Better Teaching and Learning in the 21st Century

Don Betz, PhD  |  President
University of Central Oklahoma  |  USA
IAUP Triennial 2017  |  Vienna, Austria  |  5th-8th July
3 Challenges:
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1. More effective instructional practice, better student learning at university
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2. Graduates who possess both content knowledge *and* beyond-disciplinary skills
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1. More effective instructional practice, better student learning at university

2. Graduates who possess both content knowledge and beyond-disciplinary skills

3. Graduates ready and motivated to solve societal challenges and who want to create, not simply consume
We can no longer afford to graduate engineers who can only follow directions. We must graduate engineers prepared to ask, “What ought to be?”

Patrick Awuah | President
Ashesi University | Ghana
STUDENT TRANSFORMATIVE LEARNING RECORD
STLR is how UCO implements Transformative Learning.
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Transformative Learning:
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Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
STLR is built around UCO’s Central Tenets.
U.S. Department of Education $7.8M Title III Grant
Educause/Gates Foundation 2015 Breakthrough Models Incubator Grant
Lumina Foundation/AACRAO/NASPA Comprehensive Student Record Grant
WCET Outstanding Work Award 2016
Lumina Foundation Essential Employability Qualities Grant
AT&T Research Partnership
Other institutions adopting/adapting STLR
Plus 13 institutions in 10 countries members of the Transformative Learning International Collaborative
Placeholder Page for 2-min. video of STLR from student & faculty perspectives:
https://youtu.be/UFM1KnidUGB
More effective instructional practice, better student learning at university
More effective *instructional practice*, better student learning at university

Faculty and staff receive training in how to:

- Design Transformative Learning experiences
- Associate Tenets to existing assignments
- Use rubrics to authentically assess student achievement
More effective instructional practice, better student learning at university

**Target Population Definition:** Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement (“exposure”); “High STLR”: Created a learning artifact assessed using STLR rubrics.

† Significantly higher than “No STLR” at p<.001

*Includes confidence intervals at 95%.

- **Title III Target Population**
- First-Time Freshman
- N=1,497
More effective instructional practice, better student learning at university

![Graph showing the percentage of students achieving in different categories.](graph.png)

**Non-Target Population**
- First-Time Freshman Fall 2015 – Fall 2016 (N=874)
  - No STLR: 54%
  - Low STLR: 65%
  - High STLR: 73%

**Title III Grant Target**
- First-Time Freshman Fall 2015 – Fall 2016 (N=1,497)
  - No STLR: 56%
  - Low STLR: 68%
  - High STLR: 69%

† Significantly higher than “No STLR” at p<.005

*Includes confidence intervals at 95%.

**Target Population Definition:** Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement (“exposure”); “High STLR”: Created a learning artifact assessed using STLR rubrics.
Graduates who possess both content knowledge and beyond-disciplinary skills

The Top 4 Reasons New Hires Fail Relate to Beyond-Disciplinary Skills:

1. Coachability (26%): ability to accept and implement feedback
2. Emotional Intelligence (23%): ability to understand & manage one’s own emotions & recognize others’
3. Motivation (17%): sufficient drive to achieve potential and excel in job
4. Temperament (15%): attitude & personality suited to the job and work environment
5. Technical Competence (11%): Functional and/or technical skills & knowledge required for the job

Graduates who possess both content knowledge and beyond-disciplinary skills.

1. **Coachability** (26%): ability to accept and implement feedback.
2. **Emotional Intelligence** (23%): ability to understand & manage one’s own emotions & recognize others’.
3. **Motivation** (17%): sufficient drive to achieve potential and excel in job.
4. **Temperament** (15%): attitude & personality suited to the job and work environment.

STLR develops these skills.
Graduates who possess both content knowledge and beyond-disciplinary skills

STLR Employer Advisory Board
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AT&T
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
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STLR ePortfolio
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume
UCO’s Student Transformative Learning Record is proving that it benefits teaching and learning at university, it benefits students, it benefits employers, and it benefits the community, both local and global.
STUDENT TRANSFORMATIVE LEARNING RECORD

www.uco.edu/stlr

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