

Affective Education and Experiential Learning

Susan Gano-Phillips, Ph.D.
Fulbright Scholar in General Education
City University of Hong Kong
sganop@umflint.edu

Presentation Outcomes

- Define affective learning outcomes
- Describe the relevance of affective learning outcomes in General Education Programs
- Describe a range of experiential learning activities designed to achieve affective learning outcomes

Defining Affective Education

- “Affective learning outcomes involve **attitudes, motivation, and values**. The expression of these often involves statements of opinions, beliefs, or an assessment of worth”

Smith & Ragan, 1999

- A taxonomy for the Affective Domain has been developed which is dominated by references to **values**

Krathwohl, Bloom, & Masia, 1973

Krathwohl's Taxonomy for the Affective Domain

- Receiving
 - Showing awareness, selective attention
- Responding
 - Active participation, willing responsiveness
- Valuing
 - Internalizing a set of values expressed in behavior
- Organization
 - Organizing values into priorities, resolve conflicts
- Characterized by a value or value set
 - Has a value system that controls behavior

What are Affective Learning Outcomes?

- Show up for class and listen
- Comply actively with participation, complete assignments
- Value diversity
- Accept responsibility for one's own actions
- Prioritize time effectively to meet obligations
- Volunteer, go beyond minimal requirements
- Accept professional ethical standards
- Works independently
- Displays teamwork
- Internalize the values of the discipline, profession, or society

Examples of Affective Learning Outcomes

Students will be able to:

- value life-long learning
- demonstrate ethical behavior in accordance with guidelines in all internship activities
- increase your concern and activity with respect to the care and treatment of abused and neglected children

21st Century Essential Learning Outcomes

- Knowledge of Human Cultures and the Natural and Physical World
- Intellectual and practical skills
- **Personal and Social Responsibility**
- Integrative learning

Importance of Affective Outcomes in GE Programs

- Learning that ALL students need
- Many General Education programs seek student learning outcomes including:
 - Taking responsibility for one's behavior and learning
 - Life-long learning
 - Values orientation (ethical reasoning)
 - Individual responsibility
 - Social responsibilities
- Core Commitments project – AAC&U

Experiential Learning

- Learning from **direct experience** (engaged pedagogy)
- Include activities such as:
 - Service-learning
 - Internships/practicum/ field placements
 - Cooperative education (employment)
 - Undergraduate research/ hands on laboratory activities/ community-based research
 - Simulations
 - Cross-cultural programming
 - Leadership training

Experiential Learning

- Allows students to practice applying theory to practice
- Helps to develop desirable work skills
- Can reinforce social and ethical values
- Used across a broad spectrum of disciplines

Assessment of Affective Outcomes

- **Behavior** typically stands as a proxy for attitudinal change (motivation, interest, concern, responsibility)
- Common assessment devices include:
 - Journals
 - Reflective writing
 - Questionnaires/Surveys (self-reports)
 - Observed behaviors
 - Employer or internship supervisor surveys (reports of actual behavior)

Reflection

- “The intentional consideration of an experience in light of particular learning objectives”
Hatcher & Bringle, 1997, p. 153
- Both reason and emotion are essential components of the reflective learning process
- Faculty might prompt students to integrate emotion into their analytic reflection – to analyze how emotion shapes their understanding of a social problem or the community
- We are not telling students what or how to feel, only that thinking and feeling are important

Five Characteristics of Effective Reflection

- Link experience to learning
- Are guided
- Occur regularly
- Permit feedback and assessment
- Encourage exploration of values

Felton, Gilchrist, & Darby, 2006

Conclusions

- Affective learning outcomes are an important component of 21st century higher education
- Experiential and engaged learning activities promote achievement of affective learning outcomes
- Assessment of affective learning outcomes, while different from traditional cognitive learning outcomes, can be achieved through a variety of methods

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