

Welcome to How People Learn II Dialogues

Informally hosted by Marilee Bresciani Ludvik, Ph.D.
Professor, Postsecondary Educational Leadership
San Diego State University
mbrescia@sdsu.edu



Welcome to How People Learn II Dialogues

**Will begin promptly at
12:00 noon pacific time**

Please use the chat window to volunteer to share your ideas.

Please use the chat window to share questions and
comments.

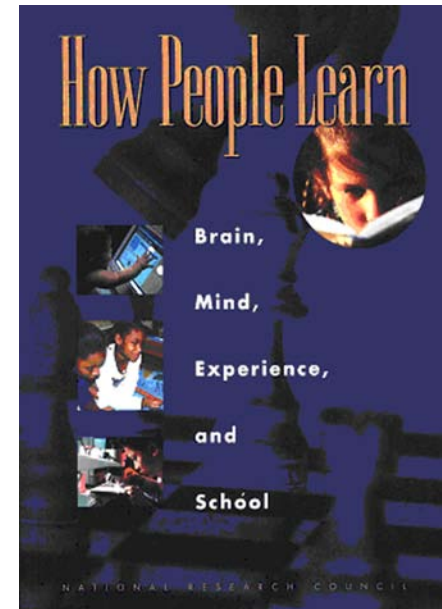


- A) Introduction to this webinar series and why we are doing this (2 min)
- B) Sharing of initial questions via the chat window from participants as to what you hope to get out of this 60 minute time together, which includes your name and institution (5 min)
- C) Raising of electronic hand so we can set up a que for who will share their ideas (2 min)
- D) Sharing of ideas (no more than 10 minutes each). You will be able to share your computer screen so you can show some diagrams, charts, examples, etc.)
 - a. Cite particular area of research from How People Learn II
 - b. Share which disciplines or out-of-classroom learning environments you are recommending your idea to or have recommended your idea to and briefly establish context where learning occurred
 - c. Share the outcome(s) you are assessing and how they relate to the research presented in How People Learn II
 - d. Share your outcomes-based assessment idea and how it relates to the research presented in How People Learn II
 - e. Share how the assessment results inform improvements in the outcomes and to interpretations of traditional performance indicators or equity-driven performance indicators
- E) Invite Questions & Comments via the chat window for the person who shared their idea. (8 min)
- F) Repeat and Repeat
- G) Close with final comments about how unanswered questions can get answered via ASSESS-L listserv and announce next gathering meeting date and time. (3 min)

Why this Conversation?

We are learning more about learning!

How are we using that to design, deliver, and evaluate education as a result?



**How People Learn II
Is out!**



<https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures>

Please Raise your E-Hand
if you have an Idea to Share



Please share Questions via Chat



An Idea from San Diego State University (SDSU)

- **Context:** SDSU is a Hispanic Serving Urban Doctoral Granting University
- Historically, commuter students who are first-year, first-time enrolling post high school graduation do not persist at same rate as students who live on-campus (from local area) (average age range 18-20)
- **Question:** Is SES as defined by Pell-eligible/Pell-recipient influencing persistence or is something else?
- In other words, how do we avoid just providing equal access to cultivating an equitable opportunity to achieve the intended degree?

Definition of Adolescence

Adolescence is
ages 10-24

per Sawyer, Azzopardi, Wickremarethne, & Patton,
2018

How People Learn II Research

“There is mounting evidence that adolescence is a second sensitive period for exposure to high-quality relationships (Crone & Dahl, 2012)” (p. 57).

“Both critical [early childhood] and sensitive [adolescence] periods influence later development: an interruption (e.g., insufficient or inappropriate stimulation) during these times leads to difficulty (or even inability) to process in the affected domain later in life” (p.57).

How People Learn II Research

“ At any given time, an individual holds multiple goals related to achievement, belongingness, identity, autonomy, and sense of competence that are deeply personal, cultural, and subjective. Which of these goals becomes salient in directing behavior at what times depends on the way the individual construes the situation.

During adolescence, for example, social belongingness goals may take precedence over academic achievement goals: young people may experience greater motivation and improved learning in a group context that fosters relationships that serve and support achievement” (p. 122).

