



Deep Learning

Designing Successful Transformational Learning Opportunities (TLOs)

Agenda:

- Introduction to TLOs and CBTL
- What is Transformational Learning?
- How is Transformation Assessed?
- How do I apply for a TLO?

Community-Based Learning

“Community-based learning (CBL) is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit both by meeting course objectives and addressing community-identified goals.”

- John Hopkins University



Transformational Outcomes (CBTL)

- *Intercultural Competence:* Students demonstrate the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts
- *Ethical Character:* Students are able to recognize ethical issues in a variety of settings and evaluate alternative actions.
- *Effective Citizenship:* Students demonstrate the knowledge, skills, values and motivation that promote the quality of life in a community.



CBTL Framing Language & Assessment Rubrics

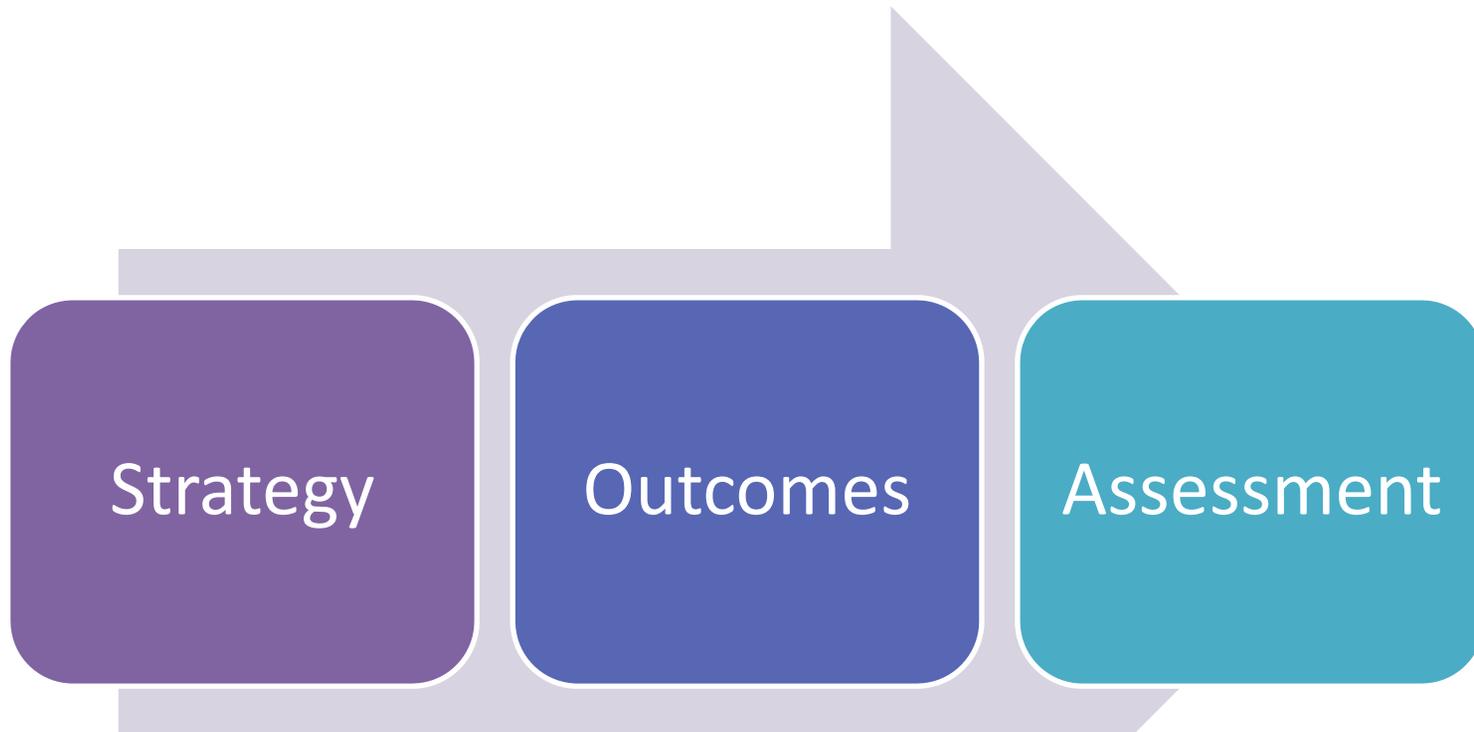
- Are available from the Center for Community-Based Learning, 1/1400, or contact
- Mark C. Falbo, Director
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- Heather Burk, Assistant Director
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What is Transformational Learning?

