

We are Kind of a Big Deal: Moving from Event Planner to Educators

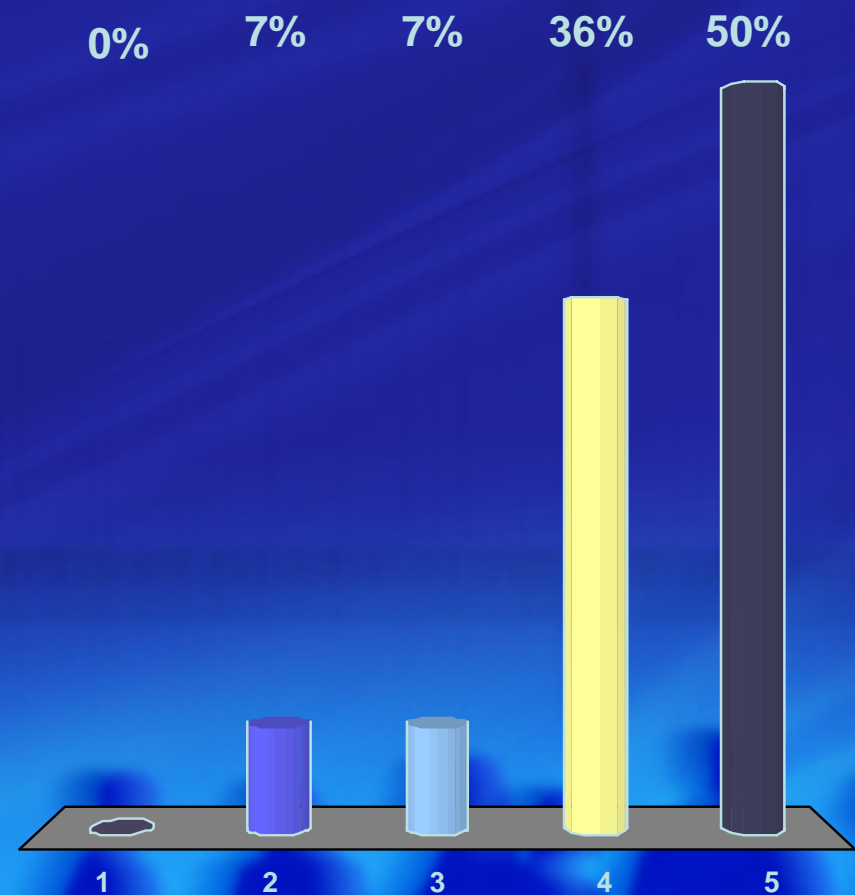
**Eva Frey Johnson
Amber Dehne**



Student Involvement & Leadership

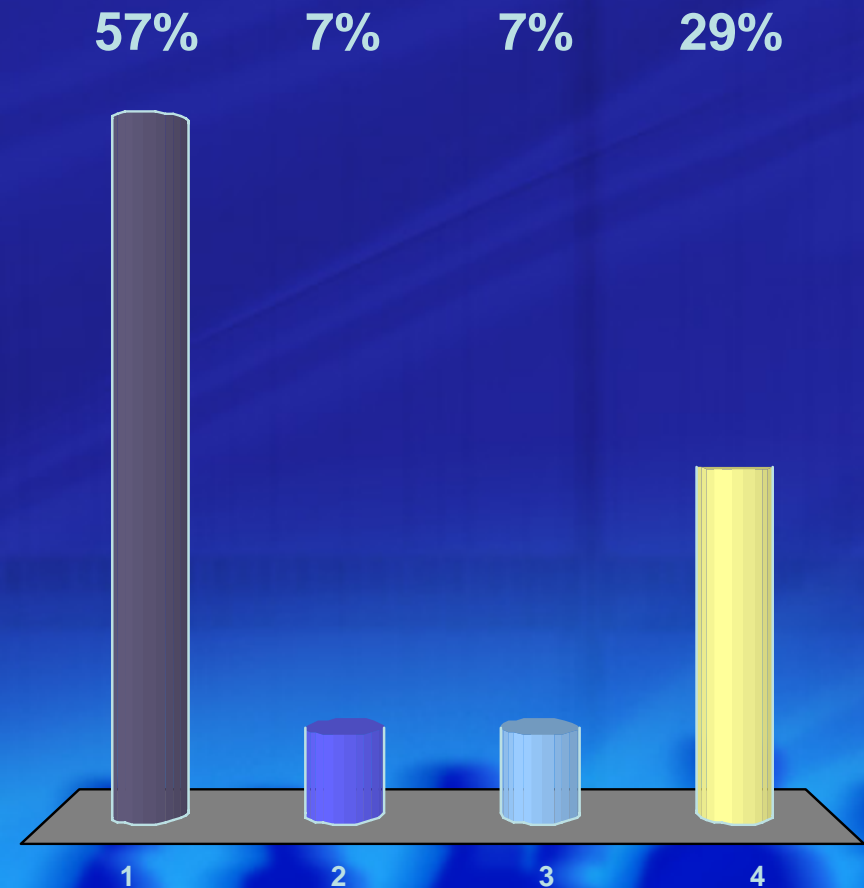
You would work well in our office if you:

