

Student Conduct and Learning Centered Practice

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Conduct

As Conduct Officers, what are we told we 'have to know' and abide by?

- Title IX
- Dear Colleague(s)
- FERPA
- Title II (disability accommodations)
- Updates/Changes in regulations
- Security Disclosures
- Your code, role, process, limitations, etc.

The purpose of this session

- Emphasize professional education and competency balance
- View our work with a clear educational lens
- Review of guiding theories
- Explore learning domains and dimensions
- Explore curricular and instructional concepts and their application to conduct
- Leave with professional, educational, practice ideas and deliverables
- This is the water



Two Questions to Answer:

- What is it that we want our students to learn while interacting with the conduct process?
- How is it that we facilitate student learning in conduct processes?

Or...

- What do we Teach?

Or...

How do we teach it?

Perhaps more simply:
We take this...



Turn into something like this....



Because we did this...



Question One

What is it that we teach our students
in our roles as student conduct
professionals?

Activity Number One

Campus Magistrate, Inc.



This Section:

- Review of Developmental Theory
- *Learning Reconsidered/LR 2* and Transformational Learning Concepts
- CAS materials for Student Conduct

Student Development Theory

The State of Student Conduct

- Boyd and Consolvo, 2013
- Theory transforms our work from administration to that of education
- Guides us to work with students as individuals
- Environmental theoretical perspectives
- Helps individuals connect and take responsibility for their place in larger community
- Moves us from all about 'me' to all about 'we'
- Helps students to be better, more ethical, citizens

Stepping away from theory, and into
professional, learning-centered practice

Learning Reconsidered

- Moves toward a new understanding of student learning in college
- Previously, learning in the classroom was distinguished and separated from learning in student life
- Holistic and comprehensive
- Transformative activity
- Integrates personal development with classroom learning

Learning Reconsidered

- A call to action for student affairs professionals
- To intentionally create learning opportunities
- A systemic focus on transferable learning in out-of-the-classroom experiences
- Creation of learning outcomes and assessment in the work we do
- Validates the work that of student affairs professionals do during in the college experience

Learning Reconsidered

“Such an approach to teaching and learning must include the full scope of a student’s life. It cannot be accomplished in the classroom alone – or out of the classroom alone.”

“All of the resources of the campus must be brought to bear on the student’s learning process and learning must be reconsidered.”

Transformative Education

- A shift from information transfer to identity development
- Places reflective processes as the core of their experience
- Occurs in the active context of student lives
- Include opportunities for reflection and discussion on what they learned, and how they plan to apply it

Transformative Education (continued)

- Create intentional learners who can adapt to new environments
- Integrate knowledge from a variety of sources
- Continue learning throughout their lives
- The purpose of educational involvement is to evolve 'multidimensional identity' including cognitive, affective, behavioral, and spiritual development

Student Learning Outcomes in a Transformative Education

- Cognitive Complexity
- Knowledge acquisition, integration, and application
- Humanitarianism
- Civic Engagement
- Interpersonal and intrapersonal competence
- Practical Competence
- Persistence and Academic Achievement

Transformative Education Quote:

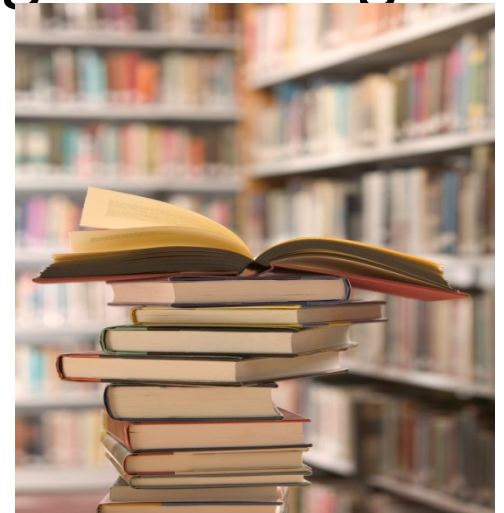
“Therefore learning, as it has historically been understood, is included in a much larger context that requires consideration of what students know, who they are, what their values and behavior patterns are, and how they see themselves contributing to and participating in the world in which they live.” p. 10

Council for the Advancement of Standards (CAS)

- Founded in 1979 to promote standards in student affairs and student services
- Mission is to promote improvement of programs and services that promote student learning
- Consortium of professional organizations (the alphabet soup of higher education)
- Reviews and recommends practice for over 30 functional areas

Domain One: Knowledge acquisition, integration, construction, and application

Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life



Domain Two:

Cognitive complexity

Dimensions: critical thinking; reflective thinking;
effective reasoning; and creativity



Domain Three:

Intrapersonal development

Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain Four:

Interpersonal competence

Dimensions: meaningful relationships;
interdependence; collaboration; and effective
leadership



Domain Five: Humanitarianism and civic engagement

Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility



Domain Six:

Practical competence

Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Specifically for Student Conduct

- Assess and provide evidence of learning
- Strategically improve processes for learning
- Must be guided by theory and knowledge of learning
- Integrated into the life of the institution
- Responsive to the needs of individuals
- Delivered using multiple formats, strategies and contexts

Continued...

