

**APPLICATION FOR PROFESSIONAL LEAVE
DURING FALL 2005 QUARTER**

Proposal

Submitted by Wei Djao – December 3, 2004

A. DESCRIPTION OF THE PROJECT

1. Abstract

I propose a professional leave in the fall 2005 quarter in order to develop assessment strategies and rubrics for Global Studies (GS). They will help me improve my teaching by making assessment a regular feature of classroom activity. Thus I shall have a better idea whether the students are learning in accordance with the Global Studies Learning Outcomes and adapt my pedagogy accordingly. In the process I shall also update my knowledge in Global Studies and bring current developments in the field to the students.

Assessment is an important part of teaching and learning. It is one of the key areas of concern to the college as we prepare for the re-accreditation visit in 2007. My sabbatical leave will be part of the renewal process by making assessment an essential and integral feature of teaching and learning Global Studies.

2. Objectives, Plan and Timeline

a. Objectives

First, to develop assessment strategies and rubrics of Global Studies Student Learning Outcomes for the following three courses:

ISP 101/SOC 101 The Global Society

ISP 205/WMN 205 Women in the Global Context

ISP 251/HIS 251 History of China

Second, to update my knowledge and pedagogy in Global Studies and in doing assessment through scholarly exchanges with colleagues here and abroad, observing their teaching, learning from their assessment experiences, and attending conferences, workshops or symposiums related to assessment and Global Studies.

b. Plan

My first objective of developing assessment strategies and rubrics of Global Studies Learning Outcomes stems from the review and revision of the A.A. Degree that took place in the Seattle Community College District in 2002 – 2004. The District Global Studies Working Group in the process developed this overarching Global Studies Learning Outcome for the A.A. Degree in the District: **Discover the global society and the process of globalization from mostly, but not exclusively, non-Western local and indigenous perspectives.** This learning outcome was approved by the faculty of the whole SCCD on March 4, 2004.

The District Global Studies Working Group, in the review process of the A.A. Degree program, also revised the wording of the Global Studies Learning Outcomes in the 1996 A.A. Degree program. (The A.A. Degree requirement of five credits in Global Studies was established in 1996). The four revised Global Studies Student Learning Outcomes were approved by the Curriculum and Academic Standards Committee of NSCC in spring 2004. They are:

Outcome # 1: Students will be able to describe and analyze the historical, social, cultural, political and economic structures/processes of the global society.

Outcome # 2: Students will be able to explore beliefs, attitudes and ideologies of peripheral (non-Western) societies.

Outcome # 3: Students will be able to analyze the diversity of experiences and perspectives that exist within localities, regions and societies.

Outcome # 4: Students will be able to apply critical thinking and reasoned analysis to transcend overgeneralization and stereotyping.

In accordance with the revision of the A.A. Degree in 2004, the Global Studies Subcommittee at NSCC has also developed specific Curriculum Design Elements (CDE) for each of the four GS Student Learning Outcomes in Global Studies (see Attachment A). Each CDE helps to render the GS Student Learning Outcome more succinct so that it can be presented, discussed, demonstrated and evaluated in a course.

What I propose to do during my sabbatical leave is to work out a strategy and the rubrics of assessing each of the four GS Student Learning Outcomes for ISP 101/SOC 101, ISP205/WMN 205, and ISP 251/HIS251. In all, I shall develop twelve sets of assessment strategies and rubrics in Global Studies. I shall use one or more of the Curriculum Design Elements under each GS Student Learning Outcome as guidelines

The assessment strategy for each Global Studies Student Learning Outcome will consist of the following:

- (1) Structure and describe a learning activity task that my students will do as part of the learning experience related to Outcome 1 (or 2, or 3 or 4) for ISP 101/SOC 101 (or one of the other courses).
- (2) Establish and describe an activity or task (e.g. assignments, group presentations, small group discussion and writing, tests, etc.) that the students will do to demonstrate their learning related to the GS Student Learning Outcome described in (1) above.
- (3) Formulate and describe the rubrics of evaluating the activity or task described in (2) above.

