Course internationalized outcomes

1. Understand the global textile and apparel supply chain; compare and contrast where apparel and textile product is made, where it is consumed, and why.

2. Demonstrate the ability to use databases, library resources, and international sources to access rich information that is specifically used to understand the global textile and apparel industry.

3. Be able to use both quantitative and qualitative descriptors that characterize a country socially, economically, and politically. Use these descriptors to make comparisons of standards of living between countries.

4. Identify and compare national, regional, and international structures that are involved in global trade in textiles and apparel.

5. Define and argue the competing views of impact that textiles and apparel manufacturing and consumption has socially and economically.
Internationalization of R404: International Textiles and Apparel trade

*Internationalization Collaborative Across Bloomington (ICAB)*

International Textiles and Apparel Trade would seem to be a course already internationalized, as understanding globalization of the textile and apparel industry is the core content of the course. The problem I perceived in the course and its related textbooks was that both were designed to address globalization from a western point of view, leaving little time to consider internationalized points of view. I wanted the course to more fully explore textile and apparel trade with students who were able to consider their point of view on trade topics from the perspective of a global citizen.

ICAB workshops produced the following:

- Course goals and outcomes were rewritten and succinctly defined. Each outcome was empowered with internationalized material and assignments. (See Course Syllabus, Appendix A)
- An authentic final assessment was created, using measurable terms. A detailed rubric was tested in Spring 12 and will be further tested specifically for information literacy assessment between raters.
- Course work that pointed more clearly to demonstrations of course outcomes, employing Bloom's revised taxonomy
- Understanding of a large array of options for internationalizing assignments. I've adapted several ideas presented or found from resources offered during workshops:
  - Using internationally based news sources
  - Interviewing international students for cultural comparisons
  - Increased confidence in utilizing resources from Area Study Centers
  - Increased reflective writing and self-reflection that contrasts and compares differing perspectives
  - Increased in and out of class discussion that includes internationalized perspectives
  - Increased opportunities for students to act as teachers
- Networking with colleagues who are interested in the same goals within their classrooms, forming a support group and contributing to substantive discussion about how to internationalize that which seems impossible to do within a semester.
- In addition, the Institute for Curriculum and Campus Internationalization (ICCI) helped me understand and feel more empowered to explore global citizenship definitions, imperatives, and assessments. I also understand the goals of internationalization at multiple levels (from classroom to campus to global).

*Internationalizing R404*

All of my outcomes were rewritten with internationalized learning in mind. Students are now held responsible for studying textile and apparel trade from a western perspective and the perspective of at least one other county and region that is know for textile and apparel production. Having internationalized learning outcomes helped me more clearly understand how I was to achieve these course goals. Using these outcomes, I began to discover what assignments were empowering that process and what could be done better.

The fall of 2011 was the first time the course was taught with new internationalized curriculum and outcomes. This semester the course both re-conceived assignments in past syllabi and experimented with new assignments using teaching tools presented in ICAB work sessions. After the semester was over, it became very clear which assignments were more fully able to help
students explore international perspectives and which were weaker. For example, an assignment named *current topics* that was previously in the course had students summarizing articles from apparel business sources and discussing their relevance to the course material. This assignment was changed under new internationalized goals, to have students find articles from foreign news sources in their selected area of the globe and to summarize and relate the news and perspective to class discussions. At the same time the course added writing reflections named *worldview reflections*, where students summarized and discussed the merits of alternate points of view on class topics. In comparison, *worldview reflections* revealed more deep consideration of the material than the attempt to find trade issues in the press and apply them. The two assignments essentially were looking for a demonstration of understanding and application of the material, but the use of news sources as a vehicle to demonstrate these understandings was not the most efficient and best way for these students to show their work.

