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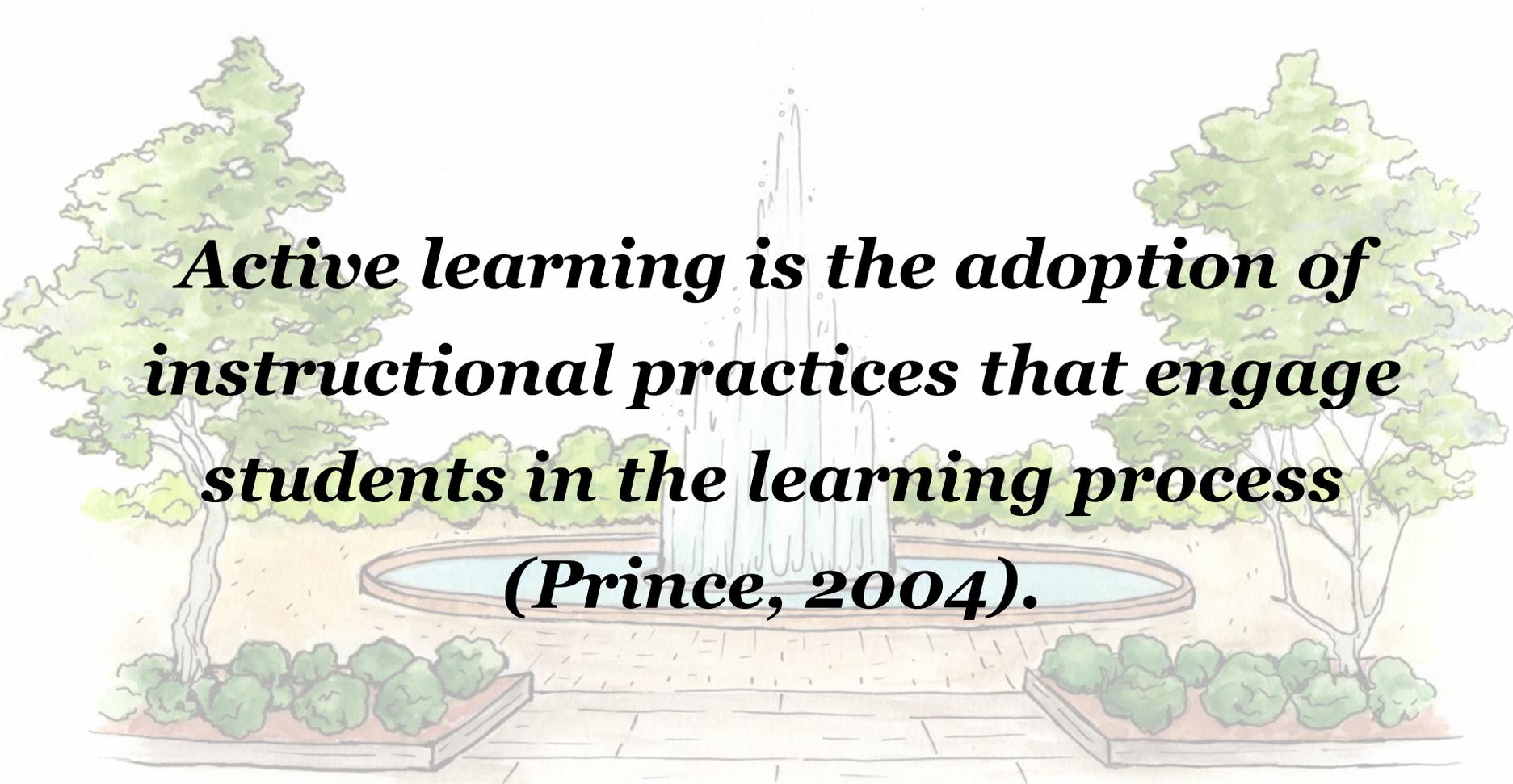
# Triangulating Culture Change:

**Assessment of Active Learning Initiatives at the University of Georgia**

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**IUPUI Conference**  
October 2023

A watercolor illustration of a garden scene. In the center, a fountain with multiple jets of water rises from a circular basin. The fountain is flanked by two large, leafy green trees. In the foreground, there are two rectangular flower beds containing several small, rounded green bushes. The ground is depicted with light brown and tan washes, suggesting a paved or dirt path. The overall style is soft and artistic.

