UNIVERSITY OF NORTH CAROLINA
CHARLOTTE
COLLEGE OF LIBERAL ARTS AND SCIENCES

STUDENT LEARNING OUTCOMES AND PERCEPTIONS OF A WRITING-INTENSIVE ONLINE LITERATURE COURSE ON HISPANIC WOMEN WRITERS

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HISPANIC WOMEN WRITERS (W)

- Undergraduate 3000-level Course (Writing Intensive)
- Content: Female writers of the Spanish-speaking world
- Challenging

- Teaching methodology
  - Flipped classroom

- Online – QM™ Rubric (8 Standards)

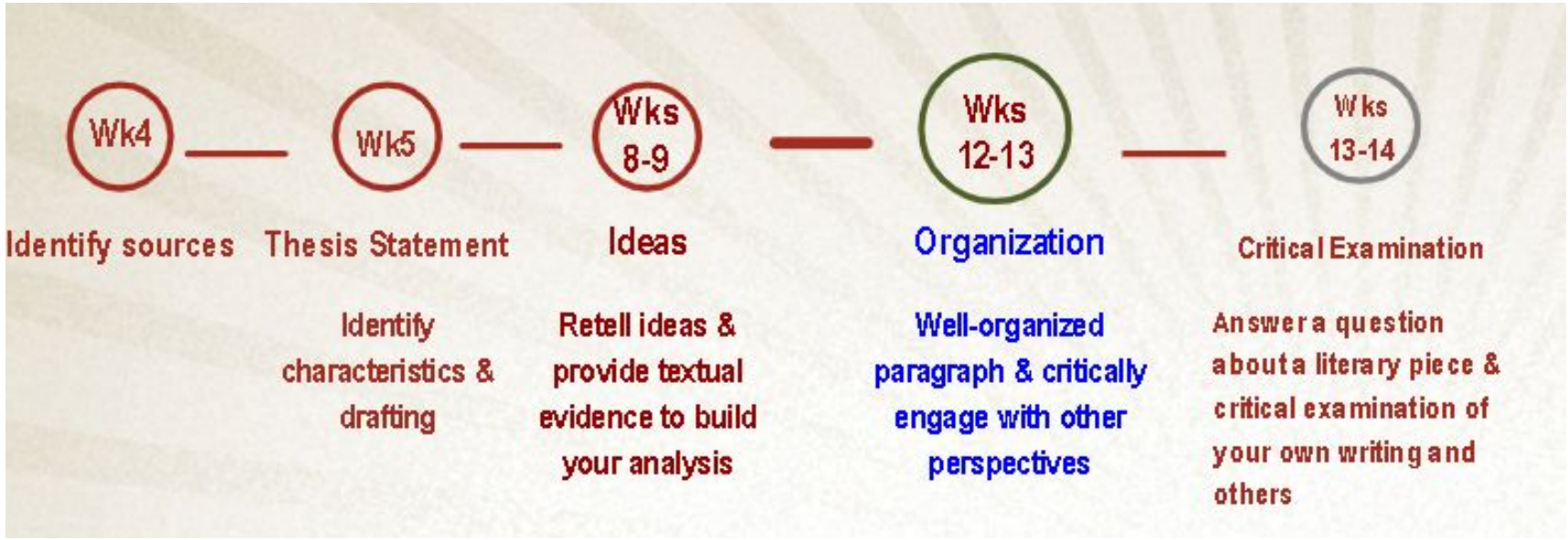
METHODOLOGY - ASSESSMENT AND MEASUREMENT

- Direct assessment - Performance criteria
- Indirect assessment (learner perception)
    - Beginning of the course
    - Midterm
    - Last week of classes
- Online delivery (20 students each)

Alignment Course Mapping

Weekly Objectives

CO4



ASSESSMENT AND MEASUREMENT

We identified SLO 4 objective that describes measurable performance.

SLO 4: Apply the process approach to construct a variety of written pieces.

Students critically examine and comment on their own writing. (Wk14)

Alignment with LO4:

Sample Assignment -- Discussion Board: Language and Negotiating Worldviews

1. Write a well organized multi paragraph answer (400-500 words)
2. Read your classmates responses and compose a well-organized answer (300-400 words)

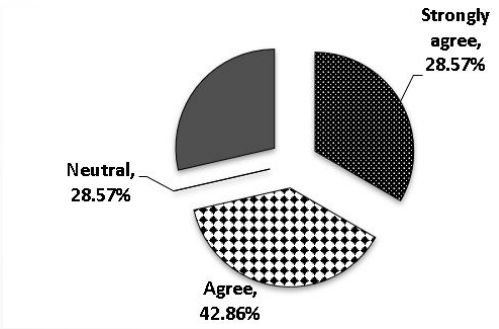
Results - Direct Assessment

LO4: Apply the process approach to construct and variety of written pieces.

Performance Indicator (%)
Online
76.8

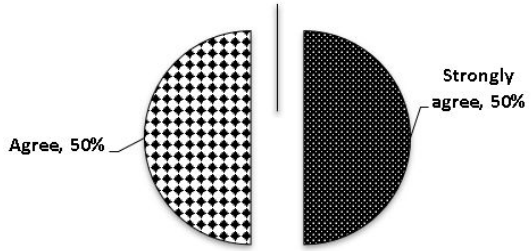
Results – Student Perceptions

Beginning



I feel very confident about my writing skills in English.

End



I feel more confident about editing my own writing.

RELEVANCE

- Autonomous learning in scaffolded assignments
- Peer-to-peer interaction
    - peer reviews
    - discussion boards
- Show instructor expectations with directed feedback
- Very specific assessment metrics
- Systematic evaluation of learning outcomes: Direct and explicit alignment between course objectives and materials, assignments and assessment (applicable to Gen Ed courses, W courses, etc.)

DISSEMINATION OF RESULTS

- Fernández Sánchez, P., & Rodríguez-Castro, M. (2021). *Achievement of Learning Outcomes in a Literature Course on Hispanic Women Writers: Face-to-face vs. Online Delivery.* Paper presented at the 70th Annual Mountain Interstate Foreign Language Conference, October 7-9, Furman University, Greenville, SC.

- Fernández Sánchez, P., & Rodríguez-Castro, M. (2020). *Literature Course on Hispanic Women Writers: Student Perceptions of Writing-intensive Assignments using a Partially Flipped and Active Learning Pedagogy*. Paper presented at 2020 SEACS (Southeastern Association of Cultural Studies), February 7-8, University of North Carolina at Charlotte, Charlotte, NC.

THANK YOU!

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