

Student Roles in Co-Creating Learning: Through the Lens of the Scholarship of Teaching and Learning (SoTL)

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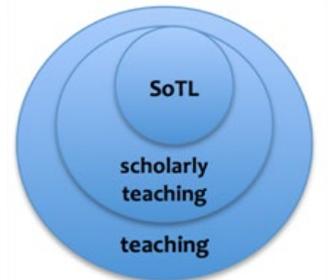
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The Scholarship of Teaching and Learning (SoTL)

- ▶ SoTL is “the **systematic study of teaching and learning**, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviors, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, **resulting in products that are publicly shared for critique and use** by an appropriate community” (Potter & Kustra, 2011, p.2, emphasis added).



Potter, M. K., & Kustra, E. (2011). The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1), 1–18.

Principles of Good Practice in SoTL

1. The inquiry is focused on student learning and
2. The inquiry is conducted in partnership with students, where appropriate (Felten et al., 2013).

Felten, P., Bagg, J., Bumbry, M., Hill, J., Hornsby, K., Pratt, M., & Weller, S. (2013). A call for expanding inclusive student engagement in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal*, 1(2), 63-74.

Session Overview

This session will demonstrate five different ways students can impact the learning that occurs in family related courses and programs. These include:

1. an examination of student perceptions of course syllabi,
2. student self-reflection on learning in diversity courses,
3. student driven certification,
4. personal learning plans within a study abroad course and
5. students participation in curriculum re-design.

Session Goals:

1. Demonstrate five different ways students can be co-creators in learning,
2. Show how the use of student voices in the scholarship of teaching and learning can enhance the effectiveness of courses and programs and
3. Share evaluative data where available.

Students' Perceptions of Syllabi in Undergraduate HDFS Courses

JACKI FITZPATRICK

PAPER PRESENTED AT THE NATIONAL COUNCIL ON FAMILY
RELATIONS ANNUAL CONFERENCE

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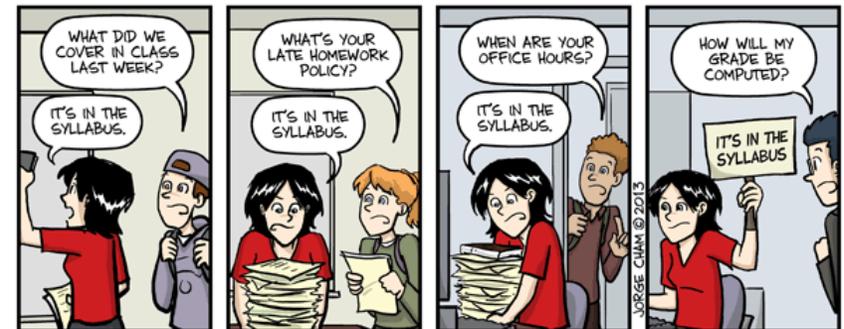
Introduction

- ▶ In comparison to other teaching elements, syllabi receive less attention (Slattery & Carlson, 2005)
- ▶ Instructors receive little training/mentorship about formats, philosophies and resources
 - ▶ Teaching Mindfulness (Baecker, 1998; Fink, 2012; Flowerdew, 2005; Hirsch, 2010; Kaplan & Renard, 2015)
- ▶ Syllabi “tend to handed down from one generation to the next, rarely considered as part of the curriculum” (Eberly, Newton & Wiggins, 2001, p. 56)
- ▶ Syllabi ‘inheritance’ is not equivalent to preparation for instructors (or students)



Introduction (Continued)

- ▶ Two primary consumers of syllabi
 - ▶ Supervisors – often focus on compliance with university policy or state/federal law (e.g., Bowers, 2011)
 - ▶ Students – often focus on guidance/utility (Becker & Calhoun, 1999; Fitzpatrick & Kostina-Ritchey, 2011)
- ▶ Students can return to syllabi repeatedly across the length of the course (Habaneck, 2005; Smith 1993)
- ▶ Worthwhile to explore students' perceptions



IT'S IN THE SYLLABUS

Introduction (Continued)

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- ▶ Three empirical approaches to students' perceptions



- ▶ Instructor characteristics – Students who receive more detailed syllabus rated instructors as more effective, knowledgeable, fair, creative and enthusiastic (Saville, Zinn, Brown & Marchuk, 2010)
- ▶ Communication processes – Term usage, socialization, power, negotiation/collaboration, transparency (Baecker, 1998; Cullen & Harris, 2009; Danielson, 1995; Fitzpatrick, 2017; Hudd, 2003)
- ▶ Value to students – Attention priorities, clarity, direction (Habaneck, 2005; Smith 1993)



Introduction (Continued)

- ▶ This study addressed the following research questions:

What elements or characteristics of course syllabi do students perceive to be useful to them?

What elements or characteristics do students think should be changed or added?

