

Course Assessment– Part B: Your Results & Analysis

#123

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JPN 203 Second 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. *

In terms of participation 100% of students were able to actively participate in a variety of individual and collaborative reading/writing assignment that required critical-thinking skills and adequately reflected on film/documentary used. 100% of students participated in various small-group activities to acquire and/or exchange target information. However, in terms of written production one student had trouble constructing some complex sentence forms consistently without the help of the peers or the instructor, which reflected the outcome of 70% in the results below.

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

Outcome 1: Apply broader cultural understandings and recognize Japanese cultural values to interact with native speakers of Japanese and authentic texts.

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 agree or disagree about topics by using a variety of sentence structures orally or in writing. Their writings will be graded against a rubric; they will score above 80%.

% of students who successfully achieved the outcome: *

70

Outcome #2 *

Outcome 2: Use intermediate-level Japanese grammatical structures and vocabulary to acquire information in more natural settings. 75% of students will be able to correctly use intermediate and advanced-level structures, such as a combination of simple and complex sentences, to acquire or exchange target information.

% of students who successfully achieved the outcome: *

70

Outcome #3 *

Outcome 3: Use effective communicative skills to interact with native speakers of Japanese by managing both mid-level formal and some informal levels of speech. 85% of students will be able to successfully converse with the instructor and score above 85 % on oral interviews. They will be able to score above 85% on oral presentation(s).

% 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. *

At the beginning of the course one student ,who had trouble understanding some complex sentence forms sometimes, happened to have a schedule conflict with work, which significantly affected his ability to catch up and stay consistent for intensive writing assignments. Because a couple of students had the problem to access the Internet at home for some weeks (This had never been the problem prior to this academic year at the other campus), the instructor switched from a hybrid format to a regular face-to-face course for a weeks. This helped the class to succeed in their language proficiency toward the latter part of the course. However, commitment the students had for the passion for cultural literacy and Japanese courses have been consistent. In the end, all of them made a huge progress, especially when compared to their proficiency level for JPN101!

A hybrid format had been very successful especially for the intermediate/advanced students in the past. However, this particular term, it was not a good-fit for the reasons listed above. The disparity between those who have access to the Internet and those who do not determines the success for a hybrid language course. A good lesson learned.

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

Please see the above.

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. For some weeks, the instructor switched to a hybrid to face-to-face regular course in order to help students who were not able to have had access to the Internet.

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