1. Are introverted
2. Like donuts
3. Prefer dogs, not cats
4. Are committed to social justice
5. Enjoy a good margarita



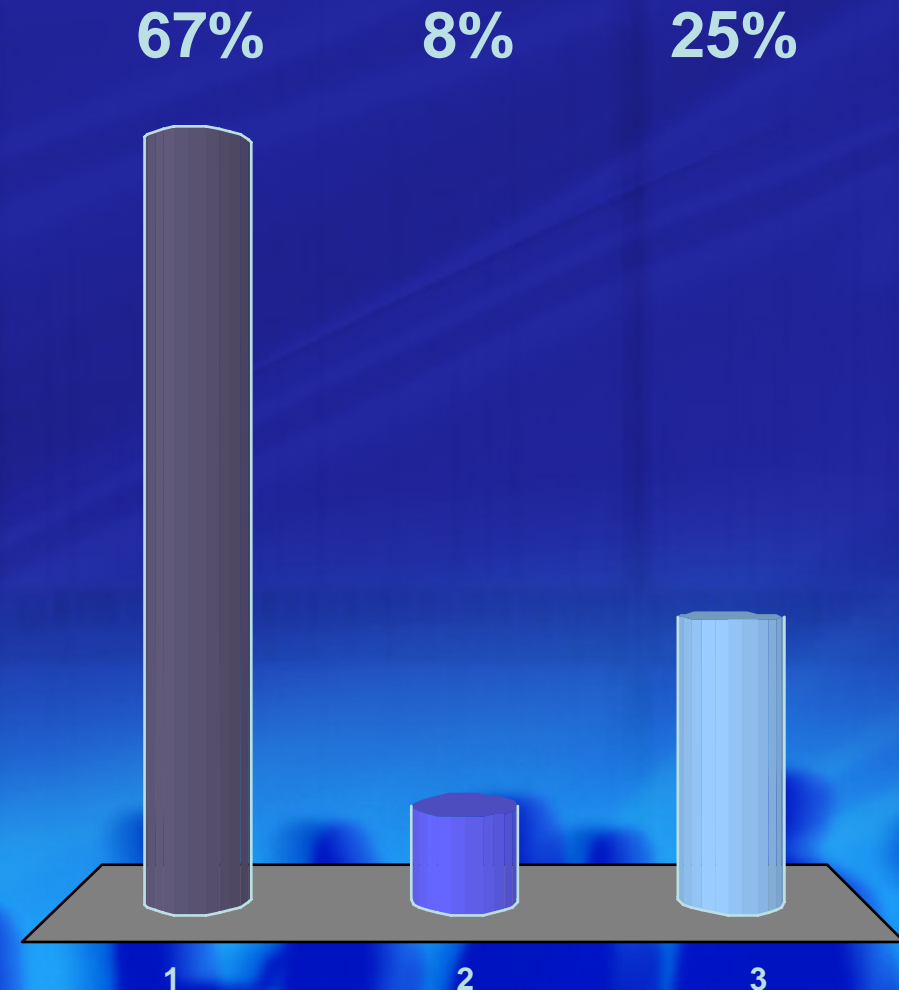
How much experience is in this room?

1. 0-5 years
2. 5-7 years
3. 7-10 years
4. 10+ years



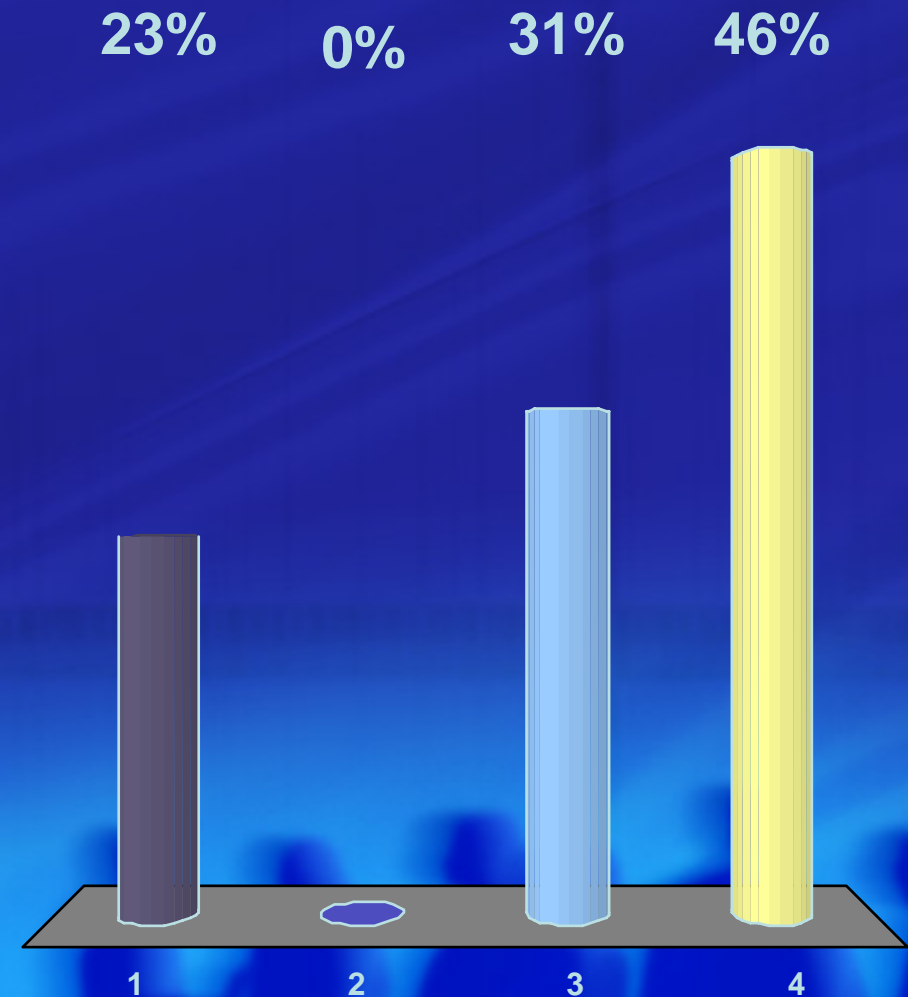
My preparation for my role on campus includes:

1. Student Affairs training
2. K-12 training
3. Discipline specific (public health, psychology)
4. No formal training



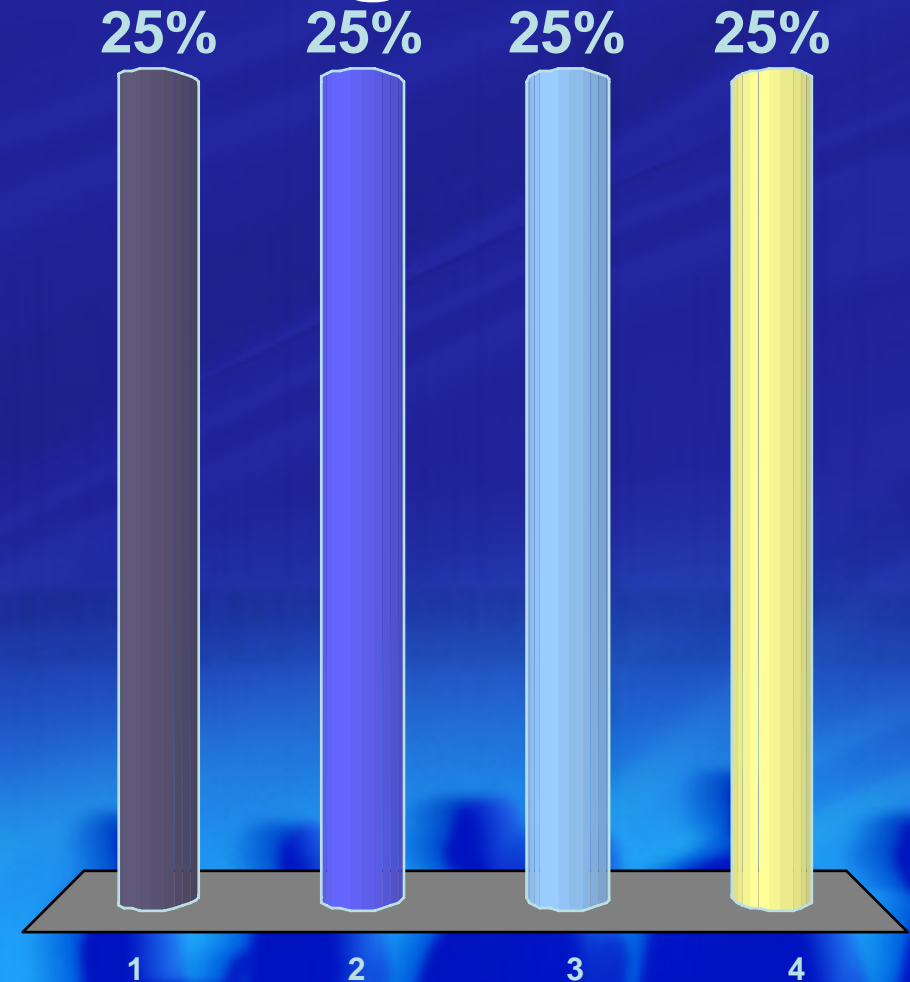
I have the most room for growth when it comes to:

1. Pedagogy
2. Praxis
3. Measurement,
Assessment and
Evaluation
4. All three!



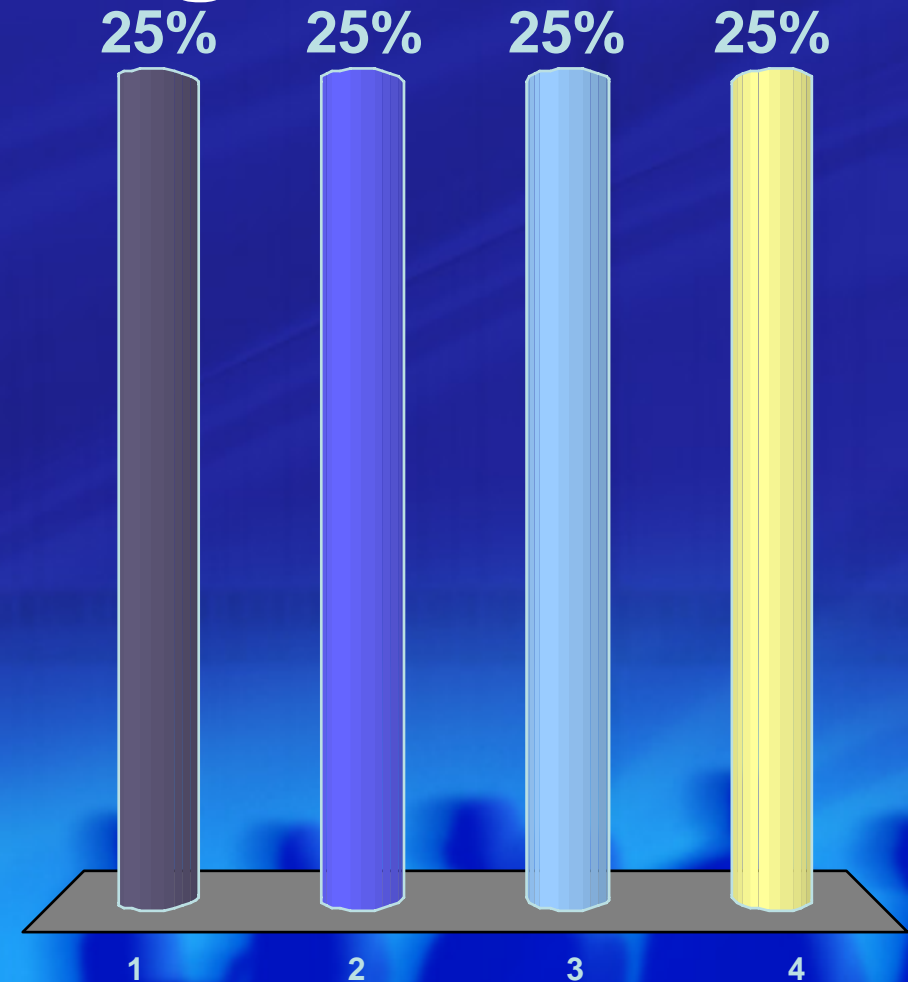
Rate your comfort level with event planning.

1. Event Planning?
That's why I'm at the conference.
2. Groupie. I wish I knew more.
3. Road Crew. I can make things happen with support.
4. Rock Star!
Everyone comes to me for help.



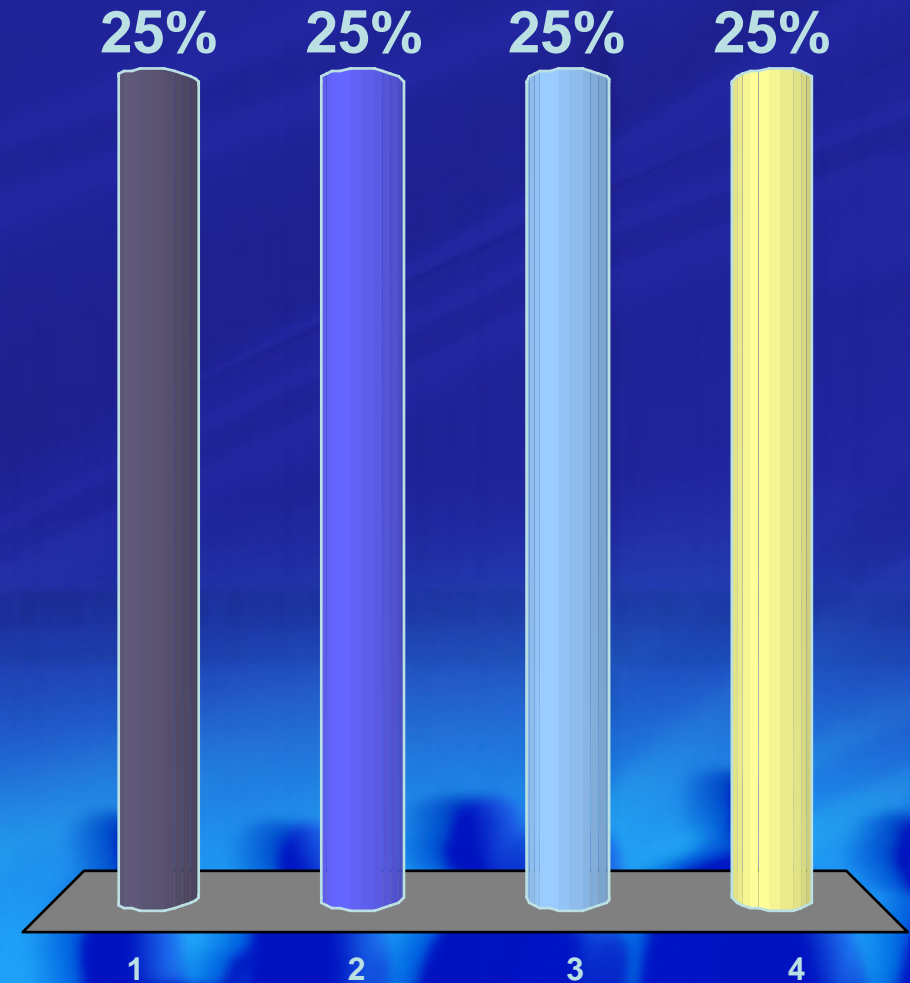
Rate your comfort level with teaching.