Method

- ▶ Sample
 - ▶ Undergraduates enrolled in 10 HDFS courses
 - ▶ Convenience sample – instructors had to provide consent
 - ▶ 261 students
 - ▶ Estimate – mean of 75% completion rate of students in classroom; don't have access to full course enrollments
 - ▶ Estimate – 1% redundancy (same student in two or more classes)

Method (Continued)

▶ Measure

- ▶ Created a Course Assignment Perception Scale (Fitzpatrick & Kostina-Ritchey, 2012)
- ▶ Adapted to assess students' perceptions of syllabus
- ▶ Quantitative (5-point Likert scale [Strongly disagree---Strongly agree])
 - ▶ The following (22) sections of the syllabus were helpful to me
 - ▶ Contact information
 - ▶ Course description, purpose
 - ▶ Expected learning outcomes
 - ▶ Assignments
 - ▶ Grading scale
 - ▶ Academic integrity policy
 - ▶ Civility policy
 - ▶ Course schedule

Method (Continued)

- ▶ Measure
 - ▶ Qualitative (Five open-ended questions)
 - ▶ What are problems/weaknesses of this syllabus?
 - ▶ What are valuable aspects/strengths of this syllabus?
 - ▶ In its present form, if you could have this type of syllabus in more courses, would you want it? Why or why not?
 - ▶ What (if anything) is missing from this syllabus that you think should be added?
 - ▶ If you could make changes to the syllabus, what would you change?

Method (Continued)

- ▶ Procedure
 - ▶ Research team members distributed questionnaires in classroom
 - ▶ Students informed that participation was anonymous and voluntary
 - ▶ Data collection during the last two weeks of the semester
 - ▶ Instructors were not present during data collection or given access to completed questionnaire forms
 - ▶ Responses to questionnaires were initially coded for common themes (e.g., Altheide & Schneider, 2013; Patton, 2002)
 - ▶ Most clearly divided into positively and negatively-valenced comments

Results

- ▶ Positively-valenced comments (Clarity, Consistency)
 - ▶ *She stays true to the syllabus. She never changes anything.*
 - ▶ *Every question I have about course material, assignments, due dates, etc. are in the syllabus.*
 - ▶ *The course outline is nice to have. The assignments were written with great detail.*
 - ▶ *It explains everything in detail, so I don't have to bug our instructor with same questions over and over again.*
 - ▶ *It shows what we are doing each week.*



Results

- ▶ Positively-valenced comments (Empowerment)
 - ▶ *It keeps me organized and makes completing assignments less overwhelming.*
 - ▶ *It starts empowering you to do well in the class*
 - ▶ *If you keep up with it/follow it closely enough, it should be easy to maintain a good grade.*
 - ▶ *Yes, because it list out all the criteria and activity for the semester, so you know just what to expect.*

Serving, Supporting, Empowering

Empowering students to be vital citizens today and tomorrow.

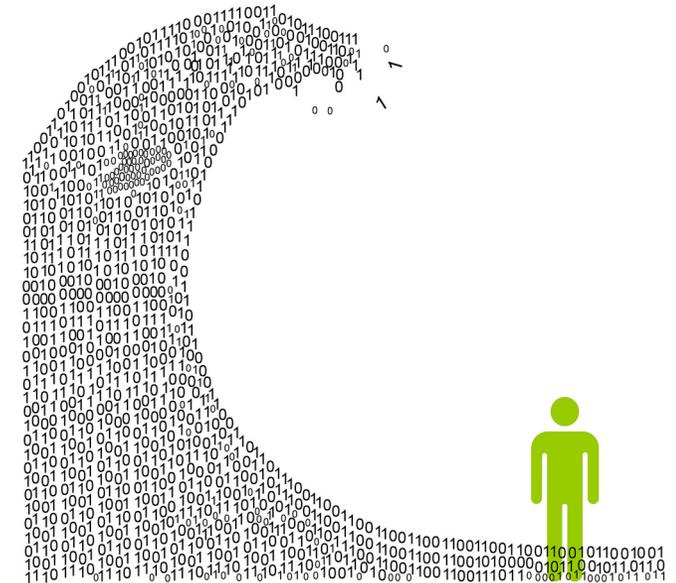
Results

- ▶ Negatively-valenced comments (Gaps, Omissions)
 - ▶ *It could maybe have more detail on the purpose the course.*
 - ▶ *The grading scale is kind of confusing. It is difficult for me to determine what to expect in this class because I am not exactly sure how much each assignment is worth.*
 - ▶ *Needs to be more helpful on grade distribution.*
 - ▶ *Does not have Extra Credit information on it.*
 - ▶ *The syllabus does not include when the professor will have things graded by which it should since we have no grades for a paper she has for 45 days.*
 - ▶ *A student really wants is attendance policy and due dates.*



Results

- ▶ Negatively-valenced comments (Deviation, Intimidation)
 - ▶ *Teachers don't follow their own syllabus making it hard to follow along.*
 - ▶ *Very detailed, hard to navigate, overwhelming, need better organization.*
 - ▶ *It is overwhelming & difficult at time to find what you need.*
 - ▶ *A lot of information, a bit intimidating.*
 - ▶ *Could be a little confusing with all of the information.*
 - ▶ *The syllabus is long and wordy.*



Discussion

▶ Weaknesses

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- ▶ One-time measurement
- ▶ Lack of supplemental data collection (e.g., after course ended) from students
- ▶ Lack of data from instructors
 - ▶ Mindfulness/decisions about syllabus content
 - ▶ Feedback that they had received from students
- ▶ University offers access to course evaluation scores, but not specific comments

