

# Theory, and Practice, and Outcomes! Oh My!

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# Background

- What is your educational background?
- Does your department currently create and implement SLO's
- Are your SLO's based on theory?



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# Learning Outcomes

- Identify and articulate five student development theories
- Translate student development theory into departmental practices
- Identify areas for measurable learning
- Write a measurable student learning outcome



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# Why Does Theory Matter?

- Uncover truths
- Base our practices on determined truths
- Explain why something happens
- Give us a lens to look through



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# Five Theories

- Astin's Theory of Student Involvement
- McClelland's Motivational Needs Theory
- Sanford's Challenge & Support
- Cog's Ladder
- Kolb's Theory of Experiential Learning



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# Astin's Theory of Student Involvement

## Overview:

In order for student learning and growth to occur, Astin said, students need to actively engage in their environment. Also, a more actively engaged student is more likely to integrate with and assimilate in campus culture.

- Student Involvement
  - The amount of physical and psychological energy that the student devotes to the academic experience
  - The quality and quantity of involvement will influence the learning and development that takes place



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# McClelland's Motivational Needs Theory

## Overview:

David McClelland is a leader in the world of motivational theory. He claims that workers are motivated by a combination of three different motivational need factors.

- Achievement
  - Finds motivation in meeting goals and advancement
- Authority & Power
  - Finds motivation in roles of authority, leadership. This person is also most successful when their ideas prevail.
- Affiliation
  - Finds motivation in community and being part of a team



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# Sanford's Challenge & Support

## Overview:

One of the first developmental theorists in the United States to study specifically development within college students, his theory examines student's development as a function of person-environment interaction. In the development lie **three** conditions:

- Readiness
  - Understanding the characteristics and needs of the individual student
- Challenge
  - The individual expectations and standards placed upon a student when set to a task
- Support
  - The 'safety net' given to a student



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# Cog's Ladder

## Overview:

Created by George O. Charrier while working for Proctor and Gamble, this model of group development and cooperation centers on the aspect of growth through certain stages, or steps. These steps in the 'ladder' happen in a linear fashion and groups must master, or understand, the stage they reside in prior to moving forward. The stages are as follows:

- Polite Stage
- Why We're Here Stage
- Power Stage
- Cooperation Stage
- Espirit Stage



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#### **STAGE 5 – Esprit**

- Creativity, trust, support, caring, openness, respect, acceptance

#### **STAGE 4 – Cooperation**

- Listening, cooperation, consensus, caring, openness, respect, acceptance, group identity

#### **STAGE 3 – Power Stage**

- Competition, win-lose arguments, control, withdrawing, criticism

#### **STAGE 2 – Why We're Here**

- Clarify purpose, sharing values, questioning, some risk taking

#### **STAGE 1 – Polite**

- Getting acquainted, sharing info, holding back, low conflict, hidden agendas, seeking approval



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# Kolb's Theory of Experiential Learning

## Overview

In 1984, David Kolb, then a Professor of Organizational Behavior, created a model displaying that “learning is the process whereby knowledge is created through the transformation of experience.” This led to a four-stage cyclical model that can be started at any point.

