

Global Perspective/World View Competency Assessment – Spring 2015

Three core curriculum courses were assessed to determine students' global perspective and world view competencies. Two were Foundations of Scientific Process sections and one was a Foundations of Inquiry section – all were service-learning based courses. Each section worked with an elementary magnet school in Jamaica, Queens. For 8-10 weeks, NYIT students were asked to spend at least one hour per week volunteering at one assigned school (PS80, PS160 or PS354). Most students spent between 1.5-3 hours at the school each week. NYIT students worked in classrooms assisting teachers in developing and implementing Project Based Learning (PBL) plans. Projects included developing a PSA with 5th graders to advocate for an after school program when the local library lost its funding; designing a community building for after school activities; engaging students in the development of a new business; and developing nutritious diets and learning about the (in)accessibility of healthy food choices in urban communities. NYIT students also provided tech support to the schools by repairing technology or showing teachers how the technology they had could assist with instruction. Other NYIT students formed a documentary team to interview magnet teachers, fellow students, and to record each class's service-learning project.

Each NYIT class session linked core course learning objectives to the service-learning project, and students reflected on these connections in reflective writing assignments and in in-class discussions. They also presented on their overall projects and their integrated learning in class at the end of the semester. Of the 46 students enrolled in these courses, 39 were assessed. Written reflective journal assignments and final research papers were used for this purpose.

NYIT classes were comprised of mostly first year, traditional college aged students, a strong mix of domestic and international students, and a few veterans. All of the course instructors were female adjuncts: Sabrina Hussain and Lauren Rigney teaching Foundations of Scientific Process, and Amy Bravo teaching Foundations of Inquiry, with in-class consultation on tech based projects by Dr. Babak Beheshti.

Attached is a Global Perspectives/World View Competency Rubric, which was developed using NYIT's core competency guide and AAC&U's guidelines used to assess student proficiencies. The findings (attached) indicate that of the 39 respondents, a majority scored the following way:

- **Global Self-Awareness – Milestone 3** – Students could evaluate the global impact of one's own and others' specific local actions on the natural and human world.
- **Intercultural Communication – Milestone 3** – Students recognize and participate in cultural differences in verbal and non-verbal communication and begin to negotiate a shared understanding based on those differences.
- **Problem Solving – Milestone 2** – Students consider and reject less acceptable approaches to solving a problem.

- **Teamwork – Benchmark 1** – Students support a constructive team climate by doing one of the following: treat members respectfully by being polite and constructive in communication; use positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivate teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it; and provide assistance and/or encouragement to team members.

Collectively, student assignments documented five areas of understanding including diversity, civic agency, communication, interdisciplinary learning and socio-economics.

1. **Diversity** – Students began to understand more deeply how people of different ages, ethnicities, nationalities and socio-economic backgrounds work, learn and interact.
2. **Civic Agency** – Students cited how people can work together to solve common problems regardless of age or position. They recognized that we are all connected in some way and solutions to problems affecting some, can ultimately affect many in the long term.
3. **Communication** – In addition to developing intercultural and intergenerational communication skills, students also learned how to effectively communicate difficult concepts in a palatable way to youth, teachers and to each other.
4. **Interdisciplinary Learning** – Students learned the necessity of exploring a problem from a variety of disciplines to provide a holistic understanding of complex issues.
5. **Socio-economics** – Students witnessed the impact socio-economic disparities have on learning, career choice, and teaching.

Service-learning projects require teamwork (all students were partnered with classmates to work with student groups and teachers at the magnet schools). I expected students to exhibit high milestone or capstone competencies in teamwork skills. While 40% of students reported milestones, 33% benchmarked in this area. This high percentage can be reflective of a number of factors including age, prior educational experiences and a lack of work experience. Teamwork is, however, a skill most employers indicate needing in employees and one that should be strongly reinforced in pedagogical approaches used by faculty. Courses taught using predominately lecture style approaches do not effectively develop this necessary global competency. Service-learning, like similar experiential education programs (project based learning/research, fieldwork and practicum), can introduce and reinforce this skill in NYIT students, locally and abroad. Additionally, the learning and experience received from these courses help develop resumes, and professional and civic skills needed to advance in an increasingly interconnected world.

