

Emphasizing a Shared Responsibility for Deep Approaches to Learning

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Overview

- Deep approaches to learning and student responsibility for learning
- Faculty Survey of Student Engagement (FSSE)
 - Background, Student Responsibility for learning items
- Exercises and results
- Discussion—implications, thoughts, ideas, feedback



Deep Approaches to Learning (DAL)

- Learning processes v. learning outcomes
- Deep v surface approaches
- DAL on FSSE (and NSSE)
 - Emphasis on higher order learning
 - Emphasis on integrative learning
 - Importance of reflective learning

Student Responsibility for Learning (SRL)

- Cooperative learning
- Team learning
- Peer assisted learning



Our questions

- Can we effectively measure faculty use of SRL practices?
- How much do faculty report doing SRL?
- What predicts faculty use of SRL practices?
- How is faculty use of SRL related to faculty emphasis of deep approaches to learning and to other effective educational practices?



**But first...
some FSSE background**



What's FSSE?

- Faculty Survey of Student Engagement (FSSE)
 - Annual survey of faculty members
 - Baccalaureate-granting institutions
 - Current or prior participation in NSSE
 - Goal: to measure faculty perceptions of and contributions to student engagement



Why FSSE?

- Include faculty
- Understand faculty expectations and perceptions
- Some previous homegrown faculty surveys seemed to work



FSSE History

- Pilot-tested in 2003, officially launched in 2004
- To date, over 120,000 faculty members from 530 colleges and universities
- Average institutional response rates of about 50%



FSSE Administration

- Third party admin--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
 - Course-based questions
 - Typical student questions

Faculty Survey of Student Engagement 2006
Help | Contact Us

Demo version: responses will not be recorded.

During the current academic year, about how many times have you participated in teaching improvement activities of the following types?

	0	1	2	3	4	5 or more
Individual consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom observations with feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings with a small group of colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-wide forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FSSE Instruments

- **General topics**
 - Faculty perceptions of student engagement
 - Importance or emphasis faculty place on various activities and areas of learning and development
 - Faculty perceptions of the campus environment
 - How faculty members organize class time
- **Online survey**
- **Two options: Course-based and Typical student**



What Institutions Get

- **Customized Reports**
 - Respondent Characteristics
 - Frequency Distributions
 - FSSE-NSSE Combined Report
- **Data file**
- **Other reports**
- **Supporting materials**

FSSE Resources

- **FSSE website** www.fsse.iub.edu
 - Sample reports and copies of surveys
 - Selected results
 - Grand frequencies by Carnegie classification
 - Recent FSSE research and presentations
- **FSSE Facilitator's Guide**
- **Special analyses**

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FSSE 2008 Extra Items



Faculty were asked how much they emphasized the following in their courses

Students taking responsibility for identifying their own learning goals

Course topics chosen by students

Course activities and assignments determined by students

Student-generated learning groups

Peer mentoring

Team-based assignments

Responses: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very Much

Respondents

- 9,611 faculty members
 - 47% Women
 - 77% White
 - 6% non-U.S. citizens
 - Avg 15 years prior teaching
 - 82% Full-time
 - 23% Lect/Inst, 25% Assist, 25% Assoc, 26% Full Professor
 - Avg. course load = 5.6 courses

Their courses

- 58% Upper Division
- 47% Gen Ed Course
- Avg course size = 36

• From 110 U.S. Inst

- 36% from research/doc
- 41% from master's
- 34% from private inst

• Discipline

- | | | |
|------------------|--------------------|----------------------|
| • 26% Arts & Hum | • 6% Education | • 14% Social Science |
| • 6% Biology | • 4% Engineering | • 8% Professional |
| • 9% Business | • 12% Physical Sci | • 14% Other |

Exercise 1

SRL Items**Preferred
% a lot****Actual
% a lot**

Students taking responsibility for identifying their own learning goals

Course topics chosen by students

Course activities and assignments determined by students

Student-generated learning groups

Peer mentoring

Team-based assignments

SRL Items	Very little	Some	Quite a bit	Very much
Students taking responsibility for identifying their own learning goals	16%	28%	28%	28%
Course topics chosen by students	44%	35%	14%	6%
Course activities and assignments determined by students	50%	36%	10%	4%
Student-generated learning groups	41%	33%	18%	8%
Peer mentoring	37%	37%	19%	8%
Team-based assignments	35%	30%	19%	16%

