

Global Indigenous Cultures and Healing Plants

M3: Summative Assessment Plan

Southern New Hampshire University

IDT 650 Learning Design III

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Summative Assessment Concept: Research Paper

Overview

The learning goals of this course state that a student will research, explain, and apply knowledge by contrasting, and comparing traditional healing practices and plants used by indigenous societies. These goals require all six of Bloom's levels of hierarchy: remembering, understanding, applying, analyzing, evaluating, and creating. Therefore, a performance assessment research paper that utilizes higher cognition skills will be most effective in assessing student's learning from the course. Since an objective summative assessment does not employ the higher levels of cognition, it would not be the most effective tool in assessing learning from this particular course.

External Standards

The standards that this course will adhere to are set forth by the Hawaii state policies that govern higher education and control the establishment of new academic courses and programs. As stated by *The University of Hawaii Board of Regents Policy, RP 5.201 Instructional Programs (2016), III. Policy A. New Programs 1*, "The board shall approve: a. The establishment of all new instructional programs granting academic credit leading to a degree or credential upon recommendation by the president."

Learner Characteristics

The target learners for this course are male and female adult learners, ages eighteen and up, from a diverse ethnic and cultural background. The students have completed the prerequisites of coursework in the subjects of biology, botany, anthropology, and ethnobotany. This coursework has prepared the learners with the foundation needed to support further learning

about specific botanical specimens and it's use by these cultures. They are all proficient in both written and spoken English language and all have demonstrated proficiency with research methods and computer technology.

Course Delivery Method

This course will be a hybrid class delivered online using web facilitated coursework within the Blackboard Learning Management System. A hybrid course will provide adult learners with the opportunity to be self-directed, yet find deeper meaning to the learning by participating with others in a social learning context. It will include video, audio and reading assignments. Social cognitive learning theory and experiential learning will be supported through class visits to traditional Hawaiian Healing practitioners and group research projects. The University of Texas at Austin Learning Sciences (2015) explains experiential learning, "...when students are given opportunities to learn in authentic situations ... like those provided in internships, field placements, clinical experiences, research and service-learning projects, the learning becomes significantly more powerful."

Assessment Plan

Formative assessment of each module of the course will be accomplished through the use of rubrics, reading, journaling, self, peer, and instructor feedback followed by end-of-module objective summative assessment quizzes. As the culmination and final product of a complex process of: research, critical thinking, source evaluation, organization, and composition, a final in-depth performance assessment research paper will be most effective in assessing the complex body of learning that is gained from this course. The process of researching and composing this

paper will assess the student's ability to build upon their learning from previous coursework by investigating, identifying, explaining, and applying knowledge in a research project that requires a critical, multifaceted comparison of the prompted elements. This summative research paper both reinforces and assesses learning by employing Merrill's five basic learning principles. These five principles are problem, activation, integration, application, and demonstration, and they are effective within an array of instructional and assessment strategies.

Specifically, this research paper will assess the student's ability to investigate, identify, explain, and apply knowledge about traditional healing practices of indigenous societies, the plants used in indigenous healing practices, and the ways that western society is now adopting healing practices of indigenous societies in alternative medicine. In choosing the topic for the research paper, students will select one illness or condition that is common to all humans, then choose two of the indigenous societies studied during the course. Using scholarly, reliable sources, the student will research, analyze, compare, and contrast the healing traditions of the two societies as they are dealing with the illness or condition. The external resources for this project should be research sources for information about modern and/or alternative medicine and how it has adopted a similar practice and/or use of plants in treating the same or similar illness or condition. In conclusion, the student will summarize all findings, then explain why they agree or disagree that modern medicine and/or alternative medicine can benefit from traditional indigenous healing practices.

As seen in Table 1, starting on page five, the critical elements and specific criteria to be evaluated in the paper are: Topic Statement and Conclusion; Clarity, Organization and Structural Development; Integration of Knowledge; Sources; and Mechanics and Citations. The evaluation categories are *Exemplary (100%), Proficient (90%), Needs Improvement (70%) and Not Evident (0%)*. The maximum number of points that can be earned for the paper is one hundred (100), and the maximum percentage that can be earned within each category is twenty points.

Instructional Prompt

Objectives:

Upon completion of this course, the student(s) will be able to:

- Explain traditional healing practices of indigenous societies around the world.
- Apply knowledge about plant use in global indigenous healing practices by effectively contrasting and comparing cross-cultural authentic healing practices.
- Research the ways that mainstream western society is/has adopted healing practices of indigenous societies.

Assignment Instructions

The final assessment assignment for this course is a research paper in which your learning from this course will serve as a basis from which to contrast and compare the customs and traditional healing practices of two different indigenous societies.