1. Teaching?
2. Groupie.
3. Road Crew.
4. Rock Star!



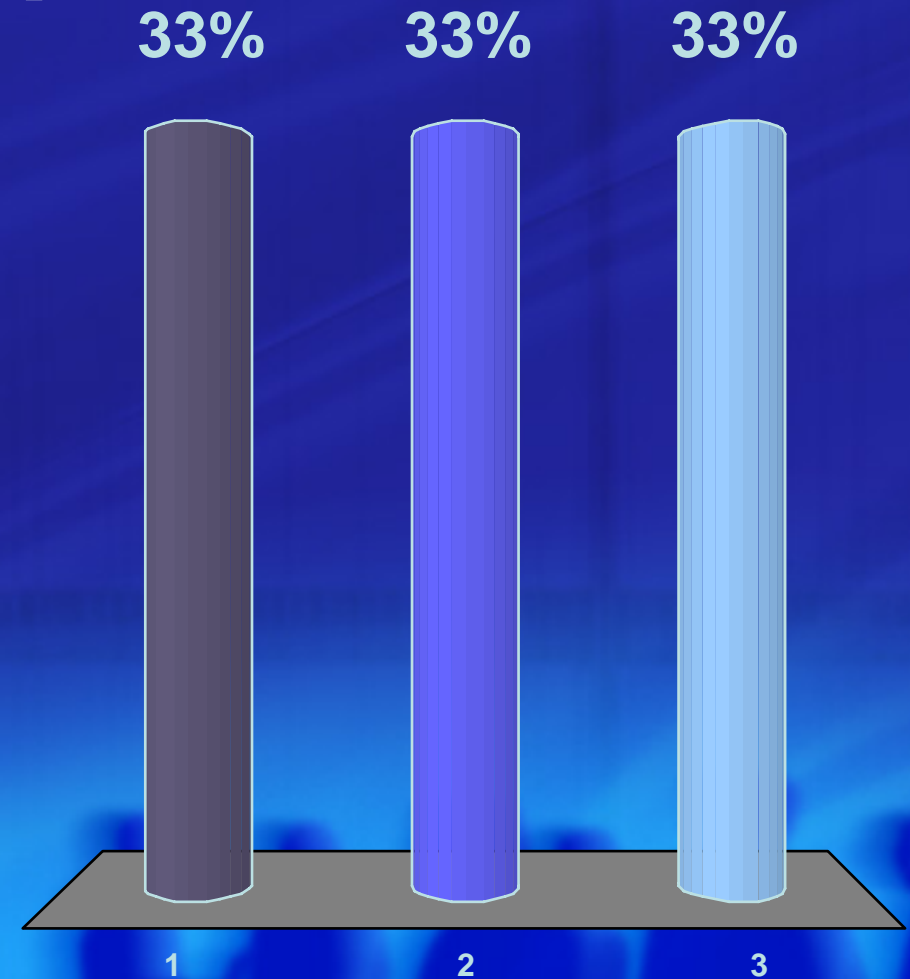
Rate your comfort level with assessment.

1. Assessment?
2. Groupie
3. Road Crew
4. Rock Star!



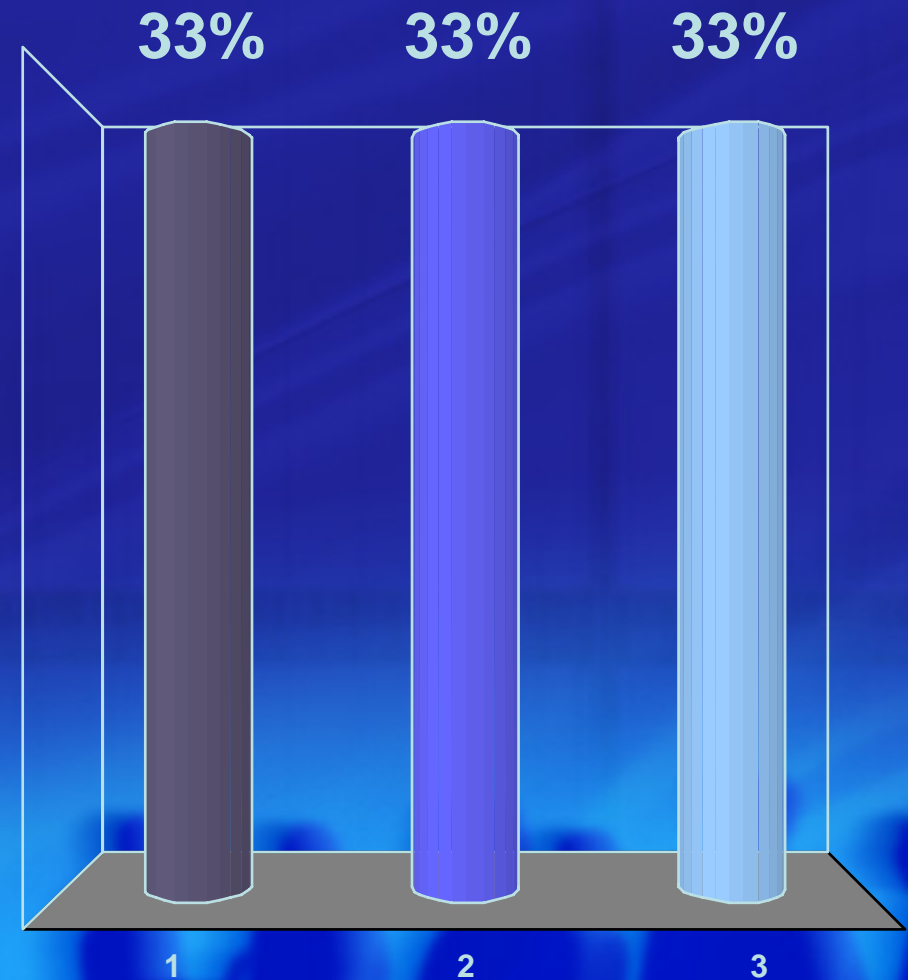
Students interact with me and expect...