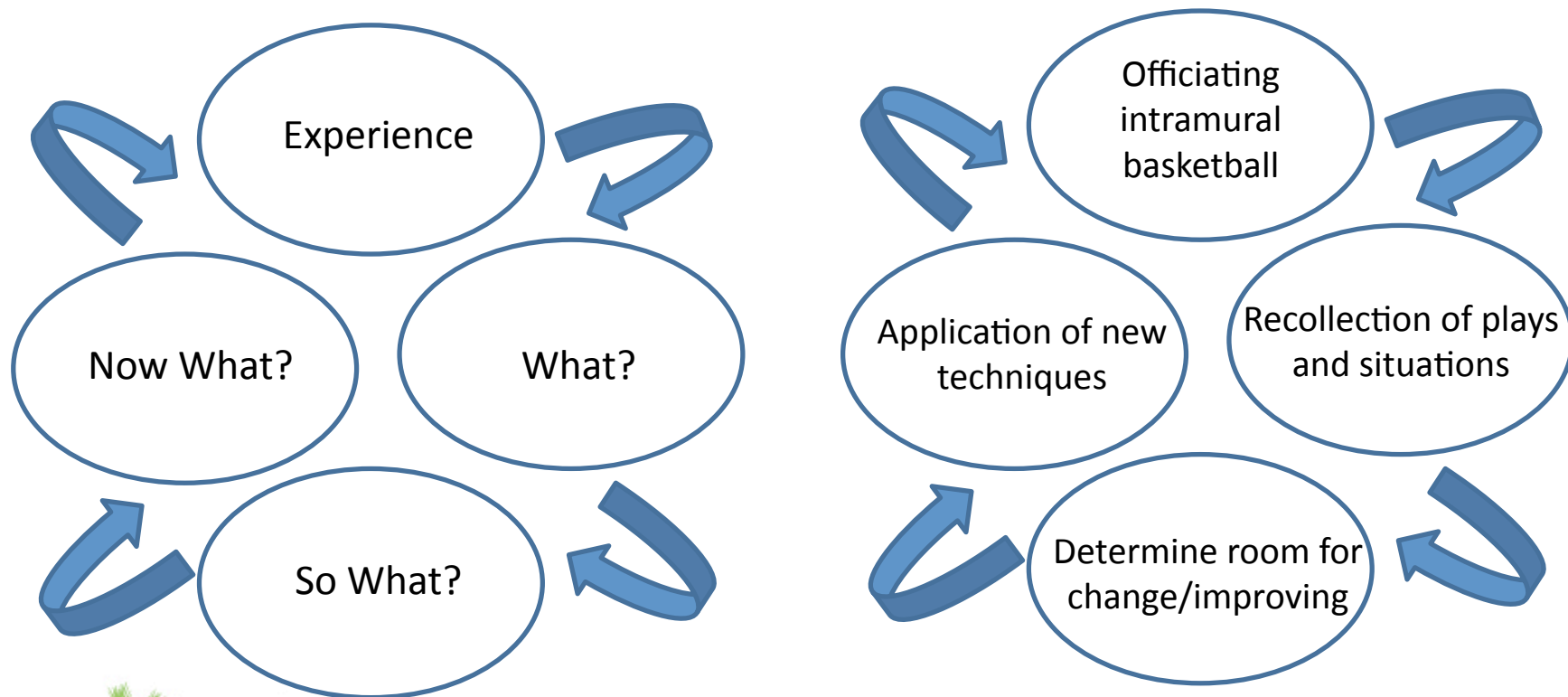
- Concrete Experience
  - Having an experience
- Reflective Observation
  - What?: Feelings, Facts, Substance
- Abstract Conceptualization
  - So What?: Meaning of experience, Interpretive, Why?
- Active Experimentation
  - Now What?: Applying lessons learned, Big picture



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# Kolb's Theory of Experiential Learning



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# ACTIVITY



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# What are Students Learning?

