

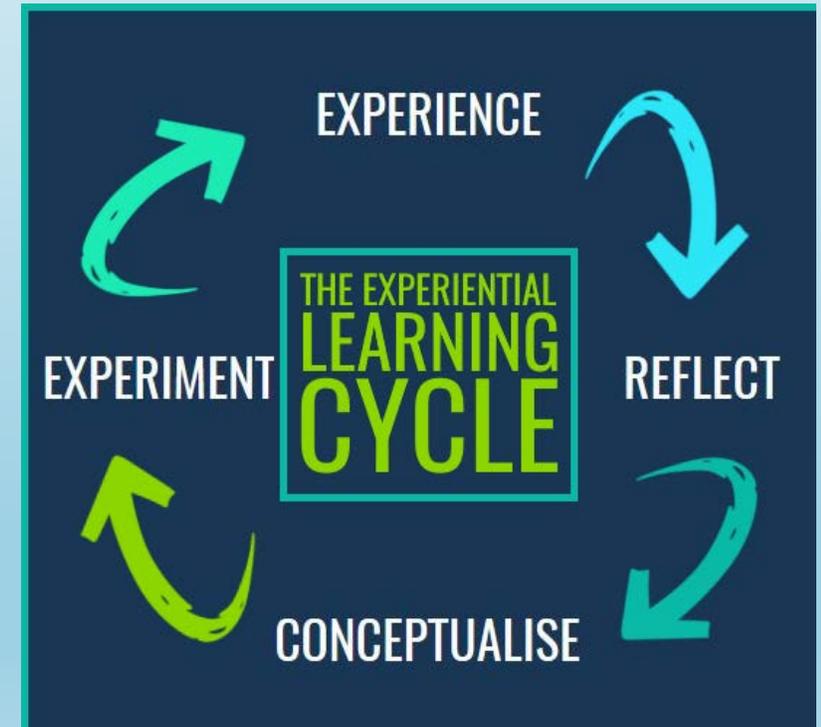
Experiential Practices as Catalysts for Student Learning*

*Presentation at the National Council on Family Relations Conference, Orlando, FL, November 15, 2017.



Experiential Learning Overview

- Experiential learning: “learning through reflection on doing” (Felicia, 2011, p. 1003)
- Kolb (1984): Learner must be actively involved, able to reflect on the experience, possess and use analytical skills to conceptualize the experience, and possess decision making and problem solving skills to use the new ideas gained.
- Advantages:
 - Uses multiple senses
 - Promotes use of multiple teaching/learning methods
 - Builds competence and confidence
 - Engages learners
 - Learn life skills in addition to subject matter content
- Disadvantages:
 - Time consuming
 - Requires patience and guidance by educator
 - Builds competence and confidence
 - Care must be taken to incorporate cultural experiences/conditions
 - Not linear or step/stage sequence of learning



Creating an FLE Program in an Undergraduate Family Life Education Methodology Capstone Course*

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*Presentation at the National Council on
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Where does HDFS 442 fit into HDFS curriculum?

- Senior capstone course
- Prerequisites
 - HDFS 345 Parenting (1 hour of parenting program)
 - HDFS 355 Marital Relationships (marital tips brochure with community partner)
- Writing intensive
 - Feedback on drafts from faculty and peer group
 - Points allocated for drafted components (needs assessment, 2 hours of program x 3, introductory material)
- Component parts of one project

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1. Concisely summarize a journal article or book

Annotated Bibliography

2. Perform a needs assessment and write a detailed literature review

Needs Assessment Paper

3. Write a coherent rationale for development of a family education program based on review of the literature

Needs Assessment Paper

4. Develop an effective family life education program, based on specific goals and objectives which are outgrowths of the needs assessment

Goals and Objectives

Family Life Education Program

5. Illustrate the work of a family life educator

Needs Assessment Paper

Family Life Education Program

Goals and Objectives

6. Relate ideas to others through both oral and written communication

Annotated Bibliography

Goals and Objectives

Presentation

Needs Assessment Paper

Family Life Education Program

7. Incorporate a variety of computer applications in researching and creating a family life education program

Needs Assessment Paper

Family Life Education Program

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Annotated Bibliography (75 points)

- List of 15 scholarly sources
- Typed in APA format
- 5 annotations
 - 50-150 words
 - Double-spaced
 - Brief description
 - Value of material



Needs Assessment (150 points)

- 8-10 page paper (excluding cover page, abstract, references)
- Conform to APA format/style
- Cover literature on topic
 - Identify risk and protective factors
 - Include information on target population
 - Adopt a theoretical framework
 - Offer coherent rationale for FLE program



Goals and Objectives (draft- 20 points)

- Approximately 4-6 goals for entire program (6 hours of programming)
- At least 2 objectives per goal



Family Life Education Program (200 points)

- Outgrowth of needs assessment
- Portions submitted for faculty and peer review on 4 occasions (three 2-hours of program, introductory material/rationale)
- Final FLE product should serve as a manual/handbook for a facilitator of the program.