What is Transformational Learning?



Engaging and Challenging Experiences that
Result in Deep Shifts in Understanding



What is Transformational Learning?

- Disorienting Event
 - Violation of Expectations
 - Cognitive Inconsistency
 - Uncomfortable
- Reflection on Experiences
 - Identification of Difference
 - Dialogue Across Boundaries
 - Resolution of Inconsistency

Strategy



What is Transformational Learning?

- Deep Shifts in Understanding
 - Approach to Problem
 - Multiple Perspectives
 - Complexity/System Thinking
- Self-Knowledge
 - Identity
 - Shift in Awareness
 - Motivations

Outcomes





Examples of Outcomes

Plymouth and London TLO

Student Reflections

- “I now realize that it was not the big sights or the souvenirs that make a trip worthwhile, it is the knowledge I learn, the people I meet, and the culture I experience.”



Plymouth and London TLO

Student Reflections

- “This study abroad experience has truly inspired me to travel, not to see sights, but rather to dive into another culture and embrace the opportunity to learn. I truly hope that this is the first of many experiences abroad where I can come back with a renewed perspective and a plethora of experiences and ideas for a classroom of my own.”



Plymouth and London TLO

Student Reflections

- “As the days pass and we immerse ourselves back into everyday life, it is only logical to begin reflecting on the extraordinary time spent in England. As we were prepped prior to take off regarding what our trip was to focus on, it was hard to imagine things could have been as eye opening as they were. Growth was bound to happen after taking in all that was presented to us; however, I never expected to discover so much about myself.”



Plymouth and London TLO

Student Reflections

- “In the three short weeks that I was in Plymouth and in the schools, I believe I learned more than I had in twenty two years of life.”





How is Transformation Assessed?

How do we assess TLOs?

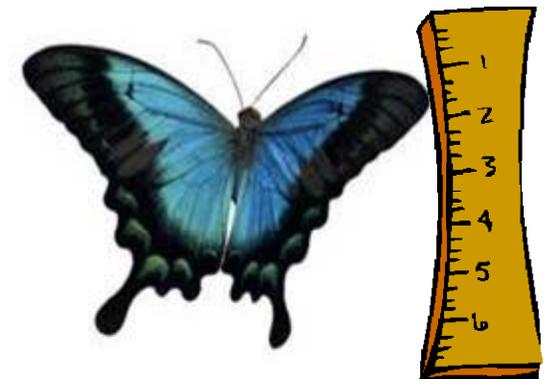
1. **Decide what we are trying to accomplish (develop outcomes).**
2. Identify what specific aspects of the TLO are expected to accomplish these outcomes.
3. **Select/design instruments to measure learning.**
4. Administer instruments, gather results.
5. Use the results to improve the TLO the next time.



1. Develop outcomes

Types of outcomes (from TLO application)

- learning (cognitive; Bloom's taxonomy)
- dispositional (affective; Krathwohl's taxonomy)
- developmental (personal growth)



Guidelines for Writing Good Outcomes

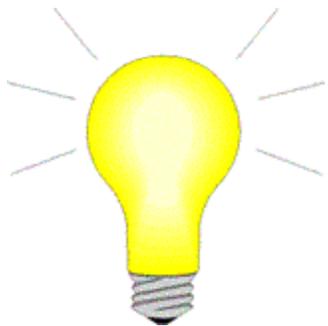
- Outcomes should describe what we want students to *know and be able to do* at the end of the experience.
- Outcomes should describe specific student behaviors.
 - ~~Students will be exposed to cultural diversity.~~
- Outcomes should be measurable.
 - Students will appreciate the fragility of the earth's ecosystem ???
 - ??? Depends on measure
- Outcomes should be few in number (3-4 max), so prioritize!



