

ANNOTATED SAMPLE: MUGGLES STUDIES 101

**Assessment Form: Learning Objective 4**

***Exploring Past and Present: Perspectives on Societies and Cultures***

*Curiosity about society and its institutions is central to an engaged life. In addition, informed citizens should have an understanding of individual and collective behavior in the past and present. To address the challenges facing the world today, citizens must understand how these challenges arise and the roles that individuals, communities, countries, and international organizations play in addressing them. **Learning how to pose appropriate questions, how to read and interpret historical documents and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies. These skills enable students to examine the world around them and to make historically, theoretically, and empirically informed judgments about social phenomena.***

Instructor: Burbage, Charity

Semester / Year: Advent 2024

Course & number (e.g., AMST 101 or ART 102): MGST 101

Count sections, not students.

Students actually assessed will be counted below.

Number of SECTIONS assessed for this report: 2

**Important:** *Count only students who completed the assessment exercise. Do not count students you were unable to assess for some reason—absence, missing work, etc.*

*Please keep in mind the distinction between General Education learning objectives and disciplinary learning objectives. While disciplinary objectives and Gen Ed objectives may reasonably intersect, they are not necessarily the same: it is possible for a student to fulfill a Gen Ed learning objective while not fully mastering the disciplinary content (and vice-versa). **The course grade should not be used as data for the Gen Ed assessment.***

**Student Learning Outcome:**

**Students are able to make informed judgments about social phenomena by reading and interpreting historical documents OR by using methods of analysis appropriate to social science.**

Briefly describe the assessment instrument. Each Student Learning Outcomes (SLO) may well require its own assessment instrument.

Assessment instrument:

Students completed written assignment focusing on 21<sup>st</sup> C application and relevance of two primary documents (Anti-Muggle Declaration of 1612 and the Defense of Muggles Proclamation of 1721), specifically in the context of current political climate (as evidenced in the news, videos, social media, etc.).

(reporting chart next page)

Enter the data for all sections (combined). *These are not course grades but evaluations of a particular assignment. Note comments re: "developing" and undeveloped" below!*

**Reminder:** Count only students who completed the assessment exercise.

Mastery / Category	Superior	Satisfactory	Developing	Undeveloped
Judgment / evaluation of social phenomena: <b>Interpretation of historical texts</b>	student produced a highly developed, nuanced interpretation of essential texts	student produced a sufficiently developed and thoughtful interpretation of essential texts	student produced an insufficient, overly general interpretation of essential texts	student produced a wholly deficient interpretation of essential texts
Number of Students	8	21	4	1
<b>OR</b>				
Judgment / evaluation of social phenomena: <b>Application of methods appropriate to social sciences</b>	student demonstrated high competence and sophistication in the application of methods of analysis	student demonstrated reasonable competence in the application of methods of analysis	student demonstrated developing (but not clear) competence in the application of methods of analysis	student demonstrated lack of any competence in the application of methods of analysis
Number of Students	No data in this line b/c not "methods appropriate to social sciences" (Note "OR")			

## Analysis and Discussion

*Review the assessment data. As informed by the data and your observations, discuss the points of strength and of concern for each of the SLOs within the Gen Ed objective. What activities, assignments, or other tasks seemed to have been more (or less) successful in promoting student mastery of each SLO? As appropriate, you may choose to refer to previous assessment reports in commenting upon the outcomes of this semester.*

Comments:

Clear, direct connection to the SLO

Students' grades on this assignment reflect that they could thoughtfully read and understand the primary sources, and they made reasonable connections with 21<sup>st</sup> representations in the media. They demonstrated that they could "connect the dots" between the historical documents and current socio-political situations.

We spent two class periods focusing on critical, patient reading of the documents, and I think that patient approach resulted in students' having a better grasp of the material and of how to read it in a 21<sup>st</sup> C light.

I did have one student who clearly did not understand—there were lots of absences, and the student withdrew from Sewanee for some reason. I did not include the 5 students who withdrew after midterms and did not complete the paper.

Good distinctions; students who did NOT complete the assessment should not be counted! (nor do you even have to mention them)

Good reflection on "what went right"

This analysis will directly connect to the modifications outlined below

The four “developing” students tended to “sweep” through the material, not taking time to get into the documents in depth and/or not exploring deeply the questions related to the present. They were content to make broad statements with minimal reference or example. I think I need to have students share at least one developed paragraph, if not a full draft, for discussion with their peers.

Doing so might move more students toward “superior.” The truly excellent students consistently addressed both the pro- and anti-Muggle movements of the 21<sup>st</sup> century, rather than focusing on just one side. These students were clearly building on their contributions to class discussions, and I will do more to directly prompt students toward consideration of both sides in class discussion.

Analysis reflects observations as well as data with attention to "how to improve"

### Modification(s) for Future Courses

*Identify at least one modification you will employ the next time you teach this Gen Ed objective (not necessarily the next time you teach this course) in order to promote student learning and mastery of one (or more) of the SLOs. State your modification assertively—not what you hope or will consider but what you’ve decided to change for next time and what you hope to accomplish.*

- *Modifications need not be sweeping (“I’m re-doing every lecture!”) but can be very focused (“I will add this extra assignment to address the SLO . . . I will take a class period to give students extra insight into [task associated with SLO] . . . I will develop a handout that offers a better introduction into [aspect of SLO]”).*

The focus is on Gen Ed, not discipline, so modifications may apply to other classes

Comments:

I will not teach this course for probably two years, but I will teach a G4 class next term (MGST 150, Muggles Studies Beyond Europe). I will have a similar research project and will require students to submit a draft paper for peer review so that they can see models and get feedback on their examination of the ways that old arguments continue to resonate in the present.

Direct statement of modification that WILL be implemented to improve student learning

**Optional: Reflections on student mastery of the *disciplinary* content or on other aspects of the course.** *Capturing these comments now may assist you in planning your next course(s) and / or assist in department-wide conversations about the curriculum. These comments will not be part of the campus-wide General Education record; they are for your own consideration.*

Comments: **Timely, informed reflections related to the *disciplinary* content can help the program refine and improve its curriculum (as per the major report).**

We need more faculty in Muggles Studies. We also need to include units in our MGST 101 course to incorporate an introduction to research methods, if we expect these students to succeed as majors.