From this, I dropped the current topic assignment, although I thought that reading foreign news sources was important as an element of understanding differing perspectives on trade in the industry. This lead me to create a more empowering process that immerses students in an international point of view, gradually building more sophisticated thought and comparisons up through the final assessment. The final assessment asks students to:

> …use evidence to present an issue that comes from your survey of your country. Your issue should consider social, political, and economic internationalized perspectives and should have a relationship to the discussion of a country’s textile and apparel industry and/or international trade.

With delineation of the internationalized outcomes of the course, that lead to the ability to complete the final assessment, assignments could now clearly show how they supported lower cognitive process dimensions as well as building conceptual and higher cognitive processes through exercises that apply the material to the student’s own case study of a country.

Starting from realizing that the current topic assignment was a weak instrument in uncovering student’s understanding and application of the material, I began to more strategically think about student’s information literacy in the course and how it could help my students more clearly, efficiently, and enjoyably move towards the final assessment. Internationalizing the curriculum has also improved focus on the process of learning, now that I feel they have rich material, effective tools, and clear expectations.

**Assessment**

International learning outcomes were assessed using several tools:

- Worldview reflections; periodic reflective writing that summarized course topics and well as student’s understanding of those topics. These included comparison of developing vs. developed country points of view on topics and interviews of people who have lived in the student’s assigned country of interest. (examples in Appendix B1)
- The final assessment; a team of two students are required to do a presentation and paper discussing a textile and apparel and/or trade issue within a country chosen near the beginning of the semester. (examples in Appendix B2)
- Voluntary pre and post course surveys (Appendix C)
- Final online course survey (Appendix D)
What follows is the stated outcomes of the class and the successfulness of internationalized outcomes as related to each:

1. Understand the global textile and apparel supply chain; compare and contrast where apparel and textile product is made, where it is consumed, and why.

   This outcome can be very straightforward, although some students are able to demonstrate very nuanced understandings of the apparel supply chain. This outcome is assessed early in the course through the mid-term exam and initial worldview reflective writings. Previously, this outcome was only assessed through the mid-term exam. Students were able to more successfully demonstrate differing perspectives through this new internationalized exercise, which led to more complex in-class discussion. This understanding and analysis can explicitly be used later in developing a thesis statement for their final paper.

   See appendix B1 for worldview reflection examples of student work.

2. Demonstrate the ability to use databases, library resources, and international sources to access rich information that is specifically used to understand the global textile and apparel industry.

   This outcome is important to engage students in discovering their assigned country and being able to independently understand resources that are rich in information for their interest area. This outcome is assessed mid-semester through a country statistics comparison report, a regional report, and through bibliography assignments and the final research paper. Students performed adequately on this goal but it still remains one I will continue to work to develop, through effort towards designing a better information literacy process.

3. Be able to use both quantitative and qualitative descriptors that characterize a country socially, economically, and politically. Use these descriptors to make comparisons of standards of living between countries.

   Before ICAB, students used statistical data from international sources (UN, World Bank, ILO) to begin to compare their country and region with others. They were then asked to begin to understand and interpret this data in the context of what they were reading about their country, in research articles and books. This was always a complex task. During ICAB, we added that students interview a person from their studied country and discuss their understanding of the country they are researching, along with asking questions about culture and current events. This has added an exciting dimension to the class, overall engaging students in political, social, and economic issues they might not have uncovered on their own, as well as leading to better questioning of the limitation and strength of statistics. For example, one team of students interviewed another student from Guatemala. When they asked about the infrastructure in the area where they lived, the interviewee explained they didn’t have very many paved roads and added that many people actively work against better roads because they believe it would increase drug trafficking and crime in the area. This added social nuance to the idea that upgraded infrastructure is “good”. One student commented in course evaluations (Appendix D) that what they liked most about the class was “working with people they interviewed for the final project”.