Global Perspective/World View Competency Rubric

Respondents: 39 displayed, 39 total

Status: Open

Launched Date: 04/10/2015

Closed Date: 05/10/2016

1. Course

		Response Total	Response Percent
Foundations of Inquiry		14	36%
Foundations of Scientific Process		25	64%
Total Respondents		39	

2. Global Self-Awareness

Identifies some connections between an individual's personal decision-making and	Analyzes ways that human actions influence the natural	Evaluates the global impact of one's own and others'	Effectively addresses significant issues in the natural and human world based on articulating one's	Response Total
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	certain local and global issues.			identity in a global context.	
Global self-awareness	20.51% (8)	15.38% (6)	38.46% (15)	25.64% (10)	39
				Total Respondents	39
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3. Intercultural Communication					
	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication that may be rooted in different understandings of race, class, religion and gender. Demonstrates while communicating in different cultures the use of direct/	Response Total
Intercultural Communication	15.79% (6)	21.05% (8)	47.37% (18)	15.79% (6)	38
				Total Respondents	38
				(skipped this question)	1
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4. Problem solving skills					
	Only a single approach is considered and is	Considers and rejects less acceptable	Having selected from among alternatives, develops a logical,	Articulates problem and relevant constraints, develops an appropriate plan to	Response Total

	used to solve the problem.	approaches to solving problem.	consistent plan to solve the problem.	solve problem, and identifies the limitations of the solution. Articulates possible consequences and benefits as part of the rationale for the solution.	
Problem solving skills	12.82% (5)	41.03% (16)	30.77% (12)	15.38% (6)	39
				Total Respondents	39

5. See rubric for details of teamwork Capstone, Milestone and Benchmark proficiencies.

	Supports a constructive team climate by doing any one of the following:	Supports a constructive team climate by doing any two of the following:	Supports a constructive team climate by doing any three of the following:	Supports a collaborative team climate by doing all of the following:	Response Total
Teamwork skills	33.33% (13)	10.26% (4)	30.77% (12)	25.64% (10)	39
				Total Respondents	39

6. Notable examples of student work.

Total Respondents	11
(skipped this question)	28

Excerpts from student assignments

- More cities in the US are trying to implement magnet schools not only for students from all races benefitting from superior educational opportunities, but they will also experience racial integration which will provide a solid foundation of open-mindedness for living in diverse society.
- By allowing children at a young age to interact and work with a wide array of backgrounds, it helps them with their social skills which is an underrated skill for later in life. Another advantage is the ability to provide learning environments that match students' interests, talents and abilities which could help their skills and help them decide on a field they would want to work on in the future. Having this allows the expansion of career opportunities with authentic application skills for each student in the community. Having magnet schools helps decrease isolation of many diverse groups which will help school districts to integrate school populations.
- This experience will relate to FCSC by showing how people of different walks of life react to different situations.
- I enjoyed helping a lot of the kids and showing them why each theory and solutions work for the math problems. I used a lot of visuals and explanations to back up the answers. When the kids had the incorrect answer to a problem, I would ask how they got the answer and help them realize and figure out what they did wrong and guide them to getting a different answer.
- The combination of different areas of study, people, resources, and ideas to make a program to benefit the students at PS 160 is similar to when there is a paradigm in the scientific community and everyone is working to achieve a similar goal, like with the discovery of penicillin and the need for it to be mass produced due to the fatality rates of WWII to American soldiers. All fields began conversing, working together, and contributing to achieve success. This is exactly what is occurring between NYIT and PS 160 as the administration, the faculty, and the students are all trying to work in cohesion in order to achieve the same desirable outcome. It also ties into what we discovered about Astrology and how the study of space and the universe is directly connected to physics and mathematics.

- The teachers, regardless of their own identifications, do not look at students differently dependent on their race or gender, or family's wealth or lack of economic means, or any discriminating factor. They see their class as one unit. The students themselves appear to be comfortable with working with "strangers" from NYIT regardless of background, race, gender, or age difference.
- Anna (an NYIT classmate) was having some difficulties with how to aid in the lessons. During our last class, I proposed a few ideas and a combination of those and other ideas are what she will be doing with her class. It will include diversity and availability of food in different cultures and reasons why certain cultures eat particular foods. In our brainstorming session during class, we all had the sense that this once complicated and chaotic issue we were facing has now become a flowing entity. Communication within our group and the school has increased significantly and effectively.
- In PS 160, I experienced the art class's activities in which they collaborated in groups to draw a combined sketch. This reminded me of how architects often cooperate with others to get a job finished, and to peer check each other's work.
- From what I understand from the class, everything in the universe is connected. The invention of something comes from another problem that has already been solved. We use what we have from all fields to help advance in a certain direction.
- The children at PS160 are learning the beginning of multiple subjects, and thus if they apply our understanding of how everything is related in a way, that they will begin to see and understand that all subjects are linked. Thus, the way the STEAM concept is applied to the curriculum can be linked to all subjects and grades.
- This first time experience in service-learning and civic engagement was very rewarding for me. In January when I started this project, I could not have imagined the sequence of events that would occur to bring this undertaking to where it is today. I recall a quote from an old Latin inscription, "Nemo vir est qui mundum non reddat meliorem," which translated is, "What man is a man who does not make the world better?" This, in essence, is what we are trying to teach these young students - that waiting for someone else to produce change or results you want is the same thing as doing nothing - they need to be an activist for their cause.