In order to prepare myself for the tasking of developing twelve sets of assessment strategies and rubrics in Global Studies, I propose to do the following:

- (a) Reading recent publications in Global Studies (One example of reading material is the book entitled *Globalization and Terrorism* by Jamal R. Nassar, Rowman & Littlefield, 2005).
- (b) Learning about doing assessment through reading (e.g. the article “Introducing the Framework for Diversity Assessment and Planning” by Emily Lardner and Rhonda Coats in *Creating Rich Learning Environments on Campus*, Washington Center for Improving the Quality of Undergraduate Education, Fall 2004).
- (c) Attending and/or presenting papers at workshops, symposiums, or conferences related to Global Studies or assessment such as the following
 - The annual conference of Pacific Northwest Association for Institutional Research and Planning, which is usually held in the Northwest in late October
 - The conference **Maritime Asia and the Chinese Overseas (1405 – 2005)**, organized by the Inter-Agency Committee on the Chinese Overseas Databank and Research, Singapore, and Ohio University Libraries, Athens, Ohio, USA, to be held on 18 – 20 August, 2005 in Singapore. (See Attachment B for more details).

This conference is about migration of peoples and intercultural exchanges in the last 600 years, with emphasis on Asia. Given the interaction among scholars at the conference, I shall expand my knowledge in Global Studies by attending.

Furthermore, I hope to submit a conference paper proposal on the contact between China on the one hand and the Middle East and East Africa on the other since the time of seven ocean voyages led by the Chinese admiral Zheng He in the early 15th century. The contact with the Islamic world has had a profound impact on the Chinese society and has influenced international and intercultural exchanges to this day. The deadline for submission of conference paper proposals is December 15, 2004.

- (d) Updating my knowledge in Global Studies and assessment by visiting universities in Asia

In my proposal for a professional leave last year, I made arrangements with three universities (in Thailand, Malaysia and China). I propose to visit them during my professional leave in 2005 to accomplish the following:

- to exchange views and research findings with scholars in global development
- to learn from their experiences of assessment in Global Studies
- to make presentations at workshops and symposiums
- to observe their teaching
- to engage in discussions with students and faculty
- other professional activities

The purpose of the planned visits is to increase my knowledge in current global development, particularly in Asia, and to learn from colleagues in Asia how they assess student learning. As you can see from Attachment C, I am still welcome to visit Jinan University in Guangzhou, China. I have not contacted the other two universities and will not do so until I am granted professional leave. One cannot make this kind of requests too often without losing one's credibility and that of the institution one represents.

The three universities were chosen for their work in international socio-economic development, particularly in Asia, so that I can be current in my knowledge in Global Studies, particularly in Asian Studies. NSCC plans to offer A.A. Degrees in these two areas beginning next year. Khon Kaen University in Thailand and Tunku Abdul Rahman Universiti in Malaysia will help me learn about the Buddhist and Muslim cultures and influences in Asia respectively. Both universities have schools of Humanities and Social Sciences with emphasis on International Relations. Khon Kaen is located in the less developed rural Northeast of Thailand. A leading force in rural development, the university is an academic center for students from nearby Laos, Vietnam and Cambodia. In relation to my professional interests, Khon Kaen is in sharp contrast to the urban campus of Tunku Abdul Rahman in Kuala Lumpur that will help to deepen my knowledge of urban development in a predominantly Muslim society.

Jinan University in China established a department of Southeast Asian Culture and Education in the 1920s, the earliest university in Asia to focus on this region. It has an excellent collection of materials on various Southeast Asian societies as there have been political and trade ties between those societies and China for over two thousand years. My visit to Jinan University will update and deepen my knowledge not only of the current developments in China but also of international relations in East Asia (Japan, Korea and China).

I want to emphasize that this kind of scholarly exchange is vitally important not only to the content of Global Studies but to doing assessment. Assessment is about what and how the students are learning. In the field of Global Studies, as an institution the SCCD should be concerned that the students are learning knowledge that is up-to-date. Moreover, I shall also learn about assessment of student learning in Asian universities.

c. Timeline

Week 1 – 5 Expanding my knowledge of Global Studies and assessment by reading and visiting universities in Asia

Updating instructional materials and planning the assessment strategies for
- each of the Student Learning Outcome for ISP 101/SOC 101
- each of the Student Learning Outcome for ISP 205/WMN 205
- each of the Student Learning Outcome for ISP 251/HIS 251

Weeks 6 – 10 Developing 12 sets of assessment strategies and rubrics for three courses while continuing to my knowledge of Global Studies and assessment

Assembling the materials needed for assessment (e.g. coding sheets) so that I can actually put into practice the assessment strategies and rubrics, and collect data when I teach these courses after my return from leave.