   This outcome is assessed through a country statistics comparison report, an interview transcript, and a cultural context paper. Students still struggle to articulate connections and
reconcile quantitative with qualitative data, but the addition of a person to talk to about their country has in several cases contributed to curiosity about inconsistencies and the ability to ask better questions that produce richer insight. In the Spring 2012 class we were able to have a full class discussion about how the perspectives of most of our interviewees came from experiences of living in urbanized areas overseas. The class was able to make comparisons between rural and urban descriptions of global lifestyles.

4. Identify and compare national, regional, and international structures that are involved in global trade in textiles and apparel.

This outcome is also straightforward, as the role of these structures is discussed historically, present day, and predicted into the near future. I present much of this information from an Americas perspective and students are to find parallel structures and organizations in the regions they are studying. Students are tested on this knowledge in exams and in their regional and final reports. This learning was always present in the class but as the curriculum became more internationalized, defining trade structures became a more clear process for the students, with articulated expectations that are better assessed in the rubric for the regional report. One student commented that “the trade agreement concepts are very confusing” (Appendix D), which may mean something I see as very straightforward may not be broken down yet enough for students to be able to apply readily.

5. Define and argue the competing views of impact that textiles and apparel manufacturing and consumption has socially and economically.

Student work on this outcome is applied in the second half of the course, when they consider trade from the point of view of labor and also study textile and apparel’s relevance to theories of economic development and the state of the world as discussed in the United Nation’s Millennium Development Goals. This learning is assessed through worldview reflections. Additionally, the final presentation and research report asks students to use evidence to build a contextual thesis, based on trade issues that have social, political, and economic implications within their country. Examples of thesis statements that effectively explored these topics with an internationalized perspective are in Appendix B2.

**Evaluation**

Overall, the results from ICAB have provided internationalized learning goals but also a structure that results in more confidence that the assignments are achieving the anticipated results. In future iterations of the course, I will be able to push students through the mechanics of the course, now that I know how well the pieces work together and where I expect the students to be at the end. I also look forward to increasing discussion time within the course, based on the ability the worldview reflections have had to produce a variety of points of view.

Appendix C charts selected results from pre (blue) and post (red) survey items from the Spring 2012 course. These measurements show improvement in internationalization items, demonstrating students perceive themselves overall as more knowledgeable about world issues, forming opinions about international issues, as well as more aware of their cultural biases and values. The most rewarding response is that students were 100% interested in global citizenship post-course.
Appendix D details selected open ended comments from an anonymous online course evaluation that I feel speaks to internationalization goals and assignments directly, without students being specifically prompted. These responses show some student appreciation for a wider awareness about a global context for what they are studying.

Within the prompt of what students liked least about the course, specific assignments were singled out, including several responses for reading quizzes (which were challenging and had a lower average achievement than other assignments), and references to the difficulty of using the material. As many students refer to liking the creative freedom to choose research topics within their country of study, as those who felt there wasn't enough clarity to assignments and grading. One student commented on not liking my more successful improvement to the course, worldview reflections, but did not say why.

Overall, the evaluations of the course itself agree with my assessment that the course is as challenging as it ever was, but more dynamic, and a much improved ability to position students as global citizens, who are able to consider textiles and apparel from global, interconnected, multi-faceted viewpoints.
Appendix C
R404 Student Voluntary Pre/Post Test Selected Items Spring 2012

R404 Student Characteristics Spring 2012  Chart 1

- I am interested in International Issues
- I have traveled outside of the United States
- I have traveled to a developing country
- Rate your ability to see the world from someone else's perspective
- I think I understand my own cultural biases and values

R404 Internationalization Items Spring 2012  Chart 2

- How do you rate your knowledge about world issues?
- I enjoy getting into discussions about political issues
- I feel I have opinions on international issues
- Rate your understanding of my own cultural biases and values
Global Citizenship is interesting to me in not interesting to me I already consider myself a Global Citizen I'm not sure what it means I'm not sure what Global Citizenship is and not interested in learning I seek out experiences that give me an international understanding I'm confident in my ability to gather and cite research I think I'm well aware of how to use IU library sources online TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%