ASSESSING COURSE DESIGN'S INFLUENCE ON STUDENT LEARNING: EXPLORING IT FROM A SOCIAL, EMOTIONAL, AND NEUROCOGNITIVE LENS

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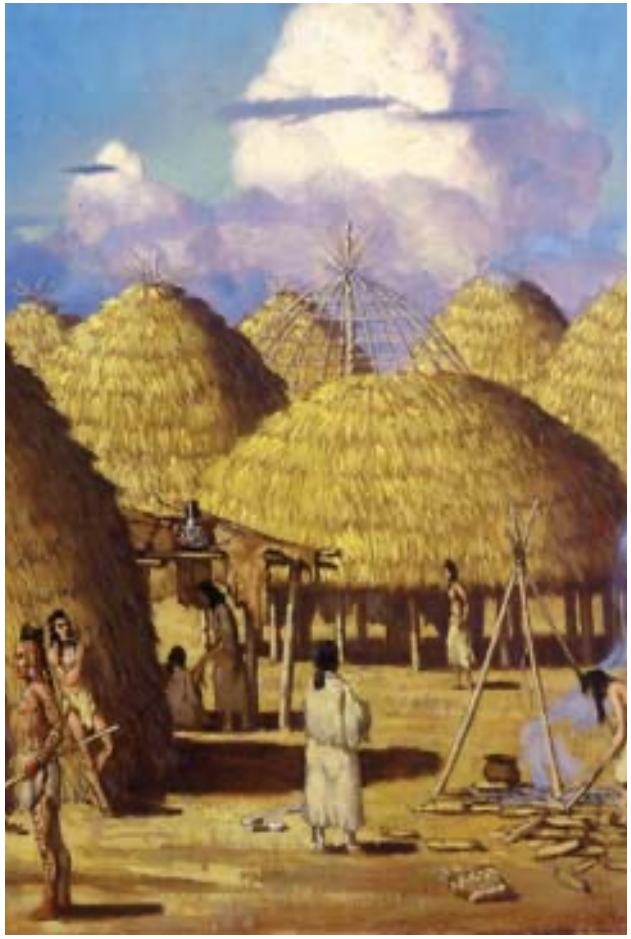
UTA Land Acknowledgment

- We are all joining in this conference from lands that have been stewarded by indigenous people.
- Please take a moment to name them with honor in a very specific way. For URA, we are sitting on lands that were stolen from the Caddo in 1841 when over 200 of their homes were burned by those colonizing the area.
- Over the next 18 years, surviving members of the Delaware, Chickasaw, Waco, Tawakani, Keechi, Caddo, Anadahkah, Ionie, Biloxi, and Cherokee were pushed into Western Oklahoma.
- Today, descendants have returned to this land to remind us to honor the land on which we live and work;
  - to be wise stewards of the land; and
  - to carry the wisdom of our ancestors within us.



Student Learning Science
Student Learning Assessment
Connect Learning with Assessment to
Course Design's Influence on Student Learning

Min-Content
Reflection
Interactive Sharing via Menti.com
Resources

OVERVIEW

What do you hope to gain from today?

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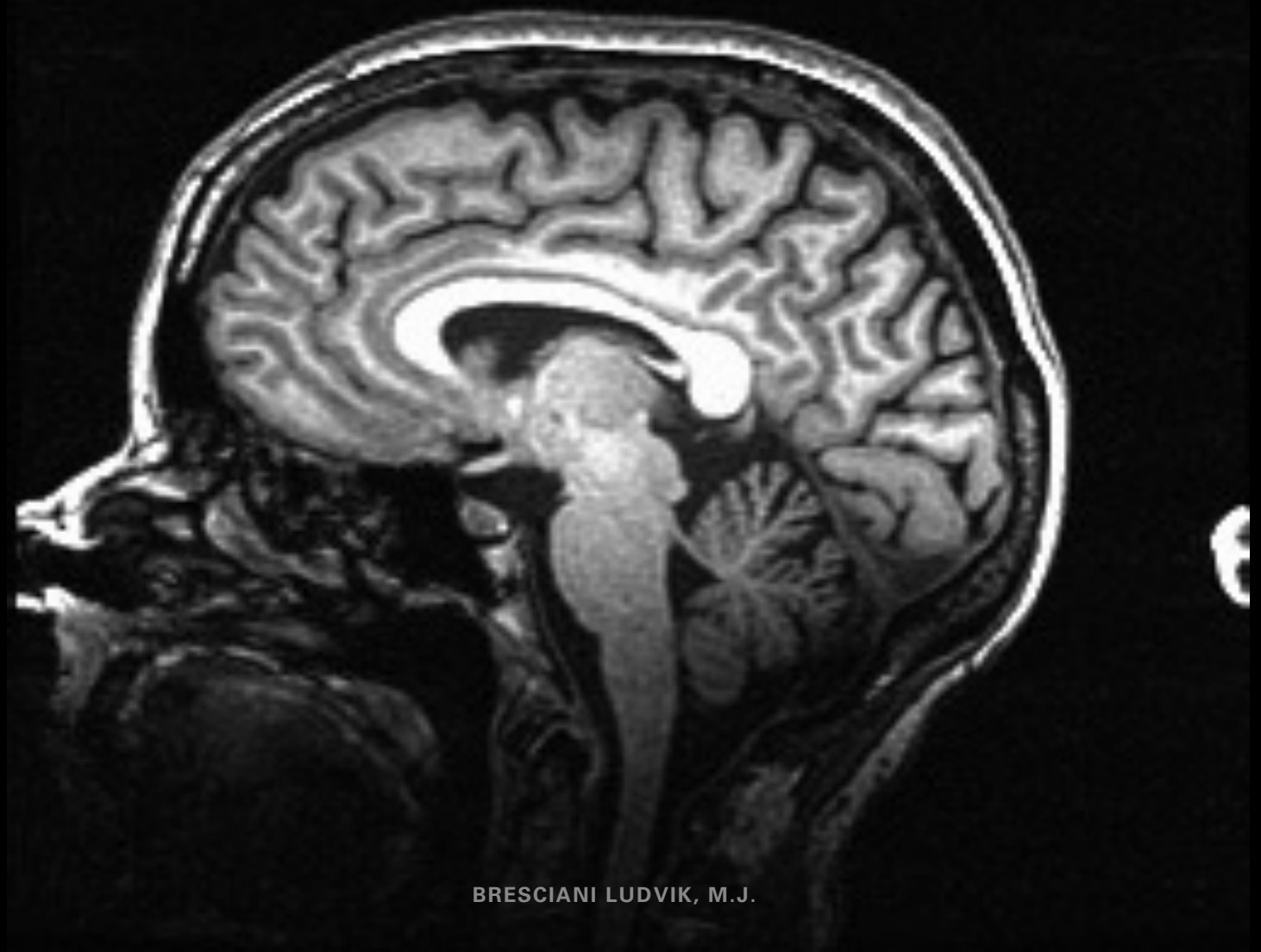
THEORETICAL CONTEXT SETTING: NEURODIVERSITY