- Provide mission statements that reference student learning and development
- Serve the community by reducing harm
- Provide written publications that address campus policies, disciplinary processes, jurisdiction and authority, among others
- Publish the results of the conduct system via a variety of campus media

Question Number Two

How do we teach and facilitate student learning in our roles as student conduct professionals?

This section:

- Experiential Learning Models
- Reflection
- Designing Learning Environments
- Learning Physiology and Threats to Learning Environments

Transformational Learning Functions

Classroom

- To know
- Recognize skills and knowledge for different situations
- To extrapolate and imagine
- To discuss and examine from many perspectives

Life purpose and opportunities

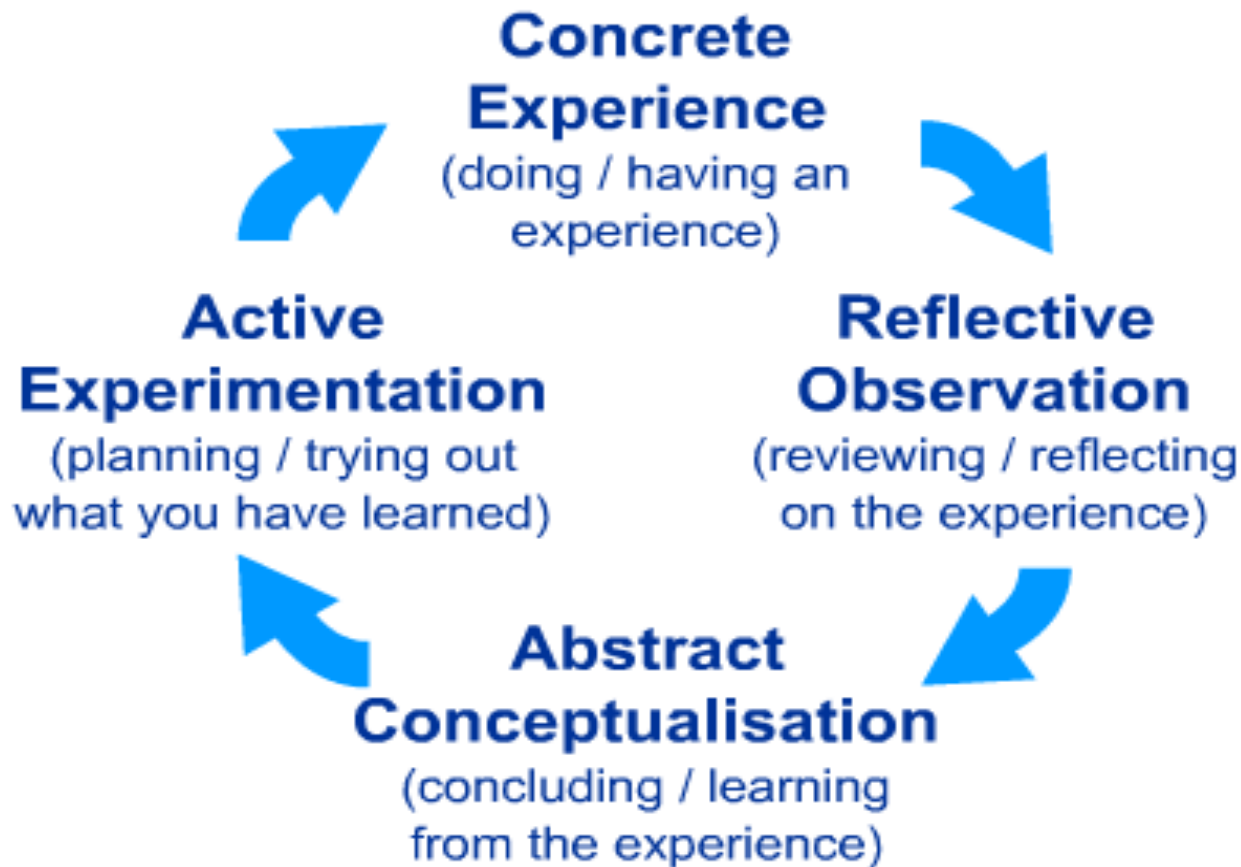
- To apply and analyze
- To test evaluate and rethink
- To evaluate and imagine again
- To reconsider in light of values, construction of meaning, self-authorship, family priorities and needs

*‘Learning is the process whereby
knowledge is created through the
transformation of experience.*

*Knowledge results from the
combination of grasping experience
and transforming it’*