Exercise 2

SRL Items**Group
A****Group
B****Group
C**

Students taking responsibility for identifying their own learning goals







Course topics chosen by students

Course activities and assignments determined by students

Student-generated learning groups

Peer mentoring

Team-based assignments

SRL Items	Group A	Group B	Group C
Students taking responsibility for identifying their own learning goals		_____	_____
Course topics chosen by students		_____	_____
Course activities and assignments determined by students		_____	_____
Student-generated learning groups		_____	_____
Peer mentoring		_____	_____
Team-based assignments		_____	_____

Example: One Group Solution

SRL Items	Group A	Group B	Group C
Students taking responsibility for identifying their own learning goals	_____	_____X_____	_____
Course topics chosen by students	_____X_____	_____	_____
Course activities and assignments determined by students	_____	_____X_____	_____
Student-generated learning groups	_____X_____	_____	_____
Peer mentoring	_____	_____X_____	_____
Team-based assignments	_____X_____	_____	_____

Example: Two Group Solution

SRL Items	Group A	Group B	Group C
Students taking responsibility for identifying their own learning goals		✗	✗
Course topics chosen by students		✗	
Course activities and assignments determined by students		✗	
Student-generated learning groups	✗		
Peer mentoring	✗		
Team-based assignments	✗		

Actual Solution

Group Naming

- Group A = Peer Learning
- Group B = Student Control



Exercise 3

Predictors

Peer Learn

Student Control

Student Learn Goals

Faculty Characteristics

Female



Race/ethnicity

Non U.S. Citizen

Years of prior teaching



Part-time

Rank (Lecturer/Instructor)

Course load

Example

Predictors

Peer
Learn

Student
Control

Student
Learn
Goals

Course Characteristics

Upper division

_____+

General ed course

Size

_____++

Disciplinary area

Institutional Characteristics

Type

Private

Example

Predictors

Peer
Learn

Student
Control

Student
Learn
Goals

Faculty Characteristics

Female



Race/ethnicity



Non U.S. Citizen



Years of prior teaching

Part-time



Rank (Lecturer/Instructor)



Course load

Predictors

Peer
Learn

Student
Control

Student
Learn
Goals

Course Characteristics

Upper division



General ed course



Size

Disciplinary area



Institutional Characteristics

Type



Private

Exercise 4

Associated Practices & Emphases

Peer Learn

Student Control

Student Learn Goals

Effective Educational Practices

Active classroom practices

_____+

Student-faculty interaction

Diverse interactions in the classroom

Deep approaches to learning

_____++

Emphasis on higher order learning

Emphasis on integrative learning

Importance of reflective learning

Example

Predictors

Peer Learn

Student Control

Student Learn Goals

Instructional Emphases

Fostering intellectual skills



Developing practical skills

Fostering social responsibility



Example



Associated Practices & Emphases

Peer Learn

Student Control

Student Learn Goals

Effective Educational Practices

Active classroom practices



Student-faculty interaction



Diverse interactions in the classroom



Deep approaches to learning



Emphasis on higher order learning



Emphasis on integrative learning



Importance of reflective learning



Predictors

Peer Learn

Student Control

Student Learn Goals

Instructional Emphases

Fostering intellectual skills



Developing practical skills

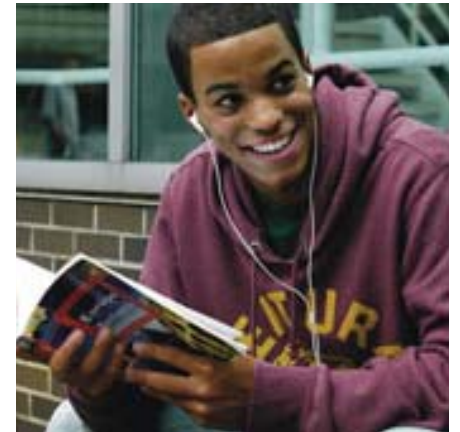


Fostering social responsibility



Q&A

Discussion



For More Information

- Email: tflaird@indiana.edu
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- FSSE website: www.fsse.iub.edu
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Resources for users as well as copies of papers, presentations and various reports are available through the websites