1. Using reliable, scholastic resources, and choosing from the material studied during the course, you will choose two different indigenous societies who share one common illness or condition. For example, if you choose to compare and contrast the practices of the New Zealand Maori and the Peruvian Q'ero Indians, you must also research their common illnesses and conditions. Then choose just one illness or condition and research, describe, contrast, and compare how the two societies treat this condition using plants and traditional healing methods. The more contrast in culture, location and healing traditions of your two choices, the more thought-provoking the comparison will be.

Topics to be explored are:

- The specific geographical location and proximity of your two groups.
 - Any common genetic origins.
 - Social conventions and customs, healing traditions and ceremonies.
 - Plants used, along with plant harvesting and preparation.
2. Then, using external resources not used within the course, research, contrast, and compare the ways that modern medicine and/or alternative medicine has adopted a similar practice and/or the use of plants in treating the same or similar illness or condition.
 3. Conclude with a summary of all of your findings and explain why you agree or disagree that modern medicine and/or alternative medicine can benefit from traditional indigenous healing practices.

Formatting

Your paper must be formatted according to APA style, in 12-point Times New Roman font, double spaced with a cover page, topic title, topic introduction statement, conclusion, and reference page, with a minimum ten (10) pages, not counting the cover and reference pages and a minimum of five (5) scholarly references.

Ethnobotany Research Paper Rubric

Table 1

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
Topic Introduction Statement & Conclusion	<p>Meets "Proficient" criteria, states the paper's purpose in a single concise, engaging sentence.</p> <p>Concluding remarks show analysis and synthesis of new perspectives or ideas.</p>	<p>States the paper's purpose in a single concise, engaging sentence.</p> <p>Concluding remarks show analysis and synthesis but do not examine new perspectives or ideas.</p>	<p>States the paper's purpose in a single sentence.</p> <p>Re-states the topic sentence without reframing it and/or introduces new material rather than new perspectives.</p>	<p>Incomplete and/or unfocused.</p> <p>Concluding remarks are missing or inadequate.</p>	20%
Clarity, Organization & Structural Development	<p>Clear and lucid wording and sentence structure throughout paper</p> <p>Demonstrated logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization.</p>	<p>Mostly clear and lucid wording and sentence structure throughout paper.</p> <p>Logical and subtle sequencing of ideas through paragraph development present but not perfected.</p>	<p>At least half of the paper has imprecise or ambiguous wording and sentence structure.</p> <p>Logical organization; organization of ideas not fully developed.</p>	<p>Imprecise or ambiguous wording and sentence structure throughout majority of paper.</p> <p>No evidence of structure or organization.</p>	20%

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
Integration of Knowledge	<p>Paper demonstrates application of concepts learned in the course.</p> <p>Concepts are assimilated and applied into the writer's original insights in comparing cultural traditions.</p>	<p>Paper demonstrates application of concepts learned in the course.</p> <p>Some concepts and conclusions are not supported and applied in comparing cultural traditions.</p>	<p>Paper demonstrates application of concepts learned in the course.</p> <p>No evidence of support for concepts and conclusions in comparing cultural traditions.</p>	<p>Paper does not demonstrate the application of concepts learned in the course.</p> <p>No clear comparison of cultural traditions in support of topic.</p>	20%
Sources	<p>Evidence is used from extensive scholarly sources, including lectures, course readings, scholarly journal articles, websites, and additional sources not used in course.</p>	<p>Some evidence is used from scholarly sources used in course, but outside sources are mostly non-scholarly.</p>	<p>Use of only a few scholarly sources used in course. No additional outside sources are used.</p>	<p>No use of scholarly sources from course. Only non-scholarly outside sources are used.</p>	20%
Mechanics & Citations	<p>Paper is correctly formatted, all material is properly quoted and cited in APA style.</p> <p>Correct APA works cited format.</p>	<p>Paper is formatted correctly. All material is properly quoted and cited in APA style with some minor errors with format.</p> <p>Correct APA Works Cited</p>	<p>Paper format has errors. Some material is unreferenced or inaccurately quoted and referenced.</p> <p>Errors in format or</p>	<p>Incorrect paper formatting.</p> <p>No attempt is made to</p>	20%

Critical Elements	Exemplary 100%	Proficient 90%	Needs Improvement 70%	Not Evident 0%	Value
	<p>No incomplete or run-on sentences. Correct use of spelling, grammar, punctuation, capitalization, word choice, and sentence structure. There are virtually no spelling or grammatical errors.</p>	<p>format with minor errors.</p> <p>Few incomplete or run-on sentences.</p> <p>Minor spelling or grammatical errors.</p>	<p>incorrect works cited style.</p> <p>A number of spelling and grammatical errors exist.</p>	<p>quote or cite material.</p> <p>Many spelling and grammatical errors.</p>	

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