Course Reporting Form for General Education Assessment

Core Area: International Perspectives

Learning Outcome: Cultural Identities

Course Title: Global Media

Semester and Year: Fall 2019

Course Instructor: Kim Kennedy White

Number of Students: 32

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Below Proficient**  Percent and  Number of Students | **Proficient**  Percent and  Number of Students | **Above Proficient**  Percent and  Number of Students |
| Core Area  Learning Outcome:  Explain the concepts of culture and identity | Describes the concepts of culture and identity in vague or uninformed ways | Offers cogent definitions and interpretations of concepts of culture and identity | Explains culture and identity in ways that deepen and extend the definitions of these concepts |
|  | 4 / 12.5% | 18 / 56.25% | 10 / 31.25% |

1. Brief description of Assessment for this Outcome

The assignment is a response paper in which students explore culture clash. The assignment asks them to: 1) identify and describe an example in which two or more cultures come into contact on a global level; and 2) explain and analyze the globalization outcome as a result of interaction (cultural differentialism, cultural convergence, or cultural hybridity).

2. Comments about Overall Student Performance

Overall, students did very well in identifying and selecting an example of culture clash. Students were able to connect their example to one of Lule’s globalization outcomes and explain their selection of cultural differentialism, cultural convergence, or cultural hybridity. A few students moved their discussion beyond the surface and into a more robust analysis and application of concepts. Students who were below proficient failed to follow instructions and include each part of the assignment in their paper; one person applied concepts from their business background rather than concepts from this class.

General weaknesses with student papers include: 1) identifying an example that is too broad (for example, discussing an American product that is integrated into the African market – rather than identifying a specific country or region); or 2) identifying an example that it too discreet to really show the representation of cultural values (for example, discussing the 1966 example of racecar drivers from Ford and Ferrari going up against each other – too specific of an example that doesn’t illustrate broad cultural values).

3. Recommendations for Teaching and Learning

The introduction of McDonald’s fast food chains in various parts of the world seems to be an effective way to discuss Lule’s culture clash concept and globalization outcomes. I have a couple of ideas for getting more students to “above proficiency.” First, I need to be sure that students really understand the definitions and differences between the global outcomes (cultural differentialism, convergence, and hybridity) – perhaps a brief multiple choice or short answer quiz would push students to fully understand the concepts.

Second, on the discussion board, I’ll have students go beyond the text and class notes by analyzing and commenting on the McDonald’s examples. Currently, I present the information in the class notes, but we usually move from there to generating our own ideas. It may be valuable for students to spend some time analyzing the examples presented in class more thoroughly before moving on to their own topics.

Finally, in preparation for the response paper, I have students brainstorm and provide their ideas on the discussion board as well as give peer feedback. In the future, however, I’d like them to go beyond idea generating and provide more analysis and writing to better flesh out these ideas before choosing one for their papers.

4. Recommendations for Assessment

The assessment for this core area learning outcome are clear, but it seems too broad to include both culture and identity in the same outcome. In the case of my student papers, we focused on cultural connections; it would be a good idea to provide a separate assessment for identity. Also, if we’re trying to get students to understand the international perspectives around culture, we should provide a more robust understanding of culture – for example, in my course notes for this section of the class, we explore and define what we mean by traditional / indigenous cultures, subcultures / countercultures, and mass / popular cultures.