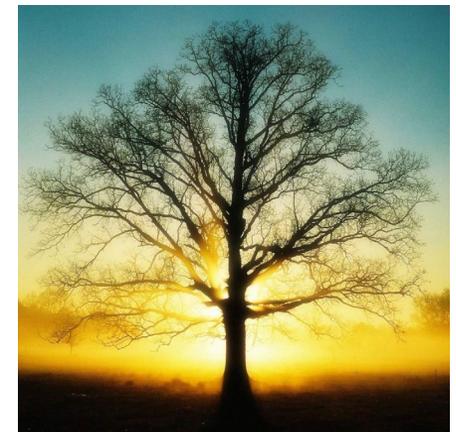
	Course satisfaction <i>n</i> (%) ^b			
	Very satisfied	Satisfied	Neutral	Dissatisfied
Please indicate your level of satisfaction with the course content	32 (41.0)	43 (55.1)	3 (3.8)	0 (0.0)
Please indicate your level of satisfaction with the knowledge checks	28 (35.9)	43 (55.1)	7 (9.0)	0 (0.0)
Please indicate your level of satisfaction with the course activities	27 (34.6)	44 (56.4)	7 (9.0)	0 (0.0)
Please indicate your level of satisfaction with the additional readings provided	27 (34.6)	44 (56.4)	7 (9.0)	0 (0.0)
Please indicate your level of satisfaction with the course organization	39 (50.0)	35 (44.9)	3 (3.9)	1 (1.3)
Please indicate your level of satisfaction with the graphics and pictures	20 (25.6)	48 (61.5)	10 (12.8)	0 (0.0)

Discussion (Continued)

- ▶ Strengths
 - ▶ Used actual syllabi as source for students' viewpoints
 - ▶ Some prior studies (e.g., Ishiyama & Hartlaub, 2002; Saville, et al., 2010) –
 - ▶ used sample/hypothetical syllabi
 - ▶ assessed perceptions of instructors rather than syllabi
 - ▶ Other studies were content analyses of syllabi topics (e.g., Cashwell & Young, 2004; Hong & Hodge, 2009; Sullivan & Maxfield, 2003; Wolf, Czekanski & Dillon, 2014)
 - ▶ Enhances ecological validity
 - ▶ Focuses students' attention on one portion of course
 - ▶ Might not be addressed via general assessments such as course evaluations (e.g., Covill, 2011; Fitzpatrick & Tang, 2011)
 - ▶ Anonymity might reduce likelihood of socially desirable responses

Discussion (Continued)

- ▶ Field of Dreams – “*If you build it, he will come*” (Frankish & Robinson, 1989)
 - ▶ “*If you ask students, they will tell you*”
- ▶ The syllabus can be analogous to a spine/tree trunk – all course elements sprout from it
- ▶ If the syllabus should be a resource for students, then instructors have an obligation to evaluate strengths/weaknesses of that resource
 - ▶ Student input can be an invaluable tool
- ▶ Instructors should also consider what syllabus reflects about them and their ethics/values



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Prompting student reflection in diversity-centered courses

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2018 NCFR CONFERENCE



Context

- ▶ Diversity-centered courses may trigger student biases and misconceptions in unique ways
- ▶ Understanding why certain content is difficult for students to learn is paramount to effective teaching (McKinney, 2007)
- ▶ Self-awareness varies across individuals, time, and space (Heine, 2015)
- ▶ Self-reflection has a positive effect on academic growth (Lake & Rittscof, 2018; Pedrosa-de-Jesus, Guerra, & Watts, 2016)

Context

- ▶ Changes in higher education have resulted in an increased focus on assessment
- ▶ Measuring effectiveness of teaching strategies (Berk, 2005; Klassen & Tze, 2014)
- ▶ Scholarship of Teaching and Learning [SoTL] encourages self-reflection on teaching practices (Gilpin, 2007)
- ▶ Unique opportunity to further the integration of SoTL (DiGregorio, Maurer, & Pattanaik, 2016)

Purpose

- ▶ Utilizing formal and informal feedback from students, researchers identify an effective means of incorporating student voices to shape course design and support learning
- ▶ Give students an active voice in their learning to lessen passivity; guide students to take responsibility
- ▶ Applications for new and established professionals and the broader community of the Scholarship of Teaching and Learning (SoTL) within family science and surrounding fields

Research Questions

- ▶ How do students perceive the interplay between their own beliefs, values, and biases on their own learning?
- ▶ Can prompting student self-reflection foster self-awareness within courses teaching value-laden content?

