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**Affective assessment: Incorporating  
emotions into our work for social justice**

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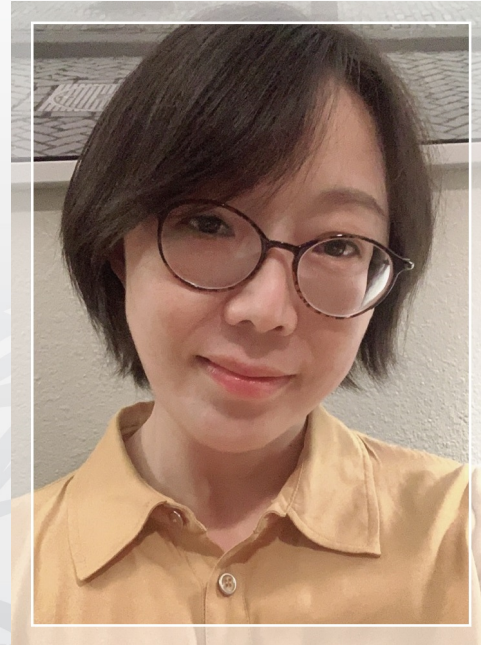
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# Introductions



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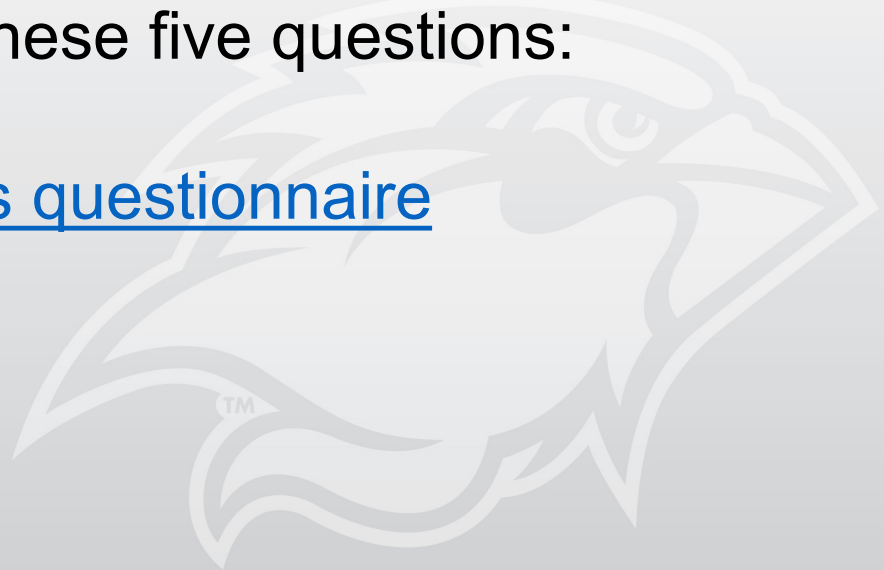
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# Pre-session Questionnaire

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Before watching any further, please pause,  
and respond to these five questions:

[LU Qualtrics questionnaire](#)



# Outline

- Introductions
- Learning outcomes for today
- Background & research framework
  - Nomenclature
  - Meaning Centered Education (MCE) & Meaning Centered Learning (MCL)
  - Learning Domains
  - Active Learning Taxonomy
  - Emotions & learning
- Classroom environment setting
  - Formative assessment
  - Text analyses & visualization
- Rationale/Questions/Discussion



# Learning Outcomes

Participants will

- Identify *Meaning-Centered Education* and *Meaning-Centered Learning*
- Differentiate the Affective Learning Domain
- Weigh the practical considerations of affective outcomes learning assessment (ALO)
- Challenge assumptions of a cognitive-only learning outcomes assessment paradigm (ALO)



# Background: Nomenclature

- Affect = joy(contentment + happiness)<sup>2</sup>
- Attitudes
- Emotions
- Assessment
- Evaluations
- Phenomenology
- Values



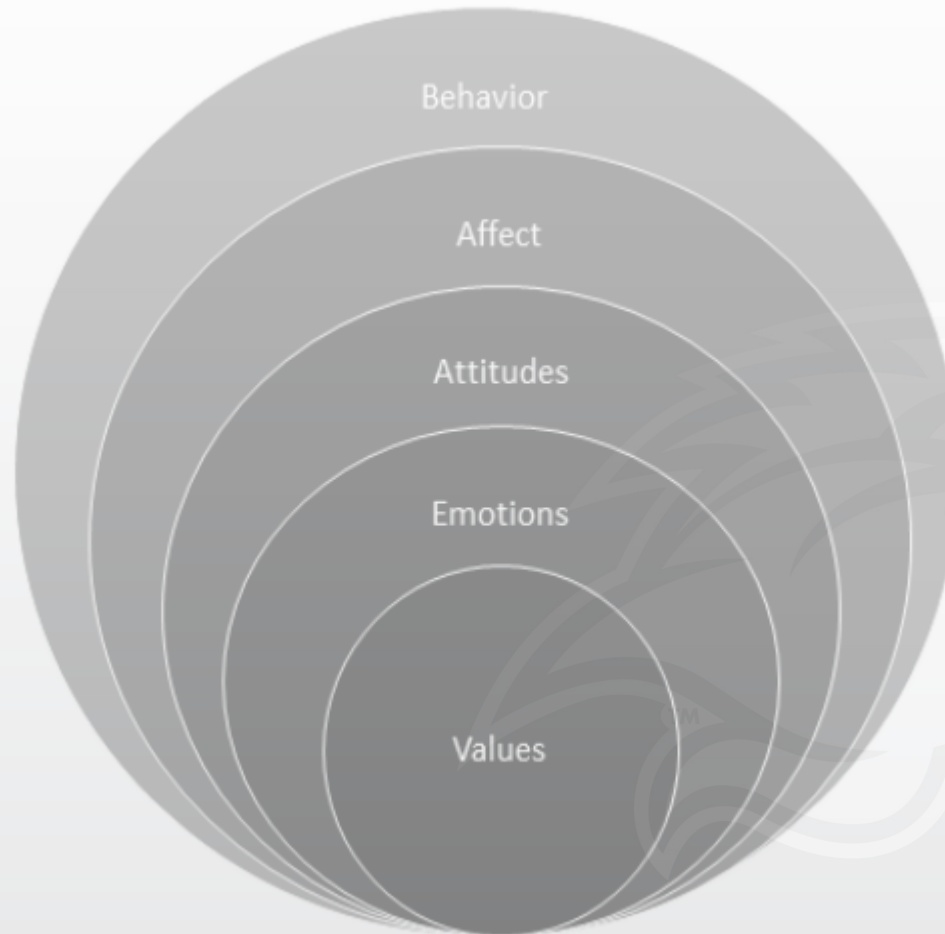
# Background

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- For nearly 20 years learning outcomes have been touted as the most critical aspect of educational effectiveness (NCHEMS, 2000).
- Spady (1994, p.2) was explicit that learning outcomes did not equate to personal “values, beliefs, attitudes, or psychological states of mind”.



