Designing Student Learning Experiences

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Goals:

• identify something you’d like to bring back to your classroom,
• translate it into a meaningful learning objective,
• considered a more elaborate “learning experience” framework
• use best teaching practices: backward design, transparency
Bloom’s Taxonomy

**Understanding** (comprehend, classify, convert, explain, summarize, predict, discuss, compare)

**Applying** (demonstrate, modify, arrange, solve, relate, apply, examine, classify, illustrate)

**Analyzing** (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)

**Evaluating** (critique, justify, discriminate, support, conclude, judge, verify, assess, argue)

**Creating** (synthesize, design, formulate, revise, construct, compose, invent, imagine, propose)

TAXONOMY OF SIGNIFICANT LEARNING

Caring
- Developing new feelings, interests and values

Learning how to Learn
- Becoming better student
- Inquiring about subject
- Self-directed learners

Foundational Knowledge
- Understanding & remembering

Integration
- Connections

Application
- Skills
- Thinking (critical, creative, & practical)

Human Dimension
- Learning about self and others

L. Dee Fink's Creating Significant Learning Experiences [2003]
“In your deepest, fondest dreams, what kind of impact would you most like to make on your students? A year or two after this course, what would you like to be true for your students that is not true for others? What is the distinctive educational impact your teaching and courses should have on students?”

— L. Dee Fink’s Creating Significant Learning Experiences, 2003
My students will be able to...

- analyze American public and political rhetoric for ways it relies on tropes and stereotypes.

- connect the concerns of imaginative works to ongoing debates in East Asian political and cultural life.

- seek out research and cultural production of East Asian scholars and artists—notice when all voices are on a syllabus or in a public discussion are homogenously Western. (learning to learn)

- be more curious about the world and other people. (caring, human dimension)
Professor Peter Felten, Elon University
(Presented at the Association for Contemplative Mind in Higher Education, October 2014)

Questioning Istanbul:
City as Laboratory/ City as Text
# Intercultural Knowledge and Competence VALUE Rubric

**Definition**
Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Mollan, 93-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one level) performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>3</th>
<th>Milestones</th>
<th>2</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g., seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and sees the same in others)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group) (e.g., uncomfortable with identifying possible cultural differences with others)</td>
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<tr>
<td>Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
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<tr>
<td>Skills Empathy</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with one worldview.</td>
<td>Views the experience of others but does so through own cultural worldview.</td>
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<td>Skills Verbal and nonverbal communication</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences and is still unable to negotiate a shared understanding.</td>
<td>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</td>
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<td>Attitudes Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Seeks answers to questions about other cultures.</td>
<td>Seeks simple or surface questions about other cultures.</td>
<td>States minimal interest in learning more about other cultures.</td>
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<tr>
<td>Attitudes Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td>Expresses openness to new, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unsure of own judgment.</td>
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Assessing ‘Curiosity?’

Pre/post survey

Journal writing: At least 4 times each day, write a paragraph or two about questions that are on your mind at that moment. (Graded for completion)

Reflective essay: Looking back at your journal writing, how and why did your questions change (or remain the same) during this course? (Graded for analysis)

Faculty journal/analysis: As a class, did student questions become more sophisticated and more authentic as the course progressed? (Not graded)
**Curiosity and Exploration Inventory (CEI-II)**

*Instructions:* Rate the statements below for how accurately they reflect the way you generally feel and behave. Do not rate what you think you should do, or wish you do, or things you no longer do. Please be as honest as possible.

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<th>Very Slightly or Not At All</th>
<th>A Little</th>
<th>Moderately</th>
<th>Quite a Bit</th>
<th>Extremely</th>
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<tr>
<td>1</td>
<td>I actively seek as much information as I can in new situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>2</td>
<td>I am the type of person who really enjoys the uncertainty of everyday life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>I am at my best when doing something that is complex or challenging.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>4</td>
<td>Everywhere I go, I am out looking for new things or experiences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>5</td>
<td>I view challenging situations as an opportunity to grow and learn.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
<td>I like to do things that are a little frightening.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>7</td>
<td>I am always looking for experiences that challenge how I think about myself and the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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Activity One: Write one or two student learning objectives, including at least one from L. Dee Fink’s more holistic categories:

Integration: What kinds of connections do I want my student to be able to make (between my course and another, my course and the broader field, my course and their everyday lives, etc)

Human Dimension: How do I want my student to grow in their understanding of themselves or others? What are personal and social stakes of my class?

Caring: Do I hope my students come to care about something more? How might the course impact their feelings, interests, and/or values?

Learning How to Learn: Have my students learned something about the process of learning itself that will help them in other courses and environments?

My student should be able to....

Fill these in the first column of your backward design sheet.
<table>
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<tr>
<th>My students should be able to...</th>
<th>How will I see if students have met this goal? (exam, essay, presentation, portfolio, etc.)</th>
<th>What do I need to do to help them reach this goal and or/do well on this assessment?</th>
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Activity Two: What is an assignment that would help you measure students’ progress toward one of your learning objectives?

Fill it in the second column of your backward design sheet.
Activity Three: In pairs, describe the assignment you’ve imagined. Partners, answer:

- What do you think purpose of this assignment is?
- What would you do first if you received an assignment like this?

Change roles and repeat.
José Antonio Bowen, *Teaching Naked*
Entry point: Concrete and Personal:
What matters to your students? Motivate their engagement

First exposure:
Be aware of what content is available, find the gems, add analysis “find two mistakes,” “how might you re-write this from a different point of view?”

Exam to Evaluate: Retrieval
Craft low-stakes, pre-class “quizzes”

Create an Assignment as Class Preparation: Elaborate, Contextualize
Ask students to write short, playful paragraphs or arguments (what theme did the CliffNotes video on Hamlet leave out? Identify the most controversial claim in an article.) These can be peer reviewed.

Class to Challenge: Complication and Failure (the classroom surprise)
Ask students to prepare something for class, then alter the conditions/change the data/extend the conditions/complicate/reframe the problems

Cognitive wrappers
Get students to reflect on their learning and learning process

Reinforce: e-communication
Keep the conversation going, demonstrate slow thinking, demonstrate your passion for the subject, have students make connections

José Antonio Bowen, Teaching Naked Techniques
Activity Four: Three key sites of Bowen’s learning experience framework are:

- entry points and first exposure ("start with what matters to students, then connect with what matters to you")
- making the most of class time
- and concluding a learning sequence.

Take on just one of these and imagine something you might do that aligns with the student learning objective you’ve been working with. In other words, imagine one way you might set up students encounter with the material, make the most of class time, or conclude the learning experience.