

RETHINKING EVALUATION

AN INTERACTIONAL ETHNOGRAPHIC PERSPECTIVE

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WHERE ARE WE TODAY?

Ethnographers first steps is to do pre-fieldwork to gain an understand of the local group in which she is entering.

STEPS IN PRE-FIELDWORK

- Identify local conditions for subject or problem of interest.
- Review relevant literature

Excellence
in
University
Assessment

LEARNING
FROM
AWARD-WINNING
PRACTICE

DAVID CARLESS



The Enabling Power of Assessment 5
Series Editor: Claire M. Wyatt-Smith

David Carless
Susan M. Bridges
Cecilia Ka Yuk Chan
Rick Glofcheski *Editors*

Scaling up
Assessment
for Learning
in Higher
Education

Springer

LOCAL ACTORS AND POLICIES

SETL: Student Evaluation of Teaching Policy at HKU

WHAT A GOOGLE SEARCH MADE VISIBLE

Challenges to *Student Evaluation of Teaching*
as well as surveys of attitudes and single point evaluations

BUSINESS DICTIONARY

[HTTP://WWW.BUSINESSDICTIONARY.COM/DEFINITION/OBJECTIVE.HTML](http://www.businessdictionary.com/definition/objective.html)

2. Neutral (bias free), relating to, or based on verifiable evidence or facts instead of on attitude, belief, or opinion. Opposite of subjective.

THE VALIDITY OF STUDENT EVALUATION OF TEACHING IN HIGHER EDUCATION: LOVE ME, LOVE MY LECTURES?

MARK SHEVLIN, PHILIP BANYARD, MARK DAVIES & MARK GRIFFITHS

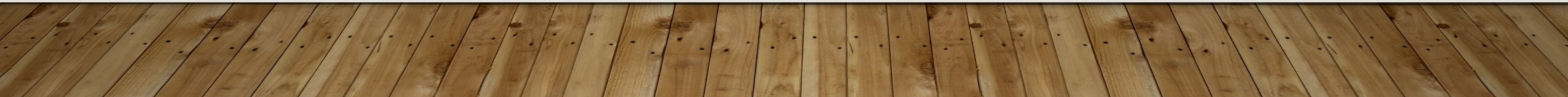
ASSESSMENT & EVALUATION IN HIGHER EDUCATION VOLUME 25, 2000 - ISSUE 4

- **This paper examines the validity of student evaluation of teaching (SET) in universities. Recent research demonstrates that evaluations can be influenced by factors other than teaching ability such as student characteristics and the physical environment.**
- This initial model was extended to include a factor relating to the students' ratings of the lecturer's charisma. The model was an acceptable description of the data. The charisma factor explained 69% and 37% of the variation in the 'lecturer ability' and 'module attributes' factors respectively.
- **These findings suggest that student ratings do not wholly reflect actual teaching effectiveness. It is argued that a central trait exists which influences a student's evaluation of the lecturer.**

ON THE HISTORY OF SET IN HIGHER EDUCATION

[HTTPS://WWW.TIMESHIGHEREDUCATION.COM/COMMENT/STUDENT-EVALUATIONS-TEACHING-NO-MEASURE-TEF](https://www.timeshighereducation.com/comment/student-evaluations-teaching-no-measure-tef)

- The UK government's recent [confirmation](#) that the National Student Survey will be part of the [teaching excellence framework](#) has made even more urgent the question of whether satisfaction surveys are a reliable measure of teaching quality. My recent scrutiny of the evidence from the US suggests that they are not.
- Customer satisfaction surveys are, of course, commonplace in the commercial world. But surprisingly enough, higher education was probably the first sector to adopt them. Student evaluation of teaching (SET) was developed in the 1920s by two US psychologists, Herman Remmers and Edwin Guthrie, and used at their respective institutions, [Purdue University](#) and the [University of Washington](#).



HOW SHOULD TEACHING QUALITY IN HIGHER EDUCATION BE DEFINED AND ASSESSED? HIGHER EDUCATION ACADEMY UK

- **Thursday, 17 November, 2016**
 - A newly-released literature review, commissioned by the HEA, has found that there is little agreement on how to define teaching quality and little evidence of the rigorous evaluation of the methods used to deliver it.

SCOPE AND FINDINGS OF REVIEW

- The review project sought to map the key concepts, trends and demonstrable impacts emerging from literature since 2012. It placed particular focus on identifying 'what works' - how teaching quality is demonstrated or operationalised through the student experience, teacher performance and institutional approaches. Finally, the review examined how 'teaching quality' is currently measured.
- It found that the literature reviewed was dominated by opinion pieces based on secondary documentary analysis rather than empirical evidence.

QUESTIONING EVIDENCE OF SET EVALUATIONS: THESE FINDINGS ARE DIFFICULT TO RECONCILE WITH THE ASSUMPTION THAT SETS MEASURE TEACHING EFFECTIVENESS.