1. That I will do something
2. That they will learn something
3. Both



My supervisor expects that students come to me and...

1. I will do something.
2. The students will learn something.
3. Both



“The illiterates of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn.” *Alvin Toffler*



Workshop Overview

- How has student learning emerged over the years?
- What does it mean to learn throughout K-16?
- What tools do we need to be educators?
- How do we assess student learning in student affairs?
- What are the implications of this work on student affairs?

Learning Outcomes

- As a result of this workshop, participants will:
 - Be able to write effective learning outcomes
 - Be familiar with effective curriculum development
 - Identify factors to consider when developing a student learning curriculum
 - Apply curriculum development strategies to campus programs
 - Be familiar with learning assessment strategies
 - Share and learn from other student affairs educators

When this workshop is over, we hope you have:

- Written learning outcomes and learning objectives
- Strategies for critically reviewing your campus programs for equity pedagogy
- Learned in a safe, every question is welcomed, environment
- Connected your pedagogy with an authentic assessment

Monday Morning...

- What campus program(s) or initiative(s) will you be considering, given these learning outcomes?
- Take 5 minutes to share this context with a partner

Key Educational Terms

1. Personal Philosophy of Education: why we teach
2. Pedagogy: what we teach
3. Praxis: how we teach
4. Conceptual Framework: theories that inform
5. Culturally Responsive Factors: Equity
6. Learning Objectives/ Learner Outcomes
7. Measurement, Assessment, Evaluation

What can we learn from K-12?

- Curriculum development
- Constructivist theory
- Culturally responsive pedagogy
- Demonstrated knowledge and skills
- Authentic assessment
- Free online tools!