Sample

- ▶ 146 undergraduate students enrolled in diversity-centered courses housed in either CBSS or COE
- ▶ 101 students self-identified as female; 45 students self-identified as male
- ▶ 93 CHFD majors; 53 secondary education majors
- ▶ Students ranged in age from 18 – 41, with approximately 90% of students between 19 – 26 years of age
- ▶ All participants had completed at least one academic year of college courses

Methodology & Data Collection

- ▶ Mixed methods approach
 - ▶ Analysis of qualitative and quantitative data
- ▶ Data from specific teaching strategy used across courses
- ▶ Post-survey consisting of Likert scale items and open-ended questions
 - ▶ Adapted from English & Kitsantaas (2013) and May & Etkina (2002)
- ▶ Data coded by two reviewers

Topic List

- Allows for direct student input
- Flexibility in terms of choice regarding topic and date of presentation
- Individual approaches to each area
- Varied information and critical analysis of sources of information
- Information sharing with the rest of the class

1. Social Class and Development
Presentation dates: Groups 1 – 5 = Monday, September 10th
Groups 6 – 10 = Wednesday, September 12th

- a. Social class as a social construct
 - i. Definitions of social class (Group 1)
 - ii. How social class has changed over time (Group 2)
- b. Social class and social development
 - i. Poverty and social development (Group 3)
 - ii. Social class and identity (Group 4)
 - iii. The construction and maintenance of social class (Group 5)
- c. Social class and physical development
 - i. How a family's social class impacts early physical development (prenatal; early childhood) (Group 6)
 - ii. How social class impacts "legal" adult development (18 and over) (Group 7)
- d. Social class and social problems
 - i. The relationship between social class and crime (Group 8)
 - ii. The relationship between social class and interpersonal violence (Group 9)
 - iii. Social class and education (Group 10)

2. Prejudice, discrimination, privilege and development
Presentation dates: Groups 1 – 5 = Monday, September 24th
Groups 6 – 10 = Wednesday, September 26th

- a. Prejudice and discrimination
 - i. What are the differences between prejudice and discrimination? (Group 10)
 - ii. Experiences of prejudice and/or discrimination and well-being (Group 9)
 - iii. Current event detailing prejudice and/or discrimination (Group 8)
- b. Bias
 - i. An overview of bias, what it is, and how it functions within people (Group 7)
- c. Layers of discrimination
 - i. Overview of different kinds of discrimination (Group 6)
 - ii. Impact of perceived discrimination on development (Group 5)
- d. Privilege
 - i. Overview of privilege, what it is, and how it functions in our society (Group 4)
 - ii. The relationship between privilege and power (Group 3)
 - iii. The relationship between privilege and education (Group 2)
 - iv. The relationship between privilege and health (Group 1)

3. Race, ethnicity, and development
Presentation dates: Groups 1 – 5 = Monday, October 8th
Groups 6 – 10 = Wednesday, October 10th

Topic:

Student name:

*** Attach a complete reference list.

1. What I did to explore this topic? (check all that apply) (for best variety utilize at least reference from each Tier.

Tier I

- Textbook (for this class)
- Peer Reviewed Journal articles
- Academic Books

Tier II

- Interviews (peers, employers, other teachers, students, relatives)
- Non-Academic Books
- Newspaper or magazine articles
- Web pages (specify)
- Other (specify)

Write a brief explanation of your research protocol. How and why did you select the resources you used for this research? (150 words max.)

I

2. Provide a bulleted list overview of facts you learned through conducting this search: (indicate through appropriate citations where your new knowledge was gained.) Do not use direct quotes; do provide page or paragraph numbers in the citation.
3. Provide a synthesis/analysis in paragraph form of how the facts noted above bring meaning to the topic. Explain why the facts are important/significant. Provide an *analysis of your learning* on the topic. (Do not merely repeat the facts.) (250 words max.)
4. Apply your learning to the topic (raise questions and/or propose solutions). Demonstrate that you understand how to apply the topic to diversity in human development. (250 words max.)
5. Reference List: (include a reference list in APA Style 6th edition) (reference list does NOT count toward page limitations)

Topic assignment template

- ▶ Allows for student choice in approach to topic
- ▶ Allows for student choice in terms of sources
- ▶ Semi-structured, ensuring students tend to fundamental requirements of assignment
- ▶ Provides instructor with insight into student thought processes

Findings

- ▶ 72% of students “strongly agreed” course taken challenged them in a different way than most courses
- ▶ 63% of students “strongly agreed” course taken prompted them to think about who they are as individual people
- ▶ 58% of students indicated that the topic assignments encouraged them to “change their beliefs” about one of the social identities covered

Findings

- ▶ “I learned that my implicit biases were really impacting the way I behaved in my classes and on campus. I realized that I have some racist inclinations and that I actually want to work on this part of myself.”
- ▶ “This assignment encouraged me to think about the messages I have received from my family about sexuality.”
- ▶ “I felt that my opinion has a place in class and that I am a smart, capable person that has important things to say...the topic assignments allowed me to vent...and communicate questions I have about social institutions and the way sources present information.”

Findings

- ▶ “I had never really thought about any of this stuff...that’s how [privilege] works. I felt guilty at first but then I realized I can use my privilege to help others.”
- ▶ “This assignment has made me work on my relationship with God. I realized that a lot people in my social circle aren’t actually practicing the kind of Christianity that I want to.”
- ▶ “The realization that everything is socially constructed is still blowing my mind! I am so happy I got to take this class when I did.”
- ▶ “I felt more involved in the class because I had choices about what I researched and how much I shared with the class.”
- ▶ “I was heard in this class.”