Presentation (60 points)

- Overview of FLE program developed
 - Brief description of program
 - Goals and objectives of program
 - Sample activity/exercise from program



Assessment of MC HDFS 442



- Fall 2016
- IRB approval
- IDEA evaluations and open-ended questions
- Collected and evaluated “Process Paper” assignment (20 points), handed in during final exam period

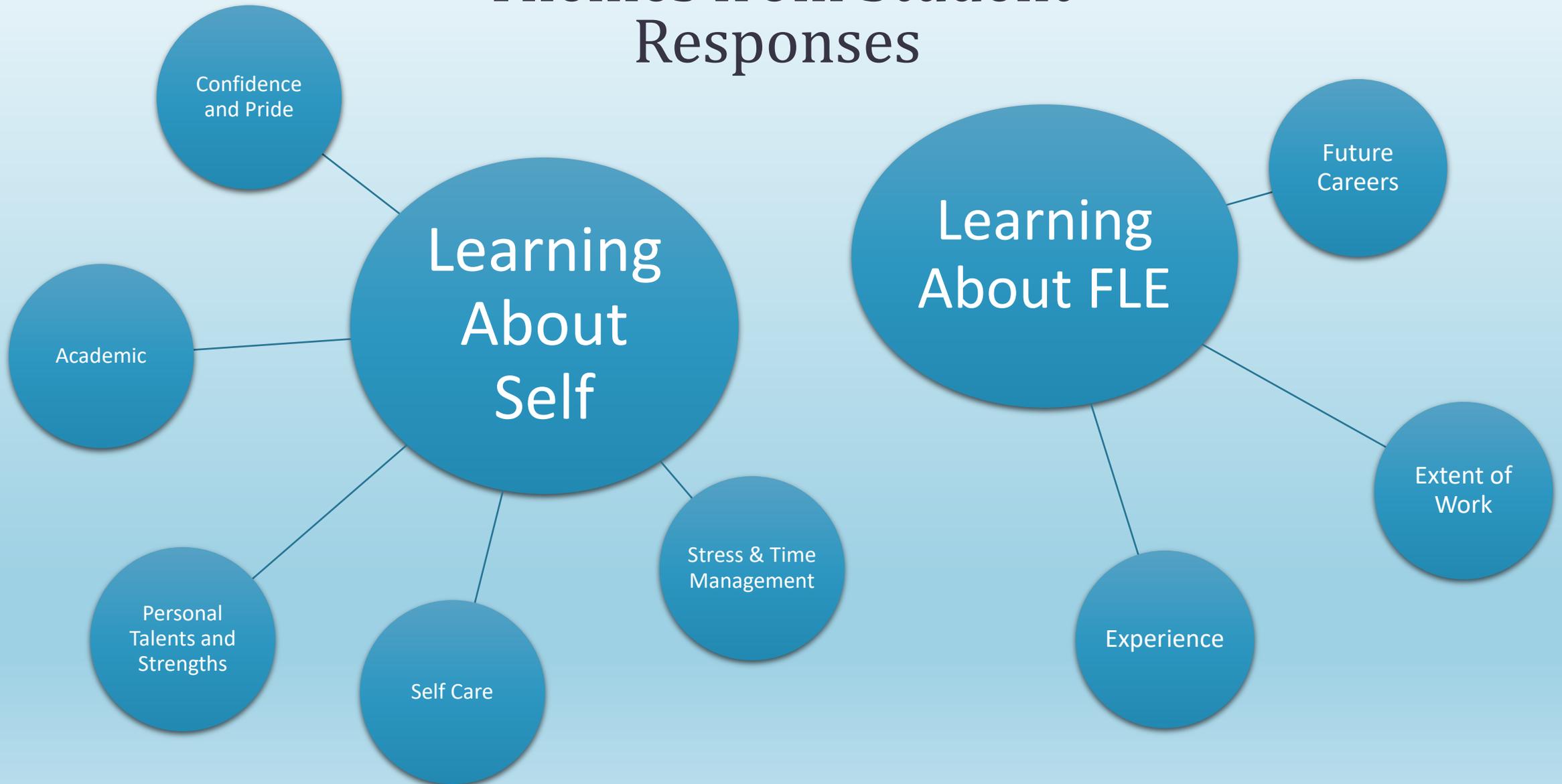
Process Paper Questions

- What did you learn about **yourself** from doing this project? For instance, how do you manage stress and time? How did you handle constructive and critical feedback given to you?
- What did you find most challenging during this class? How could these challenges be addressed?
- What strengths and skills were assets for you in this project?
- What new strengths and skills did you develop as a result of this project?

Process Paper Questions Continued:

- Reflect on the extent to which you grew personally (i.e., attitudes, knowledge and skills) as a result of this class and associated projects?
- How would you prepare differently or how would you approach developing family life curriculum in the future based on your experience this semester?
- How can you apply what you learned from doing this project to your future goals and endeavors?

Themes from Student Responses



Learning About Self

- Confidence and Pride:
 - “I feel that after completing this project, I have more confidence in myself. I now feel that I have a leg up on other people who apply for similar jobs to me.”
 - “Throughout this project, I learned that I am capable of much more than I give myself credit for.”
 - “I created a program I could proudly turn in, and I validated my major by sharing the hard work involved with people who always ask me “What are you studying again?” This project gave me a tangible object that I can now hand to someone and feel confident in my abilities, my major, and myself.”

