INTERNATIONALIZING THE INTRODUCTORY PSYCHOLOGY CURRICULUM: Critical diversity interventions in the classroom.

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Collaborators: Glenn Adams, Nadia Jessop & Darlingtina Atakere
Outline

1. APA and KU Core goals for undergraduate education
2. Critical diversity approach
3. Evaluation of interventions
4. Further applications
5. Questions and feedback
American Psychological Association
Working Group on Internationalizing
the Undergraduate Psychology Curriculum:
Report and Recommended Learning
Outcomes for Internationalizing
the Undergraduate Curriculum
(November 2005)

Neil Lutsky, Carleton College
Judith Torney-Purta, University of Maryland College Park
Richard Velayo, Pace University
Val Whittlesey, Kennesaw State University
Linda Woolf, Webster University
Maureen McCarthy, American Psychological Association

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This document represents the work of the APA Working Group on Internationalizing the Undergraduate Psychology Curriculum. The document does not represent policy of the American Psychological Association.
APA definition of “Internationalization”

“Considering the growing attention to the international character and responsibilities of psychology, internationalization refers to an understanding of how psychologists pursue psychological science and apply psychology around the world, and how scientists and practitioners address psychological phenomena that potential [sic] vary internationally.”

Lutskey et al. (2005)

APA Goal 4: Psychology and interpersonal understanding

• Outcome 4.1: Students will examine their cultural biases and values and how these may influence interactions/relationships with others from different backgrounds in light of psychological theories and findings.

• Outcome 4.2: Students will be able to use psychological concepts to facilitate effective interactions with people whose beliefs, philosophies, and values differ from their own.

• Outcome 4.3: Students will recognize the role of language in understanding individuals and cultures.

• Outcome 4.4: Students will show awareness and sensitivity to perspectives that are different from their own.

Lutskey et al. (2005)
KU Core Goals

Goal 1: Critical Thinking and Quantitative Literacy

Goal 2: Communication

Goal 3: Breadth of Knowledge

Goal 4: Culture and Diversity

Goal 5: Social Responsibility and Ethics

Goal 6: Integration and Creativity
- International variability
- Intercultural sensitivity

- Diversity in USA
- Global community
What does PSYC 104: Introduction to Psychology look like?

• Hybrid/flipped class
  ◦ One discipline per week
  ◦ Online content and exams
  ◦ Writing assignments
  ◦ Final exam

• 7 instructors
  ◦ Shared content and assessments
  ◦ Independence in class delivery
CRITICAL DIVERSITY APPROACH
NORMALIZING AND DENATURALIZING STRATEGIES
What does a critical diversity approach mean?

- Teaching student populations to be global citizens
- Diversifying without Othering and stereotyping
- Elaborative, not sensationalizing or commodifying
- Empirically informed and theoretically grounded
COLONIAL

Non-Western cultures = Abnormal

Western cultures = Natural

DECOLONIAL

Normalize Non-Western cultures

Denaturalize Western cultures
CLASS ACTIVITIES IN PSYC 104
INTERNATIONAL AND DIVERSE PERSPECTIVES
APA Goal 1: Psychological knowledge in international perspective

Outcome 1.1: Students will demonstrate the ability to articulate the psychological implications of demographic, sociocultural and socioeconomic characteristics and variability in the world, and assess the extent to which the phenomena studied in contemporary psychology reflect and are influenced by that variability.
Development: Culture & Attachment

Ei Mei and her father
1. What do the Chinese schoolteachers attribute Ei Mei’s distress to?
2. What type of attachment (secure, avoidant, ambivalent, disorganized) would you guess Ei Mei has with her father? Explain your choice.
3. What is the four-two-one syndrome and how does it influence the role preschools play? Is the role of preschools in the USA similar or different?

Bathroom time
1. What did the principle say the benefits of collective bathroom time were?
2. How might this benefit social development?
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(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)
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LEARNING & MEMORY: Does how we learn depend on where we learn?