# Mental Model





# Why MCE-MCL?

- Learning theory evolution
  - Behaviorism
  - Cognition
  - Interactionism
  - Constructivism
  - *Critical* Constructivism
    - **attempts to destroy the asymmetric power relationships that reproduce the status quo.**



# Why MCE-MCL?

- In a *justice-minded* framework, learning theories should consider the *intersection of personal, social, and cultural factors*. *Micro-and macro-level examinations are necessary to achieve holistic learning—discrepancies exist within and tensions subsist between the classic theoretical foundations* (Gredler, 2009).
  - Emphases, Nix



# What is MCE?

- A philosophy or "an educational approach that facilitates the conscious integration of new learning with prior learning across all domains based on personal meanings about oneself in relation to the world"

- (p. 20, Kovbasyuk & Blessinger, 2013).™

- *Underlined emphasis, Nix*



# What is MCL?

- Development of a self-determined personality
- Self-evolution
- Authoring one's own life
- Multi-dimensional meaning-making
  - Phenomenological
  - Philosophical
  - Psychological
  - Sociological
    - (Kovbasyuk & Blessinger, 2013).

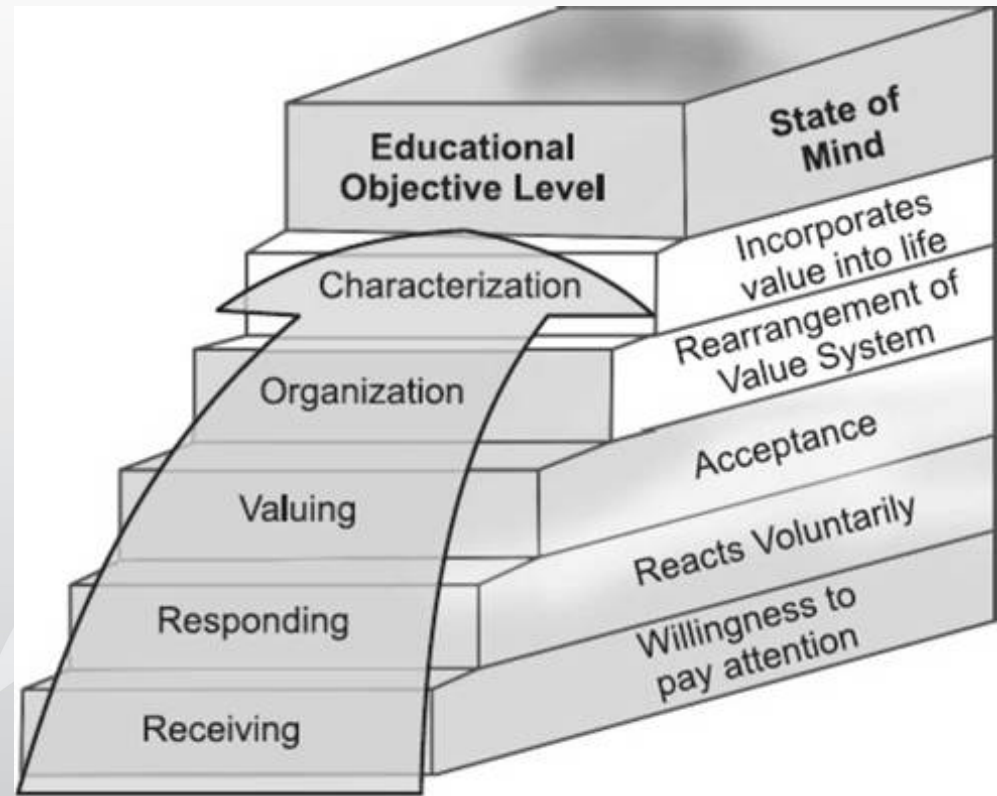
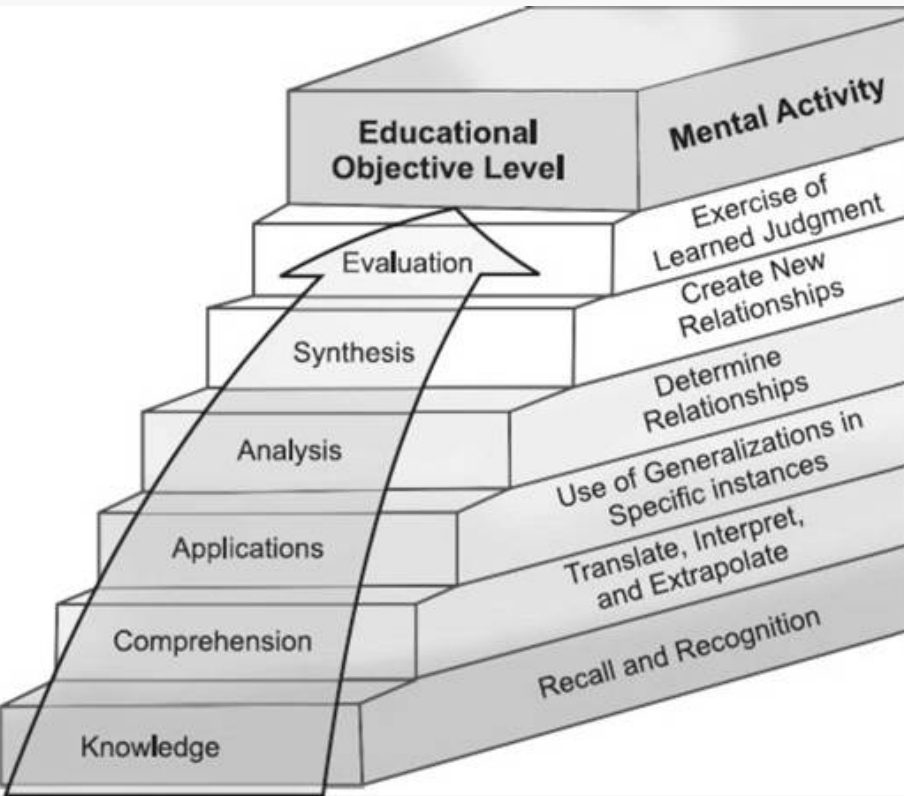


# What is MCL?

- ...”a human centered approach that facilitates the holistic integration of all learning domains (affective, cognitive, social-cultural) through diverse life contexts, which motivates learners to apply meaning-based principles into their own life world.”
  - (p 18, Kovbasyuk & Blessinger, 2013).