Learning About Self

- Time & Stress Management:
 - “I learned that even if I manage my time well, that does not guarantee the process will be easy or perfect.”
 - “Throughout this project, I learned to manage my time well because I strongly dislike the feeling of being under pressure. So this provides motivation to work diligently.”
 - “I carefully plan ahead what I will do each day and each week, so that it does not end up being left until the last day and result in me feeling extra stressed.”
 - “Usually, I am particularly well at handling stress, but because of the severity of the project, I felt my self-care diminish at most points.”
 - “The first way I tried to reduce my stress for creating this program was by keeping a positive attitude.”

Learning About Self

- Personal Talents and Strengths:
 - “It definitely challenged me to expand my creativity and to think outside the box.”
 - “I learned to simplify complex information and share it in an engaging manner.”
 - “Two new strengths I believe I developed as a result of this course is the ability to write from the perspective of another person, and to identify a population in need and create programming specifically for them.”
 - “This course and program provided me with a multitude of learning experiences, encouraged me to be more intentional and focused, and displayed to me the kind of student I have become.”

Learning About Self

- Academic
 - “This project showed me the significance of basing my work in research and therefore making it credible.”
 - “The Strategies course also allowed me to practice and perfect my skills in literature review through the Needs Assessment paper.”
 - “I learned to simplify complex information and share it in an engaging manner.”
 - “I now feel more prepared to write literature reviews because of my practice writing my needs assessment. I learned how to organize articles by information on the population, risk factor and protective factors.”

Learning About FLE

- Extent of Work
 - “I did not realize how much preparation, work and time goes in to creating the program.”
 - “What I learned from doing this project and watching other people present their projects is that this type of work is essential. People need what we do and need us to take making these programs seriously.”
 - “I also appreciate curriculum writers and FLE so much more after creating my project. A lot goes into developing programs, and there is so much to think about when trying to create an effective curriculum.”

Learning About FLE

- Experience

“Although research backed the program, I developed a program how I wanted it designed, what I wanted said, and it made me feel as though maybe my thoughts are important and that I could help someone see through a new perspective.”

“This experience provided a realistic understanding of the power that comes with educating others and I felt as though all of my hard work was proof that I can graduate college and impact people’s lives in the ways I have dreamt of doing for all this time.”

Learning About FLE

- Future Career

- “Whatever I end up doing in the future, the skills I learned through this course and project will be very helpful.”
- “In doing this project, I found that I am definitely going into the right career path. I have learned so much about the career that I want to go into the future, as a grief counselor for children.”
- “I do know that I want to help people and work towards serving others. These family life education programs aim to do just that, help people. I think that completing a research based program to accomplish these goals taught me that when helping others our work needs to be founded on the research that has proven to be effective.”
- “I believe this class helped me grow to be more prepared for my future career. Prior to this class, I had many experiences with researching and studying, however I did not feel as though the material was truly in my hands to create . . . I felt empowerment as I created a call of action in my needs assessment, and I felt qualified as I established an environment conducive for caregiver growth.”

Experiential Learning: Assessing the Effectiveness of a Preschool Observation Assignment in Students' Retention of Child Development Course Concepts and Theories*

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*Presentation at the National Council on
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Class Background

- HDFS/PSYC 210 Child Development
 - Class explores development from conception through middle/late childhood
 - Covers foundational theories and concepts related to physical, cognitive, social-emotional, and language development needed for upper level classes (e.g. HDFS 345 Parenting)
 - 60 – 90 students enrolled each semester between 2-3 classes
 - Primarily Human Development & Family Science, Family & Consumer Science Education, Early Childhood Education, Physical Education, and Psychology majors

Preschool Observation Project

- Observations at Messiah College's Early Learning Center (ELC)
- 5 ½ total hours over semester
- According to Kolb (1984), experiential learning is a continuous process
- The Preschool Observation Project is divided in to multiple smaller assignments that build on each other.
 - Part 1: 3 sets of observations notes (totaling 5 ½ hours)
 - Part 2: Preschool Observation Interpretation Assignment
 - Part 3: Preschool Integration Paper

Preschool Observation Project

- Part 1: Observations notes
 - Students' observations are divided into 3 sets. Students are expected to improve their abilities to take detailed and objective notes with each successive set, based on feedback.
 - Objectives
 - To record objective notes on children's behavior
 - To record detailed notes on children's behavior

Preschool Observation Project

- Part 3: Preschool Integration Paper
 - Students write a short paper in which they integrate concepts from 3 different domains of development.
 - Objective
 - To explain how concepts from different domains of development are interconnected

Assessment of Observation Interpretation (Part 2)

- 54 students
- Spring 2017 semester
- 2 classes, 2 different instructors
- Variety of majors

Assessment of Observation Interpretation (Part 2)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The Preschool Observation/ Interpretation assignment has aided my ability to apply developmental terminology to preschoolers.	24 (45%)	28 (53%)	1 (2%)	0 (0%)
The Preschool Observation/ Interpretation assignment has helped me to better understand the typical characteristics of a preschool child.	19 (36%)	33 (62%)	1 (2%)	0 (0%)
After completing the Preschool Observation/ Interpretation assignment, I feel like I can better explain to others what a typical preschool child is like.	16 (30%)	38 (70%)	0 (0%)	0 (0%)

N= 54

Themes from Student Comments

- The assignment **facilitated learning and remembering**
 - “I was able to look at my notes and fine examples; which are helpful for me because it helps me to remember definitions.”
 - “Once I was able to see the terms played out in real life it made it easier to understand.”
 - “I now know that preschoolers go through specific stages and can apply different theories to the different ages of children.”
 - “It forced you to use the knowledge you learned.”