David Kolb

Kolb's Learning Cycle



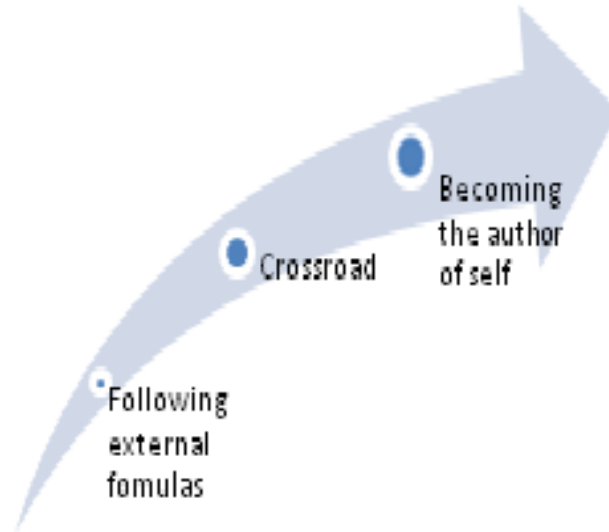
Source: idu.leeds.ac.uk – Kolb Learning Cycle Tutorial – Static Version

Baxter Magolda's Self Authorship

- The internal capacity to define one's own beliefs, identity, and social relations
- Involves an internal voice, internal foundation, and securing internal commitments
- Three Questions to Consider:
 - How do I know?
 - Who am I?
 - How do I want to construct relationships with others?

Baxter Magolda's Self Authorship

Movement from reliance on external 'authorities' to formulating and acting on their own ideas and beliefs



Reflection

- Reflection serves as the bridge between experience and learning
- Is not 'touchy-feely' – in our work it must be decidedly educational in nature and purpose
- Can take place in a variety of forms, media, and situations
- Involves active listening when in dialogue

Reflection

- There are actions, judgments, and recognitions that we carry out spontaneously, without thought
- Often, we don't know that we do them
- Often we are unaware of how we learned them
- What do we take for granted?

Dos and Don'ts

DO

- Use open-ended questions
- ask for specifics and examples
- paraphrase and summarize
- Acknowledge contributions
- Be creative
- Be intentional
- Take some risks by posing provocative questions

DONT

- Refute ideas
- Downplay thoughts, feelings
- Force people to speak
- Judge with your own values system
- Ignore a student's family, personal background, history, cultural perspectives, etc.

Quick Tip

- Learn skill of facilitating reflection from your campus resources
 - Counseling and Health Care Providers
 - Alcohol and Drug
 - Campus Ministries
 - Service Learning Units
 - Look at Motivational Interviewing literature and those who practice

“I did then what I knew how to do.
Now that I know better, I do
better.”

Maya Angelou



Designing a Learning Curriculum

- Begin with the end in mind
- Identify desired results – what should students know or understand?
- Determine acceptable evidence – how will we know desired results are achieved?
- Design learning experiences and instruction – given the goals what learning needs to occur?
What resources will be most effective?

- Source: Inquiry in Curriculum Design (1999) Bay Area School Reform Collaborative (BANDL)

Designing Learning Experiences: Questions to Ask

- How will students know where they are headed and WHY?
- How will you hook them?
- What experience will help them explore meaning?
- How will students reflect and rethink?

Source: Inquiry in Curriculum Design (1999) Bay Area School Reform Collaborative (BANDL)

Characteristics of a Highly Effective Learning Environment

- Questions are valued more than answers
- Diversity of instructional methods
- Learning is personalized
- Criteria for success is balanced and transparent
- Assessment is clear and transparent
- Teachers are reflective and practice is needed

- Source: Heick, (2012) Teachthought <http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/>

Brain/Mind Natural Learning Principles

- Principles for learning and capacity for learning by students
- Focuses mostly on learning language and comprehending text, however
- Several principles and capacities apply to the students we work with

Learning is developmental

- All learning builds on previous learning
- Cumulative learning is accompanied by changes in physiology
- New experiences alter our thinking and thought patterns and this cycle continues throughout life
- All students can learn more effectively if individual differences in development, maturation, and prior learning are considered

Source: Caine and Caine, 2013, www.nlri.org

Stress, threat, or fatigue

- Neuroscience research, creativity theory and stress theory suggest that mental and emotional functioning may be sabotaged by fear
- Helplessness for example
- Optimal state of mind for learning is relaxed alertness, low threat, and high challenge
- Environments that are supportive, empowering, yet challenging, lead to comprehension

“Active, experiential learning followed by cognitive processing in emotionally safe environments produces extremely powerful, or transformative learning. On the other hand, fear inhibits learning and undermines increases in cognitive complexity.”

Jane Fried (2006)

Learning is unique

- Each brain is organized differently, similar to each person's DNA
- A lifetime of experience is brought to the table – but each lifetime is unique
- Social, ethnic, gender, and economic differences
- All students can comprehend more effectively when their talents, abilities, and unique capacities are engaged

Source: Caine and Caine, 2013, www.nlri.org

“It is better to spend a few hours rethinking the fundamentals before spending a million hours and dollars taking them for granted.”

Caine and Caine
www.cainelearning.com

Brent's Final Thoughts

- There's a difference between...
- Brent's tax return
- Even if a student is not responsible, a learning opportunity has been presented
- The boat will come back to shore
- The point of contact
- Balance procedure and learning
- The parachute packer...



And one last question....

How's the water now?



Contact Information

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