Learning and Development are inextricably intertwined

Student Learning Imperative, 1996

NEUROPLASTICITY



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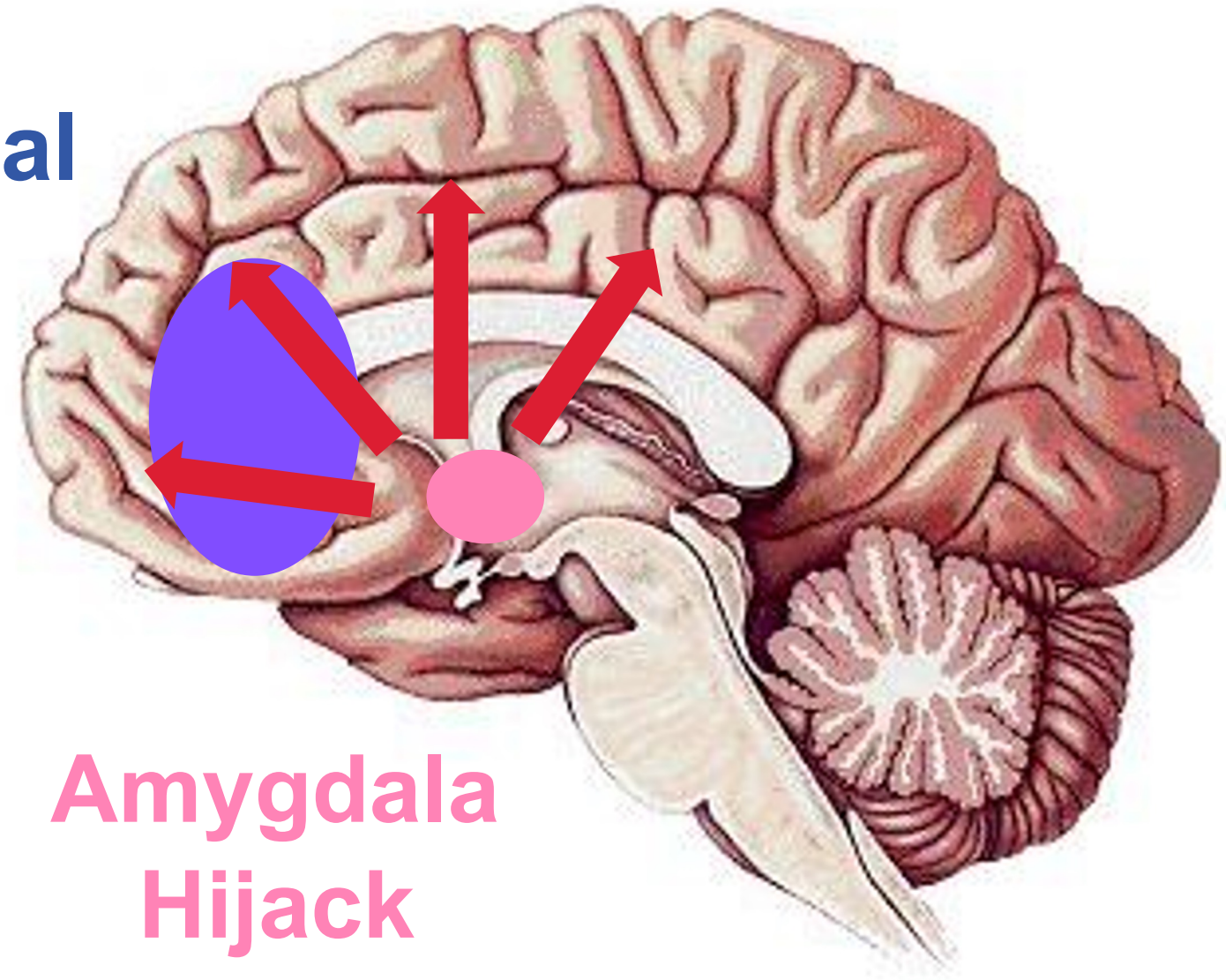
Emotions Play a Role in Regulating our Decisions

...Whether we are aware of them or not!