Weeks 11 – 12 Completing reports and compiling visual materials (e.g. slides and videos taken in Asia) that will be used in instruction and assessment

3. Demonstration

I shall demonstrate that I have achieved my specific objectives by providing the college and the Professional Leave Committee with the following documents:

- a. Twelve sets of assessment strategies and rubrics:
 - one for each of the four GS Student Learning Outcomes for ISP 101/SOC 101
 - one for each of the four GS Student Learning Outcomes for ISP 205/WMN 205
 - one for each of the four GS Student Learning Outcomes for ISP 251/HIS 251
- b. Report of professional activities and scholarly exchanges with colleagues at Khon Kaen University in Thailand, Tunku Abdul Rahman Universiti in Malaysia and Jinan University in China
- c. Reports of any professional conferences attended

4. Additional Financial Support

I shall apply for the following grants:

- a. Presenter's Grant, Faculty Development Office if my proposals are accepted by the Pacific Northwest Association for Institutional Research and Planning and The Maritime Asia and the Chinese Overseas (1405-2005) Conference
- b. Internal Faculty Development Grant, SCCD – to cover expenses for travel to Asia

In the event that I do not receive support these two sources, I shall either proceed to the conference in the Northwest and to Asia on my own funds, or to update my knowledge without the benefit of much needed inputs from professional and international forums.

5. Return to Industry – not application

B. BENEFITS

1. Benefits to Students, Instructional Program, College and Community

- a. One very important benefit to students, the instructional program, North Seattle Community College, and the community in general is that I would have gained current knowledge in Global Studies. The Global Studies Learning Outcome in Seattle Community College District A.A. Degree calls for non-Western local and indigenous perspectives. To acquire and then present them to students requires time and effort. If the District supports the faculty to carry out the task that District claims to be doing – that is, leading the students to discover the global society and the process from mostly non-Western local indigenous perspectives – then the students will indeed be better informed about the world they live in, and become more analytical and engaged world citizens of the 21st century. The community by extension will also be better informed.
- b. The greatest benefit to students and particularly the instructional program is that there will be appropriate and useable assessment strategies and rubrics relating to each of the four GS Student Learning Outcomes for three Global Studies courses. This District has had Global Studies learning outcomes and a Global Studies requirement in the A.A. Degree since 1996. While there have been efforts to carry out assessment of student learning that would demonstrate whether they have in fact accomplished the learning outcomes, they were not systematic nor properly recorded. With the assessment strategies and rubrics that I propose to produce, I hope to modify my pedagogy so that there will be more effective teaching and learning.
- c. With the 12 sets of assessment strategies and rubrics in hand, I shall actually carry out assessment in the quarters after I return to the campus after my leave. By making assessment a regular and built-in feature of classroom activity, I shall have continual feedback on student learning. Thus assessment will promote more effective teaching and learning because it will ultimately demonstrate whether or not the Global Studies learning outcomes have been accomplished. The assessment results that I will eventually produce will be of significant interest to the accreditation body that will visit NSCC in 2007.
- d. The Asian American population in Seattle is increasing. About one-fifth of the student population at NSCC has Asian ancestry. Whatever current information about and perspectives from Asia will be of particular interest to the Asian Americans.

2. Benefits to Professional/Personal Development Potential for Instructor

- a. The greatest benefit to me professionally is that the assessment project will prepare me to carry out educational assessment in a reliable and systematic way.
- b. My teaching will improve when I have better tools with which to assess whether the students are learning what they are supposed to be learning, in other words, accomplishing the Global Studies Learning Outcomes.

c. I was hired to teach Asian Studies. Asian Studies became part of Global Studies in the revised A.A. Degree in 1996. I teach Global Studies with emphasis on Asia. It is of paramount importance that I keep in touch with developments in the world and particularly in Asia. This can be done through reading scholarly articles and books. However, it must be complemented by seeing and experiencing for myself what is going on out there in order to present the "local and indigenous perspectives" in class. I have ^{not} visited any foreign country except Canada since the summer of 2000. The proposed professional leave is very much needed for professional and personal renewal.

Thank you!