Functional Groups

- surgeon
- scalpel
- astronomer
- telescope
- baker
- spatula
- construction worker
- saw

Taxonomic Groups

- surgeon
- scalpel
- astronomer
- telescope
- baker
- spatula
- construction worker
- saw

Cognitive Consequences of School (Rogoff, 1992)
LEARNING & MEMORY: Does how we learn depend on where we learn?

THEORIES OF HOW WE THINK AND LEARN ARE BASED ON PEOPLE WITH WESTERN SCHOOLING

➢ Taxonomic categories
➢ Functional groups

➢ Using rehearsal, categorizing & elaboration to memorize unrelated lists
➢ Remembering information embedded in a structured context

Are the theories of learning you have read this week generalizable across cultures?
Social class in psychology
Embedding course content within a consistent social context
KU Core Goal 4: Respect human diversity and expand cultural understanding and global awareness

Outcome 1. Upon reaching this goal, students will be able to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.
Stress & Health: Stress in context

Listen to the stories about the stress and toll of having a heart attack and write down an example of:

A physical reaction to the stress

A psychological reaction to the stress (*what kind of secondary appraisals did they use?*)

A management technique they used or didn’t use after the heart attacks (*mind, body, situational*)

http://www.nytimes.com/packages/khtml/2005/05/16/national/class/20050516_CLASSHEALTH_FEATURE.html
Stress alters children's genomes

Poverty and unstable family environments shorten chromosome-protecting telomeres in nine-year-olds.

Jyoti Madhusoodanan

07 April 2014

Growing up in a stressful social environment leaves lasting marks on young chromosomes, a study of African American boys has revealed. Telomeres, repetitive DNA sequences that protect the ends of chromosomes from fraying over time, are shorter in children from poor and unstable homes than in children from more nurturing families.

When researchers examined the DNA of 40 boys from major US cities at age 9, they found that the telomeres of children from harsh home environments were 19% shorter than those of children from advantaged backgrounds. The length of telomeres is often considered to be a biomarker of chronic stress.

The study, published today in the Proceedings of the National Academy of Sciences\(^1\), brings researchers closer to understanding how social conditions in childhood can influence long-term health, says Elissa Epel, a health psychologist at the University of California, San Francisco, who was not involved in the research.

Participants' DNA samples and socio-economic data were collected as part of the Fragile Families and Child Wellbeing Study, a longitudinal survey of children in seven US cities. The researchers compared telomere length in blood samples from the children with socio-economic data from their homes. They found that children from homes with high levels of stress had shorter telomeres than those from less stressful environments.

Epel notes that the study's findings support previous research linking stress to telomere shortening. She says the results suggest that interventions to reduce stress could help prevent long-term health problems.
Motivation: incentives for low-income families
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EVALUATION
Research questions

1. Are there observable differences in learning goal outcomes based on the type of instruction, *international* vs. *traditional*?

2. Are outcomes differentially related based on the type of instruction? E.g., is *openness to diversity* related a *liberal arts* education for one group but not the other?
Survey

Administered in last 1.5 months of both semesters

Measures developed with our collaborators Nadia Jessop and Glenn Adams

Survey

Administered in last 1.5 months of both semesters

Measures

*Purpose of college education* (four items, alpha = .85)
- “To prepare the next generation of our society’s leaders”
- “To develop a more informed citizenry”
Survey

Administered in last 1.5 months of both semesters

Measures

Purpose of college education

Openness to Diversity (seven items, alpha = .86)

• “I enjoy having discussions with people whose ideas are different from my own”
• “Contact with individuals whose backgrounds are different from my own is an essential part of my college education”
Survey

Administered in last 1.5 months of both semesters

**Measures**

*Purpose of college education*

*Openness to Diversity*

*Critical consciousness* (11 items, alpha = .90)
  
  • “Certain racial or ethnic groups have fewer chances to ahead”
  
  • “Poor children have fewer chances to get a high school education”
Results – Liberal arts education

$t = .94, p = .35$
Results – Openness to Diversity

\[ t = 1.13, \ p = .26 \]
Results – Critical consciousness

$t = .53, p = .60$
Results – Expected grade

$t = 3.00, p = .003, d = .32$
Expected Grade differences

Possible explanations:

- Achievement
- Enjoyment
- Inflated expectations

No impact on actual grades – additional information did not impede learning
FURTHER APPLICATIONS
Diversity in online classes

Cultural Diversity

Binary, fixed understandings of sex, gender, & sexuality are NOT the norm, globally.