# Learning Domains



## COGNITIVE

## AFFECTIVE



# Affective Learning Taxonomy

*As an online instructor my tactics are to:*

➤ persuade students to do the assigned work

**Receive**

➤ reflect and discuss with

**Respond**

➤ classify the importance of the material

**Value**

➤ incorporate the material into what they already knew and were doing

**Organize**

➤ tell me how they will change their behavior by utilizing this new material in practice

**Characterize**



# Learning Domains-II

## **COGNITIVE**

**Evaluate material  
(or evidence) for  
a given purpose.**

**Vs.**

## **AFFECTIVE**

**Characterize self  
or organization in  
relation to newly  
acquired  
values/schema**





# Emotional Context of Learning

*(Duckworth & Gross, 2014; Immordino-Yang and Damasio, 2007; Pekrun & Linnenbrink-Garcia, 2014; Shechtman, DeBarger, Dornsife, Rosier, & Yarnall, 2013).*

**Two emotions  
catalyze learning**



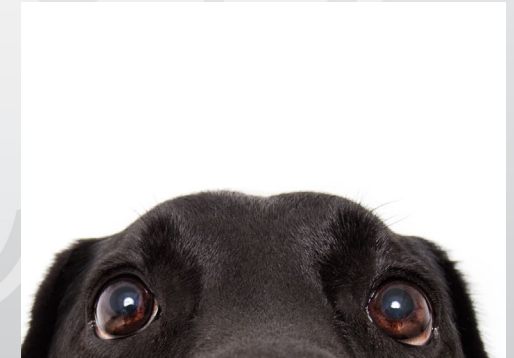
**&**



**Two emotions  
stunt learning**



**&**



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# Strategic Planning for Resource Allocation

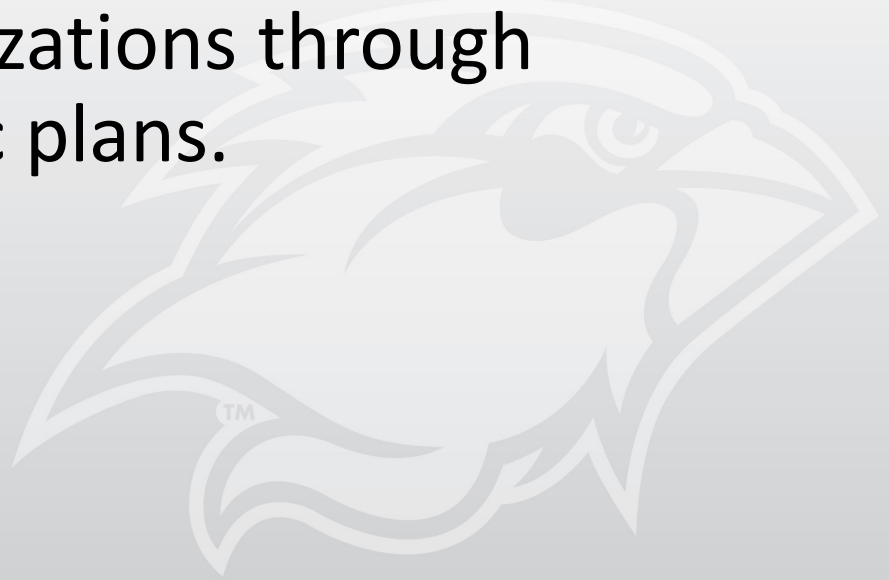
- Newly developed doctoral course
- Quality Matters® approved
- Designed to prepare consultants or executives to lead and facilitate development of an organizational or divisional strategic plan.
- Flipped classroom



# One Affective Learning Outcome (ALO)

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- Characterize organizations through analyses of strategic plans.



# Why Kirkpatrick?

## ➤ Kirkpatrick's (1994) Four Levels

- Did they like it? (reaction)
- Did they learn it? (learning)
- Will they use it? (transfer)
- Will it matter? (results)
- ROI is sometimes considered a “5<sup>th</sup> level”



# Weekly Formative Assessments

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- Level-one & Level-two Evaluations
  - Kirkpatrick (1994); Simonson, Smaldino, & Zvacek (2015)
  - Level-one evaluations consisted of Likert-type items (see handout I)



# Weekly Formative Assessments-II

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- Instructional prompt:
  - Describe the "muddiest point" or
  - Reflect on the most interesting or useful construct for your academic or professional goals.
    - 5<sup>th</sup> Stage learning from Salmon (2013)



# Why Formative Assessments?

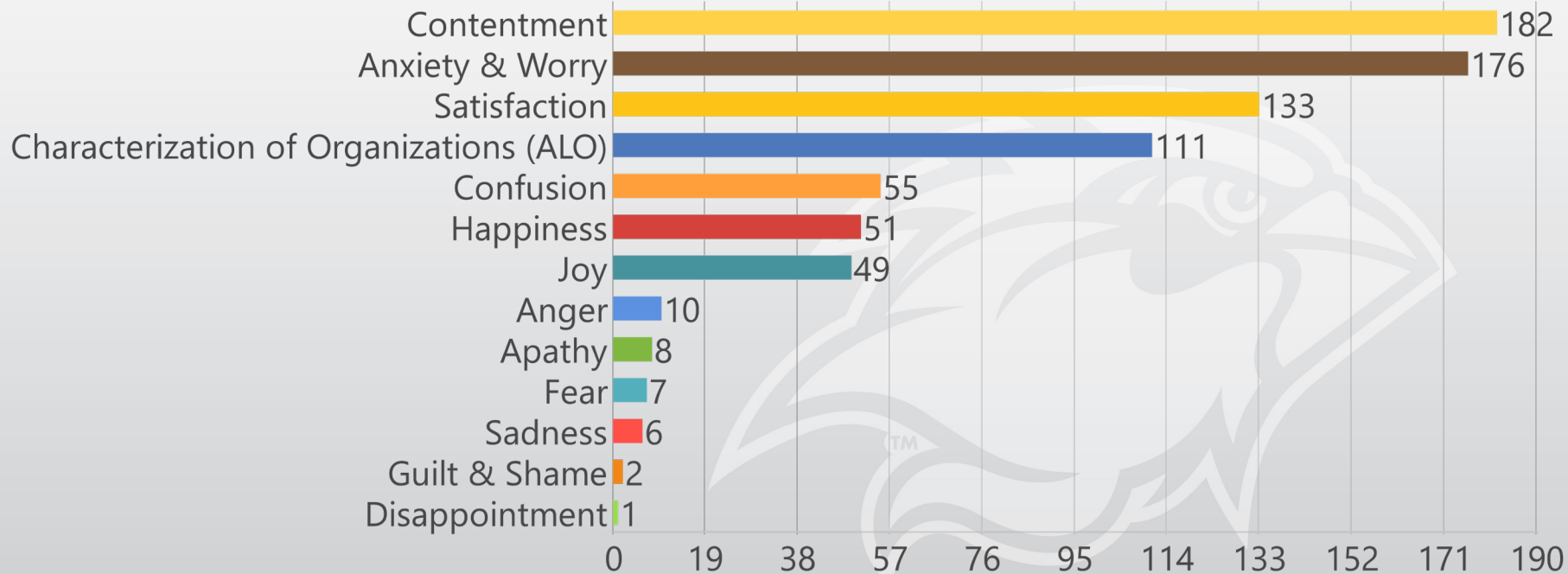
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- Learning should be guided by students' performances.
- Authentic formative assessment informs what students know, when they know it, and conversely, what students do not know.



