Protocol for Examining Student Work

1. **Introducing the work:** minimal information will be shared about the student work with the group avoiding value description – e.g., stating the course and the level, whether it is initial or advanced, and the assignment

2. **Examine the work:** individuals read the student work

3. Point out any aspect of the work noticed withholding judgment about quality or comments about taste.

4. Share general qualities of the work that they appreciate (e.g. student shows strong personal voice, paper is clearly composed, student uses primary sources, provocative use of imagery.)

5. Based on the reading (observations, etc) of the work, and knowledge of the assignment, describe what you view as the **purpose of the work**, pointing to the evidence in the work.

6. Describe what you view as student’s reflections about the nature of his or her work and learning (e.g. comments on the relevance of the work, the limitations of single disciplines, limitations of the work itself). Point to the evidence in the work.

7. Once the group has gained a sense of the reflective stance taken by the student in the work, the group discusses how student reflections reveal a developing ability to do interdisciplinary work.

8. What suggestions could be offered to this student to deepen the reflective stance they take?

9. The group determines the degree to which this purpose lends itself to or embodies integration or interdisciplinary work. Is there something in the purpose that invites students to make that integrative step?

10. Describe what you view as the disciplinary insights/modes of thinking or ability areas – what makes you say so. What are the overarching integrations of disciplinary perspectives attempted by the student, pointing to the evidence in the work. How is the student bringing things together—for instance, is the student offering a complex explanation, an aesthetic synthesis, a contextualization, a pragmatic solution, or some other product based on integration? (*Note: the form of the integration may be signaled in the assignment itself; the focus here is on what the work itself does. The inferred purpose of these things—the initial assignment and the student’s work—may be the same, or they may not.*)

11. Once the group has gained a sense of how the disciplinary insights seem to be coming together, discuss to what extent does the integration appear to enrich, enlarge, or deepen the student’s understanding of the issue under study? What suggestions might be offered to this student to deepen or develop their use of disciplinary insights or ability areas in the context of this work?

12. Raise any questions and concerns because of the examination of student work.

13. The group decides if the work represents a good examples of integrative or interdisciplinary understanding

**Reflecting on protocol:**
It is always helpful at the end to revisit the process, the protocol, considering what was helpful in the structure, and what was frustrating.