Intervention

- Commuter Life Program established and funded
- A special first year, first time student success seminar created, leveraging theory and campus "experts"
- Flipped classroom to maximize "learning as a social activity" (p. 26)
- 1 unit for-credit design
- Small class sizes =15 or fewer ("individuals' brains are critically shaped by social relationships and that the information people learn through these relationships supports not only their knowledge about facts and procedures but also their emotions, motivations, and interests (Immordino-Yang et al, 2014; Nelson et al, 2007)" (p. 28)
- Mentors assigned to specific students ("Culture coordinates the biological systems involved in learning and is the broader social context in which people engage in the experiences that enable them to adapt to the world and learn." (p. 28).
- Weekly support for classroom instructors
- Several outcomes and formative assessments
- Pre- and Post- quasi experimental design



Relevant Outcomes

- Explain how taking responsibility for self-learning and development by earning an academic degree is integral to the lives we would love living and the communities we would love to create and strengthen (Positive Future Self, Planning) (GE Area E Goals 2, 3, & 4)
 - Two 2-minute reflection prompt;
 - “When I think of how this academic degree will catapult me toward the life I would love living, I...”
 - “When I think of taking responsibility for my own learning and development, I...”
 - Ryff’s Psychological Well-Being Scales (PWB)

Relevant Outcomes Continued

- Identify our leadership and cultural strengths and explain how they are relevant to the vision we have for the lives we would love living and the communities we would love to create and strengthen (Positive Future Self; Conscientiousness, Reflective Learning, Yosso Cultural Wealth; Cultural Mis-Match) (GE Area E Goals 2, 3, & 4)
 - 2-minute reflection prompt; “When I think of how my leadership style and cultural heritage make it possible to live the life I would love living, I ...”
 - Self-Motivation Quiz
 - Self-Leadership Skills Inventory
 - 3 NEF Well-Being Measures
 - Ryff’s Psychological Well-Being Scales (PWB)
 - VIA Character quiz

Relevant Outcomes Continued

- Describe how our engaging academically, socially, and responsibly with the SDSU community and the resources it offers is integral to our being able to live the lives we would love living (Engagement; Responsible utilization of campus resources, Sense of Belonging; Ethnic Identity Development; Planning, Persistence, Self-Control, Reflective Learning) (GE Area E Goals 2, 3, & 4)
 - Reflective Essay Assignment
 - Sense of Belonging (Hoffman et al, 2002)

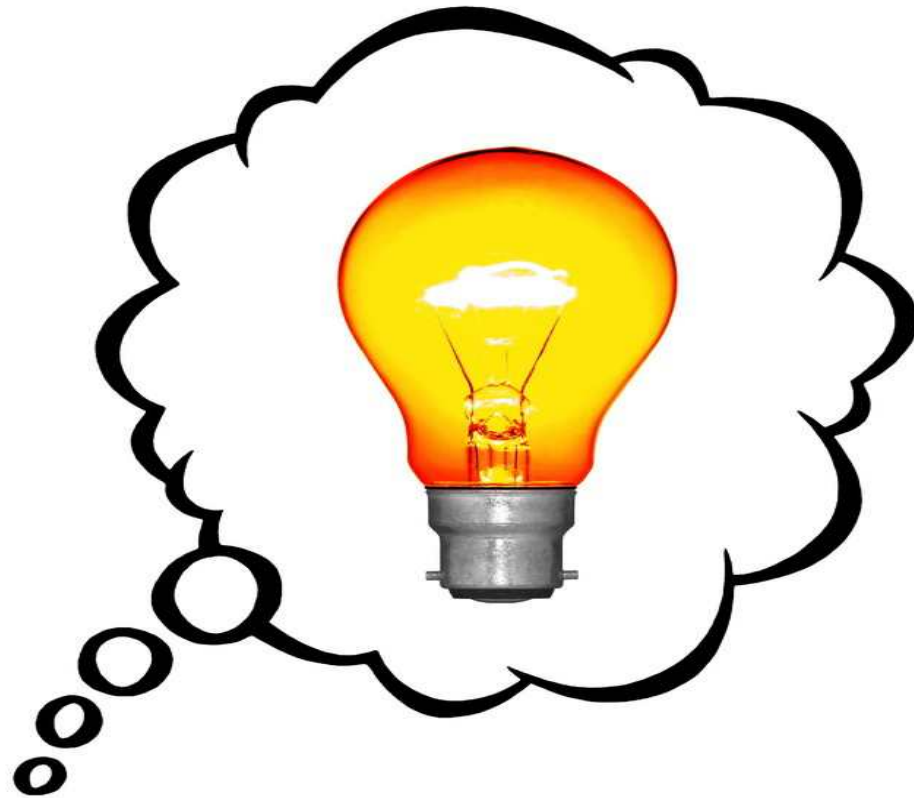
Equity Indicators

- Increased sense of belonging (Hoffman et al, 2002)
 - Increased well-being (Ryff's Psychological Well-Being Scales (PWB))
 - Decreased term-to-term academic probation
 - Increased term-to-term persistence
-
- All sub-divided by identity groups and the intersection of identity groups

Please share Questions and
Comments via Chat



Other IDEAS?



Please share Questions and Comments via Chat



mbrescia@sdsu.edu

E-See you Again!

How we Assess How People Learn II Online Idea Meeting Series Schedule

- **Tuesday, November 20, 2018 from 12 noon to 1 pm pacific time**
- Wednesday, December 19, 2018 from 12 noon to 1 pm pacific time
- Tuesday, January 22, 2018 from 12 noon to 1 pm pacific time