Department of Psychology
College of Social and Behavioral Sciences
Summary Report Of The Global Learning Initiatives Committee
Spring 2011 – Fall 2012

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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.

Appendix A

Psychology GLI Assessment Tool

I. Students knowledge of exposure to GLI (*source: written by GLI committee*)

The Psychology program has specific goals for providing students with opportunities to learn about global perspectives, diversity issues, and environmental sustainability. Please indicate the extent to which you agree with the following statements regarding whether you had opportunities to learn about these issues in your Psychology courses.

Environmental Sustainability

1. I learned about environmental sustainability issues in some of my Psychology courses.
    Response items: Strongly disagree, Disagree, Neither agree/disagree, Agree, Strongly agree

2. Please briefly describe which Psychology courses or learning opportunities covered these issues (e.g., specific courses, research project with professor, fieldwork experience).

3. Please rate how much each of these courses focused on environmental sustainability issues (Response items: 0 = not at all, 1 = minor focus, 2 = major focus) See class names above
    PSY 101, 411, 255, 250, 340, 346, 350, 375, 320, 277, 347, 348, 491, 497, 499, 485, 460C, 486C, 490C

Global Context

4. I learned about human behavior in varied global contexts in some of my Psychology courses.
    Response items: Strongly disagree, Disagree, Neither agree/disagree, Agree, Strongly agree

5. Please briefly describe which Psychology courses or learning opportunities covered these issues (e.g., specific courses, research project with professor, fieldwork experience).

6. Please rate how much each of these courses focused on human behavior in varied global contexts (Response items: 0 = not at all, 1 = minor focus, 2 = major focus)
    PSY 101, 240, 250, 255, 260, 277, 280, 302w, 344, 346, 355, 365, 350, 320, 340, 370, 347, 348, 378, 381, 406, 411, 415, 432, 461, 491, 497, 499, 408c, 485, 450C, 460C, 480C, 486C, 490C

Diversity Issues (e.g., gender, sexual orientation, persons with disabilities, religious beliefs)

7. I learned about diversity issues in some of my Psychology courses.

Response items: Strongly disagree, Disagree, Neither agree/disagree, Agree, Strongly agree

8. Please briefly describe which Psychology courses or learning opportunities covered these issues (e.g., specific courses, research project with professor, fieldwork experience).

9. Please rate how much each of these courses focused on diversity issues (Response items: 0 = not at all, 1 = minor focus, 2 = major focus)
PSY 101, 240, 255, 260, 227, 250, 415, 350, 355, 375, 320, 340, 406, 461, 277, 280, 344, 346, 347, 348, 365, 370, 378, 381, 411, 432, 491, 497, 499, 485, 408C, 450C, 460C, 486C, 490C

II. GLI Content

Global Context (*source: Myers, 2010*)

10. A collectivist culture is especially likely to emphasize the importance of:
    a. social harmony
    b. personal privacy
    c. innovation and creativity
    d. racial diversity

11. When Mr. Yorke lived overseas for a year, he was very surprised at how much respect he received from people simply because he was an older person. His sense of surprise suggests that he had NOT previously lived in a culture characterized by
    b. social diversity
    c. individualism
    d. collectivism
    e. egocentrism

12. Cultural diversity best illustrates our
    a. human temperaments.
    b. genetic variations.
    c. gender identities.
    d. adaptive capacities.

Environmental Sustainability (*Source:* Corner 2009)

13. Which psychological concept explains why social networks – people's friends, colleagues, peers or family – are a powerful influence on behavior?
    a. social norms
    b. network pressure
    c. group think
    d. none of the above

14. Efforts to increase individual's sustainable behavior often rely on having people make a public commitment to carry out a sustainable behavior. In one American neighborhood, some residents were asked to take part in a recycling scheme, while other people were asked to recycle and put a sticker in their window saying that they recycled. The people who made a public commitment were more likely to be still be recycling months later. Which psychological concept best explains why public commitment worked?
    a. social norms
    b. need to reduce cognitive dissonance
    c. psychological guilt
    d. none of the above

Diversity Issues (Q 15, 16: Testbank for Berk, L. E. (2006). Child Development (7th ed.) Allyn and Bacon; Q 17, 18: Kathy Knights)

15. Which of the following is believed to contribute to IQ test bias against certain ethnic minority groups.
    a. Compared to white parents, ethnic minority parents do not foster in their children complex verbal skills such as storytelling.
    b. Ethnic minority children often grow up in "object-oriented" rather than "people-oriented" homes.
    c. Compared to white children, ethnic minority children have less prior exposure to specific information resembling IQ test content.
    d. Ethnic minority children are less concerned with pleasing their teachers than are white children.

