

Course Assessment– Part B: Your Results & Analysis

#125

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JPN 103 First Year Japanese – Third Term– Yukiri Birkett – Spring 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

All students actively and successfully participated in a variety of individual and collaborative assignments that required critical thinking and problem-solving. They also presented creative projects that demonstrated their control of the language. The average score of the exam and two Kanji quizzes were 90%. Everyone scored above 85% on oral interviews. They were able to reflect on cultural similarities and differences after viewing a Japanese film and some videos.

1b. Report the percentage of students who mastered each outcome that you identified in (question 3) of your Part A.

Outcome 1: Communicate using appropriate vocabulary and mid-level formal speech when interacting with native Japanese speakers.

Outcome #1 *

Students will be able to explain and express their opinions in well-organized writing 80% of the time. They will be able to do various exercises successfully by using appropriate sentence forms and vocabulary.

% of students who successfully achieved the outcome: *

100

Outcome #2 *

Apply common cultural understandings and recognize cultural values when interacting with native speakers of Japanese and new authentic texts.

75% of students will be able to correctly use intermediate-level structures, including clauses such as “because”, to express their opinions on topics related cultural literacy.

% of students who successfully achieved the outcome: *

100

Outcome #3 *

Students will present projects and present collaborative mini-presentations in class.

85% of students will be able to successfully present their projects and score above 85 % on a rubric.

% of students who successfully achieved the outcome: *

100

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Overall, all students have made outstanding progresses in the process of the course. However, due to schedule conflicts with work, two students were some difficulty catching up. Therefore, the instructor made an extra time for individual tutoring. Additionally, a variety of activities, assignments, tests, and materials help students use critical-thinking skills, creativity, and collaboration.

By the end of JPN102, usually there is a little gap between some advanced students and those who manage to process many complex grammar. This class had such a gap; however, a variety of pair work and activities eventually helped the entire class to succeed with a right amount of motivation, empathy, and challenge. One student who was lagging behind made the most progress by the end of the course.

Finally, 70% of the students, along with another student from JPN203, organized cultural activities at the CGCC Cultural Festival that earned recognition from local community. Some people came back because of the last year's Japanese activities. Therefore, students applied their cultural literacy in concrete situations.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

N/A

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

N/A

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Because of a variety of assignments and methods used, four skills (speaking, listening, reading, and writing), creativity, and critical-thinking abilities were assessed very accurately. The assignments and feedback also helped each student to become aware of their own learning styles and language proficiency levels accurately. Students took the control of their learning, and became motivated to improve the areas where they thought were challenging. Intrinsic motivation is more efficient and powerful than extrinsic one.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

See the above. Due to schedule conflict with work for some students, the instructor provided extra individual tutoring.

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