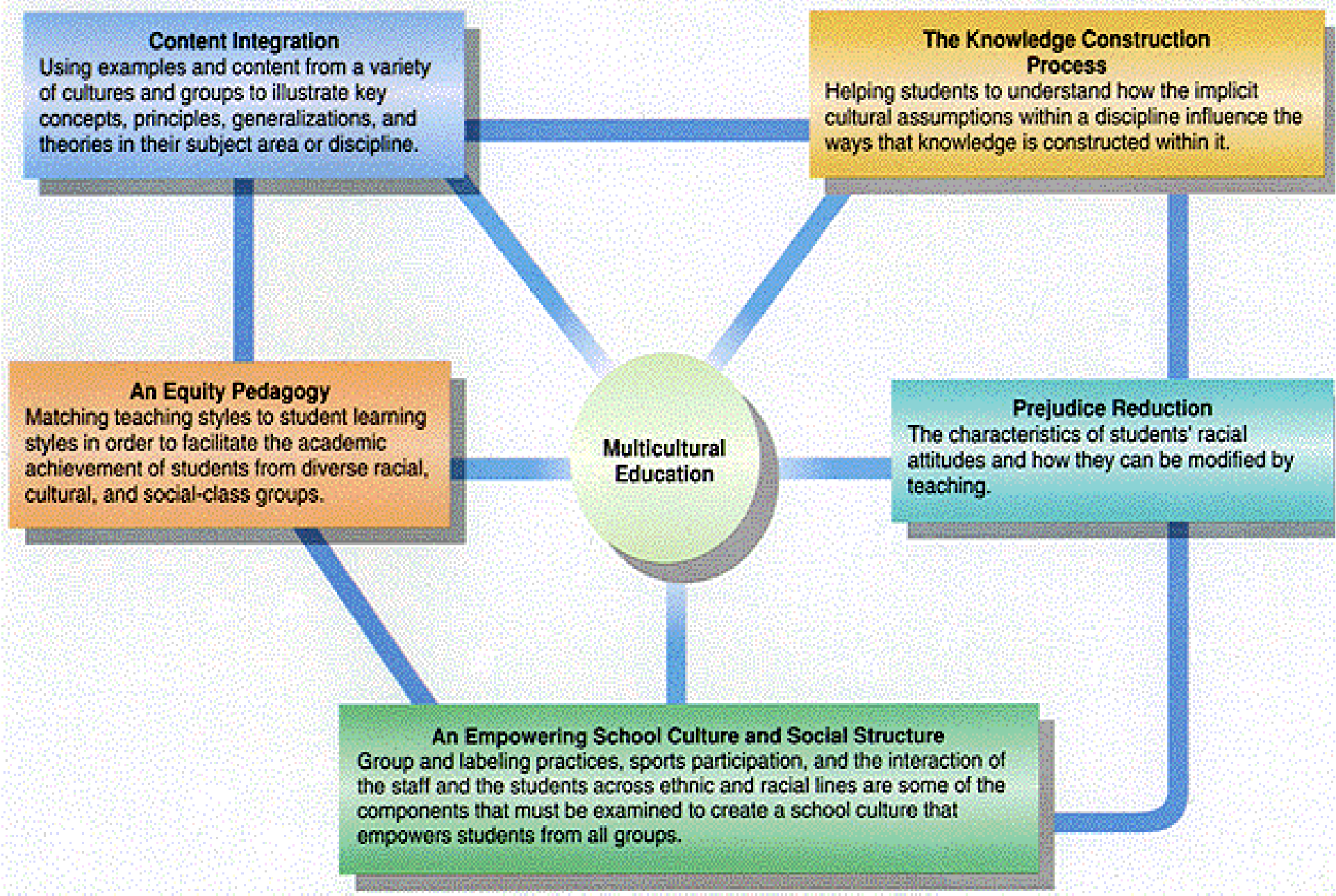
10 Tips for Writing Lesson Plan

- ❑ Determine what you want to teach.
- ❑ Make sure your lesson plan teaches exactly what you want it to.
- ❑ Determine what materials you need for the lesson.
- ❑ Develop a meaningful, interactive way to introduce the concept.
- ❑ Write the step-by-step procedures needed to meet your objectives.
- ❑ Allow time for independent practice.
- ❑ Offer an interactive way to conclude the lesson.
- ❑ Develop your assessment based on your intended objectives.
- ❑ Make adaptations for students with learning disabilities and extensions for others.
- ❑ Include how the lesson plan can be integrated with other subjects.

Adopted from: <http://www.lessonplanspage.com/WriteLessonPlan.htm>



Banks' Dimensions of Multicultural Education



Monday Morning...

Applying Banks

- How does your program intersect with equity pedagogy?
- Take 10 minutes with a partner to assess your campus program using Banks' 5 Dimensions
 - Content integration, equity pedagogy, knowledge construction process, prejudice reduction, empowering culture

What has student affairs created for student learning?

- Student Learning Imperative
- Powerful Partnerships: A Shared Responsibility for Learning
- Learning Reconsidered I & II
- Baxter Magolda's Learning Partnership Model

Baxter Magolda's Learning Partnership Model

■ Three Assumptions

- Knowledge is complex and socially constructed
- Self is central to knowledge
- Knowledge is mutually constructed among peers

■ Three Pedagogical Principles

- Validate the learner's capacity to know
- Situate learning in the student's experience
- Share authority and expertise among peers; demonstrate knowledge as mutually constructed

	Role of learner	Role of peers	Role of instructor	Nature of knowledge
Absolute	Receives knowledge from instructor	Share materials, explain what they have learned to each other	Communicates knowledge, ensures that students understand	Is certain or absolute
Transitional	Understands knowledge	Provide active exchanges	Helps students apply knowledge	Is partially certain and partially uncertain
Independent	Thinks for self, shares views with others, and creates own perspective	Share views, serve as a source of knowledge	Promotes independent thinking and the exchange of opinions	Is uncertain – everyone has own beliefs
Contextual	Exchanges and compares perspectives	Enhance learning via quality contributions	Promotes application of knowledge in context	Is contextual, judge on basis of evidence in context

Learning Reconsidered I & II

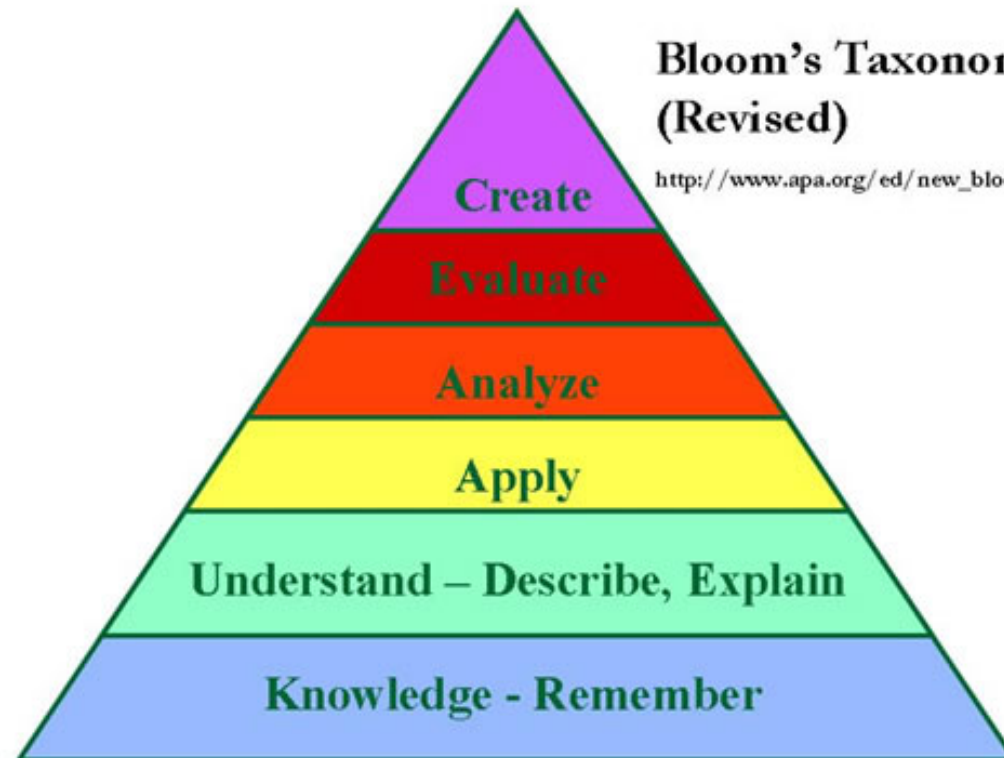
- Advances 7 student learning outcomes
 - Learning is a transformative activity that integrates academic learning and student development
- Promotes collaboration across campus to promote student learning
 - No one college experience is solely responsible for producing learning outcomes