***Active learning is the adoption of instructional practices that engage students in the learning process (Prince, 2004).***

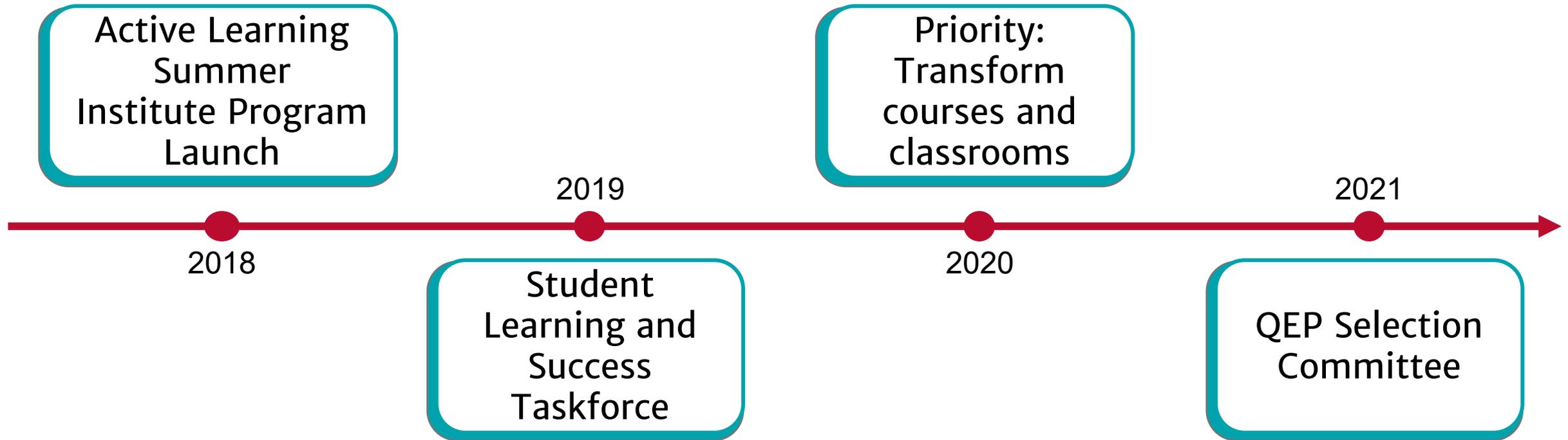
# How was Active Learning selected for our QEP?