Themes from Student Comments

- The assignment **facilitated application of concepts outside of class**
 - “I can’t not see development characteristics in children now.”
 - “I now find myself using terminology when observing children I know.”
 - “It made the terms I learned in class real. Definitely something I will take with me when I teach.”
 - “This will also help me in the classroom later.”
 - “I have found myself [explaining preschoolers to others] in everyday life which is rewarding to know that information that I’m learning in school is being effectively used outside the classroom.”

Themes from Student Comments

- The assignment helped **connect course concepts to experiences**
 - “The real-life scenarios were a perfect way to understand and apply the concepts.”
 - “[This assignment] helped put our experiences next to terms.”
 - “With the assignment, I feel like I could really connect the information learned in class to actual situations.”
 - “It is a helpful assignment that has allowed [me] to practically see hands on the development of children.”
 - “This assignment has allowed me to connect external learning to internal learning.”
 - “At first I didn’t think I would be able to get each developmental category, but I was able to, which helped me realize the terms we learned generally apply to all preschoolers.”

Conclusion

- The Preschool Observation Interpretation was successful with meeting the objects:
 - To apply developmental terminology and concepts to children
 - 98% of students agreed or strongly agreed
 - To explain children's behaviors using developmental terminology & theories
 - 100% of students agreed or strongly agreed
- Three themes emerged from student comments:
 - Facilitated learning and remembering
 - Confidence using terms outside of class
 - Experience helped connect classroom terms to real-life

References

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.

Exploring the Differential Impact of In-Class and Out-of-Class Experiential Activities on Student Learning of Human Ecological Theory*

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What is the Impact of Experiential Learning?

- Literature shows the importance of experiential learning activities
- Does the overall subject matter of the class make a difference?
- Do students show more knowledge of the theory after a graded versus an in-class activity?
- Do students show more comfort using the theory when they have a graded assignment using the theory?
- Do students find the theory more applicable to real life situations when they have a graded assignment using the theory?

Course Comparison

HD 220 HD Theories

- Lower division
- Required for HD major
- Cover the theory in lecture, an out-of-class homework assignment, and as a part of an exam
- Application assignment using the movie *The Help*



HD 403 Families in Poverty

- Upper division
- University Capstone course
- Optional reading, review of the theory in class
- Use the theory in class to determine support and challenges to a family budget, consequences of and support for poverty in each system, and to look at community programs

HD 220 In Class Activity Example

- *Microsystem (also Bidirectional Influence)*
- **Jackson** is a friendly, attentive child. His mother responds with lots of hugs and other positive attention. As a result they develop a strong, positive relationship and when he gets older they are able to talk about everything and anything.
- *Mesosystem*
- **Raj** is a forty-year-old teacher and has decided to go back to school for his Masters part-time. While taking a class, he learns about a new behavior management technique and decides to try it on the students in his classroom.
- *Exosystem*
- Dan is a college professor at Greendale University. His wife, Jennifer, just had their first baby, **Arabella**, who was born with a developmental disability. Dan would like to stay home to help Jennifer take care of **Arabella**, but because of the limited paternity leave policy at his university he must go back to work only one week after her birth.
- *Macrosystem*
- **Chi-ming** is a 65 year-old man from China. His wife recently passed away. He is immediately asked by his eldest daughter to move in with her and her family where he will live for the rest of his life. This is not uncommon and in fact is the norm in the Chinese culture.
- *Chronosystem*
- **Alliyah** is a college student who is due to graduate in the Summer of 2002. She is an honor's student with very good credentials and is on track to earn a prestigious fellowship to travel to Afghanistan to continue her studies. Unfortunately, after the September 11th attacks, the sponsors of the fellowship withdrew funding because as a result of Sept 11th, it is too dangerous to travel to Afghanistan.

HD 220 *The Help* Application Assignment

Write a maximum 2 page, double spaced analysis in which you answer the following questions based on the perspective of **ONE** of the characters in the movie. You can pick any character you like, but use the **same** character to answer each question.

- Think about three components of the model: person, process, and time. Choose **one** of these and find an example from the movie that exemplifies this concept. Be sure you state why your example was a good choice.
- Provide an example of each of the five systems that provide context for the person: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Be sure you give a specific example for each, and explain why your example is a good choice.

