

UNCC Scholarship Assessment Grant Recipient Final Report

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a. Describe What You Learned

The scholarship meetings with Elise Demeter began in early April with ongoing appointments approximately every two weeks through the beginning of August. Having the structured meetings, during a quite volatile season of change, forced me to progress throughout the summer on improving my course. As a black woman, first year faculty, during COVID-19, with children home, an ill family member, heaviness of racial brutality and an antagonistic political environment there was many a time I resented having taken on this contract, yet the structure and accountability pushed me to be productive when I felt like walking away. This training/mentorship was an extremely fruitful experience where learning is divided into three categories; connections, course content mapping and support in transitioning to an asynchronous online format.

Connections

In regards to connections, first connecting to the people in the Office of Assessment and knowing the support available was key. Elise introduced me to Stephanie Norander, from Communication Across the Curriculum, to discuss how I could strengthen the communication outcomes in my course and gain a better understanding of the larger program and general education picture. I also met with Patrick Madsen, Director of the Career Center, to collaborate for my course in helping my students, and those especially in the Anthropology Department, to network and exploit opportunities available through the Career Center. Working together, we discussed his perspective on the unique challenges faced by his staff in dealing with our students. He also provided my departmental stats on our recent grads and the context of the job search for our recent grads. These meetings resulted in Patrick guest lecturing in my class as well as further conversations with my departmental colleagues to understand where training in professionalization happens in our program and where we might be able to improve our practices. Relatedly, Elise provided information on the annual SLO report for Anthropology's undergraduate program. The report seemed like the program capstone course had most of the program-level assessment. As a new faculty, having this information, I was able to jump into broader departmental discussions on ways that other classes, especially those I teach/develop can contribute to assessment efforts as well as improve student readiness to achieve the SLOs in their capstone projects. A ripple effect of these conversations has been an initiation of a weekly meeting with my colleagues that specialize in the Applied Anthropology track within our department to coordinate and align this part of the Anthropology program. Because of my scholarship, I also have had several meetings with our Library Content Specialist, Kim Looby and will be incorporating a section in my course on learning about library resources

and the difference between sources. In another unintended consequence, these meetings have helped me to build a professional research relationship with Kim Looby, a resource that I might have otherwise overlooked.

Course Content & Mapping

In addition to sharing a wealth of experience and advise, Elise referred me to multiple online resources. I learned about backwards design, inclusive teams, different elements to consider for designing group dynamics and projects, scaffolding activities/assignments, peer review and course mapping. She worked closely with me to work through my original course objectives and evaluate where they were missing the mark and how I could better align my objectives, activities and assessment into a coherent learning experience. She also shared content on her Elevator Pitch materials she implemented with an Engineering course that I am now working with her to integrate into my course.

Support in Transitioning to an Asynchronous Online Format

Soon after the transition to online courses in April 2020 I attended the CTL webinar "Achieving the Essentials for Assessing Student Learning" offered by members of the Assessment Team where I gained several useful ways to adapt my course to the immediate circumstances. This support has continued as I went from originally only thinking about how to improve my in-person course to how could I thoughtfully design the course for both in person and online implementation. Elise assisted in conceptual design as well as logistical issues. For example, early in the summer we were given short notice to declare our fall course modality. As a new faculty I did not know the implications of online, asynch, synch, hybrid etc... Elise quickly communicated with John Smail and Heather McCullough to provide guidance that was useful for me and shared with the rest of my Department.

b. Describe how it will be incorporated into your instructional practice or curriculum

Please see pages 4-7 for the course map. The course map is a product of the discussions and resources reviewed during my scholarship period.

c. Describe the student impact (good, bad, or indifferent) or anticipated impact.

I have not taught the course yet, so I do not know the impact. I anticipate the impact to include students having a clear idea of what they need to do, why, and feeling satisfied with their own learning and growth. Fortunately, I have been assigned an undergraduate Honors Student Teaching Intern to the course. This student actually took the course previously. As one of her assignments I will ask that she provide feedback comparing her experience in the previous course with what she perceives in the revised course. I will also compare end of semester evaluations.

d. Describe what you plan to do differently because of your project.

- The Course Spanning Project has much more clarity in directions. Instead of allowing students to choose their own topic I am creating pre-set options that they can choose from. All of the steps of the project are designed with more attention to what content and activities will help students to complete the final project. I have more intentional scaffolding.
- Inclusion of structured peer-review and rubrics.
- Rather than 4 exams/quizzes they will be broken down into weekly quizzes that include a low stake writing response.
- I cut content that seemed superfluous and took the time to really reflect on my course objectives in the context of our broader program.
- Based on my meetings I added a module on library and career center resources as well as the Elevator Pitch assignment.