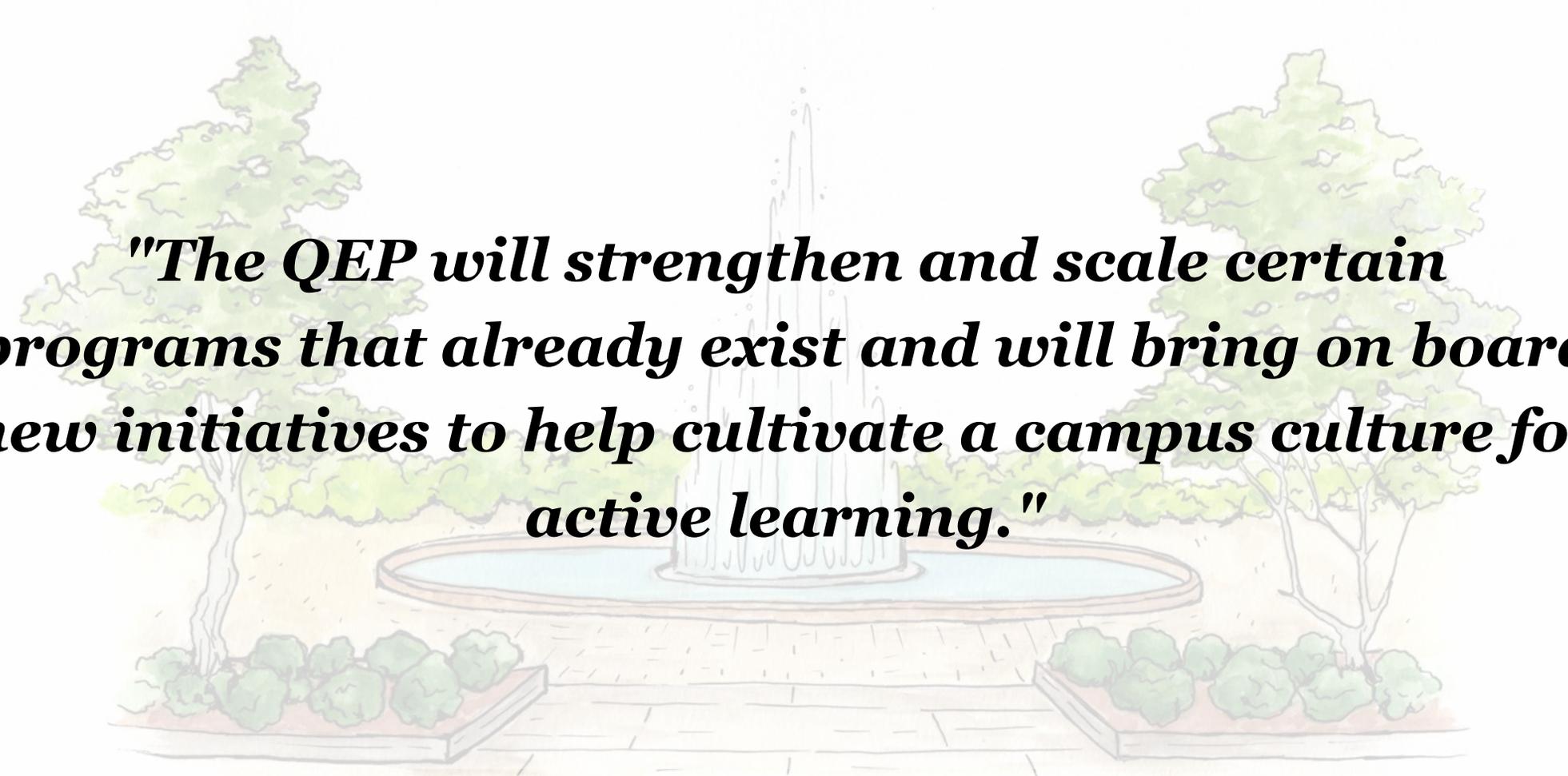
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# QEP Development



A watercolor illustration of a campus scene. In the center is a circular fountain with water spraying upwards. The fountain is surrounded by a paved area. On either side of the fountain are two large, leafy green trees. In the foreground, there are two rectangular flower beds containing several small green bushes. The background is a light, hazy sky.

***"The QEP will strengthen and scale certain programs that already exist and will bring on board new initiatives to help cultivate a campus culture for active learning."***



# QEP Goals

Expand use of AL pedagogies in undergraduate courses by trained **instructors**

Prepare **students** for AL inside and outside the classroom

Transform learning spaces through **classroom** and infrastructure updates



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Expand use of AL pedagogies in undergraduate courses by trained **instructors**

