

DEVELOPMENT OF A SIGNATURE ASSIGNMENT IN FILIPINO CULTURAL COURSES

Filipino and Philippine Culture Program
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Introduction

The UHM Filipino and Philippine Culture Program focuses on developing cultural competencies among students. The program has 14 courses related to teaching culture. Popular courses such as *IP360 Food, Music, and Ritual* has up to seven sections.

To understand what students have learned, we need a shared assessment tool and evaluation criteria. This project presents that effort of developing a cultural competency signature assignment template to be adapted in all lower-level Filipino culture courses.



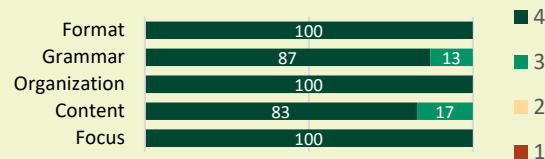
Assessment Activities

1. Implemented the signature assignment in Food Music and Ritual Courses that enroll over 88 students.
2. Four instructors scored their own students.
3. Three instructors collaboratively evaluated the 30 sampled student papers, 10 from each section.
4. Faculty collaboratively discussed and used results.

Signature Assignment Components

- Essay describing food comfort and related memories.
- Provide interesting introduction and well-defined conclusion.
- State the thesis statement clearly and provide supporting details.
- 2.5 to 3 pages, typewritten, double spaced pages, using Times New Roman, 12-point font.

100% students (n = 30) met expectations



Project Background

- Initiated based the recommendation from the [previous assessment project in 2015](#)
- To address one program student learning outcome on writing
- Initiated in Fall 2020 and encountered great challenges for faculty collaboration.

Department Facts

Number of faculty: 10
Number of students: 500-600/semester
Offers Filipino language, literature & Culture courses every semester & during summer.

Signature Assignment Evaluation Rubric <http://home.snu.edu/~hculbert/survive.htm>

	4	3	2	1
Focus, Purpose	Presents a well-defined purpose with an excellent title, introduction & conclusion.	Presents the purpose of the written task with a slight confusion.	Presents unclear purpose.	No purpose.
Content Development	Main points well developed with high quality and quantity support.	Main points well developed with quality supporting details and quantity.	Main points are present with limited detail and development.	Main points lack detailed development.
Organization	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.
Grammar, Mechanics/ Structure & Style	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. Effective use of rhetorical devices and tone. Creative use of sentence structure and coordination.	Essay has few spelling, punctuation and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons. Uses rhetorical devices to enhance content. Effective use of sentence variety.	Most spelling, punctuation, & grammar correct allowing reader to progress though essay. Some errors remain. Uses some variety in sentence patterns, and rhetorical devices.	Spelling, punctuation, & grammatical errors create distraction, making reading difficult; Errors are frequent. Less or no sentence variety, structure, and rhetorical devices.
Format	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.

Lessons learned

from the pilot

1. Signature assignment can be readily adapted and used in different classes/courses.
2. Instructors in the pilot increased dialog and collaborative discussion of students' performance, pedagogy, and assessment.
3. Students are in general doing well in *focus*, *content development*, and *format* and more attention needs in *organization*, and *mechanics/language use* areas.

Conclusions

A signature assignment is a great tool to assess the program learning outcomes.



A signature assignment promotes faculty collaborative discussion of Student learning, pedagogy, and assessment.



Next Steps: assess cultural competency

1. Literature review of cultural competency and appropriate reflection questions.
2. Conducted content analysis of the course descriptions and requirements of all the culture courses.
3. Studied the rubrics used at both the program and national level (e.g., Intercultural Competency VALUE rubrics)