- Antonio Damasio

Hijack

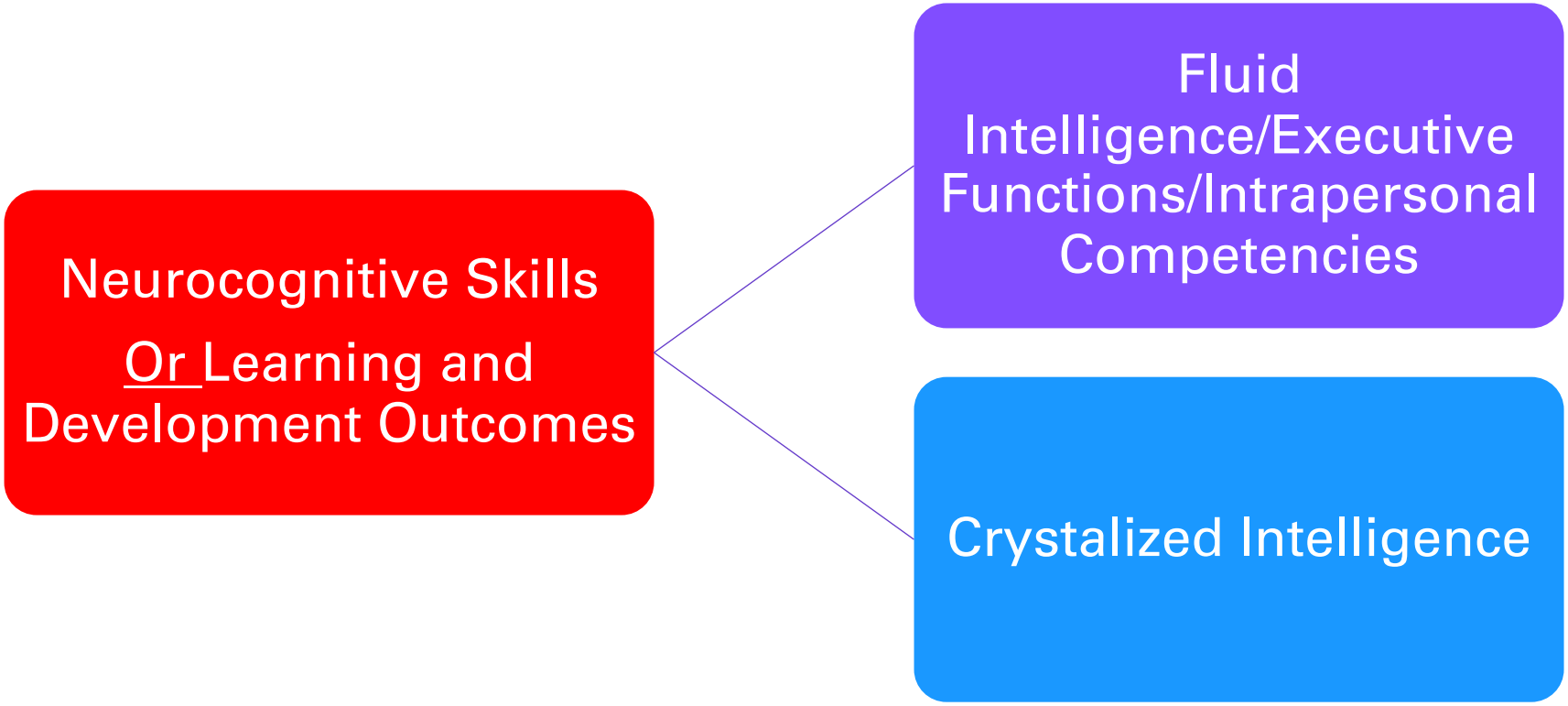
Prefrontal Cortex



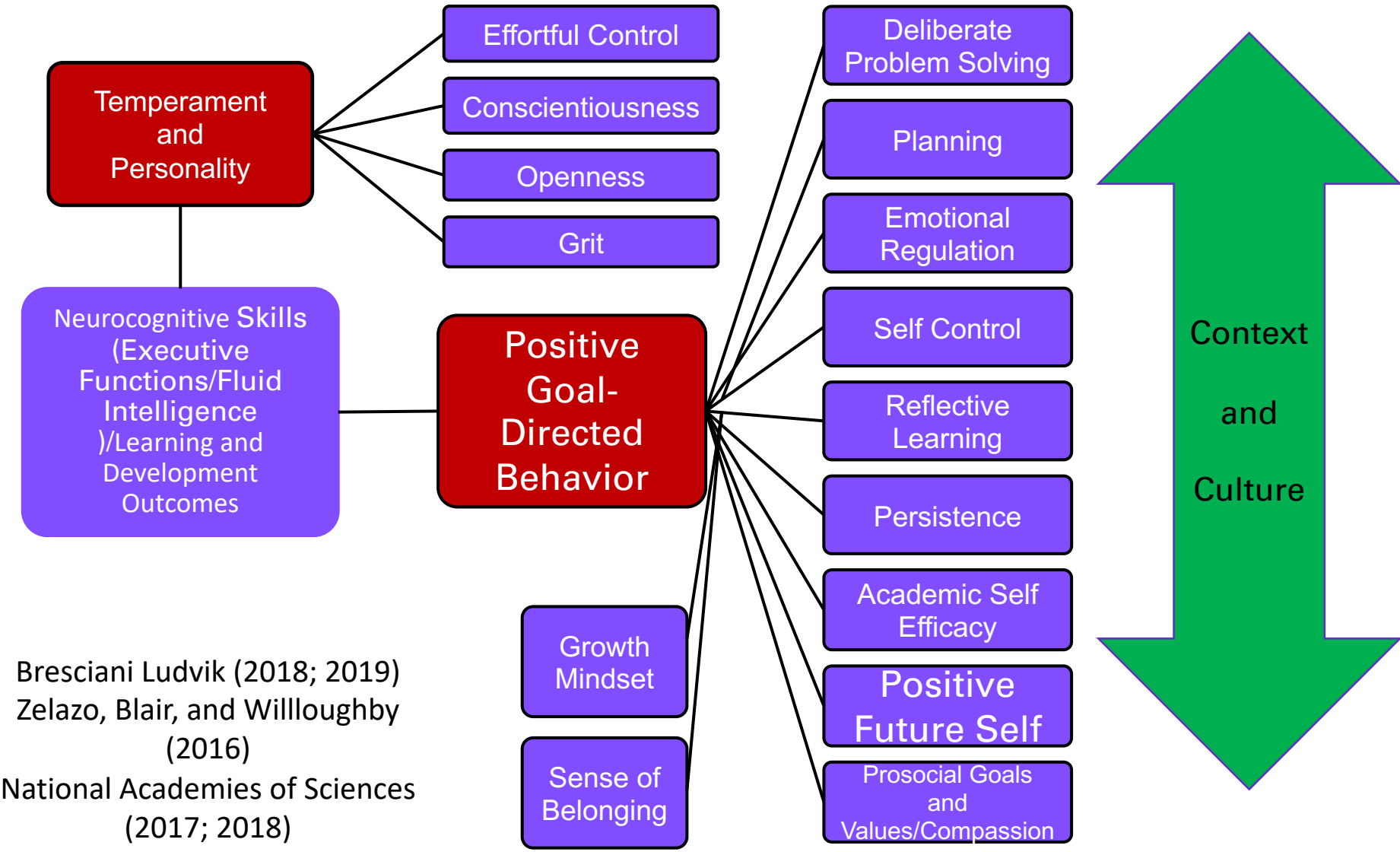
Amygdala Hijack

Learning and Development as Neurocognitive Skills

(Bresciani Ludvik, 2018; Zelazo, Blair, and Willloughby, 2016)



Malleable Fluid Intelligence/Executive Functions/IPC to Specific Learning and Development Outcomes



Bresciani Ludvik (2018; 2019)
Zelazo, Blair, and Willloughby (2016)
National Academies of Sciences (2017; 2018)

How Do We Know…

Examples include:
BAI; PSS; FFMQ;
MDCS, etc

Pre- and Post-Questionnaires

Behavioral Tasks

Assessed activity/assignment where behavior can be observed either <u>within</u> the designed "intervention" or outside of

Experience Samplings

Device Generated Data

Reflective Practice - Describe in detail where emotion regulation was experienced – <u>within</u> or outside the designed "intervention" and 360 observations

Not Applicable Here

(Bresciani Ludvik, 2020)

What does the science of learning mean for course design and assessment?