Discussion

- ▶ Data indicate student participation in selection of course content positively correlated with greater self-reflection
- ▶ Emergent themes: Self-reflection; self-analysis; critical analysis
- ▶ The role of empathy and understanding in learning
- ▶ Reducing prejudice via cognitive dissonance (Heitland & Bohner, 2010)
- ▶ Places the onus on students to seek out information that is interesting and relevant to them

Discussion

- ▶ Reflecting upon learning is as much a *process* as learning itself
- ▶ Gives students an active voice in their learning experiences
- ▶ Modification to replicate in other courses:
 - ▶ 1. Student choice
 - ▶ 2. Student voice
 - ▶ 3. Reflection
 - ▶ 4. Rinse and repeat
- ▶ Means of improving academic program efficacy and effectiveness

Future Research

- ▶ Examine how educators and students navigate internal and external academic pressures within value-laden course work
- ▶ Specifically explore student self-efficacy as correlated with engagement in diversity-centered courses
- ▶ Solicit student feedback regarding cognitive as well as emotional/affective responses to value-laden course content
- ▶ Disseminate results of scholarly teaching and SoTL projects to assessment initiatives (DiGregorio, Maurer, & Pattanaik, 2016)
- ▶ Use data to inform curriculum maps

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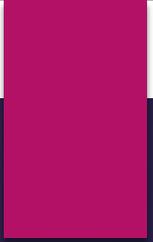
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Thank you

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Assessing Online Micro- Content: The Participant- Driven Certification Experience

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Micro-content provides learners...

- ▶ Self-contained pieces of helpful information
- ▶ Skills training
- ▶ Other useful material (e.g., Gu, Gu, & Laffey, 2011)
- ▶ Information based on self-identified needs
- ▶ Ample learning in short bursts (Jomah, Masoud, Kishore, & Aurelia, 2016)

Online education programming is most effective when...

- ▶ Participants can easily access content (Fielding, 2016)
- ▶ Material is relevant/current (Cueva, Cueva, Revels, & Dignan, 2018)
- ▶ Program participants provide feedback (Watson, Castano Bishop, & Ferninand-James, 2017)
- ▶ Assessments are formative (Crisan, 2017)

The Marriage Mechanic

- ▶ A program with 18 mini-lessons providing relationship-based tips/skills/knowledge for participants in romantic relationships
- ▶ Example mini-lessons include the following:
 - ▶ Money talks
 - ▶ Boundaries
 - ▶ Active listening
 - ▶ Co-parenting
 - ▶ Calling a timeout
- ▶ Both in English and in Spanish

What did participants learn?

- ▶ Obtaining participants' knowledge retention is key
 - ▶ Increased efficacy in coursework
 - ▶ Allows for improved test scores (Edwards, Rule, & Boody, 2017)
- ▶ Lacked a measure for participants' retention
 - ▶ The answer? Self-graded quizzes

A self-graded solution

- ▶ 18 quizzes
 - ▶ Self-graded
 - ▶ Explanations provided for both correct and incorrect responses
 - ▶ Encourages long-term retention
- ▶ Include a “commit-to-applied learning” question
- ▶ Material used in university classrooms
 - ▶ Reinforce principles such as I-messages



You are **correct!**

John and Sarah showed positive reframing by carving a pumpkin for Halloween.

Although John and Sarah's original plans did not work out, they chose to look at it positively and change their situation. Instead of getting mad and frustrated, they decided to make a difficult situation into a fun one by going and carving a pumpkin.

Way to go! You are that much closer to becoming a **Certified Marriage Mechanic.**

Why complete the quizzes?

- ▶ Gamification
 - ▶ Inclusion of “game design elements in non-game contexts,” (Dicheva, Dichev, Agre, & Angelova, 2015)
 - ▶ Increases participant engagement (Urh, Vukovic, & Jereb, 2015)
- ▶ Certification Program
 - ▶ Four levels of certification
 - ▶ Materializes understanding of principles
 - ▶ Provides sense of accomplishment



Future Direction & Conclusion

- ▶ Apply Marriage Mechanic to multiple contexts
 - ▶ Online learning in addition to university courses
 - ▶ Work for greater quiz participation
-
- ▶ Provides personalized, brief content for those in romantic relationships
 - ▶ Measurement of knowledge retention
 - ▶ Improved program efficacy
 - ▶ Encourages long-term learning

