

Global perspectives in curricula and deep approaches to learning:
Examining faculty practices for engagement



FSSE
faculty survey of
student engagement

Leah K. Peck
Yi-Chen Chiang
Allison BrckaLorenz

Overview

- Internationalization of curriculum
- Deep approaches to learning
- Finding parallels in the literature
- Methods for study
- Findings
- Implications

Internationalization in Higher Ed

- International exposure
 - Benefits for students
 - Preparation for future employment
 - Increased knowledge of other cultures
 - Development of cognitive skills
- Curriculum internationalization (CI)
 - A cost-effective and far-reaching method
 - Contributes to critical thinking in the learning environment

Curriculum Internationalization

- Challenges for faculty
 - Support structures/financial resources for CI aren't clear at all institutions
 - Dearth of research on motivations/interest in CI
 - Not included in tenure & promotion process
 - Lack of know-how
 - No clear link between institutional policy and curriculum

Curriculum Internationalization

- Institutional support
 - Committed to internationalization? Support faculty efforts!
 - Buy-in from administration
 - Training for faculty and staff
 - Invest in trainings and communities of practice

Deep Approaches to Learning (DAL)

- Deep approaches to learning (DAL)
 - a multi-actor process, involving both students and instructors (Watkins, 2014)
 - Deep approaches vs. surface learning
- Instructor role
 - Student centered approach to teaching
- Benefits to students
 - More meaningful learning

DAL and CI – connection?

- How are DAL and CI related?
 - Both engage students in
 - Critical thinking
 - Relating concepts across disciplines
 - Reflective thinking
- Do faculty who promote CI practices have DAL goals and outcomes built into their process?

Research Questions

1. What faculty, course, and institutional characteristics predict values and emphasis of global perspectives?
2. How are global perspectives in the classroom related to deep approaches to learning?

Data

- 2014 administrations of the Faculty Survey of Student Engagement (FSSE)
- 10 items from an experimental item set about global perspectives in course curricula
- 1,391 faculty, 18 institutions

FSSE

Faculty and course characteristics

- 47% female
- 98% U.S. citizen
- 72% White
- 37% tenured
- 25% Full professor
 - 24% Assoc. Professor
- 54% upper division
- 45% gen ed req.
- Disciplinary area
 - 24% Arts & Humanities
 - 8% Education

Institution characteristics

- 6 publicly controlled
- 2 Doctoral Universities
- 7 Master's colleges and Universities
- 5 Baccalaureate colleges
- 3 Others

Measures

- Dependent variable :
 - Global Perspective score
- Independent variables:
 - Reflective & Integrative Learning score
 - Higher-Order Learning score
- Control variables:
 - Faculty and course characteristics:
 - gender, race/ethnicity, age, international status, earned doctorate, years spent teaching, rank, tenure status, discipline, division taught (upper/lower), and teaching a general education requirement.
 - Institutional characteristics:
 - Basic Carnegie classification, institution size, and control.

Method

- Three ordinal least squares (OLS) linear regression models
 1. Predicting Global Perspectives with faculty, course, and institution characteristics
 2. Predicting Global Perspectives with Reflective & Integrative Learning while controlling for faculty, course, and institution characteristics
 3. Predicting Global Perspectives with Higher-Order Learning while controlling for faculty, course, and institution characteristics

1. What faculty, course, and institutional characteristics predict values and emphasis of global perspectives?

- Significant predictors:
 - Disciplinary area
 - Racial/ethnic identification
 - Age
 - Course load
 - General education courses
 - Course format
 - Carnegie classification
- Non-significant:
 - Employment status (full-/part-time)
 - Academic rank
 - Teaching experience
 - Earned doctorate
 - Gender identity
 - Citizenship
 - Course level (upper-/lower-division)
 - Class size
 - Institutional control

2. How are global perspectives in the classroom related to deep approaches to learning?

- Reflective & Integrative Learning significantly predicted Global Perspectives, holding all faculty, course, and institution characteristics constant ($\beta = 0.69, p < .001$).
- Higher-order Learning significantly predicted Global Perspectives, holding all faculty, course, and institution characteristics constant ($\beta = 0.44, p < .001$).

Implications: Positive and Significant

- Expected results:
 - Minority faculty
 - Social science use vs. hard science use
- Unexpected results:
 - No difference between gender identity or citizenship
 - Distance format vs. traditional classroom
 - General education vs. major courses

Implications for Research

- Online classes – more engaging through global perspectives?
- More general ed courses online?
- Are students still exposed to global perspectives after they complete gen ed requirements?

Future research with GPI data set

- Revisit data set using hierarchical linear modeling (HLM)
- Develop a model that has both RIL and HOL or the overall DAL measure (RIL + HOL)

Questions?

Paper, presentation, and more information about NSSE and FSSE at nse.iub.edu



fsse@indiana.edu
leahpeck@indiana.edu
chiangy@indiana.edu
abrckalo@indiana.edu