Assessment of Mosaic Programs

Integrative, Interdisciplinary Leaning Goals for Mosaics[1]
8/24/2018 2:11 PM

The American and Global Mosaics are intensive, interdisciplinary, semester-long research programs designed around ethnographic fieldwork and immersion in domestic and global communities.

Their objective is to encourage students to think reflexively about the diverse world in which they live as they engage in collaborative work with local, transnational, and international communities. The Mosaics provide opportunities for students to meaningfully apply what they are learning in the classroom, both theoretically and methodologically, to the world beyond – and to bring their experiences in the world back into the classroom. The Mosaics challenge students to ask significant and relevant questions of the people and communities with which they are working; to actively listen to what others say about their lives and realities; to reflect on their own lives, worlds, and perspectives; to design research that addresses the needs and interests of their partner communities; and finally to present what they have discovered in thoughtful, effective, and ethical ways to multiple audiences.

Students learn not only how to design and conduct research but also how to interpret, analyze and present their findings in various forms: written research papers and reports; conference presentations, video documentaries, audio podcasts, and multi-media websites. The design of a specific Mosaic program is driven by pedagogical and research concerns, and faculty interest and availability. Different Mosaic models have emerged, from a full semester of coursework taken by students with 2-3 faculty from different disciplines, to cluster courses, to a one credit course that integrates a "winterim" research trip or a summer school immersion course.

Guiding Questions – what are the learning goals of Mosaics?
What do we want students to learn, apply, achieve?

Mosaics come in different forms and address various issues; they also vary in the degree to which they engage and collaborate with communities (broadly defined). Mosaics are characterized by the following features that engage students in:

- Conducting fieldwork
- Making interdisciplinary connections across fields of study
- Applying skills, theories and methods learned in the classroom to field work/research
- Developing skills in research design, data collection, analysis, and presentation; there may be various methods of presentation to multiple audiences (multi-media websites, blogs, power points, video documentaries, research papers, community reports)
- Developing Multicultural Competencies and Self-Reflection that involves gaining a greater understanding of oneself, one's own community(ies)/country and/or issues in relation to others and their communities/issues
- Interacting and collaborating with communities (these may be place-based or interest-based)

Definition

Integrative, interdisciplinary learning is an understanding and a disposition that a student builds across courses and fieldwork, from making simple connections among ideas, experiences, and disciplines to synthesizing and applying what they have learned in the classroom to field research where they encounter new, complex situations within and beyond the campus. Such projects should be mutually beneficial to the students and the communities with which they are working.

Program Goals[2]	Exemplary[3]	Satisfactory[4]	Emerging[5]	Not Satisfactory
Transfer and Application of Knowledge and Skills *Adapts and applies skills, abilities, theories, or methodologies developed in the classroom to fieldwork experiences and new situations*	Adapts and applies skills, abilities, theories, and/or methodologies learned in the classroom to fieldwork experiences in ways that explore, analyze, and synthesize complex issues.	Adapts and applies skills, abilities, theories, or methodologies gained in the classroom to fieldwork experiences that explore and analyze complex issues.	Uses skills, abilities, theories, or methodologies gained in the classroom to the fieldwork research to contribute to an understanding of complex problems or issues.	Visits to communities or fieldtrips that do not require application of knowledge and skills to conduct research
Makes Interdisciplinary Connections Across Fields of Study	Mosaic courses and research projects integrate readings, data, and methodological and theoretical perspectives from multiple disciplines. Assignments require a synthesis of data/conclusions from multiple disciplines.	Mosaic courses and research projects use readings, data, and methodological and theoretical perspectives from multiples disciplines. Assignments require analysis of data from different disciplines but the focus of the analysis may be primarily in one discipline	Mosaic courses are clustered and students are asked to reflect on and make connections across courses or particular or issue. Assignments are given in individual courses so that students are gaining a multi-disciplinary perspective	Stand alone courses that focus on a particular community or issue.

Community Engagement and Collaboration	Projects (or some aspects thereof) are designed in collaboration with students/ faculty and the community. Multiple conversations/ discussions take place. Students spend significant time in the community working on mutually beneficial projects. Research findings/products are shared with and given to the community – may be in the form of multimedia websites, transcripts, reports, research papers, policy briefs, audio podcasts and/or video documentaries and presentations.	Students spend time in the community working on mutually beneficial projects, conducting interviews that shed light on community issues, needs, and perspectives. Research is shared with the community.	Research involve initial interviewing or surveys to identify community perspectives, needs/desires; collaboration or further engagement may develop.	Fieldtrips or speakers (while useful and important for classes do not constitute a Mosaic).
Course Learning Goals for Student Assessment	**Exemplary**	**Satisfactory**	**Emerging**	**Not Satisfactory**
Makes Interdisciplinary Connections Across Fields of Study	Independently synthesizes or draws conclusions by combining examples, facts, methods, and/or theories from more than one field of study.	Independently identifies and connects examples, facts, methods and/or theories from more than one field of study.	When prompted, connects examples, facts, or theories from more than one field of study.	Does not see or make useful connections between fields of study or interdisciplinary perspectives
Making Connections between Academic Coursework and Applied Fieldwork	Meaningfully **synthesizes** connections between academic coursework and fieldwork in ways that **deepen understanding** of different academic fields and research design, data collection, analysis, and presentation.	Effectively **selects and develops** connections between academic coursework and fieldwork.	**Makes basic connections** between academic coursework and research in the field.	Does not make relevant or important connections between academic coursework and the fieldwork experience.
Transfer and Application of	Adapts and applies skills, abilities, theories, and/or methodologies learned in	Adapts and applies skills, abilities, theories,	Uses skills, abilities, theories, or methodologies	Unable to apply the skills,