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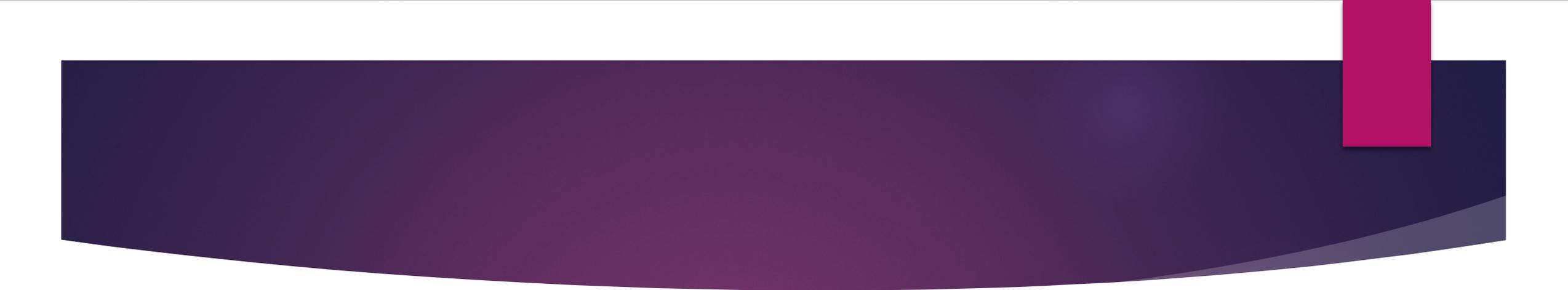
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Student Engagement and High-Impact Learning: Co-Creating a Lifespan Development Course and a Study Abroad Course

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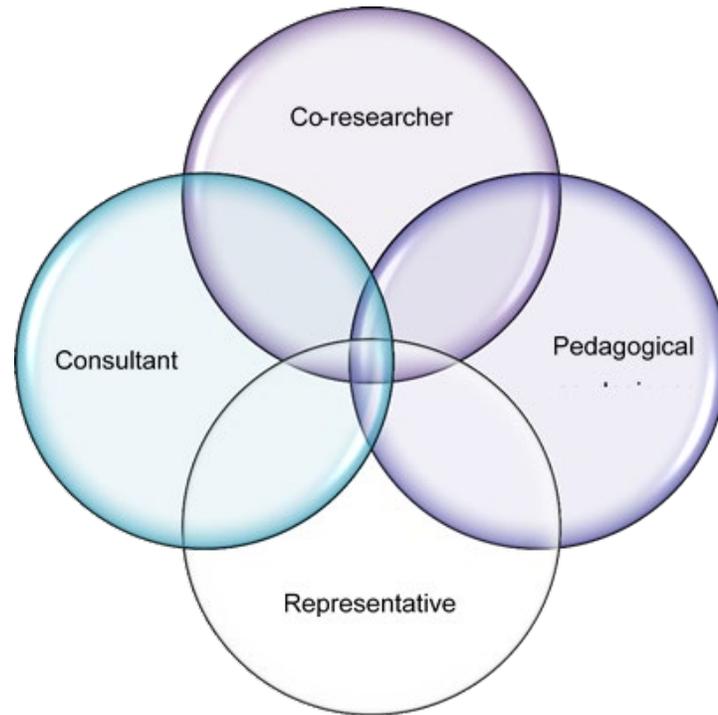
“The purpose of college is not to transfer knowledge but to design environments and experiences that help students craft knowledge and solve problems for themselves”

(Boyer Commission on Educating Undergraduates in the Research University, 1998).

Ways of Co-creating Knowledge

- ▶ Problem-based or project-based learning (Vandermaas-Peeler, 2016)
- ▶ Undergraduate research (Vandermaas-Peeler, 2016)
- ▶ Syllabi creation (Hudd, 2003)
- ▶ Learning communities (Cross 1998; Healey, 2005; Le Heron, Baker, & McEwen 2006)
- ▶ Grade contracts (Cheek, Reinke, & DellaMatera, 2018; Fraser, 1990; Lindemann, & Harbke, 2011)
- ▶ Design assessments such as essay questions or choose between different assessment methods (Bovill et al., 2015, p. 2)
- ▶ Peer review (Bovill et al., 2015, p. 2)

Student Roles in Co-Creation of Learning



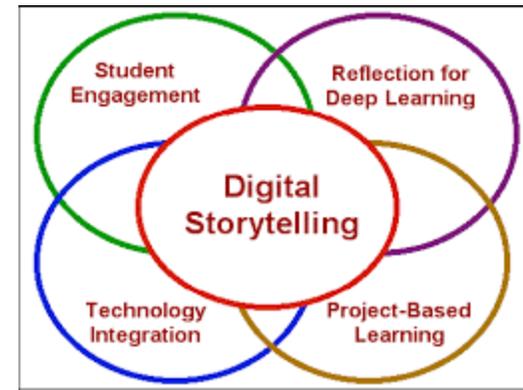
Co-creation of Learning in Two Courses

- ▶ PSY 329 Lifespan Development
- ▶ HUM/HSC/PSY 395 Study Abroad – Intercultural Competence



PSY 329 – Lifespan Development

- ▶ Why did I choose a co-creation approach?
- ▶ What did I do?
- ▶ Why did I choose the co-creation approach that I did?
- ▶ What are the challenges of choosing this co-creation approach?



HUM/HSC/PSY 395 – Study Abroad – Intercultural Competence

- ▶ Why did I choose a co-creation approach?
- ▶ What did I do?
- ▶ Why did I choose the co-creation approach that I did?
- ▶ What are the challenges of choosing this co-creation approach?

Considerations

- ▶ Developmentally appropriate
- ▶ Meet the overall course goals/learning outcomes
- ▶ Fit with institutional structures/ practices/values/norms
- ▶ Overcoming resistance to co-creating learning and teaching
- ▶ Establishing an inclusive co-creation approach

“Good art is art that allows you to enter it from a variety of angles and to emerge with a variety of views.”