Monday Morning...

Writing Learning Outcomes

- MBM + LR I & II = pedagogy
- How can our pedagogy inform our praxis?
- Take 5 minutes to write a new student learning outcomes for your program and 5 minutes to share with a partner

Monday Morning continued...



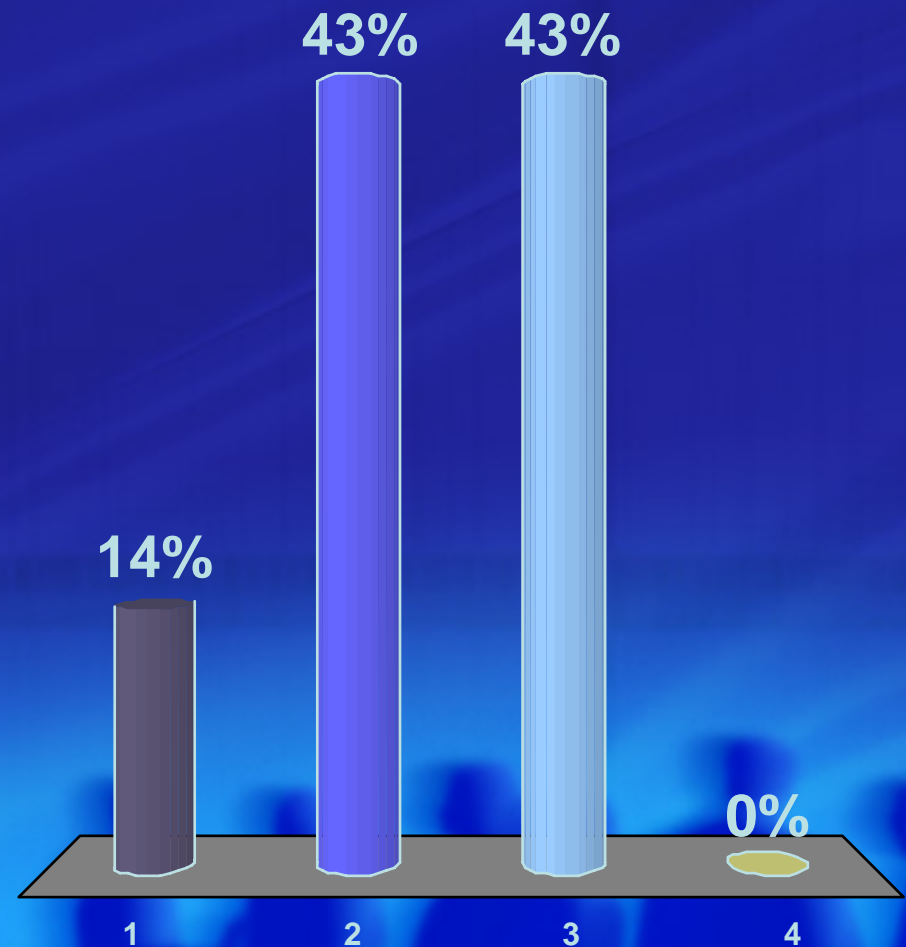
Bloom's Taxonomy (Revised)

http://www.apa.org/ed/new_blooms.html

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Student learning outcomes are prevalent on my campus.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



Assessing Student Learning

- Understand the difference between measurement, assessment and evaluation
 - Develop your assessment based on your intended outcomes
 - Develop your evaluation based on your intended objectives
- Authentic Assessment

Assessment continued

- Pedagogy + Praxis = Assessment/Evaluation
- “The strength of your assessment/evaluation is inextricably linked to your pedagogy and praxis.”
- Weak Objectives + Outcomes = Weak Assessment

What's the difference?

Measurement:

To apply a standard scale or measuring device to an object, series of objects, events, or conditions, according to practices accepted by those who are skilled in the use of the device or scale

Assessment:

is a process by which information is obtained relative to some known objective or goal

Evaluation:

process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made.



Monday Morning...

- Consider your campus program. What do you WANT/NEED to know about the objectives of your program?
- Who are your stakeholders? Do they have competing or complementary needs?
- Take 10 minutes and review your program's feedback strategies

Additional Implications and Closing Thoughts

- Establishing your role as an educator
- Giving permission for holistic learning
- Embracing technology
- Observations from partner conversations

Monday Morning

- The conference is over. You've raised the GDP of Seattle. You're back in your office and new questions are emerging.
- Feel free to call us and share our information. We are happy to help!

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Call us at 253-535-7195

