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Assessing Outcomes for a Global First-Year Seminar Course

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First-Year Seminar Learning Outcomes

- Requirements, FTFT must enroll
- 1. Life skills
- 2. Academic success skills
- 3. Campus & community connections
- 4. Foundations for Global Learning

*U. S. News & World Report* lists us one of the top FYP programs for seven years running
Activities & Assignments

- Learning styles
- Personality assessment
- Service learning
- Speech
- Group research project
- Career research paper
- Students that complete the course have a 9% higher rate of retention
Traditional Seminar

- Content is a challenge
- Some students need more than others
- Five faculty wanted “more” content
- Two of the faculty saw Dr. Erik Peterson present at the American Democracy Project Conference in 2007
The Coming Seven Revolutions

1. Population
2. Resource Management
3. Technology
4. Knowledge/Information
5. Economic Integration
6. Conflict
7. Governance
Difficulty in Teaching Global Topics

- Greenberg of Pace University in *History Teacher* (2008-05) noted the difficulty in getting American students interested in global connections.
Fall 2007

- I did a pilot using The Coming Seven Revolutions as a teaching tool/vehicle
- I had to make it personal for the students, how will the 7 affect your career, 5 years, 15 years, 25 years
Population

- Total enrollment Fall 2008: 2386
- Pools of data, not matched
- Pre-test, skills self-report: N = 768
  - KSU 1101: N = 634
  - KSU 2290 (global focus): N = 134
- Post-test, skills, self-report: N = 658
  - KSU 1101: N = 531
  - KSU 2290: N = 124
WWW.

- CSIS.org (Center for Strategic International Studies)
- 7reys.org
- Epsilen.com
Self-report Survey Data

- Time management skills
- Budgeting skills
- Academic skills
- Knowledge of campus resources
- Knowledge of gen ed requirements
- Opinions on global issues
- No statistical significance, which is significant
Conclusion From No Significance

- We can spend less time on meeting course learning outcomes and spend more time on:
  - Global learning
  - Service learning projects
  - Career development projects
After reading *Three Cups of Tea* and taking the course those in special topics had more compassion for those living in the Middle-East

Significance: .004
KSU 2290

Text: *Annual Edition of Global Issues*, a very “foreboding” text on population, on resource management, on conflict, etc.
After All the Exposure

“Should the U.S be more actively involved in world affairs? Females said yes,
Significance at .026
Sprecher et al. *Sex Roles*, 2007-04, females are more compassionate
Any Guesses Why...

- After a semester of all this material very little impact on view of the future???

- Why?????
Fall Semester 2009

- Collaborate with statistics professor
- Matched pre and post test respondents
- Smaller data set, 400-500
- More than self-report
Fall 2009

- Compare course evaluations and ask them their satisfaction with the course
- A themed seminar using The American Democracy Project
- Assess course satisfaction across seminar topics and learning communities
Beyond the Classroom

- Collaboration among students across continents
- They are going to make the critical decisions
- Gibson (2008, *Roeper Review-03*) says this needs to begin with teacher training in K-12
Your Classes

- Use the handout to consider how you can incorporate the Seven Revolutions into your course