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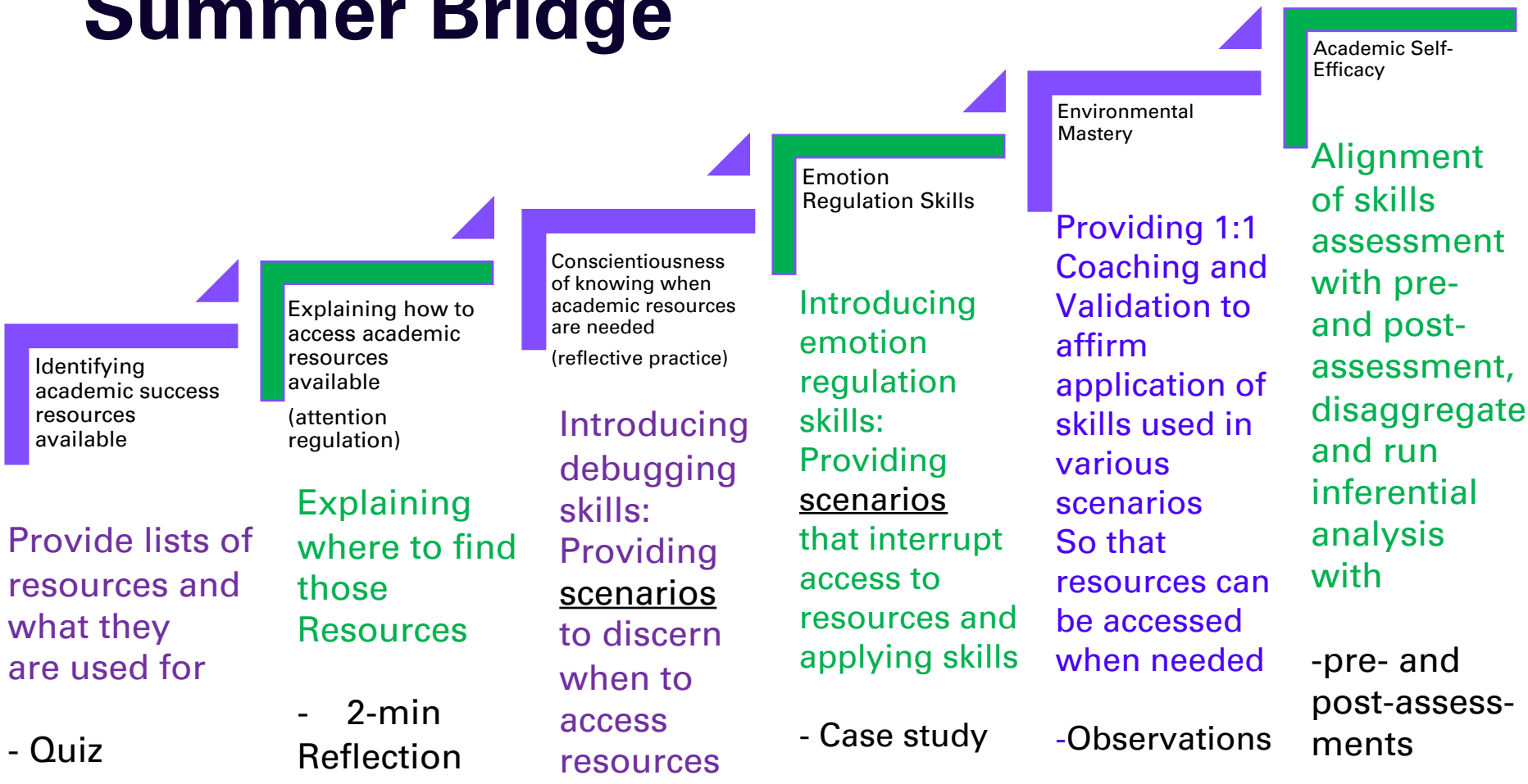
“We do not learn from experience, we learn from reflecting on experience.”
— John Dewey

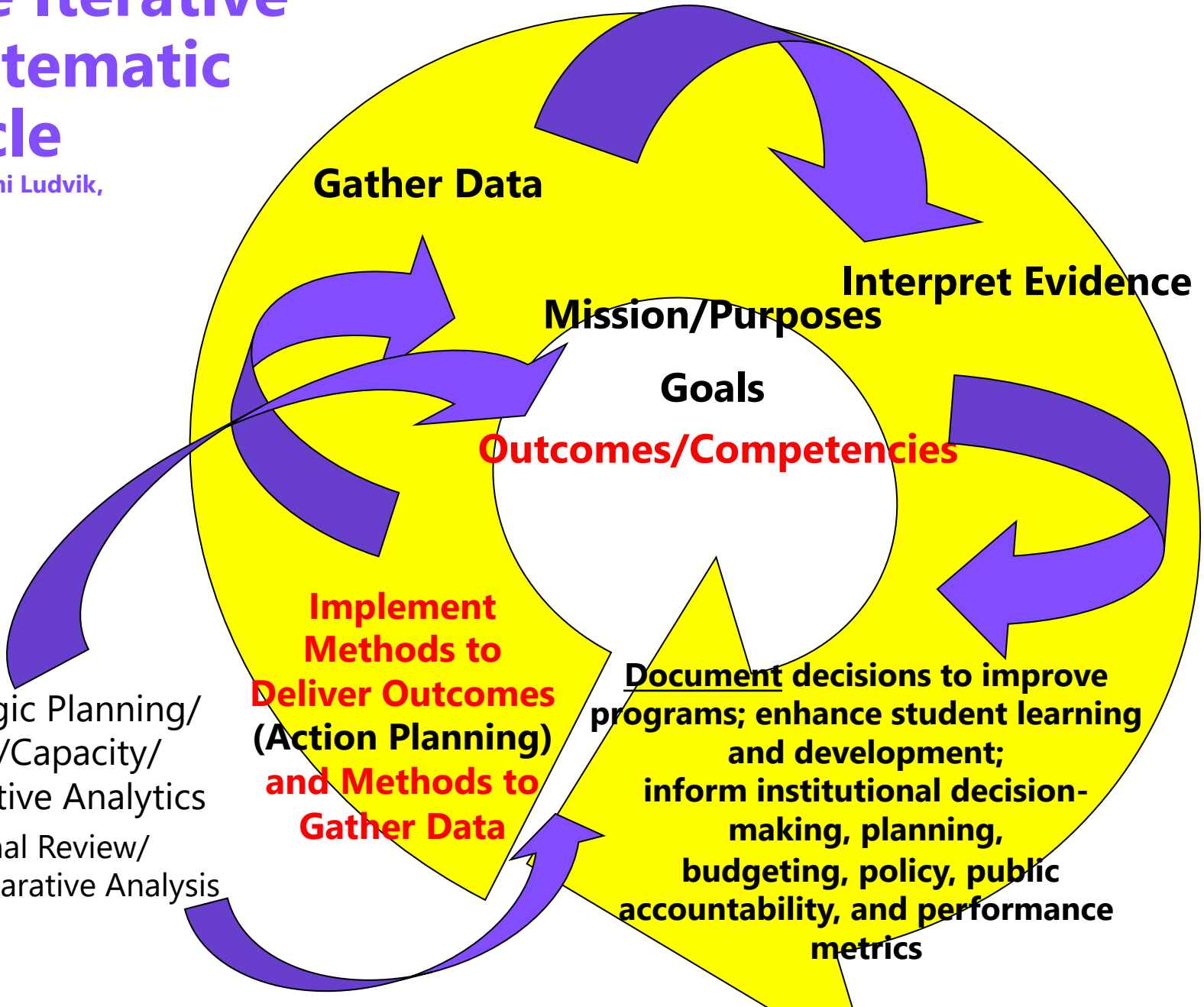

We Invest In
Holistic
Course Design
To Improve
Holistic
Student
Learning
and
Development

