

PLANNING, CREATING, & ASSESSING INTENTIONAL TL IN CO-CURRICULAR, INFORMAL LEARNING SPACES

AN INTERACTIVE PRESENTATION

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EXTENDED ABSTRACT

The idea of students being assessed for transformation is new to the academy. However, it is common to see departments or centers with the word transformation in their titles or even advertising the school as one where transformation occurs. In this sense transformation is generally a euphemism for change. However, at the University of Central Oklahoma, we create intentional course design where there are assignments, exercise, or activities embedded in the course for an opportunity for transformation. An even rarer occurrence is assessing co-curricular activities for transformation. To begin to determine how other universities could also create transformative learning experiences in co-curricular events, Ms. Farrell asked several questions: “what TL out-of-class activities already exist on their campus?; how could they become more intentional or incorporate critical reflection?; and how could those be assessed and documented for students and the university? Individuals discussed ideas with their peers. University of Central Oklahoma’s (UCO, 2019) Student Transformative Learning Record (STLR) is a model for measuring and creating Transformative Learning in the co-curricular. STLR students presented testimony on their transformative experiences through video format. Transformative Learning rubrics, worksheets, criteria and handout guides can guide faculty through the process.

Transformative learning activities typically already exist on campuses. Through the practice of think-pair-share, ideas and discoveries about outside-of-class activities emerge. Once discovering these activities, one can then intentionally design the inclusion of critical reflection (Brookfield, 2017). Moreover, employability skills/values need to be uncovered within these events for listing/discussing on resumes, job interviews, or in eportfolios (Kuh, 2008). An important next discussion is how students can be prompted to connect their TL experiences to a future job or life need. It is beneficial to show a chart of likely occurring academic and student affairs co-curricular high-impact practices (Kuh, 2008; Keeling, 2006) including: academic advising (faculty or staff-based); faculty or staff mentoring roles; student organization advising; out-of-class independent/group research projects; student programming/initiatives; internship oversight; teaching/graduate assistant oversight; service learning projects; learning communities/cohorts; campus/program/department student ambassadors; campus housing resident assistants; and student worker oversight. Learning opportunities alone without critical reflections do not consistently produce meaning for application to future life settings (Peet, 2016). Student reflections need to be captured and documented, so students remember, retrieve, reflect, and build upon learning to apply in future settings, ideally creating a more integrated campus experience.

The University of Central Oklahoma’s Student Transformative Learning Record (STLR) model is an exemplar program, which is evident in a video of UCO students explaining the program and how students’ curricular and co-curricular experiences are captured, documented, assessed, and provided in a dashboard and printable record (see video at: stlr.uco.edu and read Student Transformative Learning Record (STLR): Capturing TL In and Out-Of-Class session extended abstract). Students creating critical reflections are assessed through five holistic core areas: Global and Cultural Competencies; Health and Wellness; Leadership; Research, Creative, and Scholarly Activities; and Service Learning and Civic Engagement. STLR-trained faculty/staff assess this learning using an evidence-based (McCombs & Miller, 2007) STLR

rubric developed by about twenty UCO faculty and assessment professionals across disciplines which includes student learning outcomes tied to the American Association of Colleges and Universities' (AAC&U, 2017) V.A.L.U.E. (Valid Assessment of Learning in Undergraduate Education) rubrics. The STLR rubric assesses for Exposure, Integration, or Transformation, to measure if the student was exposed to the tenet area, integrated this tenet area with other contexts in their life, or intrinsically embodied the tenet with evidence of transformation in behavior, speech, ability, or identity. The STLR program, process, rubric, and Snapshot are award-winning concepts developed as first-of-their-kind by UCO. Students who reach "Transformation" receive graduation cords in the associated tenet color(s). A copy of the STLR rubric and tenet definitions was provided with a complete STLR Snapshot example. The facilitator provided a demonstration of how the process works (seen at <http://sites.uco.edu/central/tl/stlr/stlr-snapshot.asp>).

SELECT REFERENCES

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