GRADES WILL BE BASED ON THE FOLLOWING CRITERIA:

- Correct application of the theoretical concepts. Is the identified concept in the first question correctly described and applied? Is your example a good fit? **5 points** Are the five systems of the theory and their examples correct? **8 points each for a total of 40 points**
- Quality of writing: Is the writing concise and well organized? Is there a logical flow to the analysis? **2 points**
- Grammar: Papers will be marked down for grammatical and/or typo errors. **3 points**



HD 403 Family Budget Activity

- Students are put into groups
- Each group is given a category of the family budget to calculate (ie. clothing, entertainment, utilities, housing, etc.)
- Groups come back together as a class and present their portion of the budget
- The class agrees on a realistic amount for each category
- Discuss how Human Ecological Theory provides extra support for, or provides challenges for, the family budget across each system

HD 403 Bioecological Theory and Consequences of Poverty

- After various consequences of poverty are introduced, students discuss in groups what supports or challenges might exist across the system for these consequences
- Present findings from their discussion to the class
- Examples:
 - Consider the following consequences of poverty. What factors could be attributing to these consequences, and what supports could be put in place? Where do these fall in the Bioecological model?
 - Individuals below the poverty line are more likely to smoke cigarettes, especially if they have less than a college degree.
 - Individuals below the poverty link are more likely to be unbanked.
 - Babies born into poverty are more likely to be low birth weight.
 - Mothers in poverty are at increased risk for depression.

HD 220 Post-Test Results

Field	Minimum	Maximum	Mean	Std Deviation	Variance
On a scale from 1 to 10, with 1 being not at all and 10 being completely, how much did this assignment help you better understand Bioecological Theory?	3.00	10.00	8.30	1.74	3.02
On a scale from 1 to 10, with 1 being not at all and 10 being completely, how much did this assignment help you feel more comfortable applying the concepts of Bioecological Theory?	3.00	10.00	8.11	1.91	3.65
On a scale from 1 to 10, with 1 being not at all and 10 being completely, how applicable is Bioecological Theory to real life experiences?	6.00	10.00	9.04	1.35	1.81
On a scale from 1 to 10, with 1 being not at all and 10 being completely, how much did you like this assignment?	2.00	10.00	8.22	2.20	4.84
On a scale from 1 to 10, with 1 being not at all and 10 being completely, how much did this assignment help you prepare for your exam?	1.00	10.00	7.48	2.89	8.32

HD 220 Pre-Post Test Comparisons

	Mean Pre	Mean Post	Mean Difference (Pre-Post)	Significance
Content Qs	7.9	8.6	0.70**	p<.01
Understanding	4.9	7.5	2.6	ns
Comfort applying	4.55	7.65	3.1	ns
Applicable to real life	6.4	8.95	2.55***	p<.001

HD 403 Pre-Post Test Comparisons

	Mean Pre	Mean Post	Mean Difference (Pre-Post)	Significance
Content Qs	6.37	7.1	0.73*	P<.05
Understanding	2.8	5.43	2.63	ns
Comfort applying	2.73	5.4	2.67	ns
Applicable to real life	6.43	7.83	1.4**	p<.01

Comparison of HD 220 and HD 403 Results

	Mean 403	Mean 220	Mean Difference	Significance
Content Qs Pre	6.37	7.7	1.33***	p<.001
Content Qs Post	7.1	8.4	1.3***	p<.001
Understanding Pre	2.8	4.93	2.13***	p<.001
Understanding Post	5.43	7.33	1.9***	p<.001
Comfort applying Pre	2.73	4.57	1.84**	p<.01
Comfort applying Post	5.4	7.47	2.07	ns
Applicable to real life Pre	6.43	6.53	0.10	ns
Applicable to real life Post	7.83	8.73	.09	ns

Experiential Learning and Its Impact on the Affective Domain of Learning*

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Focus of the Research

- This presentation will examine the responses of students to the poverty simulation by applying Krathwohl's (2002) affective taxonomy of learning.
- In so doing, we plan to identify the connections between action-based teaching, affective learning and critical thinking

Introduction

Experiential learning provides the opportunity for students to acquire and apply knowledge, skills and feelings to real and important situations (Clark, Threeton & Ewing, 2010).

Three Domains:

- **Cognitive** - stages include knowledge, comprehension, application, analysis, synthesis, and evaluation. Achievement at higher stages is dependent on the level of mastery in the lower stages (Stenzel, 2006).
- **Affective** - how students receive and respond to information, and how they identify and internalize beliefs and values (Krathwohl, Bloom, & Masia, 1964)
- **Psychomotor** – using movement to physically encode information where fine and gross muscles are used for expressing/interpreting information (Harrow, 1972)

Definition: Affective Domain of Learning

- **The affective domain consists of 5 levels:**
- ***Receiving***: Willingness to actively attend to information, and listen
- ***Responding***: Acknowledging what one is learning
- ***Valuing***: Interacting with what one is learning at the level of one's own personal values
- ***Organizing***: What is being learned affects personal value systems and priorities
- ***Behavior***: The influence of learning is made manifest in the one's behavior (Stenzel, 2006)

