General Education Annual Course Assessment Form

Course Number/Title: KIN 111 ITL, Sport & Movement in a Global Context  
GE Area: V

Results reported for AY 2015-16  
# of sections: 1  
# of instructors: 1

Course Coordinator: Shirley Reekie  
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Department Chair: Matthew Masucci  
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.;

Students spent 3 weeks living in Wales, England, and Scotland. Class met 3 times for 3 hours each (total 9 hours) before the visit and, following their preparation readings, various aspects of sport, recreation and physical education from those countries were compared and contrasted with the US situation in class discussions. Differences among Wales, England and Scotland with regard to education and sport provision were covered. During the trip, visits were made to schools, government run sport/recreation centers, private sport rental agencies, sport and outdoor pursuit centers for children with disabilities, professional football (soccer) stadia, and sport equipment manufacturers in each country. In each case, students reflected on similar situations in the US and wrote about this in their daily journals.

Upon return to the US, the main assessment for learning in this area was through a 2000 word minimum Comparative Sport Paper, in which they compared and contrasted a sport, game, form of human movement, or method of sport provision in Wales and/or England and/or Scotland (at least two of these) with the US. Papers focused on how cultural ideas, values and attitudes are expressed through the sport, game, form of human movement or sport provision.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Of the 6 students who took this class, based on data from the journal and paper 3 (the Comparative Sport Paper), 2 students demonstrated GELO 1 at a very high level (A or A- on the journal and this essay) and 4 students demonstrated this GELO at a high level (B+ or B on these assignments).
I gave the students 3 weeks from the date of their return to the US to complete the paper; next year, I will shorten this time slightly so that their experience is slightly more fresh in their memories.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.

I believe the variety of assessments (3 total papers plus daily journal) was appropriate. With 3 papers, each of which was given extensive feedback in writing and a meeting in person, students were able to see what they might have needed to work on in terms of either writing (syntax, spelling, referencing etc). and/or ability to address the subject (content) and improve/develop over the duration of the course. As indicated above, I will change the timing of the last paper.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

This course was first offered summer 2016 as an international experience in Great Britain. It was taught by Shirley Reekie with meetings during spring 2016 in preparation for the international experience. The course is aligned with the Area V goal, GELOs, content, support and assessment.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

The number of students taking this class was 6, thus oral presentations were easy to incorporate within pre-trip classes. Students wrote a total of 3 papers (first was 1000 words, second was 1000 words and third was 2000 words). After each paper, each student was electronically provided with written feedback and then the instructor met with each student to discuss ways to improve for the next paper.