

# Teaching, Learning & Assessing Social Responsibility

## **3rd Annual LEAP Texas Forum**

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# Presentation Overview

## Description

The presenter will offer ideas and moderate a discussion among all attendees regarding current practices for teaching, learning, and assessing the Texas Core Objective – Social Responsibility.

## Philosophy & MO

Philosophy: Learning-centric; MO: Lead with questions, not answers.

## Agenda

1. What is Social Responsibility?
2. How do students learn & demonstrate it?
3. How do faculty/programs assess it?
4. How do faculty/programs teach it?
5. What are some of the challenges and possible solutions?



# 1. What is Social Responsibility?

## Definition #1 (THECB, 2012)

“Social Responsibility (SR) is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the regional, national, and global communities.”

## Definition #2 (ASU Core Curriculum Committee, 2012)

“Social Responsibility is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the **campus** [emphasis added], regional, national, and global communities.

SR1: Students demonstrate intercultural competence;

SR2: Students demonstrate knowledge of civic responsibility;

SR3: Students demonstrate the ability to engage in the campus, regional, national, **or** [emphasis added] global communities.”



# 1. What is Social Responsibility?

**Definition #3** (*CONNECT!*, 2012); Note: *CONNECT!* is ASU's QEP.

“Social Responsibility is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in the campus, regional, national, and global communities.

SR1: Students demonstrate intercultural competence

SR1.1: Intercultural Awareness

SR1.2: Intercultural Communication;

SR2: Students demonstrate knowledge of civic responsibility

SR2.1: Connecting civic knowledge and responsibility

SR2.2: Civic communication;

SR3: Students demonstrate the ability to engage in the campus, regional, national, or global communities.

SR3.1: Connecting learning and engagement

SR3.2: Community action and reflection.”



# 1. What is Social Responsibility?

**Definition #4** (the “elevator speech” definition for ASU audiences)

Social Responsibility = responsible citizenship (per ASU’s *Mission Statement*, see *below*)

“In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service and co-curricular experiences, **ASU prepares students to be responsible citizens** [emphasis added] and to have productive careers.”

## DISCUSSION

1. Do any of these definitions align with yours?
2. Similarities/differences?
3. Is SR a knowledge-based or a skill-based competency?
4. Is SR quantitative or qualitative?



## 2. How do students learn & demonstrate it?

*CONNECT!* students generally employ an action-reflection model to demonstrate SR. In other words, students must: a) do something meaningful (active learning experience), b) be conscious of what they and others are doing (and learning) during that experience, and c) reflect on their inputs to and outcomes of that experience and their future actions.

### DISCUSSION

1. Does this learning model align with yours?
2. Similarities/differences?



### 3. How do faculty/programs assess it?

#### A. Course-level assessment example

All submitted student reflection papers are **graded** using a rubric that addresses one or more performance indicators of SR and one or more SLOs, such as written communication, and content-specific expectations. Students are provided qualitative and quantitative feedback (comments and a grade). Results are used to evaluate the assignment and course.

#### B. Program-level assessment example

A sample of submitted student reflection papers are **rated** using a rubric that addresses the various performance indicators of SR. Ratings are not communicated to students. Rather, these ratings are used to evaluate the program.

***Handouts: 1. Course-level rubric; 2. Program-level rubric***

#### **DISCUSSION**

1. Does this assessment model align with yours?
2. Similarities/differences?



## 4. How do faculty/programs teach it?

**CONNECT! faculty** embed some type of active engagement with the community (campus, local, regional, national, or global) that is coupled with some form of critical reflection.

### \*Engagement Pedagogies (**CONNECT!** HIPs)

- Connect-2-Campus (2015 pilot in selected freshman seminars)
- Co-curricular Connections
- Learning Excursions/Study Abroad
- Service-learning
- Community-based Research
- Internships/Practica, etc.

*\*These pedagogies are listed in order from the least to most in-depth forms of engagement. The first two are most applicable to core courses.*





# CONNECT! Course Example – KIN 3333

- KIN 3333: Motor Development is required for all kinesiology majors; delivered F-2-F & online.
- Aligns with Social Responsibility Indicators: SR3.1: Connecting Learning and Engagement and SR3.2: Community Action and Reflection
- *CONNECT!* Pedagogy: Co-curricular Connections (curricular/co-curricular integration)
- *CONNECT!* Assignment: Connecting Social and Motor Development (Handout) *\*While the course focuses on motor development, social development is part of the course content, as are physical, cognitive, and moral development.*
- Course-level Assessment: Reflection Paper worth 10% of final grade; graded using an instructor-developed rubric specific to the assignment
- Program-level (*CONNECT!*) Assessment: Social Responsibility Rubric and *CONNECT!* Student Survey

## DISCUSSION

1. Does this teaching model align with yours?
2. Similarities/differences?



## 5. What are the Challenges & Solutions?

**Challenge #1:** Student performance is somewhat dependent on the quality of the faculty-generated reflective prompts.

**Solutions:** Faculty development and practice. **Other solutions?**

**Challenge #2:** Students performance is somewhat dependent on their writing skills.

**Solutions:** Practice, tutoring (writing center, etc.). **Other solutions?**

**Challenge #3:** Student performance is somewhat dependent on motivation and effort.

**Solutions:** Design relevant, meaningful activities; transfer more responsibility for learning to the student. **Others solutions?**

**Other Challenges/Solutions?**



## Selected Resources

Association of American Colleges and Universities (2011). *VALUE: Valid Assessment of Learning in Undergraduate Education*.

Association of American Colleges and Universities (2004). *Taking responsibility for the Quality of the baccalaureate degree*. Washington, DC: Author.

Beere, C.A., Votruba, J.C. & Wells, G.W. (2011). *Becoming an Engaged Campus: A Practical Guide for Institutionalizing Public Engagement*. San Francisco, CA: Jossey-Bass.

Kuh, G.D. (2008). *High-Impact Educational Practices: What They are, Who Has Access to Them, and Why They Matter*. Washington, DC: AAC&U.



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