**Instructor Workshops**

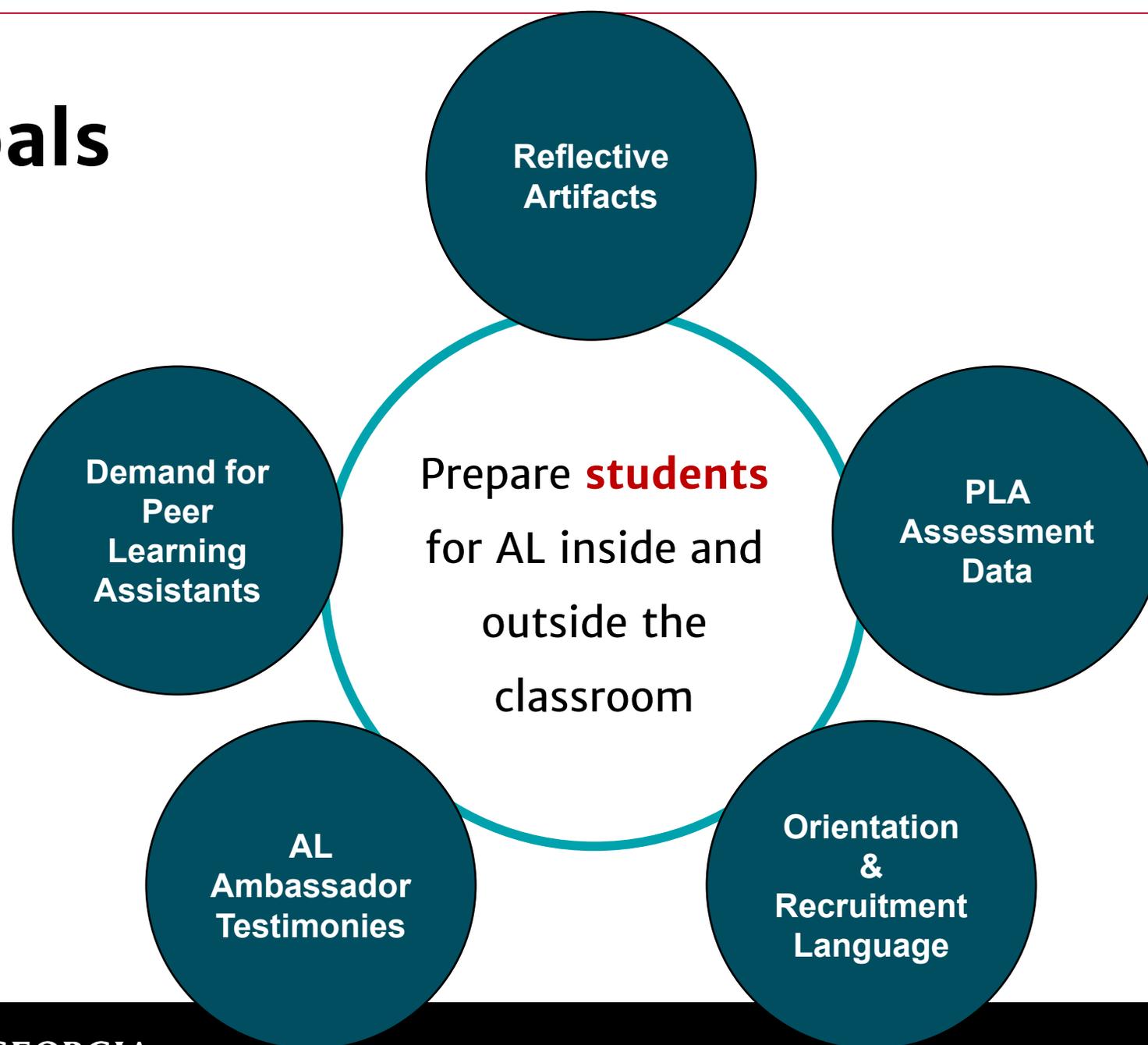
**Summer Institute**

**AL Teaching Toolkit**

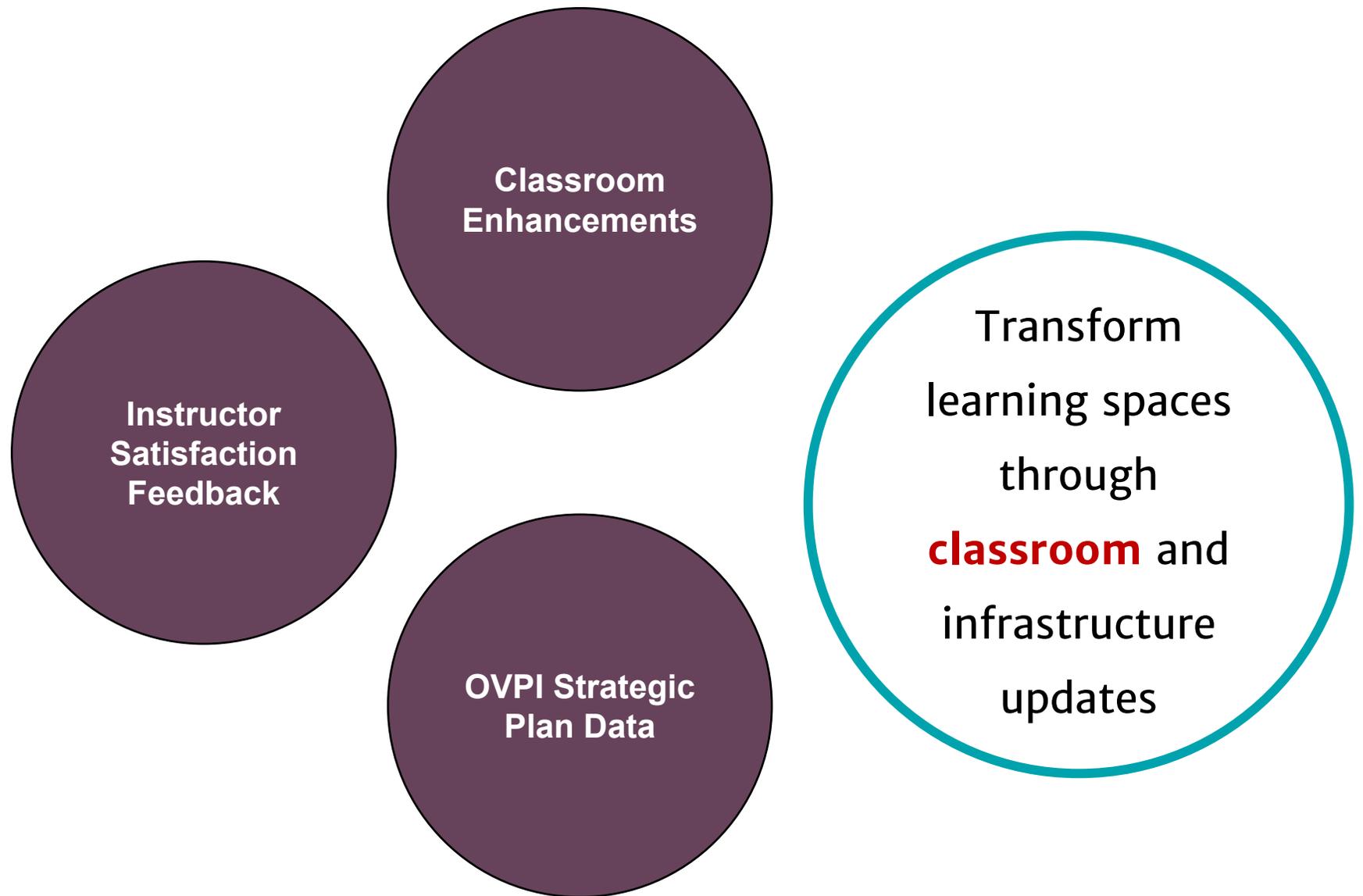
**Change Grants**

**AL Leader Certificates**

# QEP Goals



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Prepare **students** for AL inside and outside the classroom

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# QEP Assessment

"The document submitted by the institution demonstrates that its QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation process; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) **includes a plan to assess achievement.**"

## Fifth-Year Interim Report:

"Institutions are expected to **provide a report on the impact** of the Quality Enhancement Plan from their most recent reaffirmation for review by the Fifth-Year Interim Committee."

**How do we plan to measure the  
impact of active learning?**

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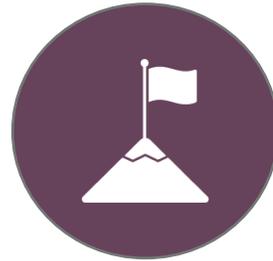
# QEP Outcomes