Sample Outcomes: “By the completion of this experience, students will be able to:”

Learning:

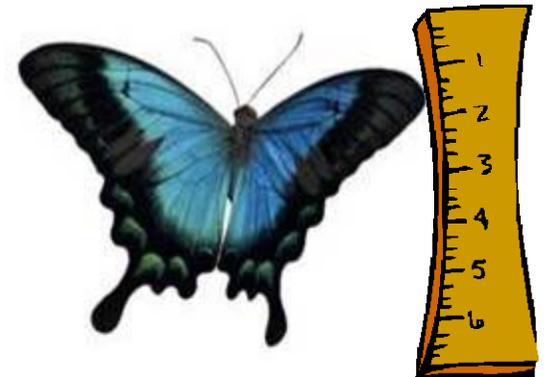
- incorporate new skills and methods of teaching into their pedagogy (Lupi)
- evaluate social, cognitive, and political causes of war (Richard)



Sample Outcomes:* “By the completion of this experience, students will be able to:”

Dispositional:

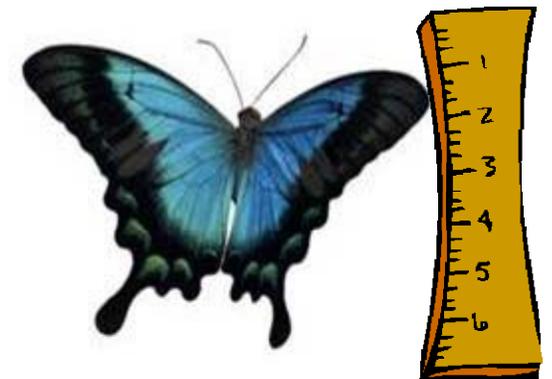
- demonstrate the values and motivation that promote the quality of life in a community (CBTL)
- interact effectively and appropriately in a variety of cultural contexts (CBTL)



Sample Outcomes: “By the completion of this experience, students will be able to:”

Developmental:

- increase self-esteem and independence in the classroom and social situations (Lupi)
- improve ability to resolve conflict (Lupi)



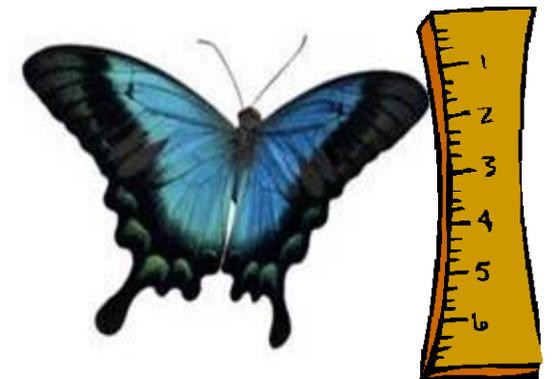
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*3. Types of Assessment Methods**

- Direct evidence
 - Student does something, someone else grades or rates it
 - If possible, use rubrics!
- Indirect evidence
 - Student reports on own learning or experience
 - E.g. surveys, focus groups
- Direct evidence is more robust.
- What about a reflective journal?



Sample Assessment Methods

- Observation of teaching performance (Lupi)
- Cross Cultural Assessment Inventory (Lupi)
- Research proposal (Lupi, Richard)
- Research report (Lupi, Richard)
- Research paper (Richard)
- Reflection paper (Lupi)
- Journal (Lupi)



*You're invited to consult with me before
submitting your proposal!*





Example of Assessment

Assessment – Before & After

Original Assessment

These students outcomes can be assess in direct and indirect ways. First, each member of the competition team must write a position paper that faculty leaders can engage in rubric-based assessment for the knowledge and skills noted above (as appropriate to assigned country and topic). Additionally, the faculty leaders can observe the competitions, to consider students ability to achieve and express knowledge and skills. Finally, an indirect but interesting form of assessment comes in the awards granted at each competition. While not all UNF teams can be expected to win awards, the awards are granted for demonstration of knowledge and skills such as listed above as outcomes.