A range of systems for organizing people emerge as a result of differing cultural worlds.

Like sex, gender, & sexuality in WEIRD settings, these understandings change and expand over time as culture changes.

Sex and Disability

Forced Sterilization

- Forced sterilization has been frequently used throughout history to control “undesirable” populations. This has been used on immigrants, people of color, unmarried mothers, peoples with disabilities, people with mental disorders – in the past and in more recent times.

- Read the following article on unwanted sterilization and watch the included video clips.

Unwanted Sterilization and the Eugenics Programs in the United States

Active Learning Techniques

Attached Files:
- Active Learning Technique Instructions.docx (1.348 MB)

Instructions for some types of active and effective note making techniques.

Develop Effective Study Techniques (OU)

Attached Files:
- Effective Study Strategies (1.599 MB)
- Critical Thinking (1.906 MB)
- Reading and Taking Notes (1.098 MB)
- Studying and Staying Mentally Healthy (756.544 KB)
- Studying with Dyslexia (637.544 KB)

Resources from the Open University, which specializes in online classes.

Study Skills for Online Classes

Dartmouth Effective Learning Resources

Information on effective reading, note-taking, strategic studying and preparing for exams.

Coping with Exam Stress

- ETS - Reducing Test Anxiety
- Student Minds Org - Coping with Exam Stress
- UCL - Coping with Exam Anxiety
Diversity in online classes

Discussion Board Guidelines

Each week you’ll be given one or two discussion questions related to the material covered that week. For each question you will post your answer to the question, plus a response to one of your classmate’s posts.

**Answer Post:** You have to post your answer to the discussion question(s) by Thursday 11:59pm of that week. Your answer should be around 200 words. Your answer is worth up to 15 of the discussion points for that week.

To help facilitate the discussion you should end your post with some type of prompt. I know it can be difficult to come up with your own post, let alone a thoughtful response to someone else’s post, so adding a prompt to the end will make that a lot easier for everyone. The prompt can be one (or many) of a few of different things -

1. **Follow-up Question:** [what do you think about...?] You might ask for people’s opinions on a controversial point in the class material or in your own answer.

2. **Clarification:** [what do you think .... means?] If there was something in the material that you thought was confusing, poorly explained, or that you think could be wrong, you might ask your classmates how they interpreted the material to help you understand it better.

3. **Application:** [how does this relate to ....?] The topics we cover will naturally relate to real-life, so you might be interested in asking your classmates whether they saw links to their own experience or to current events and social issues.

**Response Post:** You then have to post a response to one of your classmate’s posts by Sunday 11:59pm of that week. Your response should be around 100 words. Your response is worth up to 10 of the discussion points for that week.

Answering the question in your classmate’s prompts will help with discussion, but you’re not confined to that. If you have a different comment on their post absolutely feel free to write that instead.
Future tools for diversity

Social media as a tool for communication and learning
Media literacy and critical thinking
Internationalization outside of the centers of global power
Evaluation of broader intervention – across various classes and formats
Creating effective interventions

Challenges:

• Internationalizing without Othering
  o De-naturalizing Western contexts

• How do we do this given the other demands of teaching (a certain textbook, learning objectives, time constraints)?
  o Recognizing pedagogical value
  o Integrate with active learning
  o Professional development approach
Professional Development Approach

An integrative approach to the Research—Teaching--Service balance

Opportunity for collaboration
THANK YOU!
Questions?

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