Learner Model & Learning System: Concept Maps Informing Practice

NASPA, March, 2010

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"One University"

-- E. Gordon Gee, President, The Ohio State University (July, 2007)
"Student-Centered"

-- E. Gordon Gee, President, The Ohio State University
(October, 2007)
OFFICE OF STUDENT LIFE:

Fostering experiences that transform lives
Academic Affairs (curriculum) / Student Life (co-curriculum)
Common "language"
Definitions

- Challenge and Support
- Scaffolding
- Authentic Tasks / Situated Learning
- Learning Contexts
- Transferable Skills
Literatures

• Vygotsky & Constructivism
• Developmental Theories
• Authentic Tasks/ Situated Learning
• Multiple Intelligences
Holistic Learner -- Dimensions

- Spiritual
- Aesthetics
- Career
- Diversity
- Emotional
- Environmental
- Physical
- Intellectual
- Financial
- Ethics
- Social
Holistic Learner -- Domains

- Self
- Others
- Community
- Change/Society
Holistic Learner -- Domains & Dimensions

- Change/Society
- Community
  - Spiritual
  - Social
  - Intellectual
  - Physical
  - Financial
  - Ethics
  - Environmental
  - Diversity
  - Emotional
  - Career
  - Aesthetics

- Others

- Self
Holistic Learner -- Learning Context

Institution's General Education Outcomes
Student Affairs' Learning Outcomes
Learning Environment

Curricular Offerings  Co-Curricular Offerings
Learning System Map

Transformative Learning
Transferrable Skills / Competencies

Student's Thinking and Learning, Learning Opportunities, and Teachable Moments

Student's Assumptions, Beliefs, Life Experiences

Curricular Options:
Classes, Internships, Study away, Research, Co-ops

Co-curricular Options:
Services, Programs, Activities, Resources

Increased Intentionality, Refinement

Learning Outcomes (Aggregate)

Self-Reflection

Learning Objectives

Choices, Participation

Learner's Assumptions

Student Affair's Assumptions

Learner's Evaluation

Student Affair's Assessment

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Implications of Model and Map

How can Student Affairs encourage self-reflection and foster transformation?
Implications of Model and Map

What forms of systematic assessment assist with intentionality and program refinement?
Implications of Model and Map

What would you research?
What questions come up?
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