Too vague, how does this meet my learning objectives?

It forced me to do all the work, what was already in place?!



Revised & Accepted Assessment

Students participating in the Model United Nations will undergo the process of transformational learning through introversive and extroversive learning – including leadership and team building that emphasizes broadening perspectives, incorporating perspectives, learning in context, and experience with academic autonomy.

Transformation of Outlooks – Broadening Perspectives

Outcome: Students will understand the political, social, economic, and cultural climates and perceptions of an assigned United Nations-participant country. Students will demonstrate knowledge and will be able to argue and defend positions that are sometimes contradictory to their own.

Used
outcomes as
the
guidelines to
direct the
assessment

Assessment: Students will be required to write and submit positions papers to the aforementioned conferences. A rubric will be used to show that students have demonstrated mastery of outcomes. The rubric in evaluating position papers includes: overall quality of writing, general consistency with bloc/geopolitical constraints, consistency with outcomes of the United Nations, and analysis of issues relating to specific committee and country assignments.

Additionally, students will be evaluated upon their performance during the conference – including assessing their ability to argue affectively for their assigned country as well as demonstrated knowledge of relevant topics. A similar rubric is used and includes: working with other nations (schools) through unilateral diplomacy, remaining “in character” of assigned country, participating fully in all aspects of committee (speeches, caucusing, voting procedures, etc.), and proper use of the rules and procedures (as outlined by the United Nations standard procedures, including Robert’s Rules of Order).

Participating students and the teams are also eligible to receive awards for exceptional performance within the rubric guidelines. Although not guaranteed to all UNF teams, this indirect form of assessment would demonstrate mastery of TLO outcomes



Continued...

Transformation of Academic Understanding - Learning in Context

Outcome: Students will utilize and engage in the application of interdisciplinary studies

Don't reinvent the wheel – think about what is already there!

Assessment: Students will be required to produce resolution papers as stated in the purpose and guidelines of the individual conferences. Participants participate in multilateral diplomacy with other nations to produce well-written action items and memos that cover a broad range of topics which could include: human rights issues, alternative strategies to preventing drug trade, providing economic and social stability to internally displaced persons or refugees, etc. Students will be assessed utilizing voting strategies laid out by conference rules and procedures and rubrics that determine the students' ability to think critically, understand complex issues, and demonstrate a grasp on the material and International affects.



Transformation of Personal Awareness and Abilities – Leadership and Communication

Outcomes: Students will be able to recognize the characteristics of various team roles – including leadership and more backseat positions and will gain a better understanding of the expectations and responsibilities of these roles. Students will gain a more clear understanding of their communication style and will begin to recognize the importance and contextual appropriateness of various forms of communication (oratory, written, passive, aggressive)

K.I.S.S. Keep it simple stupid! (I promise Judy didn't say that!)

Assessment: Students will be paired with other UNF Model UN team members and assigned to conference committees. The pairs will work on all pre-conference preparation for their committee and also assist the entire team (as a whole) in any necessary preparation. Conference-sanctioned rubrics for all forms of pre-conference work will be utilized to improve upon the quality of work and students will be tasked with constantly shifting roles in order to bring the overall quality of the team up to a higher score.

At conferences, students will be required to make oral presentations and speeches and will be scored by conference officials based upon aforementioned criterion. Additionally, students will be required to meet with other delegations in order to draft and complete resolutions, which will then be scored according to conference rules. Because resolutions require the consensus of more than one country or team assignment, students must split up and understand leadership and group dynamics in order to be fully prepared to defend and write their positions.





