

**Problems and Solutions in Applied Learning:
An eTEAL Applied Teaching and Learning Community Workshop:
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Common Problems at UNCW:

Time demands on instructors and students

SPOT Evaluations

Students' Expectations

Additional Problems?

Potential Solutions:

Time

Implementation strategies affect the demands on your time and on your students' time. There are two basic forms of applied learning activities, extra activities such as pre and post questionnaires or course-embedded activities such as projects and essays. Course-embedded applied learning activities are less time consuming for both teachers and students as compared to separate assignments. (Eyler & Giles, 1999; Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001)

Allocation of assignments. Replacing one existing assignment with an activity that integrates applied learning techniques requires less time than creating additional assignments.

Utilization of ATLC resources. Graduate students are available to assist you in assessing reflection assignments and to work with your students.

SPOT Evaluations

Draw connections between reflection and specific learning objectives.

Follow a semester-long positive communication between instructor and students. According to the National Research Council (2001), "Students will learn more if instruction [in this case, reflection in applied learning] and assessment are integrally related. Providing students with information about particular qualities of their work and what they can do to improve it is crucial for maximizing learning" (p. 258). "Feedback combined with opportunities to apply it is an approach to formative assessment that helps students learn not only content, but meta-cognitive skills as

well- in this case, learning how to learn through the often unfamiliar process of critical reflection.” (Ash, Clayton 39)

Customizing SPOTs through IDEA (Diana Ashe)

ATLC Graduate students are available to serve as mentors to students.

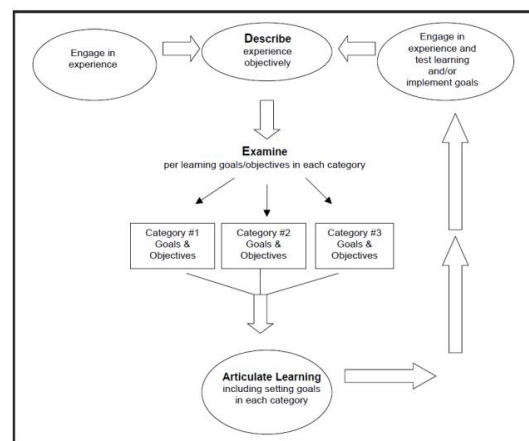
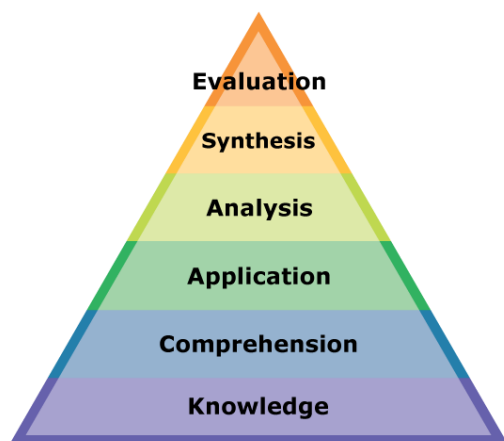
Example: Nursing Project (NSG 405 Community Health Nursing) Kae Livsey and Melanie Forehand

Expectations

Rubrics and learning objectives facilitate clear and precise evaluation standards for both instructors and students. Rubrics also provide opportunities to review the students’ strengths and weaknesses after assignment is completed (Ash, Clayton 39-45).

Incorporate existing rubrics for Applied Learning techniques to reduce time demands. See the Bloom’s Taxonomy and the DEAL model below, which categorize intellectual skills and behaviors that are imperative to learning. Available at:

<http://www.missouriwestern.edu/appliedlearning/documents/JournalofAppliedLearninginHigherEducationPrintandOnline.pdf>



Source:

Ash, Sarah L. and Patti Clayton. “Generating, Deepening, and Documenting Learning: the Power of Critical Reflection in Applied Learning.” *Journal of Applied Learning in Higher Education* Fall Vol. 1 (2009).

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