

Course Title	Course Requirement	Team	Author	Comment Post	Recommendation	Comment
AMES 3873: Islamic Mysticism	GP	Team 2	mbe nner	04/13/2023 - 06:25	app	The syllabus explains how the course meets the global perspectives requirement. I believe that it does. The syllabus explains how the course meets the AH requirement. The syllabus does mention "small group discussions," so it seems that is part of the course, but there is no other explanation of the small group component of the class in the syllabus.Â
AMES 3873: Islamic Mysticism	AH	Team 2	mbe nner	04/13/2023 - 06:31	app	The ECAS description and syllabus include reference to essential elements of Core classes, but the pedagogical design that is needed to support these goals is implied and not explicit. The syllabus and ECAS note that small group interactions (essential to core courses) will happen in message boards and in class, but they don't mention any scaffolding, feedback support for them. The only reference to interactions in syllabus is under 'message board posts' which describe an activity that is based on individual effort/performance. There isn't any description of collaboration, guided interaction/dialogue. Perhaps this is in "participation" but this section, too, should have more details to support students and to be explicit around "what is thoughtful participation" in this course context? It is important (in the research on accessibility and equity) to be explicit and specific about what that entails. Generally, more details/evidence re pedagogical design would also be helpful in responses on ECAS but especially in syllabus section about Â "employ teaching and learning strategies to engage students in work of the field."
AMES 3873: Islamic Mysticism	AH	Team 2	amyl ee	04/13/2023 - 07:22	return	I would like to see more evidence/information about how the pedagogical design will support students' engagement in the intellectual activities that are part of the core. I don't get enough sense of how these outcomes are being scaffolded, supported, presented, assessed.Â

				The syllabus and ECAS do make a case that the theme is conceptually present in the course, but it does seem to be enacted primarily via content (readings, lectures?). I would find it helpful and important for the pedagogical design to support students' engagement of the intellectual activities that are part of the theme. I don't get enough sense of how these outcomes are being scaffolded, supported, presented, assessed. I am convinced they are present but just not how students will access/explore/develop them.Â	
AMES 3873:			04/13/		
Islamic		Team	amyl	2023 -	
Mysticism	GP	2	ee	07:26	papp