How do I apply for a TLO?

Writing a Successful TLO

- Be clear and concise
- Review Application Guide and Sample Applications on the TLO [website](#)
- Ask for help if needed
 - Transformational pedagogy: [Dan Richard](#) x1446
 - General application issues : [Martina Perry](#) x2607
 - CBTL : [Mark Falbo](#) x3550
 - Assessment: [Judy Miller](#) x2765
 - International travel: [Tim Robinson](#) x2657



Application Review Process

Undergraduate TLOs

- International TLO Review Committee
- Domestic TLO Review Committee

Graduate TLOs

- Graduate TLO Review Committee

NOTE: If the Review committee suggests revisions to any part of the TLO application you must complete them before the award is finally approved.

All TLOs (these do not affect the rankings of the TLOs)

- Risk Review
- CBTL Review



Funding Guidelines

- TLO funds **cannot** be used to pay for:
 - faculty/staff salaries, course overloads, or course releases
 - food when the TLO leader and students are in a non-travel status
 - travel for non-University employees or non-UNF students
- Maximum award amount for an international TLOs is \$25,000.
 - \$1500 per student for trips that are 10 weeks or less,
 - \$2500 per student for trips that are more than 10 weeks.
- TLO leaders may be funded up to \$1000 per faculty member.
 - One leader will be funded per 15 students.
 - No student should have costs completely covered by TLO funds.
- Maximum award amount for a Graduate TLO is \$7500 per project.



Approvals

- Funding for the TLO course, course releases, and/or course overloads
- Acceptable enrollment level for the course
- Inclusion of the course in the course schedule

NOTE: International TLOs still must complete the AARC application process to have study abroad trips approved



Safety and Risk Management

- CBTLOs and Domestic TLOs that take place off campus
- Complete based on best available information
- Office of Undergraduate Studies will review and respond accordingly



TLO Itinerary

- If this is a trip, put the day-by-day itinerary
- If this is a long-term project (i.e. research or sustained service learning), give a general timeline of what will take place over the course of the project term.
- If this is a two-part TLO (i.e. lab research and a trip), then include a day-by-day itinerary for the trip and a general timeline for the research



Table 1: Budget Guide

A. Travel Budget (Domestic or International Travel)			
Number of students =		Number of leaders =	
	Per Person Amount (leaders and students)	Total Amount (sum for all students and leaders)	Details
Airfare (incl taxes)			<div style="border: 2px solid red; border-radius: 15px; padding: 10px;"> <p>Please Note: The Travel Budget has been significantly changed from previous years. Please include per person amounts in the first column by dividing each line item across all trip attendees including leaders.</p> </div>
Lodging			
Meals/ Per Diem			
Ground Transportation			
Registrations / Entrance Fees			Costs for the planned activities that students will participate in while at the location (i.e. museum entrances, tours, etc.)
Materials and Supplies			
Insurance (for international trips)			This is only necessary for international trips. The insurance plan recommended by the International Center only costs \$1 per day.
Emergency			These funds are ONLY to be used in the case of an emergency, and should be refunded to students if no emergency takes place. This money is not to be used for extra excursions that were not planned for prior to the trip.
Other			
Total Cost			Be sure to put the per person cost in the first column and the overall total cost in the second column.
TLO Funds Requested			<ul style="list-style-type: none"> -Student Max: \$1,500 (10 wks or less)/\$2500 (more than 10 wks) -Leader Max: \$1,000 -For groups of 15 students or less, only one leader can be funded. Additional leaders can attend, but there would be no TLO funding for them. -For groups of more than 15 students, two leaders can be funded.

Non-Travel Budget

B. Non-Travel Budget (for TLOs that take place within 50 miles of UNF)		
Number of students =		Number of leaders=
	Total Amount	Details
Materials and Supplies		
Local transport		
Equipment		
Scholarships to students		
Other		
Total Cost		
TLO Funds Requested		



Questions and Discussion