Example: Building Blocks of Learning and Skill Development Applied in a FTIC seminar that begins with Orientation or a Summer Bridge



The Iterative Systematic Cycle

(Bresciani Ludvik, 2018)



Types of Decisions this Process has Informed

- Improved Professional Development for Instructors
- Improved First-Year Student Course Design
- Improved Summer-Bridge Design
- Improved in-between term communications with and support systems for students
- Improved communication across the colleges and divisions to change policy and practice to promote success
- Improved assessments and linkage of those to Insttuitional Performance indicators

What of this is applicable to the way you design courses and assess learning?

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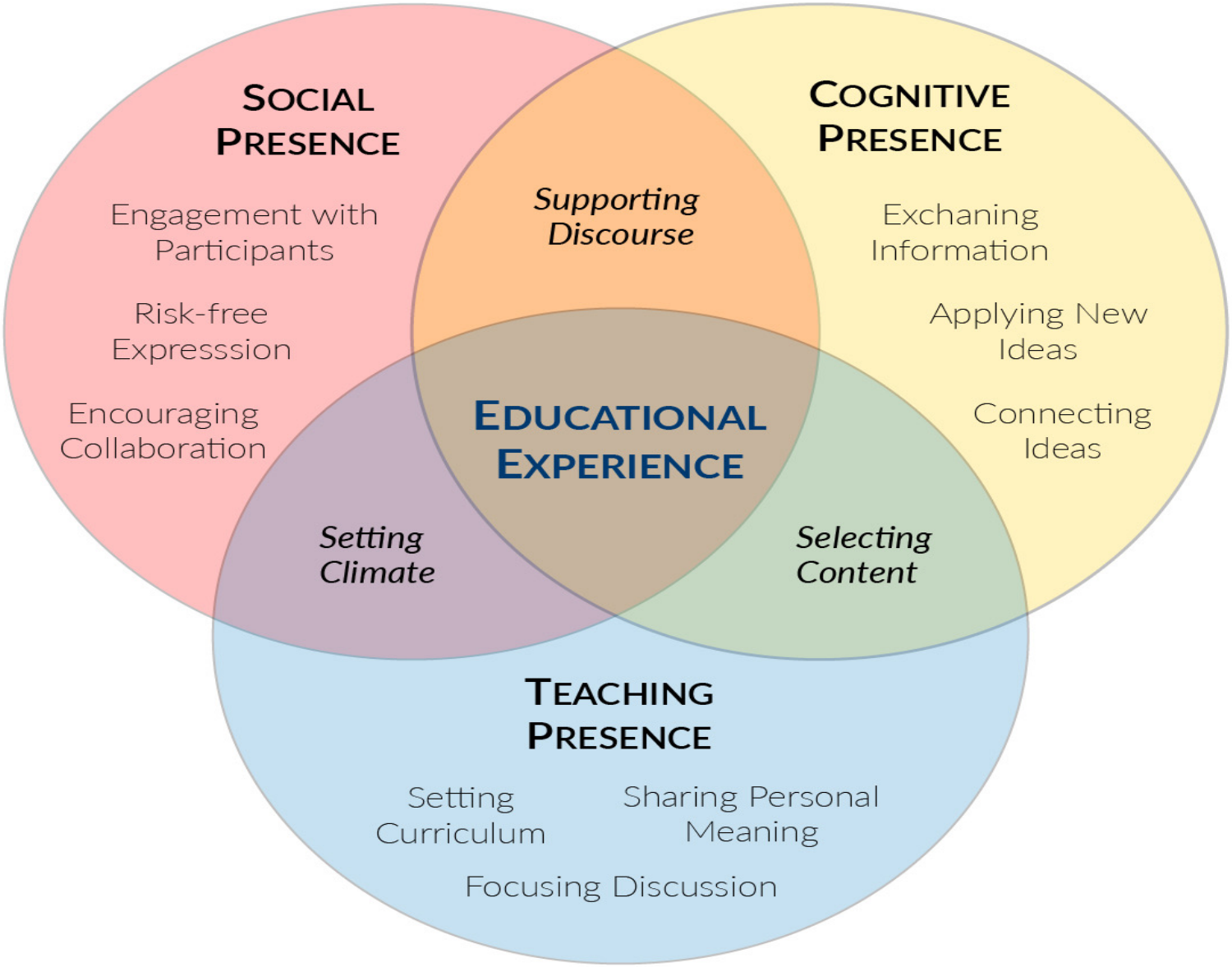
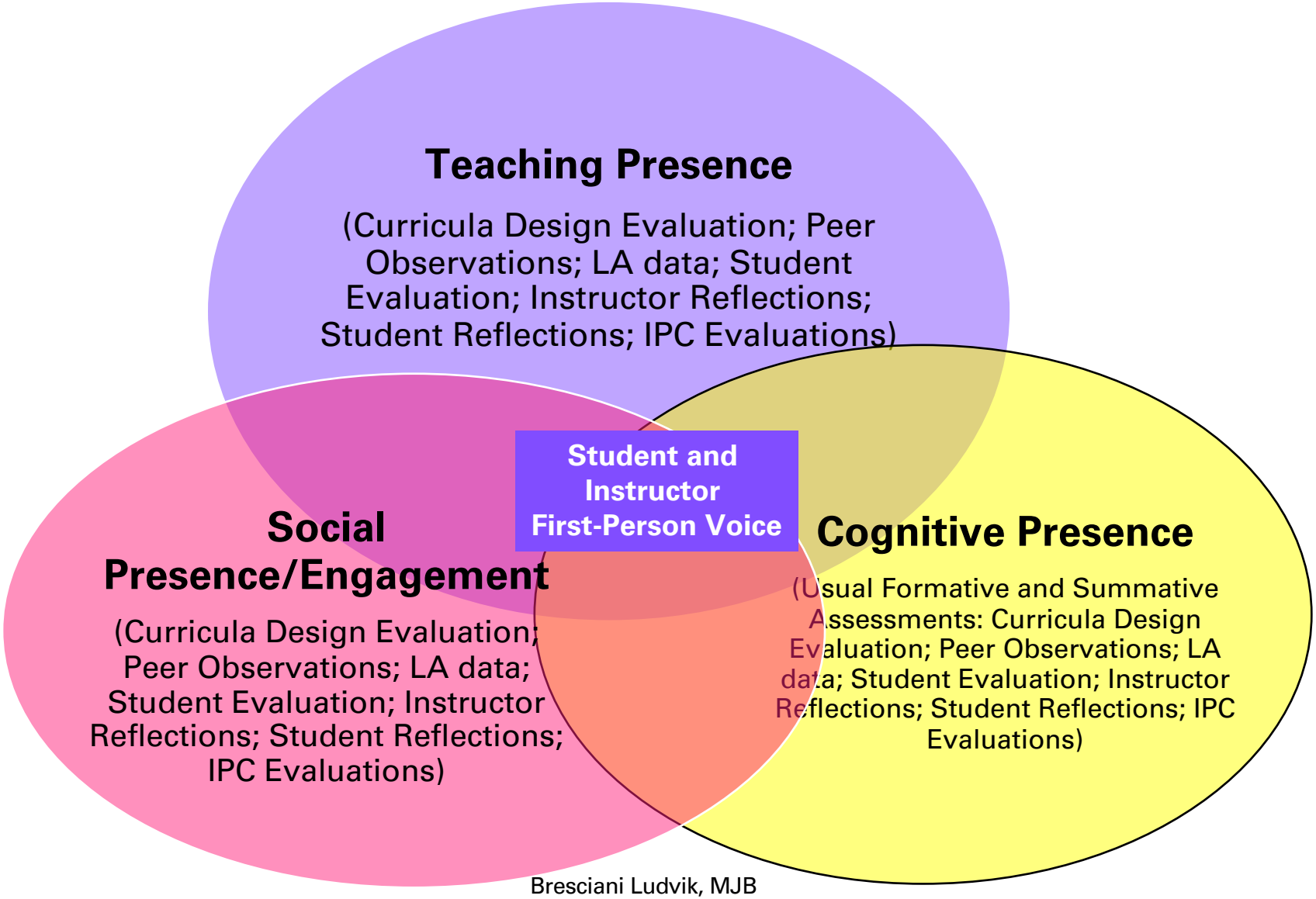
The Community of Inquiry Model