- However, the most disturbing evidence comes from studies that assess students' learning using the grades they achieved in a subsequent course that built on the knowledge acquired in the previous one.
 - For example, one would expect students who worked hard and learned a great deal in “introductory statistics” to do better in “advanced statistics” than students who worked less hard.
 - Therefore, if SETs measure teaching effectiveness, students of a highly rated introductory course should receive better grades in an advanced course than students of a poorly rated introductory course.
 - Based on this logic, several studies have analysed the association between student ratings of introductory courses with the grades they receive in subsequent courses.
- The surprising finding is that students of highly rated introductory courses actually do less well in subsequent courses than students from lower-rated courses.

LIMITS TO CERTAINTY – MISGUIDED DIRECTIONS

- As the authors of one of these studies – conducted at a European university – conclude:
 - “A more appropriate interpretation is based on the view that good teachers are those who require their students to exert effort.” The problem, according to the paper “Evaluating students’ evaluations of professors”, published in 2014 in *Economics of Education Review*, is that “students dislike it, especially the less able ones”. As a result, these teachers receive poorer evaluations.
- Because student ratings appear to reflect their enjoyment of a course and because teacher strategies that result in knowledge acquisition (such as requiring demanding homework and regular course attendance) decrease students’ course enjoyment,
 - **SETs are at best a biased measure of teacher effectiveness.**

GOALS OF THE SEMINAR TODAY

- In this seminar, I will draw on Interactional Ethnographic research that provides a foundation for developing new approaches to exploring ways of assessing learning outcomes in developing courses programs in higher education.

-
- Drawing on two longitudinal IE studies in innovative higher education contexts, I will explore with you how IE, as a logic-of-inquiry, provides an reflexive approach to assessing courses of study in multiple ways that support disciplinary and interdisciplinary opportunities for learning from multiple perspectives from
 - the perspective of the instructional designers,
 - the instructor in the course,
 - students engaging in innovative educational settings.

THEORETICAL FRAMEWORK

- Interactional Ethnography draws on cultural and social anthropology and theories of discourse to trace over time, configurations of actors, and intertextually tied events
 - How people construct the patterns and practices of life within a group
 - What is accomplished over time and
 - Who has access to the cultural practices and process, when, where, under what conditions, for what purposes, and with what outcomes.

TOWARD A REFLEXIVE PROCESS AN INTERNAL – EXTERNAL ETHNOGRAPHIC PROCESS

- Through this seminar, we will explore how IE provided a process of (re)examining what counts as course evaluations at multiple levels of analytic scale and multiple angles of analysis given the dynamic and complex ways in which universities are defining learning outcomes within and across educational programmes.

MITCHELL (1984) ON TELLING CASE: AN ORIENTING PERSPECTIVE

- Case studies [in Anthropology] are the detailed presentation of ethnographic data relating to some sequence of events from which the analyst seeks to make some theoretical inference.
- The events themselves may relate to any level of social organization: a whole society, some section of a community, a family or an individual.
- What distinguishes [telling] case studies from more general ethnographic reportage is the detail and particularity of the account.
- Each case study is a description of a specific configuration of events in which some distinctive set of actors have been involved in some defined situation at some particular point of time (p. 222).

10 ORIENTING QUESTIONS FOR (RE)THINKING WHAT COUNTS AS EVALUATING DEVELOPING PROGRAMS IN HIGHER EDUCATION?

- Who develops what opportunities for learning?
- To and for whom?
- In what ways?
- For what purposes?
- With what consequences?
- Whose definition(s) count?
- Under what conditions?
- To accomplish what goal(s)?
- Drawing on what resources?
- With what outcome?
- At what level of institutional scale?

PROCESSES FOR CONSTRUCTING AND TAKING UP OPPORTUNITIES FOR LEARNING

- Preparing the mind
- Engaging in a process
- Engaging with someone with expertise
- Re-formulating for self
- Going public

A Process that is:

Non-Linear

Iterative

Recursive

Abductive

THE LONG TERM & FUTURES' THINKING PROJECT

A TELLING CASE OF INTERACTIONAL ETHNOGRAPHY AS A BASIS FOR UNCOVERING
LAYERS OF INSTITUTIONAL, PROGRAM AND COURSE DEVELOPMENT

FOR STUDENT LEARNING IN 21ST C CURRICULUM

IE QUESTIONS for DEVELOPINGEMIC (INSIDER) KNOWLEDGE OF PROCESSES AND PRACTICES For LTFT Project

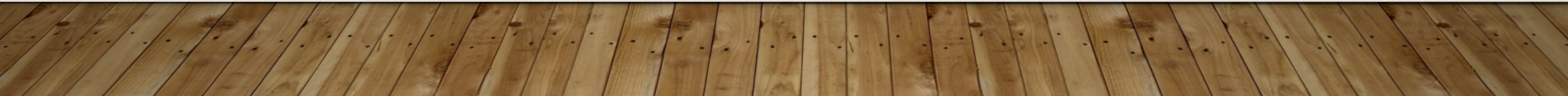
- How, and in what ways, did the IE iterative, recursive, and abductive approach make visible the developmental processes that Dr. Brooks developed to engage students in constructing understandings of both organizational communication theories, and in long term and futures thinking processes and practices in relationship to societal collapse and organizational development?

