Introduction

- Academic Freedom
- Corporatization
- Collaboration
- SLOs
- Unprepared Students
- Rubrics
- Simplistic
Pedagogical Research Grants/Programs

Three Common Characteristics of a Solid Grant/Program:

• Articulation of a solution to a problem (Content, Innovation, ...)

• Synchronization of efforts to implement the solution (Management)

• Accumulation of evidence to support the proposed solution (Evaluation)
Evaluation: The Quality Perspective

• Variability & uncertainty exists in the performance of any and every task in life.
  
  • Within individual
  • Between individuals

No Variability = No change
No Variability = Nothing to measure
No variability = Nothing to improve

********************************************
Existence of Variability + Three Critical Points

- Focus on Processes (Activities)
- Reliability/Validity of the Measurement
- Achievement of the Outcome
If Pedagogical Research is going to be meaningful, ...

It is has to be about teaching & learning (instruction) &
It has manage student variability
“Simply put, the greater the student’s involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development.”
– Pascarella & Terenzini, 1991

Student Variability: Key Elements

Other Factors: Age, Economic Class, Cultural Background, etc.
Student Variability: Past vs. Present

Note: This is an artistic representation 😊
Managing Variations

Academic Preparedness

Motivation

High Motivation

Low Motivation
Managing Variations

Academic Preparedness

Motivation

Low Academic preparedness

High Academic preparedness
Managing Variations

- High Motivation & Low Academic preparedness
- Low Motivation & Low Academic preparedness
- Low Motivation & High Academic preparedness
- High Motivation & High Academic preparedness
## Customized Engagement & Solution

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Academic Preparedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Low Motivation &amp; Low Academic Preparedness</td>
</tr>
<tr>
<td>Low</td>
<td>Low Motivation &amp; Low Academic Preparedness</td>
</tr>
</tbody>
</table>
Strategies: Low Motivation, Low Academic Preparedness

Assessment Opportunities

- Roles & Responsibilities
- Clear Policy & Early Alert Mechanism
- Support Infrastructure
- A Roadmap

M.D. Svinicki, Learning & Motivation in the Postsecondary Classroom, 2004
Strategies:
Low Motivation, High Academic Preparedness

Assessment Opportunities

- Learning Community
- Peer Mentoring & Feedback
- Application of Knowledge
- Self Assessment Resources

M.D. Svinicki, Learning & Motivation in the Postsecondary Classroom, 2004
Strategies: High Motivation, Low Academic Preparedness

Assessment Opportunities

- Prior Knowledge (Activation/Organization)
- Knowledge Base & Requirements
- Knowledge Organization & Concept Map
- Academic Support Services

M.D. Svinicki, Learning & Motivation in the Postsecondary Classroom, 2004
Strategies:
High Motivation, High Academic Preparedness

Assessment Opportunities

Challenging Assignment & Project

Additional Readings & Resources

Intellectual Challenge

Lead a Learning Community

Flexible Performance Expectations

M.D. Svinicki, Learning & Motivation in the Postsecondary Classroom, 2004
Hierarchy of Effects: Outputs vs. Outcomes

- **Participation**
  - Number and characteristics of people reached; frequency and intensity of contact

- **Reactions**
  - Degree of satisfaction with program; level of interest; feelings toward activities, educational methods

- **Learning**
  - Changes in knowledge, attitudes, skills, aspirations

- **Actions**
  - Changes in behaviors and practices

- **Social-Eco.-Environmental Improvements**

Bennett and Rockwell, 1995, Targeting Outcomes of Programs
A Simple Model of Evaluation in Pedagogy

Strategy → Activities → Outcomes
Program Development
Planning – Implementation – Evaluation

Program Action - Logic Model

- Inputs
  - Activities
  - Participation

- Outcomes - Impact
  - Short Term
  - Medium Term
  - Long Term

<table>
<thead>
<tr>
<th>Situation</th>
<th>Needs and assets</th>
<th>Symptoms versus problems</th>
<th>Stakeholder engagement</th>
<th>Intended outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider:</td>
<td>Mission</td>
<td>Vision</td>
<td>Values</td>
<td>Mandates</td>
</tr>
<tr>
<td>Staff</td>
<td>Volunteers</td>
<td>Time</td>
<td>Money</td>
<td>Research base</td>
</tr>
<tr>
<td>Conduct workshops, meetings</td>
<td>Deliver services</td>
<td>Develop products, curriculum, resources</td>
<td>Train</td>
<td>Provide counseling</td>
</tr>
<tr>
<td>What we do</td>
<td>What the short term results are</td>
<td>Who we reach</td>
<td>What the medium term results are</td>
<td>What the ultimate impact(s) is</td>
</tr>
<tr>
<td>Learning</td>
<td>Awareness</td>
<td>Knowledge</td>
<td>Attitudes</td>
<td>Skills</td>
</tr>
</tbody>
</table>

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report