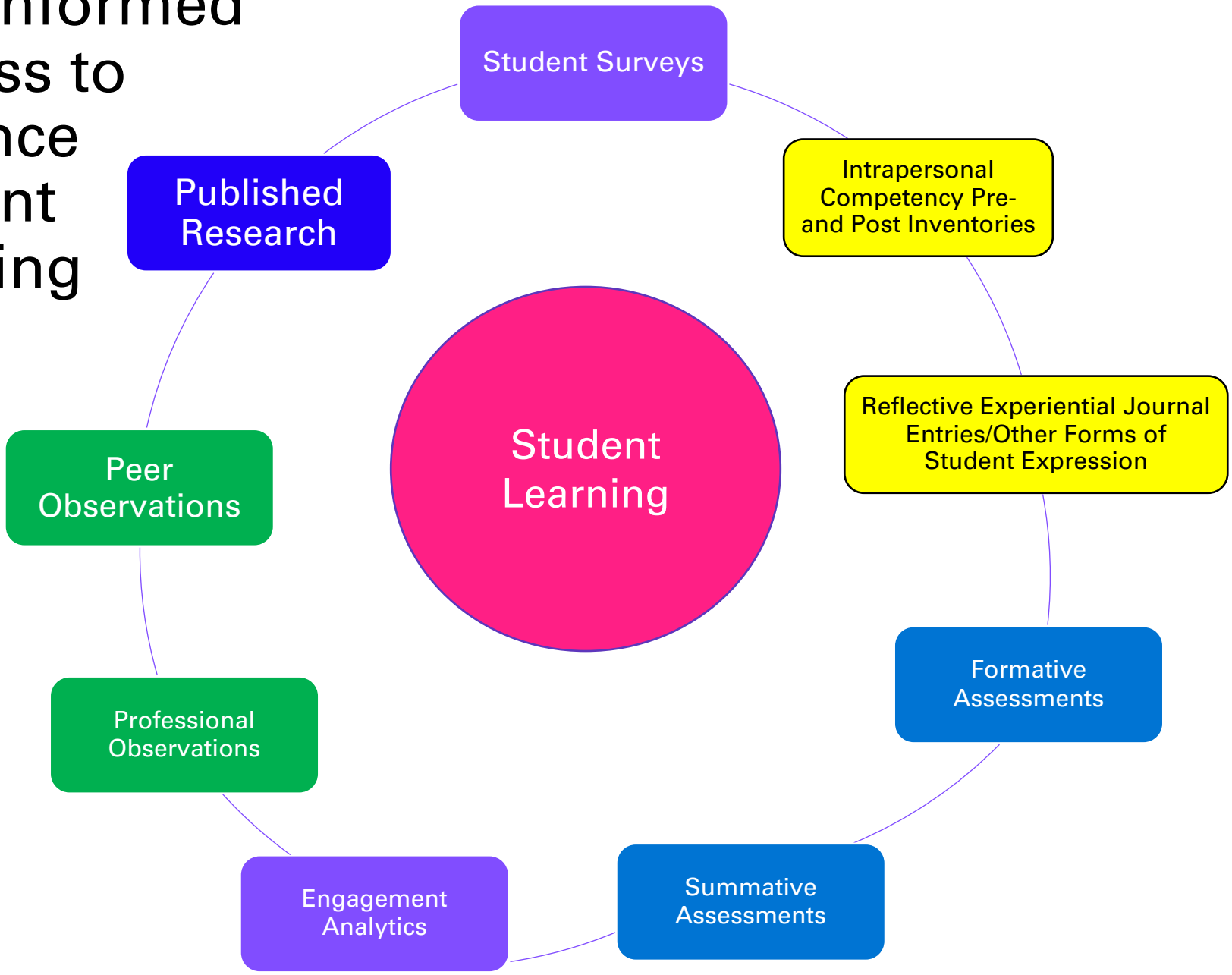


Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87–105

Applying Neuroscience to the Assessment of the Community of Inquiry Model



Data-Informed Process to Advance Student Learning



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What out of this model are you are already implementing?

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What are your Accepted Limitations?

The evidence may be driving our decision making, but humans are making the decisions.

Even with evidence, we may not understand how students are learning.

Humans will be interpreting all of this through their own experience/bias.

Even if it is a small improvement, each student is counting on us to prevent and repair negative student success outcomes.

What else?

What other limitations exist?

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Intrapersonal Competency Cultivation Research Team

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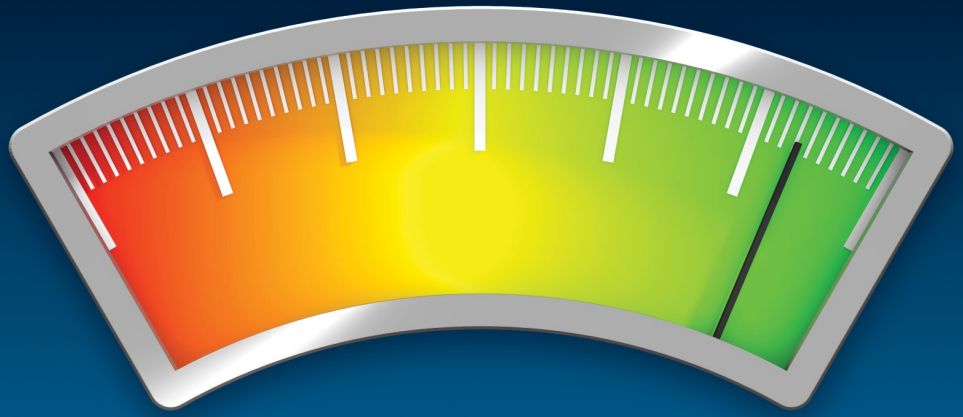

EQUITY-DRIVEN, HIGH ACHIEVEMENT

Assessment of Student Learning and Development

Marilee Bresciani Ludvik

With contributions from Marjorie Dorimé-Williams, Lara Evans, M
Brianna Lynn Kuhn, Valerie Nye, Bill Sayre, Caren Sax, Charl
Andrea Vonny Lee, Stephen Wall, and Felix W

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DEEP THANK YOU TO: STEPHEN SCHELLENBERG, RANDY TIMM, NINA POTTER, SANDY KAHN, ROGELIO BECERRA SONGOLO, SHIMING ZHANG, ROBYN SAIKI, REY MONZON (MAY HE REST IN PEACE), CARYL MONTERO ADAMS, KARA BAUER, LISA GATES, REBECKA HARMATA, JEANNE STRONACH, ANNA JOST, AND MANY, MANY MORE…

OUTCOMES-BASED PROGRAM REVIEW

CLOSING ACHIEVEMENT GAPS IN- AND OUTSIDE THE CLASSROOM WITH ALIGNMENT TO PREDICTIVE ANALYTICS AND PERFORMANCE METRICS

MARILEE BRESCIANI LUDVIK

Foreword by Ralph Wolff

Second Edition of *Outcomes-Based Academic and Co-Curricular Program Review*

The Neuroscience of Learning and Development

ENHANCING CREATIVITY, COMPASSION, CRITICAL THINKING, AND PEACE IN HIGHER EDUCATION

Edited by MARILEE J. BRESCIANI LUDVIK

Foreword by Gavin W. Henning

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