# Emotions Coded

## Coded Segments of Text, 57 students



All Emotions, Seven Weeks.

Affective Learning Outcome, Seven Weeks



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# Coding Text: Anxiety-Worry

Week_two - Anxiety & Worry		Coded segments (25)
Code System	/ee...	
Disappointment		Just a lot of material to cover <a href="#">36 1 - 36 1 (0)</a>
Anger		
Characterization of Organizati	■	found myself questioning if I was doing things correctly, re-reading passages, struggling to find detailed instructions, and questioning the task at hand. I resorted to google several times and struggled with the process much more than the actual task, once I understood what was requested. When dealing with the unknown, a detailed roadmap or discussion in prior week's Lecture as a heads up would help. <a href="#">36 3 - 36 3 (0)</a>
Guilt & Shame	■	
Satisfaction	■	
Apathy	■	
Fear	■	
Sadness		
Anxiety & Worry	■	Where do the strengths and weaknesses come from? Are they just perceptions of mine? Are the opportunities and threats also what I see? Do the weights have to be in order (ex. 0.10,0.09,0.08) These seem arbitrary to me. <a href="#">36 5 - 36 5 (0)</a>
Contentment	■	
Joy	■	
Happiness	■	
Confusion	■	This weeks challenge was instructions for the assignment. During the lecture we were given clarity, but I also feel that we should've had more options than a place we previously worked. <a href="#">36 9 - 36 9 (0)</a>
		I wish I had something to compare it to. I think it would have boosted my confidence in completing the assignment. <a href="#">36 9 - 36 9 (0)</a>
		I would love to have more experience with SWOT and how specific those items need to be. <a href="#">36 10 - 36 10 (0)</a>



# Coding Text: Contentment

Week\_four - Contentment

Code System

Disappointment

Anger

Characterization of Organiz

Guilt & Shame

Satisfaction

Apathy

Fear

Sadness

Anxiety & Worry

Contentment

Joy

Happiness

Confusion

Wee...

Coded segments (31)

This week's assignment 3 was very clear on instructional purpose and is useful informational that I'll use to enhance the final project.  
[36|3 - 36|3 \(0\)](#)

This week I have given great consideration to the development, creation and implementation of an organization's strategic plan. After reflecting upon some of the quotes from Dr. Nix concerning culture, planning and simplicity vs complexity I have challenged myself to move forward in both my personal and professional pursuits more strategically. I believe that it can be easy to mistake complexity for thoroughness or miss the profoundness within a simple yet meaningful plan. I know I have certainly been guilty of these. Moving forward I hope to lead and empower with practices derived from a well developed plan. Thank you for the depth of this course that is providing me with tremendous growth opportunities.  
[36|6 - 36|6 \(0\)](#)

I greatly appreciate the respect paid to class comments from these assessments. I feel that the inclusion of the course is a smart move on the part of Lamar University. Analyzing the organizational structure effectiveness in K-12 education seems to be an avenue for future research. This has been a week where I have learned a great deal about how business models of organization have been applied to the field of education, which has yielded mixed results. Although large scale reform of the organizational structure of school districts is beyond my current capabilities, campus level reform is not. This weeks assignment directly impacts my professional goals.  
[36|13 - 36|13 \(0\)](#)

Things were much clearer this week. I appreciate the changes to the final project and the addition of options. My group has chosen to continue the project together.  
[36|14 - 36|14 \(0\)](#)



# Coding Text: ALO

Week\_six - Characterization of Organizations (AI) Coded segments (24)

Code System /ee...

- Disappointment
- Anger
- Characterization of Organizations
- Guilt & Shame
- Satisfaction
- Apathy
- Fear
- Sadness
- Anxiety & Worry
- Contentment
- Joy
- Happiness
- Confusion

I did not have a muddiest point regarding the content rather the discussion. It seems as though many districts have yet to adopt a balanced scorecard to analyze their organizations. I learned the value of a balanced scorecard and hope others will from this course and implement them in their districts.  
[36|4 - 36|4 \(0\)](#)

The most interesting thing I learned this week useful to my professional goals was from an exchange after the adobe connect class on Thursday evening as I began to consider the unique factors at play that have contributed to the lack of strategic planning and management in PK - 12 settings. Often times I see the differences between PK - 12 compared to Higher Ed compared to Industry or Business models and advocate for tools and strategies specific to PK - 12. However I had not considered that revenue streams and their availability or lack thereof creates competition in non PK - 12 settings that these school districts have not had to face - yet. As a result public school districts have been able to "get away" with not implementing a strategic approach because of the local, state and federal funds allotted based on enrollment numbers and property tax. Improved organizational practices do not, currently, result in increased funding even if they do produce a higher result. I am still pondering all this means to me as a PK - 12 educator but this simple learning has made an indelible impression on me. Thank you for another great week!  
[36|6 - 36|6 \(0\)](#)