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Enhancing the Effectiveness of a Family Studies Minor at a Canadian Research- Intensive University

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Background

- ▶ Our Family Studies minor is housed within the Sociology Department at UBC (absorbed in 2008)
- ▶ The department offers a Sociology major, Sociology minor and honors program in Sociology (in addition to the FMST minor)
- ▶ Sociology is also tied to a Health and Society minor (interdisciplinary)

Benefits of the FMST minor to Sociology:

- ▶ Large course enrollments
- ▶ Draws students from outside of Sociology
- ▶ Serves the teacher education program

Curriculum Reform via SoTL

- ▶ There has been an **absence of systematic and research-informed practice** to enhance the effectiveness and impact of the Family Studies minor.

Research Questions:

- ▶ Context: What are the **perceived needs of key stakeholders** (faculty, students, community employers)?
- ▶ Process: What educational experiences are responsive to the needs and circumstances of the key stakeholders? How are **learning experiences sequenced**? What needs to be improved?
- ▶ Impact: Are the **program learning outcomes achieved**? How do key stakeholders **rate the quality** of the educational experience?
- ▶ Follow-up: **where do graduates go and how do they apply their learning**? What do they remember and value most of the educational experience?

Goals of Curriculum Reform:

1. To develop a **unique program mission** for the FMST minor
2. **Inform future hiring decisions** related to Family Sociology/Family Studies
3. Shape program outcomes to **better serve community employers/give our students the right skills** for future employment

Methodology

Program Action research:

“involves a process of problem identification, research question formulation, and data collection, analysis, and interpretation to determine how the results inform the research questions” (Hansen & Borden, 2006, p. 49).

- ▶ The **key to successful** program action research is the **involvement of both researchers and key stakeholders in all phases of the process.**



Prior research on Curriculum Reform

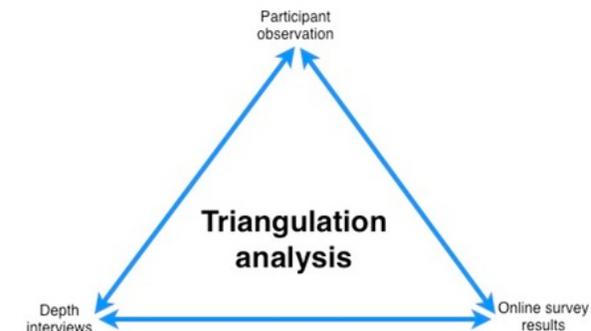
- ▶ Imperative to **connect with key stakeholders** to determine what content and experiences should be included in the degree (Walker & Blankemeyer, 2013).
- ▶ Increases in course enrollments by promoting:
 1. the interdisciplinary focus of the degree and
 2. by **connecting student work to the external world** (Rolling & Johnson, 2002).



Mixed-Method Approach

Data sources:

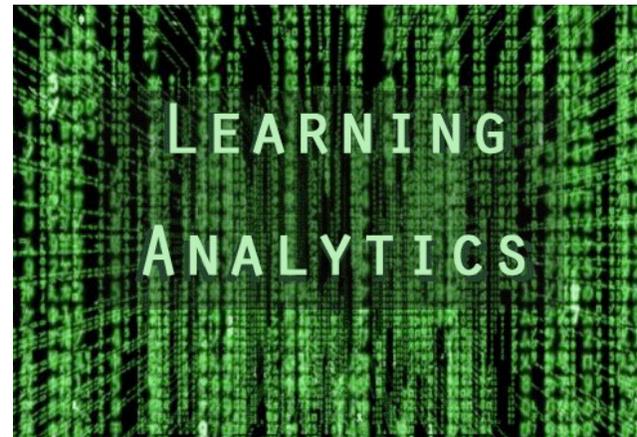
1. documentation analysis (e.g. program objectives, course syllabi, program requirements from other leading FMST programs);
2. **learning analytics** (enrollments, course sequencing);
3. **interviews and focus groups** (student alumni, community employers, faculty members, administrators); and
4. **survey data** (student alumni, current students, community employers).



Student indirect involvement: Learning Analytics

Questions examined with learning analytics:

1. What are the **enrollment choices** FMST minor students make to complete their minor? What are their **corresponding majors** likely to be?
2. What courses do they take before they declare their minor in FMST? (**What is the entrance point**; what courses may **inspire them to minor** in FMST)?
3. What are **common course sequence** patterns for the FMST minor?
4. What are the **backgrounds of our students** (foreign/domestic)?
5. Do FMST minors **continue on to other degrees at UBC**?