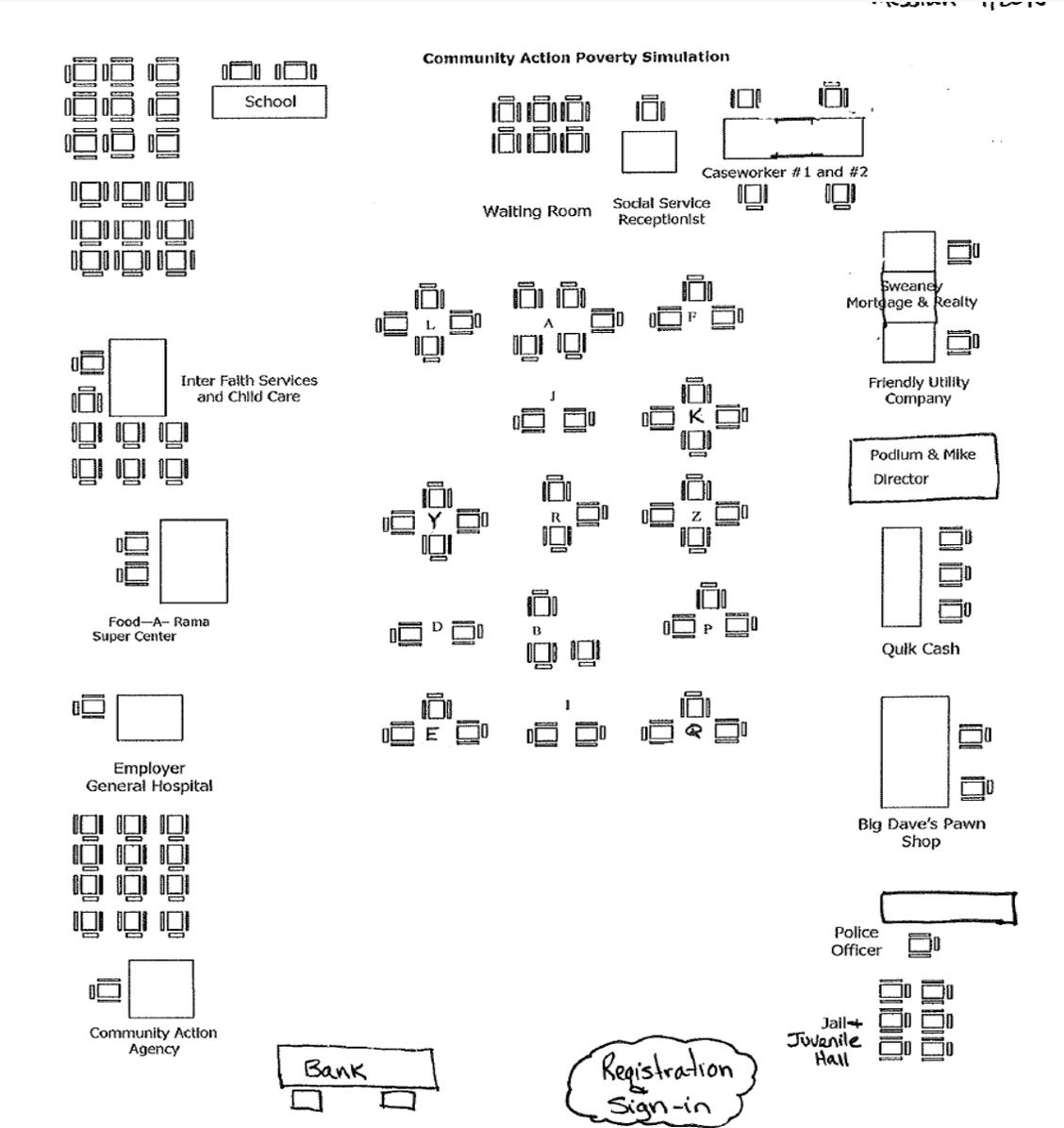
Description of Activity

In collaboration with Tri-State Community Action, students created a 2-3 hour poverty simulation for Messiah College students to participate in. The simulation helped students understand the realities of living in poverty through having to navigate through normal routines experienced by families such as:

- Getting children to school
- Reporting to work on time
- Paying bills
- Grocery shopping

Students then wrote a reflection about their experiences.





Floor Plan – Poverty Simulation

Purpose

We examined the impact that the use of experiential learning had in developing increased awareness of social/economic inequality and empathy in the life of students.



Representative of a family being evicted from their home.

Method

Sample:

Two cohort groups of 30 undergraduate students enrolled in the course HDFS 253 Community Services for Individuals and Families in 2016 and 2017 were asked to participate.



Method

Procedure

- In the simulation, 20 to 85 participants assume the roles of up to 26 different families facing poverty.
- The task of the “families” is to provide for necessities during the course of four 15-minute “weeks.”



Method

Materials

- At the end of the semester, students were asked to complete a questionnaire and reflect on the impact of these experiences to their understanding of poverty.



Results

- The goal was to operationalize the “Valuing” stage of the affective domain through the use of a questionnaire given after the simulation. Participants were asked to reflect on their beliefs and knowledge about poverty *prior* to the simulation and *after*.
- Participants indicated the extent to which they agreed or disagreed with the statements provided using a 5 point Likert scale.
- The responses were divided into 2 categories:
 - A. *Experience of the Poor – Knowledge of the Context*
 - B. *Perception of the individual – Value of the Other*

Results

- Examples of “Knowledge Statements of the Context” are:
 1. “The community provides effective and efficient services to help families with low income live.”
 2. “People with low income get a reasonable amount of help with rent, utilities, and other expenses working Americans have to pay for.”
 3. “People receive enough money to survive from welfare, food stamps, other social programs.”

Examples of “Value Statements of the Other” are:

1. “People are generally responsible for whether they live in poverty or not.”
2. “Poor people spend too much money on junk food and fast food.”
3. “People with low income need to learn to budget better.”