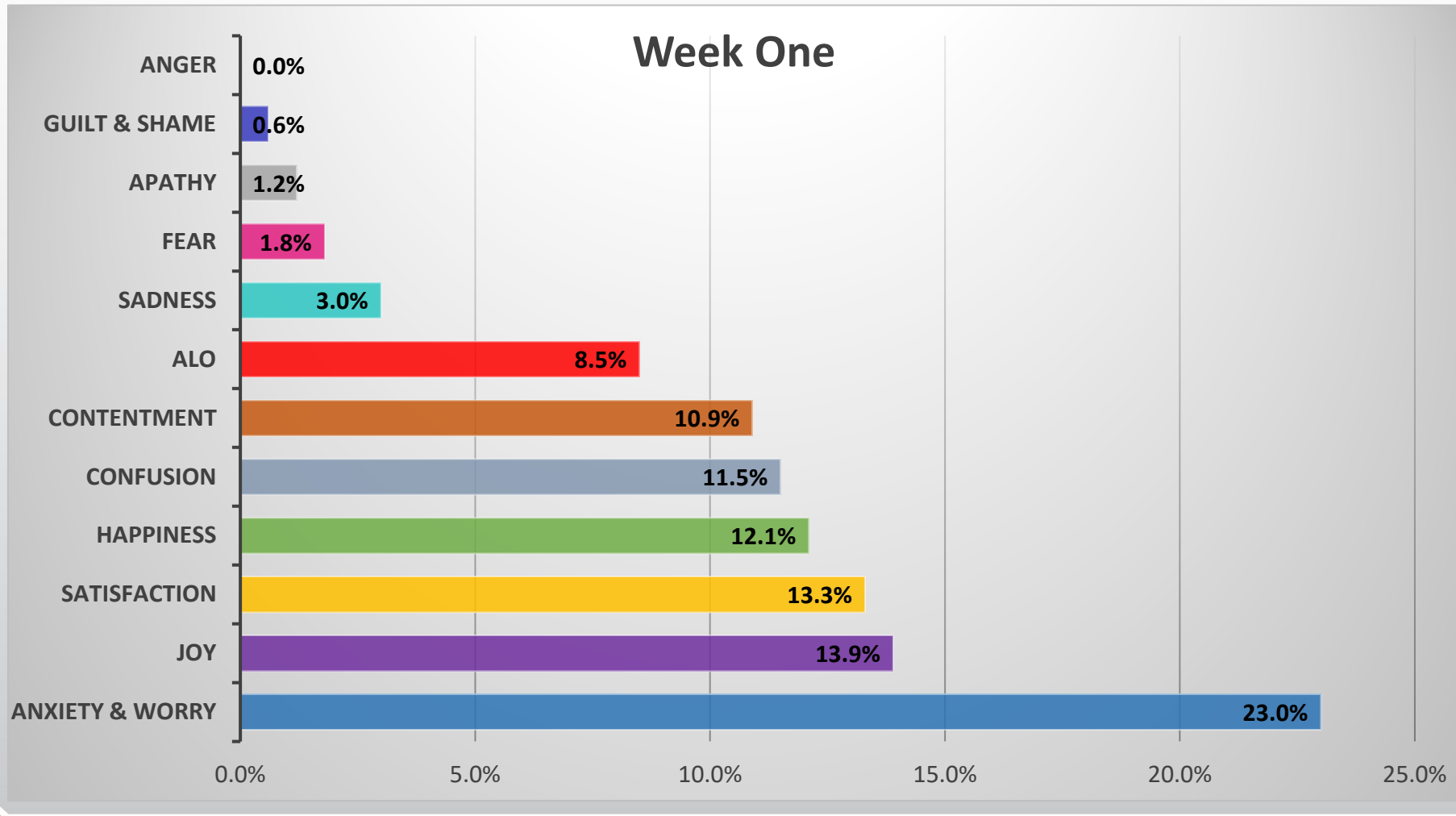
The balanced scorecard activity was interesting. For me, the SWOT and balanced scorecard appeared to use the same elements in a different way. I see how the balanced scorecard addressed specific areas. This week discussion did give me insight on how K-12 would use the balanced scorecard compared to what I'm used to in higher education.  
[36|9 - 36|9 \(0\)](#)

The use of the balanced scorecard is interesting--something I had not encountered before--but I do believe it doesn't fit my type of organization. Balanced scorecards is excellent for job-specific or product-driven organizations, but rapidly adjusting or response/service-oriented public organizations may find it too difficult to implement.  
[36|11 - 36|11 \(0\)](#)

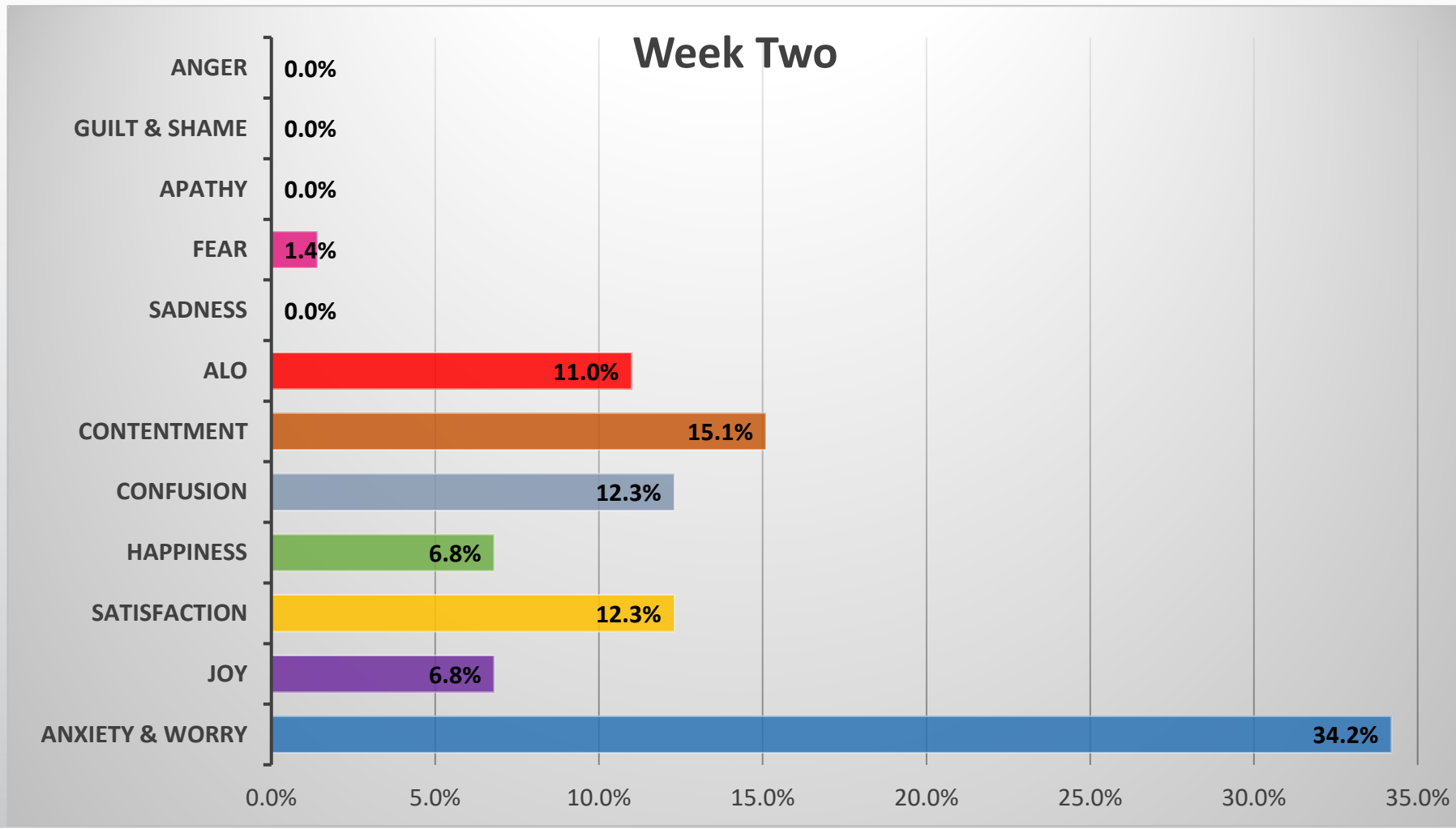
Material about scorecards and evaluations is truly applicable to secondary education. In today's digital world, students have increasing access to evaluative dashboards, scorecards, and charts. I would appreciate more information on the evaluation side of scorecards and how they can be use to help employees with daily performance. I feel as if this is an area that education is exploring and will continue to expand, but must come with tips for implementation, maintance, and ways to promote improved performance without fear of failure or termination.  
[36|12 - 36|12 \(0\)](#)