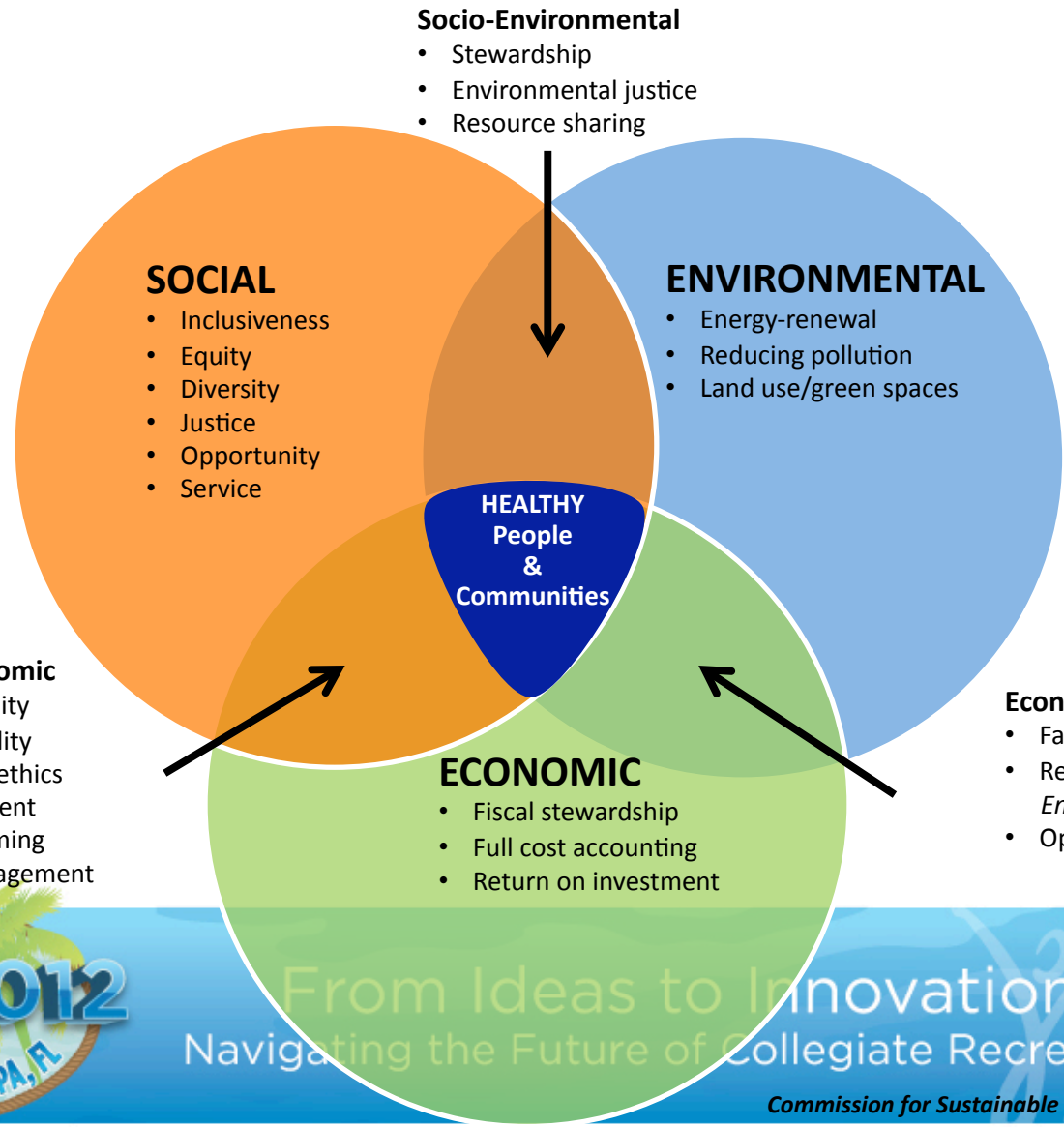
- Conflict Resolution
- Written Communication
- Time Management
- Emotion Management
- Decision Making
- Self Appraisal
- Customer Service
- Professionalism
- Leadership
- Response Under Duress
- Peer Supervision
- Ethical Decision Making
- Oral Presentation
- Sustainable Decision Making



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# Sustainability in Collegiate Recreation



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# Writing a Learning Outcome

- “The goal must be written in such a way that learning sites and opportunities are identified, outcomes are described and assessment procedures are clear”

-Learning Reconsidered 2, 2006



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# Learning Outcomes

- Specific
- Measurable way to prove that learning is taking place
- ABCD



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# ABCD Method

- Audience
- Behavior
- Condition
- Degree



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# Tools for Measurement

- Survey
- Articulation
- Quiz
- Demonstration
- Rubric
- Reflection
- Debrief
- Pre/Post Test
- Statistical Change
- Self-Report



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# Melissa's Example

As a result of participation in the Yoga Instructional Program, participants will be able to demonstrate 10 different yoga poses at the end of the semester.



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# Scott's Example

Students participating in the intramural officials' clinic will be able to utilize three preventative officiating techniques, as demonstrated by using them when observed by an intramural supervisor.



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# One More for Good Measure

85 % of students participating in campus recreation programs and services will self-report high to very high and levels of emotional wellness when asked on the end of the year assessment survey.



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# GROUP ACTIVITY 2



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# Value of SLO

- Provide feedback- are we really doing what we say we are doing?
- Help students explain what they know and what they can do
- Help to create intentional learning opportunities



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# Presentation LO's

- Identify and articulate a student development theory
- Translate student development theory into departmental practices
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# Questions



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