

General Education SLOA Summary PSY 101

General Education Category: Social Sciences – Psychology

Semester: Spring 2016____

Data Summary: (link to excel spread sheet or cut and paste a chart of summary data)

From PSY 101:

N=272			N=287		
	Correct	% Correct		Correct	% Correct
F15			S15		
1a.	192	71%	1a.	201	70%
1b.	214	79%	1b.	215	75%
1c	179	66%	1c	186	65%
1d	220	81%	1d	225	78%
1e	212	78%	1e	220	77%
2a	196	72%	2a	214	75%
2b	209	77%	2b	221	77%
2c	199	73%	2c	211	74%
2d	240	88%	2d	243	85%

From PSY 204:

SP 16

Question #	# correct	% correct	N=121
1	95	79%	
2	95	79%	
3	108	89%	
4	79	65%	
5	99	82%	

F15

Q#	# correct	% correct	N=74
1	59	79.73%	
2	72	97.30%	
3	69	93.24%	
4	61	82.43%	
5	47	63.51%	
6	48	64.86%	
7	72	97.30%	

Discussion of Analysis Results: (narrative in Word format of who, what, where, when, what was discussed and what was determined)

The Social Sciences general education outcomes are as follows:

1. The student will be able to:

Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies.

2. The student will be able to:

Demonstrate how culture, society and diversity shape the role of the individual within society and human relations across cultures.

For PSY 101 and 204: Questions 1a-e deal with the first outcome, which is, in short, about the methods of the social sciences. Questions 2a-d deal with the first general education outcome, which is, in short, about appreciating cultural diversity.

In PSY 101: The method of the article was the question that students struggled with the most (question 1c). This relates to outcome one. See below for assignment with questions.

In PSY 204: After changing the assignment mid-year, the students seem to be understanding the method, participants, and cultural aspects of the article. However, they continue to struggle with understanding the hypothesis of the article. This relates to outcome one. See below for assignment with questions.

For both courses, outcome one about the methods of the social sciences remains an issue.

Plan of Action: (closing the loop)

More time will be spent in lecture discussing the different methods used in psychology (for example, surveys), and we will consider creating a worksheet and activities for the topic of methods and the concept of a hypothesis. For PSY 101, a revision of the assignment is planned (similar to what was already done for PSY 204). This will involve a new, easier to understand article, as well as multiple choice questions.

Assignment for PSY 101:

Journal Article Review

Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16(1), 15.

Questions

1.
 - a. What is the main hypothesis of the study, in other words, what question are the researchers attempting to answer and what results do they expect?
 - b. Who were the participants (specify number of participants and their nationalities)?
 - c. What methods were used to collect the data, in other words, how did the researchers gather information about the participants?
 - d. Was the hypothesis supported (correct)? What were the results?
 - e. What future research was suggested to expand the findings?

2.
 - a. What characteristics of cultural diversity were exhibited by the participants, in other words, how did they differ from college students who were born in the United States?
 - b. Which, if any, of these characteristics affected their integration into their new culture?
 - c. Did their experiences affect their psychological functioning, and if so, how?
 - d. What have you learned from reading this article? Why is it important to be aware of the impact of cultural diversity?

Assignment for PSY 204 (Fall 2015):

Cross-Cultural Article Assignment

Find the following article (instructions on the back of this sheet), read it, and answer the questions below about it.

Mosier, C.E., & Rogoff, B. (2003). Privileged treatment of toddlers: Cultural aspects of individual choice and responsibility. *Developmental Psychology* (6). 1047-1060.

Questions

1. What is the main hypothesis of the study, in other words, what did the researchers think would happen?
2. Who were the participants (specify number, age, nationality)?
3. What methods were used to collect the data, in other words, what did they do to test the hypothesis?
4. Was the hypothesis supported (were the results consistent with what was expected)? What were the results?
5. According to the authors, how might these results be important for application in the real world?
6. What does this article have to say about the relationship between free will and cooperation in different cultures?

7. After reading this article, why would you say it is important to study development in different cultures?

Revised assignment PSY 204 (Spring 2016):

Cross-Cultural Article Assignment

Find the following article (instructions on the back of this sheet), read it, and answer the questions below about it.

Mosier, C.E., & Rogoff, B. (2003). Privileged treatment of toddlers: Cultural aspects of individual choice and responsibility. *Developmental Psychology* (6). 1047-1060.

Questions:

- 1.) What method(s) was(were) used in this study?
 - a. interview only
 - b. observation only
 - c. habituation only
 - d. a and b together
 - e. all of the above

- 2.) Which of the following is true of the participants?
 - a. The only age group involved was toddlers (14-20 months).
 - b. All mothers had the same level of education.
 - c. 32 total families were included.
 - d. Only females were included.
 - e. All of the above are true.

- 3.) Which cultures were included in the study described in the method section?
 - a. Guatemalan Mayan
 - b. U.S. middle class from Salt Lake City, Utah
 - c. Japanese
 - d. a and b
 - e. all of the above

- 4.) The hypothesis of the article was:
 - a. Children would be given more freedom of choice in the Salt Lake families than in the Guatemalan Mayan families.
 - b. Toddlers would be given privileged access to toys in the Guatemalan Mayan families, but not in the Salt Lake families.
 - c. Toddlers would be expected to share equally and follow the same rules as older siblings in both cultures.
 - d. Toddlers are thought to understand sharing more in the Guatemalan Mayan culture than in the U.S. culture.
 - e. all of the above were hypotheses of the study

- 5.) Which is true about how free will and cooperation are viewed in the Guatemalan Mayan culture?
 - a. If a child is given more free will he/she will be less cooperative.
 - b. If a child is given more free will he/she will be more cooperative.
 - c. Free will is thought to lead a child to be more selfish.
 - d. a and c
 - e. b and c