LEARNING OUTCOMES

Steinke, Pamela1
Fitch, Peggy2,3

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Currents in Teaching & Learning; Fall 2014, Vol. 7 Issue 1, p50-63, 14p

Document Type:
Essay

Subjects:
Service learning; Education -- Aims & objectives; Community & school; Cognitive development; Educational psychology

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cognitive outcomes
goal-based learning
problem-based learning
service-learning
student goals

Abstract:
This paper highlights the promise of Goal-Based Learning (GBL) as instantiated in service-learning. Through an examination of the components of GBL including intrinsic student goals and real-life impact, we address the question of why service-learning improves cognitive outcomes. GBL is defined and compared with Problem-Based Learning (PBL) and supporting research from the fields of personality, cognitive, and educational psychology is discussed and applied to service-learning. Characteristics of GBL are also discussed including constructivist learning environments, case-based reasoning, and transfer. This examination results in insights for service-learning faculty who wish to improve cognitive outcomes of service-learning.

[ABSTRACT FROM AUTHOR]

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ISSN:
Increasing Awareness of Diversity Through Community Engagement and Films.

Authors:
Lee, Othelia Eun-Kyoung
Priester, Mary Ann

Source:

Abstract:
This observational study explored the use of films to create a forum to engage various audiences, including the general public, social work students, and socioeconomically disadvantaged youths. Three film events were held at a large public university. Participant feedback via online forums and panel discussions was analyzed to evaluate the efficacy of using film to facilitate learning about cross-cultural experiences. Vicarious experience through film was found to be useful for multicultural education with varied audiences. Findings indicate that films make a difficult topic safer by objectifying it and removing some of the barriers to learning cultural competence. Further opportunities for university–community partnerships should be developed to enhance multicultural education, to inspire students, and to engage the community. [ABSTRACT FROM PUBLISHER]
Multilevel modeling: Applications to research on the assessment of student learning, engagement, and developmental outcomes.

Authors:
Chen, Pu-Shih Daniel

Cragg, Kristina


Document Type: Article

Subject Terms:
*MULTILEVEL models (Statistics)
*LEARNING
*HIGHER education -- Research
*SERVICE learning
*OUTCOME assessment (Education)
*LEARNING communities

Abstract:
This chapter describes an institutional study of the effects of a learning community on student learning by utilizing multilevel modeling. [ABSTRACT FROM AUTHOR]
The Campus as a Four-Year Undergraduate Learning Laboratory on Sustainability: Linking Facilities, Operations, Curriculum, and Community Engagement.

Authors:
- Parnell, Roderic
- Berutich, Lauren
- Henn, Abraham
- Koressel, Nick

Source: Council on Undergraduate Research Quarterly; Fall 2014, Vol. 35 Issue 1, p11-19, 9p

Document Type: Article

Subjects: Northern Arizona University; University of Arizona; Arizona State University; Academic programs; Sustainability

Abstract: The article reports on Northern Arizona University (NAU) and its development of sustainability throughout its campus. It mentions its enforcement of sustainable educational outcomes and integration with school operations. An overview of its coursework and degree programs along with the University of Arizona and Arizona State University is also presented.

Author Affiliations:
- Northern Arizona University

ISSN: 10725830

Accession Number: 98372396

Database: Education Full Text (H.W. Wilson)
Civic Engagement and Organizational Learning Strategies for Student Success.

Authors:

1 Moore, Tami L.

1 Mendez, Jesse P.


Document Type: Article

Subject Terms:

*SERVICE learning
*ORGANIZATIONAL learning
*COLLEGE teachers
*UNIVERSITIES & colleges -- Faculty
*COMMUNITY & college

Abstract:

Students succeed in college by engaging with faculty, peers, and the community. Institutional leaders can utilize organizational learning strategies to learn what works to support civic learning outcomes and student success. [ABSTRACT FROM AUTHOR]