# QEP Student Learning Outcomes



**Curiosity**



**Initiative**



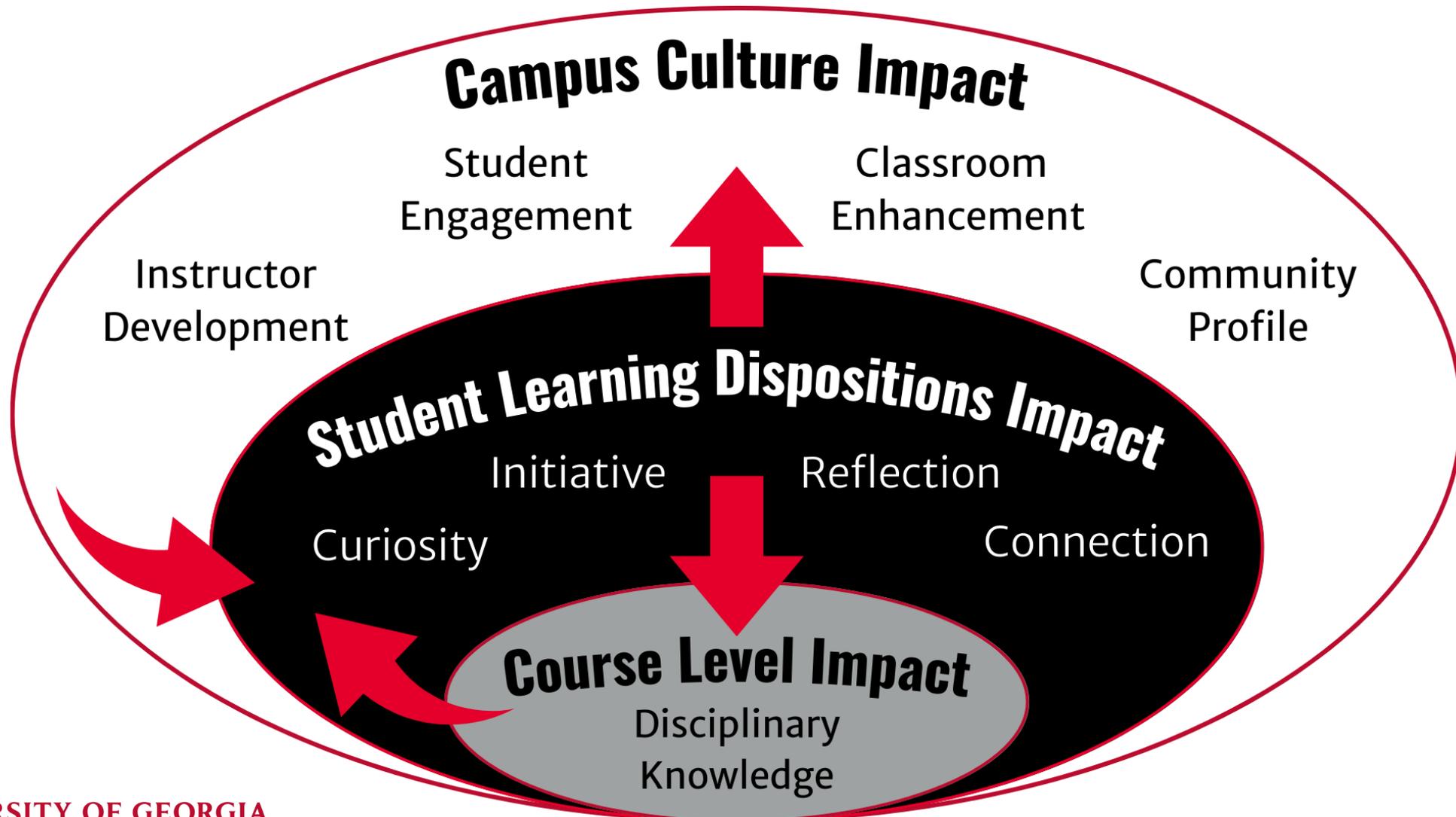
**Reflection**



**Connection**

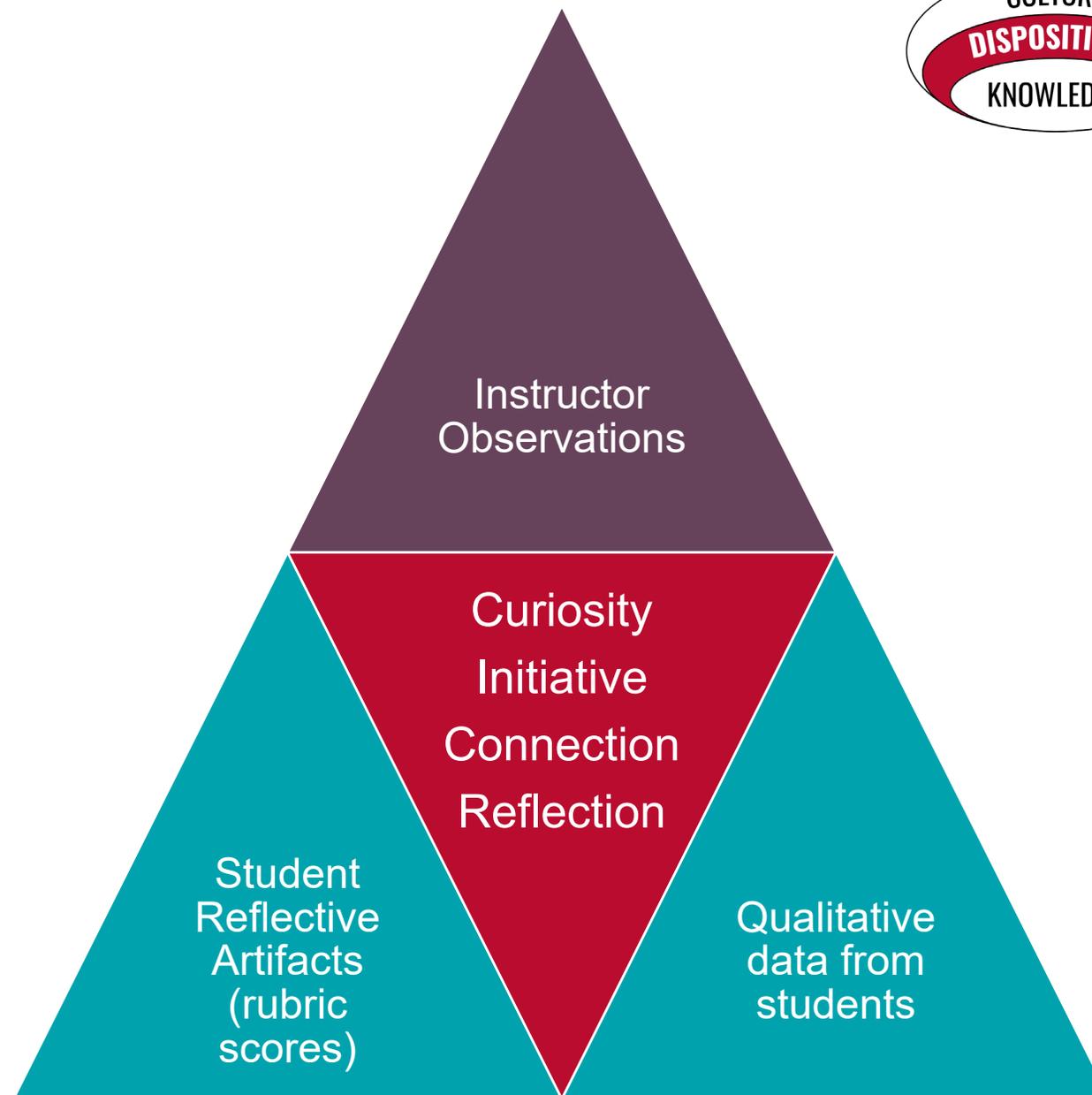
# What comes to mind when you think of the task of measuring culture change?

# Active Learning Assessment Framework





# Triangulating Evidence of SLOs



# Reflection Evaluator Rubric

Modified from AAC&U VALUE rubrics.



