

ILTE Workshop – August 20, 2004

Changing Hearts and Minds: Part II

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- I. Changing hearts, what do we mean?
 - A. Changing students' attitudes, interests, and values (Affective Domain)
 - B. Krathwohl, Bloom, et al. -- 5 Levels of the Affective Domain
 - 1. Receiving = student willing to engage in an activity, will follow requests & finds some satisfaction
 - 2. Responding = student chooses involvement over avoidance of activity
 - 3. Valuing = learner adopts a particular value
 - 4. Organizing = student conceptualizes values system, especially how values relate to one another and new values relate to old values
 - 5. Characterizing = student behavior is defined by dominant values
 - C. Michaelis stresses data gathering and remembering as foundation for development in this domain.
- II. Issues & concerns surrounding promotion of value & attitude change
 - A. Fits with general education requirements: moral & ethical reasoning, critical thinking, diversity, appreciation of general education in general.
 - B. Fits with other topics of frequent concern: civic engagement, character development, personal responsibility, etc.
 - C. Higher education should be value neutral.
 - D. Whose values?
 - E. College is too late to shape values.
 - F. Students are consumers of job preparation; they do not want values.
 - G. Values education is intellectually weak.

H. I'm not trained to teach this stuff!

III. How does one approach teaching values or attitude change?

A. Assess yourself – what are your own values that relate to teaching?

B. Develop appropriate learning outcomes (see “Key Words” attachment)

C. Tactics

1. An example from Intro. to American Politics and a vehicle for citizenship promotion

a. The hook – why is this important?

b. The focus

- present facts & data on polit. participation with argument for engagement – be explicit about promoting citizenship
- use examples based on students' interests
- discuss specific tactics students could use in engaging political system
- Civic Engagement Project
- encourage campus involvement
- provide facts & concepts for deeper understanding of system
- careful selection of texts & readings that emphasize goal

2. Other tactics & examples

- experiential learning and/or volunteer work
- role plays or simulations
- linking students prior experiences to desired value/attitude
- modeling of behavior by instructor
- class or group discussions – variety of viewpoints is important
- providing evidence/persuasive arguments (debates)

- practice skills associated with value (could be repeated in role plays or other experiential learning activity)
- strategize or discuss with students how to use value and associated skills in the future and the future benefits thereof.
- use critical thinking exercises to reinforce skills & conclusions -- close connections exist between shaping values and critical thinking: ability to identify own and others' assumptions, understanding reasoning, evaluating sources, being open minded, considerate & respectful of others, being impartial, suspending judgment, taking a stance when merited, questioning own views (see article by Veugelers for interesting discussion of intersections critical thinking, moral development, and value education.)
- integrate values into grading system (see also Assessment)

3. Key considerations (according to research)

a. Research review by Taylor finds the following essential practices:

“...safe, open and trusting environment for learning; using instructional practices that support a learner-centered approach and promote student autonomy and collaboration; the importance of activities that encourage exploration of alternative personal perspectives and critical reflection.”

b. Taylor's main considerations are:

- (1) Fostering group ownership & individual agency: group setting is idea medium, students need facilitation to help them develop self-awareness of assumptions and the time to reflect and self-evaluate, group interactions should be based on (and assisted toward) respect, trust,

and democracy with intra-group conflict being used to strengthen group experience.

- (2) Providing intense shared experiential activities: these will act as “triggers” for critical reflection and critical thinking, as well as basis for discussion. Experiences may assist students in confronting conflicting values.
- (3) Developing an awareness of personal & social contextual influences: personal and social factors will influence capacity to make changes.
- (4) Promoting value laden course content: certain subjects or topics provide more opportunities for values education, as some topics or subjects act as better “triggers” than others.
- (5) Capitalizing on interrelationships of critical reflection and affective learning (narrowly defined by Taylor as referring to emotions & feelings): emotions may serve as catalyst for critical reflection on values & assumptions. Challenging previously held belief systems can also evoke emotional responses from students that must be processed.
- (6) Recognizing the demand of time: changes of belief or value systems takes a lot of time.

Lengthy process of change highlights need for repetition and reinforcement of new ideas. Optimally this would occur within the context of a single course, but also

across a student's college experience and, thus, is idea
for departmental or institutional goals.

D. Assessment

1. Difficult task in view of attitudinal nature of endeavor and time needed for change.
2. Most common approaches, as endorsed by North Central Accreditation Commission consultants (*), are:

- a. pre-and post-surveys*
- b. alumni surveys* (completed upon graduation and repeated later)
- c. Employer surveys* (determines level of adaptation to work environment)
- d. End-of-semester evaluations with traditional Leikert-scale responses

3. Incorporating values-related skills in course grades

Arizona State Univ. College of Engineering and Applied Science includes “self-regulation” skills as part of assignment grades that is grades separately from content knowledge/skills. Give points for being submitted on time, having required number of sources from acceptable journals, having correct headings, etc. These are graded on a separate grading rubric from content grades, then the “self-regulation assessment” is combined with more heavily weighted content grades (see McNeill et al. article).

IV. Do it yourself & Share (A, B, C individually; D & E brainstorm as a group)

- A. What values do you bring to your teaching?
- B. What is the most critical value that you want to stress in X course?
- C. What are the learning outcomes for that value? (take associated skills into consideration)
- D. How will you hook the student interests in this value? (tactic)
- E. What activities, strategies, or projects can you do to promote value change?

Writing Learning Outcomes

Based on Krathwohl et al's 5 Levels of the Affective Domain:

1. Receiving:	to enjoy, to seek information, to derive satisfaction, to listen to, to accept, to engage in
2. Responding:	to attempt, to acclaim, to volunteer, to select, to try to, to help
3. Valuing:	to choose, to accept, to appreciate, to desire, to support, to prefer
4. Organizing:	to define, to relate, to choose, to defend, to judge, to formulate
5. Characterization:	to discriminate, to verify, to differentiate, to adjust to, to develop, to revise

(From McDonald, M. "Domains" <http://education.nebrwesleyan.edu/mcdonald/235website/domains.html>)

Associated Action Verbs:

AFFECTIVE LEARNING	
LEARNING LEVELS	ASSOCIATE ACTION VERBS
RECEIVING Willingness to attend	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, reply, and use.
RESPONDING Active participation	Answer, assist, compile, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, and write.
VALUING Worth or value a student attaches to a particular object	Complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, and work.
ORGANIZATION Bringing together different values	Adhere, alter, arrange, combine, compare, complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, and synthesize.
CHARACTERIZATION Behavior defined by a dominate value	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, and verify.

(From Office of Undergraduate Studies, San Francisco State University, www.sfsu.edu/~ugs/S3av.htm)

References

** *Journal of College & Character* is available on the web (www.collegevalues.org) in connection with Center for the Study of Values in College Student Development. They have an extensive collection of articles, book reviews, best practices for college-wide programs, etc. It is definitely worth a look.

** The National Service-Learning Clearinghouse (www.servicelearning.org) has an on-line library and other resources that look useful for some values-related topics and is a good place to get information on service learning projects across disciplines (that helpful experiential aspect of teaching values).

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