Knowledge of the Context (prior the experience)

Knowledge of the Context (after the experience)

Questions	Min.	Max.	Mean	Std Deviation	Variance
1. The community provides effective and efficient services to help families with low income.	1	5	3.1074	.98151	.963
2. People of low income get a reasonable amount of help with rent , utilities and other expenses.	1	5	2.6860	1.024496	1.051
3. People receive enough money to survive from welfare, food stamps and other social programs.	1	4	2.4711	.94934	.901
4. The social service system in America has a positive impact on those it serves.	1	5	3.4202	.74212	1.041

Questions	Min.	Max.	Mean	Std. Deviation	Variance
1. The community provides effective and efficient services to help families with low income.	1	5	2.7652	1.02024	1.041
2. People of low income get a reasonable amount of help with rent , utilities and other expenses.	1	4	2.2069	.94655	.896
3. People receive enough money to survive from welfare, food stamps and other social programs.	1	4	2.0085	.81120	.658
4. The social service system in America has a positive impact on those it serves.	1	5	3.1780	.85366	.729

Value of the Other (prior the experience)

Value of the Other (after the experience)

Questions	Min.	Max.	Mean	Std. Deviation	Variance
1. People are generally responsible for whether they live in poverty or not.	1	4	2.6333	.90687	.822
2. People with low income could get ahead if they could just apply themselves differently.	1	5	3.0254	.99967	.999
3. Poor people spent too much money on junk food and fast food.	1	5	2.6218	1.06558	1.135
4. People with low income need to learn to budget better.	1	5	3.3220	.85616	.733

Questions	Min.	Max.	Mean	Std. Deviation	Variance
1. People are generally responsible for whether they live in poverty or not.	1	4	2.2650	.89436	.800
2. People with low income could get ahead if they could just apply themselves differently.	1	5	2.4914	1.01721	1.035
3. Poor people spent too much money on junk food and fast food.	1	5	2.3559	1.01716	1.035
4. People with low income need to learn to budget better.	1	5	3.1368	.97296	.947

Table 1. Correlation between Prior and After Measure of Knowledge of Context and Value of Others.

Category	Mean - <u>Prior</u>	Std. Deviation	Mean - <u>After</u>	Std. Deviation	Pearson Correlation	Significance
Knowledge of the Context	11.7227	2.53760	10.2124	2.79173	.489**	P <.01
Value of the Other	11.6983	2.61840	10.2807	2.88576	1.593**	P <.01

Table 2. Correlation between Prior Knowledge of Context and Value of Others and After knowledge of Context and After Value of Others.

		After Knowledge of Context (Sig. Level)	After Value of Others (Sig. Level)
Prior Knowledge of Context	Pearson Correlation	.489** (p < .01)	.301** (p < .01)
	Sig. (2-tailed)	.000	.001
	N	113	113
Prior Value of Others	Pearson Correlation	.242* (p < .05)	.593** (P <.01)
	Sig. (2-tailed)	.010	.000
	N	111	111

Table 3. Comparison of Means (Independent Sample T Test) between Enrollment in HDFS 253 and Prior/After Knowledge of Poverty.

	Enrolled in Community Services (HDFS 253)	N	Mean	Std. Deviation
Prior Knowledge	Yes	85	5.400	1.627
	No	31	4.838	2.237
After Knowledge	Yes	85	7.564	1.349
	No	31	7.516	1.234

	F	Sig	t	df	Sig. (2-tail)
Prior Knowledge	7.905	.006	1.279	42.129	.208 (n. sig.)
After Knowledge	.122	.727	.183	57.890	.856 (n. sig.)

Table 4. Comparison of Means (Independent Sample T Test) between Enrollment in HDFS 253 and Prior/After Knowledge of Context and Prior/After Value of Others.

	Enrolled in Community Services	N	Mean	Std. Deviation
Prior Knowledge of Context	Yes	85	11.6353	2.4390
	No	33	11.8788	2.8146
After Knowledge of Context	Yes	83	10.4125	2.4530
	No	32	9.6875	2.5650
Prior Value of Other	Yes	80	11.7831	2.6597
	No	32	11.5313	2.5650
After Value of other	Yes	81	10.6173	2.8747
	No	32	9.4688	2.8282

Table 4. Comparison of Means (Independent Sample T Test) between Enrollment in HDFS 253 and Prior/After Knowledge of Context and Prior/After Value of Others.

	F	Sig	t	df	Sig. (2-tailed)
Prior Knowledge of Context	1.427	.235	-.466	116	.642 (n-sig.)
After Knowledge of Context	8.304	.005	1.239	110	.218 (n-sig.)
Prior Value of the Other	.274	.602	.460	113	.647 (n-sig.)
After Value of the Other	.106	.704	1.922	111	.057 (n-sig.)