	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1	0
Curiosity	Explored a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject	Explored a topic in depth, yielding insight and/or information indicating interest in the subject	Explored a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject	Explored a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject	No evidence of this dimension.
Initiative	Completed required work, generated and pursued opportunities to expand knowledge, skills, and abilities	Completed required work, identified and pursued opportunities to expand knowledge, skills, and abilities	Completed required work and identified opportunities to expand knowledge, skills, and abilities	Completed required work	
Reflection	Describes learning in depth, makes strong connections between old and new concepts and/or skills citing example(s), and reveals significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Describes learning in depth, makes substantial connection between old and new concepts and/or skills, and reveals clarified meanings or indicates broader perspectives about educational or life events.	Describes learning with some depth, references connection between old and new concepts and/or skills, and reveals slightly clarified meanings or indicates somewhat broader perspectives about educational or life events.	Describes learning at a surface level, makes minimal connection(s) between old and new concepts and/or skills, does not indicate broader perspectives about educational or life events.	
Connection	Articulates an advanced metacognitive awareness, connects course activities to enhanced learning by citing >1 specific example(s), expresses intent to apply active learning in future educational/career settings.	Articulates an advanced metacognitive awareness, connects course activities to enhanced learning by citing at least one specific example.	Articulates some metacognitive awareness and generally connects course activities to enhanced learning without citing specific examples.	Makes minimal reference to a connection between course activities and enhanced learning.	

# Student Reflection Instructions



*Rubric instructions and prompts shared by Active Learning trained instructors.*

This course has been designed to promote active learning. Active learning requires students to engage deeply with the content to gain understanding and make connections to other courses or areas of their life. Rather than solely listening to lectures during each class, you were likely involved in activities designed to foster curiosity, initiative, reflectiveness, and connection. In a 2-4 page response, reflect on your experience in this course, addressing each of the following areas within the prompt:

# Student Reflection Prompts

CURIOSITY

Describe how the style of this course impacted your **curiosity** about the subject matter.

INITIATIVE

Describe how the style of this course impacted your **initiative to learn** in this course.

# Student Reflection Prompts



## REFLECTION

Describe how the class structure and activities supported your learning in this course.

## CONNECTION

Describe how the style of this course helped you make connections between old and new skills, and/or changed your perspectives about educational or life events.



# Year One, Preliminary Data



## Fall 2022

431 submitted

**129** sampled, each scored twice

129 from post-redesign courses

Mean Curiosity Score: **2.59** / 4.0

Mean Initiative Score: **2.50** / 4.0

## Spring 2023

293 submitted

**150** sampled, each scored twice

34 from post-redesign courses

**259 from pre-redesign courses**

Scores will be available Jan 2024

# Instructors

In your ALSI re-designed course, with specific regard to your students' learning and behavior, have you noticed any difference in your students' curiosity, capacity to take initiative for their own learning, and/or their capacity for reflection?

- Yes! Students in my redesigned course ask lots of information-gathering questions as they formulate their own interpretations of course topics. They are more likely to toss out ideas during and after class, and also to point out areas of ambiguity/debate where we might need to carefully define terms, which I believe is a strong example of self-aware, active engagement with course topics that have piqued their interest.
- I've noticed [] a greater capacity for thoughtful reflection and depth of understanding and connections among bits of knowledge...
- Yes. A good example of increased curiosity was during the quescussion. Students didn't seem excited at first about the process, but as it progressed, their questions really reflected their curiosity and desire to "dig deeper" for information. After the first few weeks, students seem more invested in taking initiatives for learning



# Students

*“The overall design of this course was also very interesting. I was actively engaged in every class and challenged to think of things on my own. The class discussions were also very useful in simplifying my understanding of some topics and especially with relating them to present and relevant examples. I very much enjoyed learning the material of this class and am grateful for the way in which it was taught.”*

*4<sup>th</sup> year Political Science major*

*“I honestly loved the active learning approach in this class...It engaged us, allowed us to interact with one another, and make friends. Aside from being fun, I feel like it connected the class and made us listen more because we had to engage. So overall, I think it is contributing to learning by setting us up for success.”*

*4<sup>th</sup> year Sociology major*



**What have we  
learned in one year?**

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# Year One Lessons Learned

## Overall QEP Successes

Instructor workshops during academic year

End of course reflections

Increased collaborative tools to rooms & instructors

## Opportunities to Improve Assessment

Focus Groups

Student Org Meetings

Modifications to reflection prompt and/or rubric

# Questions?

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