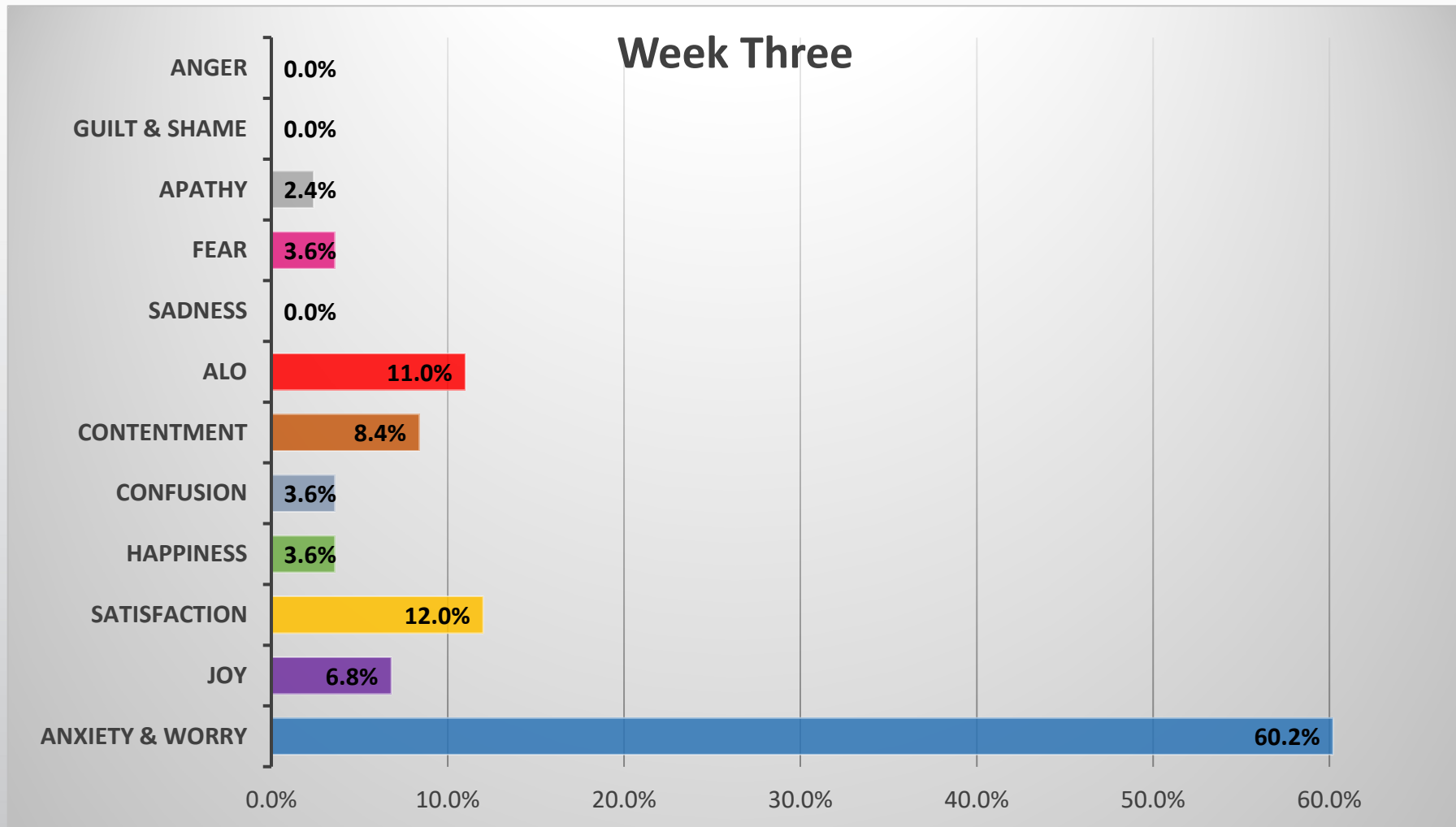
# Textual Analysis - Week 1



# Textual Analysis - Week 2



# Textual Analysis - Week 3





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# ***Wait! No Learning? No Meaning?***

