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: Summer 2017  
# 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 SLO(s) were assessed for the course during the AY?

Summer 2017 (as part of faculty-led program (FLP) to Great Britain; stayed 1 week in Wales, 1 week in England, 1 week in Scotland) – GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

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

GELO #1: 1 section, 5 students total (1 student never attended but remained on the roster). Of the remaining 4, 3 students demonstrated a high level of achievement and 1 student demonstrated an average level of achievement.

Achievement of this GELO was evaluated from data collected from the Cultural Sport Narrative Paper and the Comparative Sport Paper. In the Cultural Sport Narrative Paper, students explored a sport, game, or form of human movement from Great Britain, Wales, or Scotland. Cricket was a popular choice as it was played by students at SJSU before going abroad, and students watched a cricket game and participated in a cricket practice while abroad. In their papers, students discussed the rules of the game or sport and its historical and/or cultural significance, as well as its relation to and impact on US sport and games. In the Comparative Sport Paper, which was completed after students returned from their study abroad program, cultural values, ideas, or attitudes expressed through sport, games, or human movement in England, Scotland, Wales, and the US were discussed. For example, one paper addressed leisure provision for individuals with disabilities in the UK (England, Scotland, Wales) and the US. The American with Disabilities Act in the US (effective 1992) was compared and contrasted with the Disability Discrimination Act of 1995 in Great Britain. The student discussed her preconceived ideas and compared and contrasted them with what she experienced abroad when the group visited an outdoor pursuits facility in England designed for individuals in wheelchairs. She also cited a research study that included interviews of children in Wales who use wheelchairs.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

This is the second time this course has been taught as part of a faculty-led program to Great Britain. Each student exceeded the minimal writing requirement by at least 2 pages; they had much to write about, and in good detail. The Cultural Sport Narrative Paper was completed prior to the visit and was referred to in the final Comparative Sport Paper, which was written after students returned to the US. Thus, it formed a useful personal baseline, and this timing will be kept for next year. Because students “lived” this experience, their papers written after the visit were extremely rich in both researched and observed detail. Having spent some time in each of three countries, students gained valuable cross-cultural insights through personal interactions with locals.
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?

Only 1 section of KIN 111ITL was offered during the 2016-17 academic year. As indicated above, it was offered as a FLP during summer 2017 with students learning about sport, as a form of human expression, in three cultures outside the US: England, Scotland, and Wales. It is consistent with the goal of Area V, to give students an appreciation for human expression in cultures outside the US. For this particular course, the form of expression is sport, games, or human movement, and students develop an understanding of how that form of expression has developed over time, as well as how games and sport in cultures outside the US have influenced American culture and society. The faculty member leading this study abroad experience was Dr. Shirley Reekie, whose areas of expertise are sport history and international/comparative sport.

(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.

Area V has an enrollment limit of 40 students; 4 students participated in this FLP. Written papers were completed before going abroad as well as after returning to the US. Writing exceeded the 3,000 word minimum by at least 500 words. The faculty member, Shirley Reekie, has taught KIN 100W and provided feedback on the writing assignments and opportunities for students to practice and revise their writing skills.