16. One reason the infant mortality rate in most European countries is lower than the rate in the US is that:
    a. many of the infant lifesaving techniques originated in Europe.
    b. European medical technology is superior to that of the United States.
    c. most European countries provide free prenatal care that emphasizes social support.
    d. most European countries have mandatory day care staffed with nurses and professional

17. Individuals from "carpentered" cultures are more likely to experience:
    a. Color blindness
    b. Depth and size illusions
    c. Tone and pitch deafness
    d. Taste aversions

18. Cultural differences in pain perception are best explained by:
    a. Top-down processing
    b. Bottom-up processing
    c. Placebo effects
    d. Linguistic relativity

References

Adam Corner (2009) "A Practitioner's Guide to the Psychology of Sustainable Behaviour," The Psychology of Sustainable Behaviour, pp. 1–5.
Student Final Exam – Student Resources Online; John G. Benjafield, Dan Smilek, and Alan Kingstone *Cognition, Fourth Edition* ISBN 13: 9780195430325 Cognition, 3rd Ed Daniel Reisburg

Appendix B

Example of Faculty Resources

Richard Velayo (2010) has compiled a list of simple strategies instructors can use to internationalize a psychology course. Most of these strategies are based on a preliminary analysis of a recent survey that APA Division 52's Curriculum and Training Committee conducted asking its members who teach psychology what have they done to internationalize their courses. The following suggestions are from Velayo's work [*Essays from excellence in teaching: 2010 (Vol. 10). Holmes, Jeffrey (Ed.); Baker, Suzanne C. (Ed.); Stowell, Jeffrey R. (Ed.); pp. 25-31. Washington, DC, US: Society for the Teaching of* **Psychology**].

- Inclusion of international SLOs in courses
- Increased discussion of international issues in the classroom.
- In textbook selection, faculty will make quality and quantity of international coverage a major criterion. In creating course assignments, faculty will facilitate and require that students consult with international resources. To expand students' perspectives, faculty will be encouraged to incorporate materials from cross-cultural, cultural, and indigenous psychologies (e.g., Taiwan indigenized psychology research on personality, social relations, developmental psychology, and counseling psychology) into psychology curriculum.
- Active learning activities (e.g., small group discussion, debate, role play, etc.) will be emphasized in teaching about global issues from psychological perspective.
- Faculty will be encouraged to learn about and make use of some internet- based technologies (e.g., e-mails, www, podcast, videoconferencing, blogs, distance education technologies, internet-based research technologies) that promise to be particularly relevant and effective pedagogical devices in internationalizing psychology curriculum (Velayo, Oliva, & Blank, 2008). The internet-based technologies facilitate the communication and collaboration among people across geographical and cultural divides. For example, a class of students from NAU could "meet" a class of students from South Africa via videoconferencing. Technology could be used to set up a web-enhanced course that allows discussions among students from different institutions around the world.
- Have visiting scholars, international students, and study-abroad returnees (and those who have simply traveled and stayed in another country) as classroom resources.
- Show films/videos that enhance an international perspective and critical thinking pertaining to psychological constructs (see Meiners, 2009).
- Adopt critical questioning and cross-national comparisons of psychology as a means of helping students examine and challenge their own assumptions, beliefs, values, and practices from international perspectives (e.g., Students learn that the model they see in the U.S. is not the only possible model and that basic assumptions about the scientific nature of psychology are questioned in some parts of the world).
- Discuss world events and current issues whenever possible; recommend good international news outlets.
- Emphasize active learning activities (e.g., small group discussion, debate, role play, etc.) in teaching about global issues from a psychological perspective.
- Discuss faculty international experiences during class and informally during office hours.

- Facilitate interaction between domestic and international students by providing more opportunities for collaborative student projects and structured activities.
- Encourage students to attend international events (especially psy conferences) on and off campus.
- Include contributions of non-U.S. authors on course reading lists and in-class lectures. (e.g., in presenting and discussing the history of a subfield or content area).
- Require students to include and cite international literature in the papers they write.
- Use social networking sites (e.g., Facebook, blogs, wikis, virtual worlds, Blackboard, videoconferencing, etc.) in teaching/training and research work.