***Three keywords were mentioned:***

**business**

**math**

**irrelevant**



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# Restructure

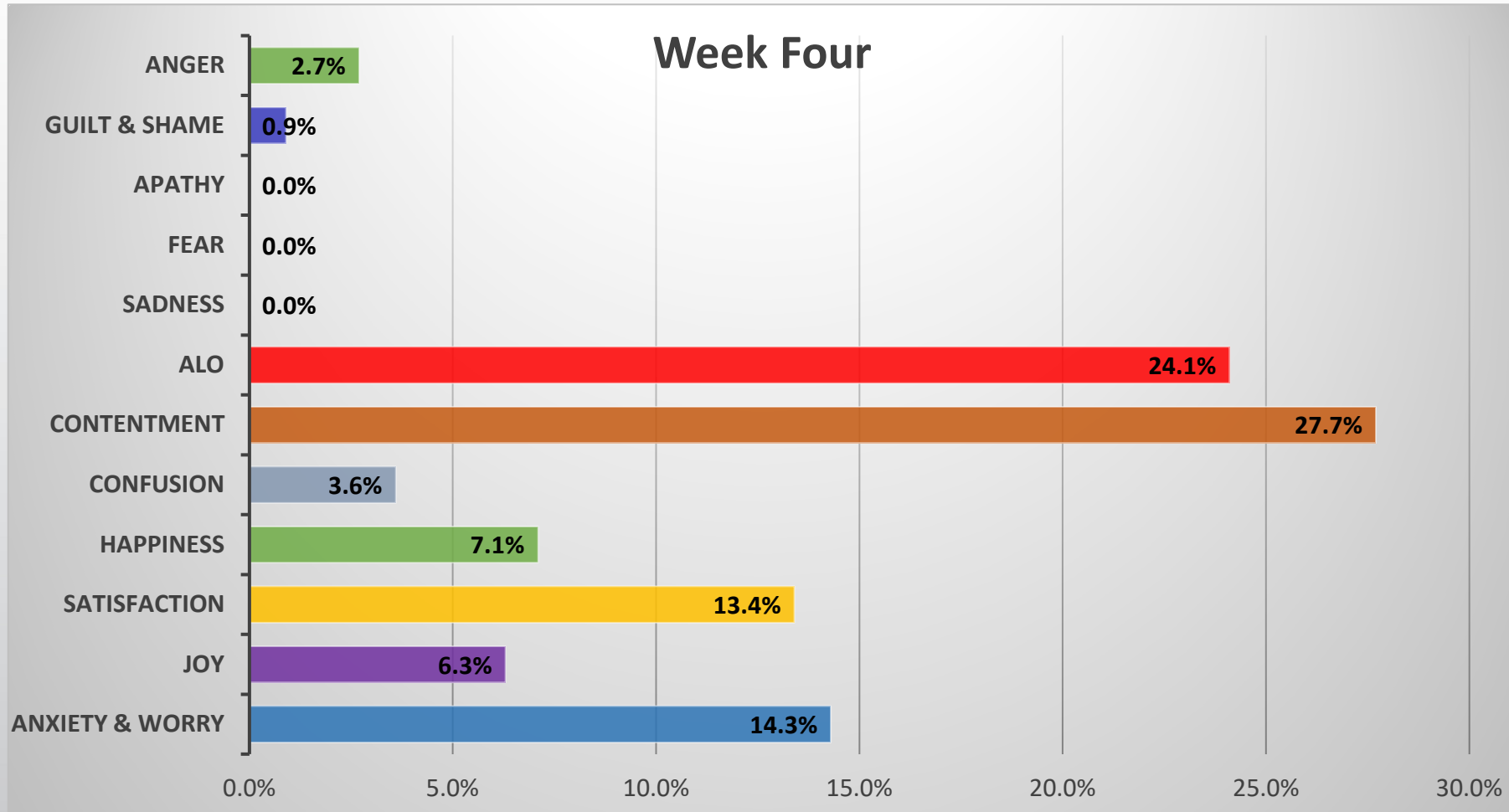
- Revisit the first three weeks
- Comprehensive review and intensive examples in their settings
- Eliminate most financial aspects of the course.
- Invite guest speakers/consultants from K12 settings



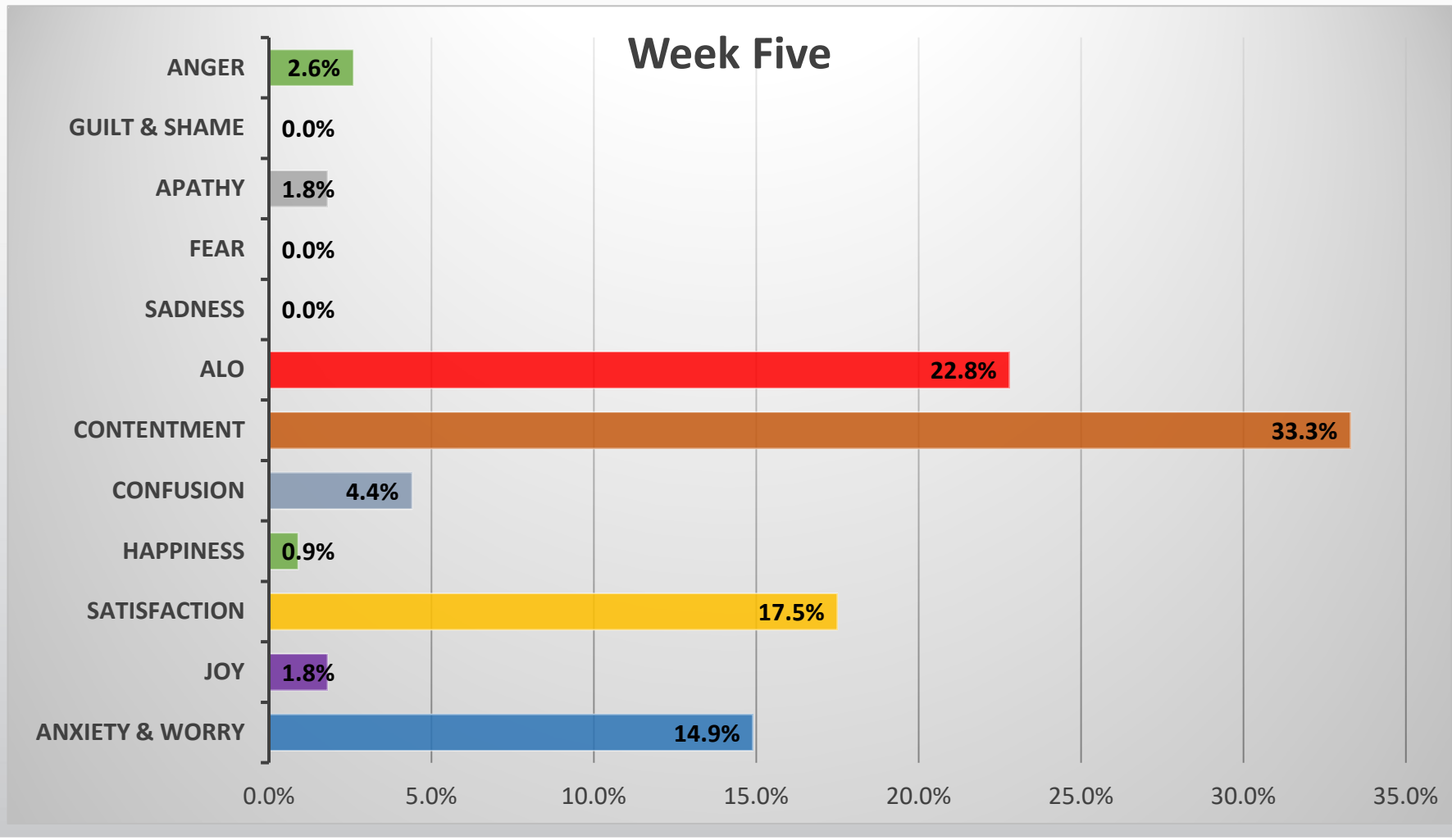
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# Textual Analysis - Week 4