Sample Findings:

- ▶ The most common primary specialization of FMST minor students is a **Major in Psychology**. 105 out of 216 students (49%) graduated with a Major in Psychology alongside their Minor in Family Studies.
- ▶ The next most common primary specialization is a **Major in Sociology**. 80 out of 216 students (37%) graduated with a Major in Sociology alongside their Minor in Family Studies.
- ▶ 93% of FMST minor students are **female**, while 7% are male
- ▶ 84% of FMST minor students are **domestic** students, while 16% are international students



Sample Findings continued

- ▶ Entrance point to FMST minor program for all majors:
- 1. **Family Context of Human Development (79%) (fmst)**
- 2. **Sociology of Family (53%) (soci)**
- 3. Family Resource Management (49%) (fmst)
- 4. Research Methods (47%) (psyc)
- 5. Approaches to Literature (45%) (english)
- 6. Introductory Psychology (39%) (psyc)
- 7. Analysis of Behavioral Data (39%) (psyc)
- 8. An Introduction to Research (36%) (arts one program)
- 9. Parent-child Relationships (33%) (fmst)
- 10. Relationship Development (29%) (fmst)



Student Direct Involvement: Alumni Survey – sample questions (draft)

Based on your experiences in the Family Studies minor, please indicate how well each of these learning outcomes was addressed in the program. Please choose your ONE best answer for each learning outcome. **(BASED ON NCFR 10 AREAS)**

	Very well addressed	Well addressed	Somewhat well addressed	Not well addressed	Not at all addressed
Understand Families and Individuals in Societal Contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Internal Dynamics of Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Human Growth and Development across the Lifespan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Human Sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Interpersonal Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Family Resource Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Parent Education and Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Family Law and Public Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Professional Ethics and Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand Family Life Education Methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Soft Skills

135) Please indicate how effective the Family Studies minor was in developing each of the following skills.

	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life-long learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Direct Involvement: Alumni Interviews – sample data

*Note: negative quotes intentionally selected to show areas of potential improvement

“The families studies minor could benefit from **also adding a course on how different ethnic groups, cultural groups, and/or religious groups view the concept of family**, and the value and role of each member of the family. I am Chinese, but I was born and raised in Canada, so I was exposed to a lot of varying ideas on what family meant and what my responsibilities was within the family. There was a lot of culture clash that I had to come to terms with, considering the collectivistic ideals endorsed by my Chinese family and the individualist ideals endorsed by the Canadian culture I learned from my teachers and friends. For example, as a kid, my voice was never as important as an adult’s. I was rarely allowed to talk at the dinner table. I recall learning a lot about how socioeconomic class influences children’s upbringing and their unequal future prospects and aspirations in FMST 312 (Parent-Child Relationships), **but I don’t remember any of my family studies classes really delving into how different cultural groups view families. I don’t think I even learned anything about Indigenous families in Canada** and that is a huge thing that we’re missing out on in our curriculum, especially because that demographic is so important to the nation we are studying in.” – *Selena, alumni*

***Family Diversity course now required; developing a Global Family course;**



Alumni Interviews – sample data cont.

- ▶ **“Critical thinking about hegemonic ways of family formations** because **I only had one class that really challenged that.** And it was amazing because it talks about diversity in family forms and there were issues in that class like **students hadn't thought about some of these family forms** that exist and they are not new and it was kind of like wow we **need to be teaching people that there are alternatives to like the all the nuclear family.** Like just even an awareness up at not even saying that you have to do that for yourself but **people should know that like what polyamory means.** So that needs to be there and a bit more on I think I like to see too kind of A **broader cultural kind of inclusion** too because we didn't talk a lot about in some courses we talked about like arranged marriages versus the idea of like finding a partner in Western cultures now yeah. I would love to see you more courses that had a bigger cultural I don't want to say Multicultural emphasis but I mean **multi in like more inclusivity”.**

– Shawn, alumni

Alumni Interviews – sample data cont.

- ▶ “I guess maybe **more courses on children with atypical brain development or like kids with developmental disabilities**, I feel like there was only a very small section in that, even in my psychology courses. I think with the amount of children being diagnosed with autism and other developmental disabilities it would be interesting to see how that will change what our society looks like in the future in terms of how families are put together. How families deal with these issues and all the help and support that they may need from school systems and government systems and all of that.” - *Selena, alumni*

***overall a strong call to do MORE with diversity and move away from North American/Canadian content only**



Alumni Interviews – sample data cont.

- ▶ “I feel like **a lot of the family study stuff** In the family studies minor is **concept-based and sometimes it's hard to know how to apply it** unless you work in the field like what do you supposed to do **how could you be a better advocate** could you be an activist with this information? It's just like **a lot of information that could that just doesn't go anywhere**”. – *Selena, alumni*

Alumni Interviews – sample data cont.

- ▶ “I don't think family studies gave me many practical skills except for **writing and reading and debating and thinking** and those are all really important and I just don't think those are necessarily you **can't really put that on your resume** I suppose in the same way but that's fine. That's fine it's actually, **I take back that it's not practical let's just say it gave me those skills**. And those are all valuable but I don't know if it's I've thought of lot about this maybe because I'm a millennial or a reluctant capitalist or an artist or what have you but I don't have a specific goal, I am kind of just going with this for now”. – *Shawn alumni*



Anticipated Changes

- ▶ Development of Family Studies **specific program outcomes**
- ▶ More **research opportunities** and **applied experience**
- ▶ Moving toward a **comparative approach to studying family** rather than a Canadian/North American perspective
- ▶ Helping students identify and be able **to articulate the skills** they have gained
- ▶ **We are in the very early stages – much more evaluative data to be collected!**



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