Course Mapping ANTH 2171

Action, Justice and Change: Introduction to Applied Anthropology

Old Course Objectives:

By the end of this course, the student should have learned the following:

- knowledge of the domains in which applied anthropology is carried out.
- the roles of applied anthropologists in the workplace.
- knowledge and familiarity with the way applied anthropologists employ anthropological research methods.
- examples of how applied anthropologists draw on anthropological concepts and perspectives, such as the holistic perspective, the cross-cultural perspective and cultural relativism.
- the ethical issues involved in applied anthropology, awareness of positions of power and bias and familiarity with the ethics guidelines followed by professional anthropological organizations
- how theory and practice interact in applied anthropology

New Course Objectives and Module Objectives

1. If students have learned about applied anthropology, then they should be able to explain what is anthropology and applied anthropology by completing an email/facebook post to a family member or friend explaining applied anthropology, why you think it is relevant in the world today, an example of where anthropology did harm and what are some potential opportunities for you to do good applying anthropology.
 - Know what is anthropology and its subdisciplines
 - Understand what makes “applied” anthropology versus “traditional”
 - Awareness of the history of anthropology—the good, the bad and the ugly
 - Define main concepts of anthropology—holism, cross cultural, cultural relativism, ethnocentrism, race as a social construct and human differences
 - Provide examples of how a discipline and science change by the people and choices of what to study
2. If students have learned about applied anthropology, then they should be able to identify ethical issues involved in applied anthropology and build awareness of their own positions of power and bias by completing an “isms” self-portrait activity.
 - Define power?
 - Examples of bias?
 - Define the isms
3. If students have learned about applied anthropology, then they should be able to evaluate the different types of sources and understand the information timeline that influences research by completing a Coggle mind map of different information sources gathered using the UNCC library.
 - Find an example of each of the four types of sources presented

- Coggle Mind map with attached sources or just a traditional annotated bibliography
4. If students have learned about applied anthropology, then they should be able to list potential roles/careers of anthropologists in various workplaces and identify the resources available on campus through the UNCC Career Center by completing quizzes and reflections based on the readings and modules with the career center.
 - Connect with UNCC Career Center
 - Describe how subdisciplines within anthropology can lead to or enhance careers in different sectors
 - I love anthropology but how will it help me on the job market?
 - What are my options with a background (minor, major, degree, MA, Ph.D) in anthropology?
 - What are my options for study abroad, research and internships, working with faculty?
 - What are the resources on campus to support me in being “marketable”? (writing, communication, library, grad school prep, etc..)
 5. If students have learned about applied anthropology, then they should be able to apply an anthropological method by completing an interview or participant observation session for their course spanning project.
 - Identify methods and approaches used in anthropological research
 - Know what is participant observation, interviews and focus group discussions and why and when we use them.
 - Learn what to observe, how to take notes and write a summary of a participant observation event.
 - Learn how to write and ask interview questions and write a summary of an interview.
 6. If students have learned about applied anthropology, then they should be able to communicate how anthropological methods and concepts can inform modern issues by completing the course spanning project which requires a group written case study summary to a stakeholder and an individual elevator pitch.
 - Define what is a case study and its elements
 - Match an anthropology concept or theory to their case study
 - Collaboratively write a case study
 - Synthesize information collected from different sources—library, interviews, observation
 - What is an elevator pitch?
 - Put together elevator pitch
 - Peer review elevator pitches

Previous Course Assessments

Course Assessments:

Reading Reflections - total of 4 *20= 80

Quizzes – total of 4*25= 100

UNCC Game Plan= 10

Course Spanning Task A= 10

Course Spanning Task B= 25

Course Spanning Task C= 10

Course Spanning Task D= 25

Final Course Spanning Presentation - 30

Total possible points: 290

Revised Course Assessments Matched with Activities & Objectives

Graded Items	% of Final Grade	Points	Objectives
Quizzes	25%	250	1, 2, 4
Library Sources	10%	100	3
Group Course Spanning	30%	300	2, 5, 6
Isms Activity	5%	50	2
Elevator Pitch	20%	200	6
Letter to Aunt	10%	100	1, 4
	100%	1000	
Graded Items	# Assigned	Points Each	Total Points
Quizzes	12	20	250
Library Sources	4	25	100
Group Course Spanning	5		
A. Problem Ann Bib		60	
B. Guide		50	
C. Indiv Summary		70	
D. Case Study		100	
E. Participation		20	300
Isms Activity	1	50	50
Elevator Pitch	4		
A. Content Quiz		20	
B. Worksheet		30	
C. Peer Review		50	
D. Elevator Pitch		100	200
Letter to Aunt	1	100	100

Course Modules for Course Spanning Project Draft

Module 1: Course Introductions

Module 2: Applied Anthropology Then and Now

- Choose Topic
- Get to know Group Members

Module 3: Applied Anthropology Ethnography in Action

- Review Project Requirements

Module 4: Making Social Science Matter Building Collaborations

- Library 1 & 2

Module 5: Ethics, Power and Bias

- Library 3 & 4

Module 6: Ethics, Power and Bias

- What questions would you ask? To who and why?
- What would you want to observe?

Module 7: Applying Anthropology Toolkit

- What questions would you ask? To who and why?
- What would you want to observe?

Module 8: Applying Anthropology Toolkit

- Conduct an interview/observation

Module 9: Linking Theories

- What theory best fits to your case study and why?
- Write Up Case Study

Module 10: Health, Development and Humanitarian Assistance

- Write Up Case Study

Module 11: Business, Technology and Design

- Elevator Pitch 1 & 2

Module 12: Government, Military

- Elevator Pitch 3 & 4

Module 13: Tourism Heritage

- Elevator Pitch Final

Module 14: Job Advice

Module 15: Course Conclusion