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Community of Practice Behaviors and Individual Learning Outcomes.
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Fang, Yulin 2
Wan, Zeying 1
Source:
Document Type:
Article
Subject Terms:
*BUSINESS enterprises
*ECONOMIC development
*ECONOMIC models
*JOINT ventures
*NONPROFIT organizations
EDUCATIONAL outcomes
LEAST squares
Author-Supplied Keywords:
Community of practice
Field interviews
Learning
Multi-method research
Partial least squares (PLS) analysis
Abstract:
The community of practice (CoP) concept has grown in popularity, yet remains under-studied. In particular, we have not developed a sufficient understanding of the individual outcomes associated with CoP engagement. This paper offers a fresh research model that identifies three practice-based concepts described in the CoP literature—shared repertoire, joint enterprise, and mutual engagement—and links them to individual learning outcomes. Survey measures are developed using a card sorting procedure, a research model is pilot tested using survey data collected from 53 graduate students in a large Canadian university, and then the model is field-tested using interview and survey data collected from 59 employees in a non-profit organization. The paper offers a new set of distinct CoP measures, and examines how they are associated with learning. A discussion of practical implications and future research directions is provided.
[ABSTRACT FROM AUTHOR]
Improving Student Learning Outcomes with Service Learning

Author(s): Prentice, Mary; Robinson, Gail

Source: American Association of Community Colleges. 16 pp.

Peer Reviewed: N/A

Publication Date: 2010

Descriptors: Learner Engagement, Majors (Students), College Faculty, Community Colleges, Grants, Service Learning, Focus Groups, Outcomes of Education, Statistical Analysis, Qualitative Research, Surveys, College Students, Career Choice, Program Descriptions, Higher Education, Two Year Colleges

Abstract:
In 2006 the Learn and Serve America program of the Corporation for National and Community Service awarded a three-year grant to the American Association of Community Colleges (AACC). Selected through a national competition, thirteen colleges participated in AACC's
"Community Colleges Broadening Horizons through Service Learning" grant project. AACC measured learning outcomes attainment for students at the "Horizons" grantee colleges. To investigate the relationship between service learning participation and academic learning, AACC used both quantitative and qualitative methodologies as evaluation tools for its 2006-2009 "Horizons" grant project. AACC developed two quantitative instruments (one addressing students, one addressing faculty) after reviewing the institutional learning outcomes of multiple higher education institutions across the nation. To further explore how service learning affected student learning, AACC conducted five student focus groups and three faculty focus groups during spring 2009. In this study, student learning was assessed in relation to service learning participation through an end-of-course survey. Enhancement of learning was detected in the community college students who participated in service learning, either as a course option or a requirement. Additionally, the voices of community college faculty and students in this study validate the benefits of the service learning pedagogy as an active, engaged method of learning skills and knowledge that will be important beyond graduation. Through this study's results, those community college faculty and students who have experienced service learning appear to affirm that service learning is a key strategy for student engagement and a valuable learning tool for students across disciplines and academic majors, while at the same time providing these students with experiences that dissolve the classroom walls and help launch them more solidly into their careers of choice. (Contains 3 figures and 14 web resources.)

Abstractor: ERIC
Number of References: 4
Corporate Source: American Association of Community Colleges
Number of Pages: 16
Publication Type: Reports - Research
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American Association of Community Colleges. One Dupont Circle NW Suite 410, Washington, DC 20015. Tel: 202-728-0200; Fax: 202-833-2467; Web site: http://www.aacc.nche.edu
Journal Code: OCT2012
Entry Date: 2012
Accession Number: ED535904
Cohorts and Relatedness: Self-Determination Theory as an Explanation of How Learning Communities Affect Educational Outcomes

Author(s):
Beachboard, Martine Robinson; Beachboard, John C.; Li, Wenling; Adkison, Stephen R.

Source:

Peer Reviewed:
Yes

ISSN:
0361-0365

Descriptors:
Learner Engagement, Educational Objectives, Outcomes of Education, Critical Thinking, Student Attitudes, Higher Education, Thinking Skills, Predictor Variables, Job Training, Researchers, Learning Motivation, Higher Education

Identifiers:
National Survey of Student Engagement

Abstract:
This study examines whether feelings of relatedness constitute a substantial means by which learning communities (cohorts) improve learning outcomes in higher education. It applies Ryan and Deci's Self-Determination Theory to an analysis of the National Survey of Student Engagement. The SDT hypothesizes that environments that support perceptions of social relatedness improve motivation, thereby positively influencing learning behavior. The authors propose that participation in cohort programs constitutes such an environment. Measuring student perceptions of the contributions of their institutions, the study found increased relatedness to peers and faculty and increased higher order thinking assignments (a control variable included in the research model) to be substantial predictors of educational outcomes relevant to literacy, critical thinking, and, especially, job preparation. The researchers suggest that institutions will want to ensure that their learning community designs enhance student feelings of relatedness. (Contains 8 tables and 2 figures.)