal: Understand and apply psychological principles to environmental sustainability issues.
• Demonstrate understanding of environmental sustainability concepts and issues, and the need for a multi-disciplinary approach to addressing environmental issues.
• Develop creative, adaptive, solutions to environmental sustainability challenges using psychological theories, principles and research findings.

II. Learning Strategies

The next goal was to develop “a comprehensive set of learning strategies grounded in the major, the co-curriculum, and the Liberal Studies Program that provides opportunities for students to realize the Global learning Outcomes as described in the first goal” (NAU’s Global Learning Outcomes). To reach this goal, we developed a curriculum map that listed all of our classes and educational experiences, and developed a rating system that would provide a linking mechanism between the learning outcomes and the classes and experiences. Our coding system was on a three point scale and required the coder to record whether the different outcomes were “not a focus,” “a minor focus,” or “a major focus” in their class. The committee then asked professors who taught specific courses to code classes/experiences in relation to the student learning outcomes to link our department’s classes/experiences to the different outcomes. Please see Attachment for the final coded curriculum map.

III. Assessment Strategy

The goal of the Assessment Strategy was to develop and implement “assessment strategies as part of the department’s Assessment Reporting and Planning cycle to ensure that continued data-driven evidence addressing the degree program’s global learning outcomes is collected and considered as a component of the degree program’s decision-making processes” (NAU’s Global Learning Outcomes). The Psychology GLI committee developed a pilot assessment tool to measure student comprehension and application of the global learning initiatives, and perceived exposure to the topics in the psychology program.
We used the student learning outcomes to guide us on the topics to include in the assessment. The assessment is focused on two different types of criteria. First, we will assess how much the student perceives that they were exposed to topics germane to GLI in the psychology program. We will ask a general question that will allow students to respond to how much they agree that they were exposed to the topic (e.g., “I learned about environmental sustainability issues in some of my Psychology courses”). The students will then be given an open-ended question that will allow them to describe their experiences (e.g., “Please briefly describe which Psychology courses or learning opportunities covered these issues”). The students will then be asked to rate the level of exposure that they experienced in the classes that they took. The students will use the same rating scale that was used in the learning strategy matrix (i.e., “not a focus in their class,” “a minor focus,” or “a major focus”). The students will be asked to only rate classes that they have taken and classes that the faculty reported that there was at least “a minor focus.” We will also ask questions focused on topic matter (versus class specific). For these questions, the students will be asked about whether some general topics related to the three focal areas (global engagement, environmental sustainability, diversity) are discussed in their psychology courses. For example, they will be asked how much different issues (e.g., persons with disabilities, sexual orientation, or homophobia) are addressed in their psychology classes.

The second criteria relates to understanding of content in the three focal areas (global engagement, environmental sustainability, diversity). For these set of questions, students will be asked nine multiple-choice questions (3 questions from each focal area) that tap into the understanding of concepts within the focal areas. These questions were selected by experts in each area and approved by the committee. A sample question is: “A collectivist culture is especially likely to emphasize the importance of (a) social harmony, (b) personal privacy, (c) innovation and creativity, and (d) racial diversity.

The final assessment tool consists of 18 questions. Please see Appendix A for the full assessment tool. This psychology GLI assessment tool will be given at the end of each semester to all the students in capstone classes (it is projected that we will have approximately 300 students taking a capstone course). The Chair of the Psychology Department will include this assessment in the capstone assessment. The Psychology Department’s Assessment Committee will review the responses and make recommendations to the department concerning the findings. Additionally, the assessment tool will be revised as needed to meet the needs of the department so we can continually improve our understanding of the perceptions and knowledge of our students in relation to global learning.

The goal of the assessment strategies is to understand students’ perspective of the coverage of these important issues in the psychology program and their basic understanding of relevant concepts. Following analysis of this information, faculty will be able to make informed modifications to their learning design at the course level and also make informed decisions about any necessary curricular modifications at the program level.

IV. Proposed Curricular Opportunities for Global Learning

In addition to our existing commitment to global learning, the GLI Committee proposes the following suggestions to offer students multiple opportunities to learn about global engagement,
sustainability, and diversity. Our curricular goal is an effective and integrated curriculum that links together an appropriate mix of department courses, Liberal Studies courses, co-curricular activities, service learning, and other structured and unstructured learning experiences to develop the global learning competencies required by the program for graduation. We encourage the active participation and support of the majority of faculty in the department to ensure the success of the curriculum strategy.

1. Offer Cross-Cultural Psychology every semester. The Department of Psychology developed this new course in response to the department's lack of a specific course focusing on multicultural content.
2. Offer Conservation Psychology every semester. We developed this course in response to the department's lack of a course focusing on sustainability as it relates to psychology.
3. Offer Special Topics capstone seminars related to the GLI Learning Outcomes.
4. Ask faculty to identify PSY 485 research opportunities with GLI Learning Outcomes and include these in faculty research interests for PSY 485 student applications.
5. Expand our efforts for majors to spend a semester abroad. This would include identifying institutions with programs in global studies, sustainability, and diversity; providing additional student information through the department website and email; and providing additional faculty opportunities for teaching abroad.
6. From our examination of the curriculum map, we acknowledged that we could bolster our efforts to internalization and incorporate issues of diversity and environmental sustainability into our program and courses. We recognized that some of the obstacles that we face are competing priorities and foci within psychology. Faculty members will be encouraged to participate in the following activities to gain knowledge and tools to effectively teach about sustainability, diversity, and global or international perspectives:
   a) attend internal workshops that share resources and exchange ideas with other faculty members about teaching strategies and course assignments
   b) participate in the local programs that promote international education, intercultural understanding, and environmental sustainability
   c) join APA and other international psychological associations (e.g., IAAP) and attend international programs at the professional conferences
   d) communicate and collaborate with international faculty members via internet or in person
   e) participate in the foreign exchange program (e.g., Fulbright)
7. To complement the theme-specific psychology coursework (cross-cultural and conservation psychology), we encourage faculty members to integrate cultural and global diversity within their courses. We will provide resources to facilitate faculty’s efforts. See Appendix B for an example of faculty resources.

References


Appendix A and Appendix B available upon request.