			Global Education			Diversity Education			Environmental Sustainability	
			Recognize, understand, and respect the complexity of globalization and international diversity.			Recognize, understand, and respect the complexity of psychosocial and cultural diversity.			Understand and apply psychological principles to environmental sustainability issues.	
			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).	Identify both the **commonalities and diversity of humans** in today's 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.	**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.
		Course								
PSY101	R	Introduction to Psychology	1	1	0	1	1	1	1	1
PSY230	R	Introdcution to Statistics	0	0	0	0	0	0	0	0
PSY302W	R	Research Methods in Psychology	0	0	1	0	0	0	0	0
PSY240	R	Developmental Psychology	2	1	1	2	2	1	0	0
PSY255	R	Intro to Cog & Beh Neuroscience	1	1	0	1	0	1	1	0
PSY260	R	Cognitive Psychology	1	1	0	1	1	1	0	0
PSY227	R2	Introduction to Personality	1	1	0	1	1	1	0	0
PSY250	R2	Social Psychology	1	0	0	2	2	2	1	0
PSY415	M	Abnormal Psychology	1	1	1	1	2	1	0	0
PSY350	M	Advanced Cog and Beh Neuroscience	1	1	1	1	0	0	1	0
PSY355	M	Sensation and Perception	1	0	0	2	1	1	0	0
PSY375	M	Social Psy of Self and Identity	1	0	0	2	2	2	1	0
PSY320	M	Principles of Learning	2	1	1	2	2	1	0	1

Ratings are based on the amount and/or degree the learning outcome is emphasized, including Lectures, Activities, Assessments, Assignments.
  0: Minimal coverage
  1: Minor integration
  2: Major integration

E= Elective
R = required course
R2 = students are required to take either 250 or 227
M = students are required to take 3 of the 8 depth courses
Cap = students are required to take one capstone course

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Code		Course	Global Education — Recognize, understand, and respect the complexity of globalization and international diversity.			Diversity Education — Recognize, understand, and respect the complexity of psychosocial and cultural diversity.			Environmental Sustainability — Understand and apply psychological principles to environmental sustainability issues.	
			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).	Identify both the **commonalities and diversity of humans** in today's 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.	**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.
PSY340	M	Child and Adolescent Development	2	2	2	2	2	1	1	0
PSY406	M	Clinical Psychology	1	1	1	1	2	1	0	0
PSY461	M	Language and Cognition	1	1	1	1	1	1	0	0
PSY277	E	Human Sexuality	2	2	1	2	2	2	1	0
PSY280	E	Cross-Cultural Psychology	2	2	1	2	2	1	0	0
PSY344	E	Adult Development and Aging	1	1	1	1	1	1	0	0
PSY346	E	I/O Psychology	1	0	0	1	1	1	1	0
PSY347	E	Personnel Psychology	1	0	0	1	1	1	1	0
PSY348	E	Organizational Psychology	1	0	0	1	1	1	1	0
PSY365	E	Psych of Stress Management	1	1	0	0	1	0	0	0
PSY370	E	Motivation and Emotion	1	1	2	2	1	2	0	0
PSY378	E	Positive Psy: Understanding Human Strength	1	1	0	2	1	0	0	0
PSY381	E	Psy of Emergency Response & Responders	1	0	0	1	1	1	0	0
PSY411	E	Conservation Psychology:	1	1	1	0	1	0	2	2
PSY432	E	Psychophysiology of Drugs and Behavior	1	1	1	1	1	0	0	0
PSY491	E	Psychology of Gender	2	2	2	2	2	2	1	1
PSY497	E	Independent Study	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
PSY499	E	Contemporary Developments	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
PSY485	E	Undergraduate Research	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
PSY408C	Cap	Fieldwork Experience	2	2	1	2	2	1	0	0
PSY450C	Cap	Historical Systems of Psychology	1	1	1	1	1	1	0	0
PSY460C	Cap	Community Psychology	2	2	1	2	2	1	1	1
PSY480C	Cap	Health Psychology	1	0	0	0	0	0	0	0
PSY486C	Cap	Advanced Undergraduate Research	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
PSY490C	Cap	Senior Capstone: Special Topics	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
		Other Student Experiences								

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Internat'l	Semester Abroad Study									
	U.S. Ethnic Diversity									
	Global Diversity Awareness									
LS Distr	Cultural Understanding									
LS Distr	Social & Political Worlds									
LS Dist	Aesthetic & Humanistic Inquiry									
LS Dist	Science									
BA	Language Requirement									
	Psi Chi									
	Speakers									
	Dept NonAcademic Experiences									
	Use of Online Testing									
	Posting Material Online									
	Using recyclable Posters									
	Using online surveys in research									