- When I was in primary school in China, all students had the same work even if some of us could not catch up. [Here] students' time schedules are flexible and school is over at 2pm so that they can develop their own interests. While in my country, schools usually are over at 5pm or later.
- When we are doing service-learning jobs, it is a good idea to introduce practices to kids and help them enhance the ability of operation. Operational ability can exercise the conjunction of hands and brain. Helping them make bridge model is a good way. They learn from it and so do I.
- Besides, different races have different culture. Although children grow up in the similar circumstance, different races lead to different cultural. America is a multicultural country, culture collision is usual but it is not a bad thing. But the minority might feel lonely in subconscious. When I was in primary school, the vulnerable students were easy to get bullied by the mainstream. The definition of the vulnerable group can be diversified, from weight and height to academic record, all of these can be part of the reasons for some students being bullied. Children around this age are naughty and they might make jokes to the minority.
- By the way, I didn't tell them the answers directly, to the contrary, I showed them how to calculate, as there is an old Chinese saying, "Teaching a man how to fish is better than giving him fish." The answers are not important, what important is how to come up with answers.
- I think that in general terms education is a big experiment. There is a need to understand, to explore and to evolve. This is not specific to countries and obviously there are other socioeconomic, political and cultural events that affect how an educational system becomes, which caters to the parallel drawn, fulfilling part of variables.
- Our presence at P.S. 160 is the catalyst that starts a reaction. Each of NYIT's students' presence affects either a group of students or their teachers. Whether it's a fresh point of view or a thought communicated to either party, interaction and difference occurs, merely by presence, breaking out of conventional paradigms of educational processes i.e. reading out of the textbook, memorizing, and testing.

- I think that the world should move towards a communal/social model where economic status is not the defining characteristic of one's future and there is a presence of a purpose that caters to the greater good.
- The neighborhood one has been raised in, even though it shapes a significant portion of an individual's characteristics, it does not define what one evolves into.
- For teachers that have a hard time at disciplining students, I believe there should be several alternatives to yelling because reacting to their behavior in such way can cause them to believe that yelling is the only way to get your opinion across.
- I teach one thing in many different ways because not every one student is the same and we all learn differently and its evident in my career choice because, if we as inspiring architects all learned the same thing in the same way all buildings and houses would be the same and there would be no diversity and no one would ever stand out to advance the practice in a good direction.
- I decided to have a bridge building competition for my students. This project helps guide the kids in the direction to think about what makes a good bridge, which trickles into other things like design, materials, and connections between materials.
- When I told the students that although it is 9:40 am here in New York, it is 9:40 p.m. in Beijing, almost everybody raised their hands as they want to ask questions about that. The scene at that time is crazy. They asked me questions, such as, Is that true?, How many hours do the students in China spend at school?, Are people in China going to sleep now? I can feel their passionate and their interest. I think it is a part of geography, and when they learn geography, they will be more interested in it because of my example.
- In China, classroom are always so peaceful. If a teacher don't ask a student to answer a question, there will be very few people raise their hands on their own. I think this is the most apparent strength I have seen at P.S. 160. Raising hands seems to be easy, but I know that only students who are confident and passionate about studying will raise their hands.

- Their topic on that day was how to count the specific amount of money with coins. Actually, I learned a lot from their class, too. I didn't know 10 cents is a dime, 5 cents is a nickel before. It was very interesting to deal the students. A girl asked me how to say "boy and girl" in Chinese. I told her and she went to tell her teacher.

Global Perspective/World View Competency Rubric

Students who have a Global Perspective and a World View approach to learning understand the nature and influence culture plays on their perspectives as well as the impact of global interdependence. Upon graduation, students will be able to 1) Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews, 2) Practice well-researched oral, written, visual, and digital communication in its diverse cross-cultural forms, 3) Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue, 4) Employ effective and appropriate interaction and teamwork with people of different nationalities and cultures, demonstrating respect for social, cultural, and linguistic diversity.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Intercultural Communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication that may be rooted in different understandings of race, class, religion and gender. Demonstrates while communicating in different cultures the use of direct/ indirect and explicit/ implicit meanings and is able to skillfully and respectfully negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Problem Solving	Articulates problem and relevant constraints, develops an appropriate plan to solve problem, and identifies the limitations of the solution. Articulates possible consequences and benefits as part of the rationale for the solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Teamwork	Supports a collaborative team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully • Acknowledges the positive contributions of others. • Expresses commitment to the task and active support of the team to accomplish it. • Support's the leadership of other team members • Can contribute outside of personal comfort zone to support the teams task. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.

Prepared by Amy Bravo, Assistant Dean of Career Services and adjunct professor in CAS