Conclusions

- There was a significant correlation between the factors examined in the Study. For example....
 - There was a strong positive correlation between prior knowledge of the context and after knowledge of the context and between prior knowledge of the context and after value of others.
 - There was a significant positive relationship (although not as strong) between prior value of others and after knowledge of the context.
- There was no significant statistical difference between the students enrolled in HDF\$ 253 and those that were not enrolled in the course in any of the factors examined.
 - Prior or after knowledge of Poverty
 - Prior or after knowledge of the Context in general
 - Prior or after value of others.
- Discussion of Possible Explanations

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Trauma- Informed Experiential Learning Practices*

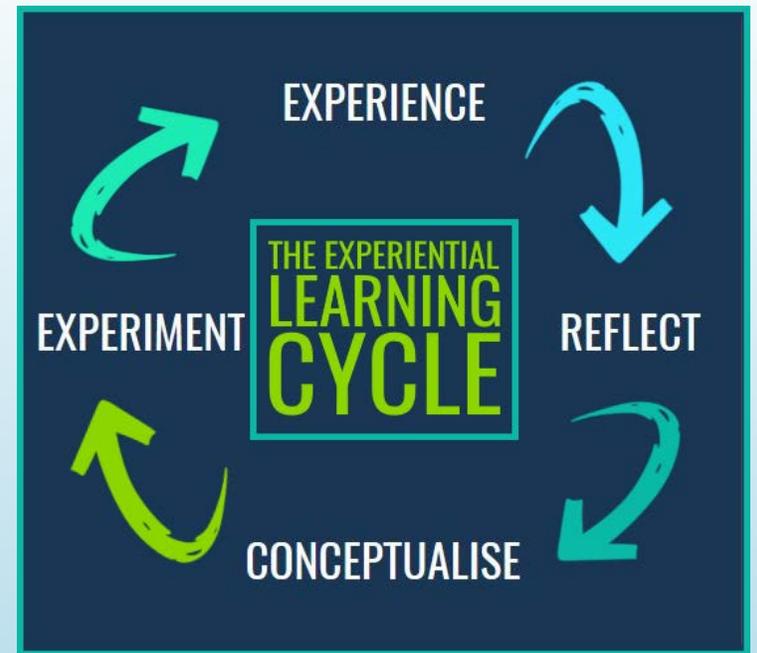
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Experiential Learning

- Engages students in all domains of learning
 - cognitive domain [knowledge]
 - psychomotor domain [skills]
 - affective domain [attitudes]
- Consists of five propositions:
 - experience is the foundation of and stimulus for learning;
 - learners actively construct their own experiences;
 - learning is a holistic process;
 - learning is socially and culturally constructed, and,
 - learning is influenced by the social-emotional context in which it occurs (Boud, Cohen, & Walker, 1993).
- More potential for students to be traumatized, re-traumatized or experience complex trauma or vicarious/secondary trauma



What do we mean by TRAUMA?

- Trauma: An event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.
- Re-traumatization: A situation, attitude, interaction, or environment that **replicates the events or dynamics of the original trauma** and triggers the overwhelming feelings and reactions associated with them
- Complex trauma: exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure
- Vicarious/secondary trauma: the emotional duress that results when an individual hears about the firsthand **trauma** experiences of another
- 70% of adults in the U.S. have experienced some type of traumatic event at least once in their lives (<http://www.integration.samhsa.gov/clinical-practice/trauma>)

What is trauma-informed Family Science?

- A trauma informed classroom is one in which all students and staff feel safe, welcomed, included and supported and where addressing trauma's impact on learning...is at the center of its educational mission (Cole, Eisner, Gregory & Ristuccia, 2013).
- A trauma-informed educator practices these principles:
 - Safety
 - Trustworthiness
 - Encouragement/Empowerment
 - Collaboration
 - Choice

Experiential Learning Trauma Triggers

- Assignment of groups
- Being asked to speak
- U shape seating/sitting near exit
- Holidays
- Abrupt changes in physical environment
- Gender identity and preferred pronoun
- Closed door
- Content
- Walking to vehicle alone at night
- Unclear instructions
- Access to resources
- No class guidelines
- Disability accommodations
- Loss (sudden/traumatic/multiple occurrences)
- Listening to other student's experiences

Signs that a Student May Have Been Triggered

- Crying
- Change of mood or behavior
- Missing or dropping class
- Withdrawal
- Freezing
- Guardedness
- Leaving class
- Hitting table
- Escalating voice tone
- Swearing
- Keeping head down
- Verbal attacks
- Confusion
- Difficulty concentrating
- Being startled easily
- Memory lapse
- Reports to higher authority

Trauma Informed Educational (TIE) Strategies – Safety, trust, empowerment, collaboration, choice

- Choose activities and assignments intentionally
- Have clearly defined learning outcomes and communicate these to students
- Give alternate assignments or allow choice within an assignment
- Provide cautions and disclaimers in syllabus and verbally
- Debrief difficult topics
- Take breaks and allow time for check-ins
- Late day policy without excuses or penalties/Give benefit of doubt

TIE Strategies

- Use neutral language and a strengths-based perspective in all communication
- Allow students to *not* participate in discussions/assignments
- Discuss appropriate and inappropriate sharing
- Allow/require ungraded drafts
- Include a self-care statement on course syllabi
- Model self-care
- Provide links to resources

Reflection

- How am I practicing trauma-informed educational principles as I design my syllabus and create my learning activities?
- How can the experiential activities I use impact students?
- How will I deal with the impact that occurs?
- How do you plan to implement trauma-informed educational principles in your classes or interactions with students?
- Remember: **Safety, Trust, Empowerment, Choice, Collaboration**

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Questions?



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