Knowledge and Skills *Adapts and applies skills, abilities, theories, or methodologies developed in the classroom to fieldwork experiences and new situations*	the classroom to fieldwork experiences in ways that explore and analyze complex issues.	or methodologies gained in the classroom to fieldwork experiences that explore complex issues.	gained in the classroom to the fieldwork research to contribute to an understanding of problems or issues.	abilities, theories, or methodologies gained in the classroom to the fieldwork encounter. Unable to identify the core issues.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a scholar and researcher in new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Able to reflect on and articulate what they bring to the fieldwork encounter, how one's own history and biography interact with and intersect with those with whom one is working. Aware of and sensitive to the history and biography of others whom they are interviewing or working with. Able to recognize complex contextual factors (e.g., works with ambiguity, nuance, and risk, deals with frustration, considers ethical frameworks).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific fieldwork experiences) to increase effectiveness working/researching in different contexts (through increased self-awareness).	Unable to reflect on and articulate one's own strengths and limitation. Is defensive or unable to see oneself or others in socio-historical and cultural perspective.
Class Engagement	Always contributes to class discussion in positive ways by, for example, raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, and introducing new ideas and information that expand beyond assigned materials. Does not monopolize the conversation, listens when	Contributes regularly to class discussion in positive ways. Does not monopolize the conversation, listens when others talk and does not interrupt others. Engages actively in class and workshop exercises,	Occasionally contributes to class discussions in positive ways. Does not monopolize the conversation, listens when others talk and does not interrupt others. Engages actively in some class and workshop exercises, including activities	Almost never contributes to class discussion. Contributions are sometimes disruptive and detract from a positive learning environment. Tends to monopolize the conversation when does

| | others talk and does not interrupt others.

Engages actively and fully in all class and workshop exercises, including activities in Lima.

Seeks help outside of class when needed. | including activities in Lima.

Seeks help outside of class when needed. | in Lima, but is passive in some.

Seeks help outside of class when needed. | contribute, does not listen when others talk, and/or interrupts when others speak.

Engages infrequently in activities; is 'missing in action' in Lima.

Does not seek help outside of class. |

Guide for Reporting Assessment of Mosaic Program Goals

Mosaic Rubric	Exemplary[1]		Satisfactory		Emerging		Not Demonstrated	
	#	%	#	%	#	%	#	%
Transfer and Application of Knowledge and Skills Adapts and applies skills, abilities, theories, or methodologies developed in the classroom to fieldwork experiences and new situations		50		40		10		0% Proposals would not be accepted and developed into Mosaics
Makes Interdisciplinary Connections Across Fields of Study		50		30		20		

[1] Please describe what constitutes "Exemplary", "Satisfactory", "Emerging", "Not Demonstrated". Please include any rubric you used to evaluate the artifact.

Community Engagement and Collaboration		30		30		40		

We expect that Mosaics will be evenly divided among the top three categories with a few proposals that will not make it through the review process.

Guide for Reporting Assessment of Individual Mosaics

Student Learning Outcome[2]	Exemplary[3]		Satisfactory		Emerging		Not Demonstrated	
	#	%	#	%	#	%	#	%

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[1] Adapted in part with lots of modification from "The ACCU VALUE rubrics. These were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading." Additional ideas emerged from Neil Leary's assessment for his Global COP Mosaic fall '15. Susan Rose, February 2015.

[2] Note: The assessment of various Mosaic types does not suggest a value judgment on the usefulness of those that fall within the exemplary, satisfactory and emerging categories. While some Mosaics may represent the most robust form of community-based research that involves designing research in collaboration with community partners and on-going relationships and spin-offs, other Mosaics will be very useful in exploring new communities and relationships, new sites and methodologies for learning and cooperation, exploratory research, and develop opportunities for underrepresented disciplines and interdisciplinary collaborations.

[3] Examples of previous Mosaics that fulfill the requirements for exemplary status include: American Mosaics in Steelton, Patagonia Mosaics, Mexican and Latino Migration Mosaics, Nepal.

[4] Examples of previous Mosaics that that fulfill the requirements for satisfactory status include:

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[2] Please include the student learning outcome that you assessed.
[3] Please describe what constitutes "Exemplary", "Satisfactory", "Emerging", "Not Demonstrated". Please include any rubric you used to evaluate the artifact.

The Global Climate Change Mosaic and the South African Black Liberations Mosaic.

[5] Examples of previous Mosaics that fulfill the requirements for emerging status include:
The Mediterranean Migration Mosaic.

For the assessment of your Mosaic, you may want to pick one learning goal to assess and then provide feedback on what worked well, could have worked better – any suggestions you would have if you were to run this Mosaic again – or for others who are designing a Mosaic.

Thanks so much for taking the time and effort to do this assessment.