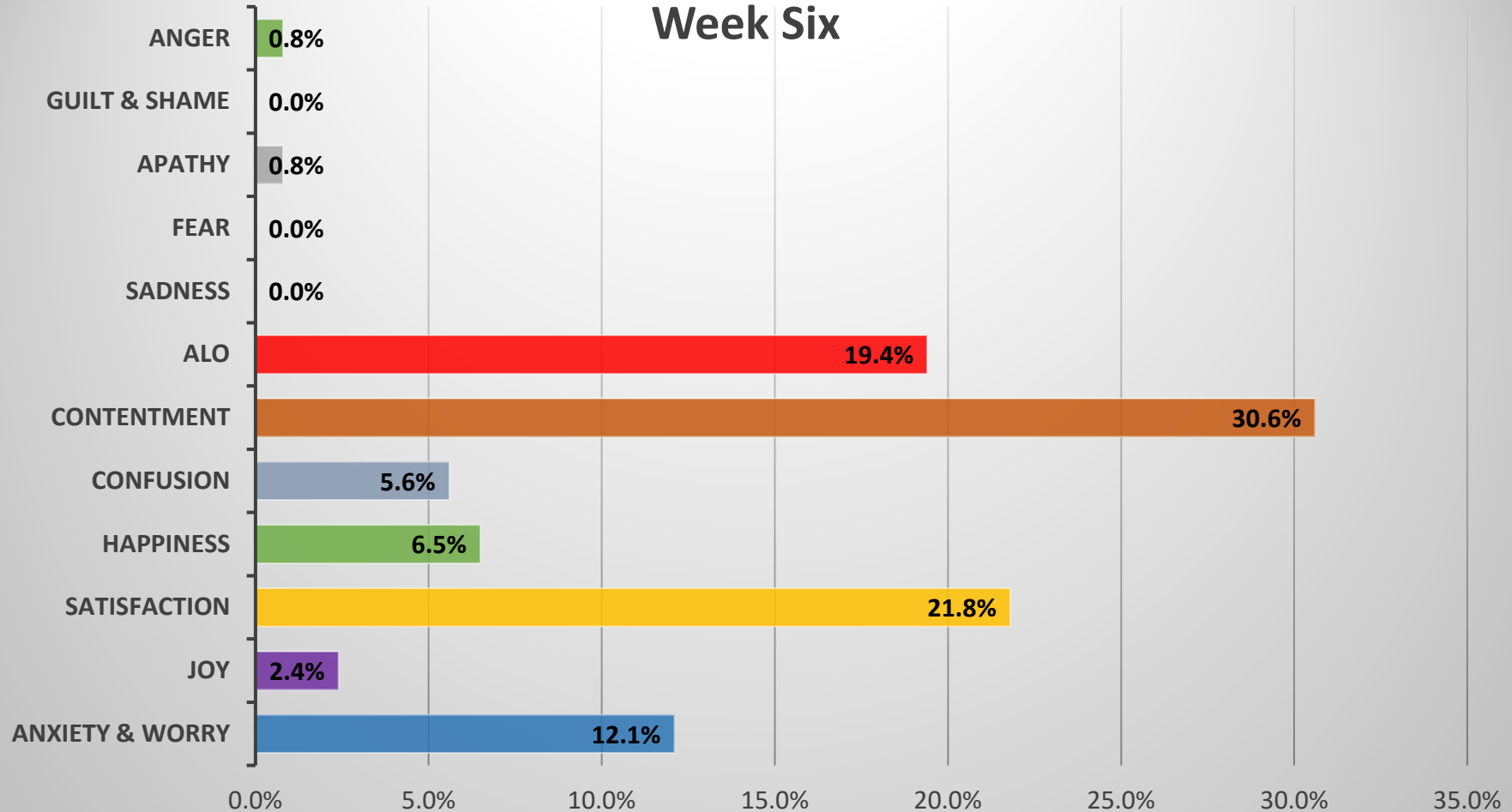


# Textual Analysis - Week 5



# Textual Analysis - Week 6

Week Six



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# Why Affective LOs? (along with cognitive)

- NILOA *Principles of Equity-Minded Assessment*
  - Meaningful student involvement
  - Context-specific approaches and responses
    - Montenegro & Jankowski (2020)
- Multiple sources of evidence
  - “putting a premium on evidence”
    - Hutchings, Kinzie, & Kuh (2015)



# Why Affective LOs? (along with cognitive)

- The MCE-MCL framework:
  - “minimizes unnecessary and arbitrary power distance between students and instructors because it rests on validity and merit claims, not on unquestioned power and privilege claims.”
    - (p 19, Kovbasyuk & Blessinger, 2013).

# Why Affective LOs? Why care about Affect?

- Retention & persistence applicability
  - Idaho pilot-project
    - Nix & Michalak, 2012; Nix, Lion, Michalak, & Christensen, 2015.



# Why Affective LOs? Why care about Affect?

- Tutoring Services assessment project
  - Training sessions were effective
    - Over 90% of the tutors stated that they believed the training was effective
  - However when observing their sessions
    - Some were having difficulties



# Why Affective LOs? Why care about Affect?

- Tutoring Services assessment project
  - Restructured learning outcomes to include one ALO
  - Included formative assessment into observational practice.



# Pre-session Questionnaire Discussion

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**Q1**

**Q2**

**Q3**

**Q4**

**Q5**



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T H A N K   ♥   Y O U



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# Contact Us

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# References

- MaxQDA & RQDA used to code data
  - Example of RQDA/R interface coding and reporting:  
<https://lucidmanager.org/qualitative-data-science/>
- LibreOffice Calc (spreadsheet) used to 'pretty-up' the charts based on tables exported from R.