SELECTING AN ANCHOR EVENT IDENTIFYING A RICH POINT FOR TRACING THE ROOTS AND ROUTES OF KEY EVENTS

- What records were central to locating evidence of student learning of both organizational theory and long term and futures thinking?

-
- What time frames, instructional experiences and resources were needed for students to achieve a *mastery* level of both Communication theory and practice and long term and futures thinking processes?

SITUATING LEARNING OPPORTUNITIES IN EMBEDDED INSTITUTIONAL CONTEXTS



FINDINGS FROM THE IE 2 YEAR EVALUATION RESEARCH

Four Sets of Findings that Supported Dynamic and Responsive Processes across Two Years of LTFT Project & PIP Process

- Visions of the initiators
- Envisioning ways of leading a multi-layered project,
- Envisioning and (re)envisioning ways of integrating interdisciplinary ways of thinking,
- Engaging students in complex, dynamic and innovative ways of thinking.

STUDENT PERFORMANCE AS AN ANCHOR

Contrastive analysis of Students with Different Histories in the Organization communication Major – Courses Taken 4 vs 3

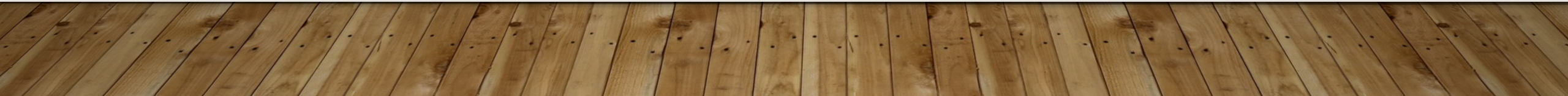
Mastery-K(4)	Lonny Response to K(4)	Developing-A(3)	Lonny Response to A(3)
<p>The collapse of the Norse was an event that had multiple factors involved, and three pace layers can be applied. To begin the pace layers that I am choosing to apply are nature, culture and infrastructure.</p> <p>When it comes to the infrastructure we see how the Norse (poorly) ran their villages because they were very hostile towards their neighbors and rather than building bridges with the Inuit whom they could've traded supplies and goods with, they brutally murdered them. I think this was detrimental to their demise because them coming in to a land that they were unsure how to utilize due to the different weather than what they were used to in Iceland, they could have asked or worked with the natives to learn of ways to better use the land as opposed to overusing what they had and slowly killing what little they had to work with.</p>	<p>Very well stated! Good work Kristela!</p> <p>Now, how did the Norse organize themselves and their Christian society to respond to internal and external threats? How would one of Mintzberg's structures apply here? How would Theory X or Theory Y apply here? Let me know in the next assignment. How were the Inuit innovative? See pp. 244-250 in Jared Diamond's book Collapse on PDF. See the folder on course materials Discussion Board 2 resources. Go into more detail about Norse and Inuit organizational culture. See my emailed announcement about extra credit on this assignment.</p>	<p>When looking back at the collapse of the Greenland Norse civilization it is hard to pinpoint a certain pace layer that played the biggest role in the demise of the Norse other than Mother Nature herself. Nature is a very powerful force that can destroy, revive or create life in many ways. Nature can be slow and deliberate or quick and immediate. Two of the five factors listed in Jared Diamond's book Collapse deal directly with nature.</p> <p>The first of the two factors that Jared Diamond writes about is environmental degradation and the second most influential factor was climate change.</p> <p>These changes were both slow in their maturation but overtime played the biggest role. The role they played was changing the landscape the Norse people lived on and adjusting the amount of resources available to them.</p>	<p>Be more specific. What changed in nature exactly? Which trading partners? What types of fish were taboo? Now I would like you to apply a multiframe approach to this case study and provide more detail and bring in contemporary and future organizational comparisons. See my recent emailed announcement about this. How did the Norse organize themselves and their Christian society to respond to internal and external threats? How would one of Mintzberg's structures apply here? How would Theory X or Theory Y apply here? Let me know in the next assignment How were the Inuit innovative? See pp. 244-250 in Jared Diamond's book Collapse on PDF. See the folder on course materials Discussion Board 2 resources. Go into more detail about Norse and Inuit organizational culture. See my emailed announcement about extra credit present and future organizational comparisons on this assignment.</p>

INCLUSIONS OF KEY CONCEPTS

Framework	Key Concepts	Discussion Board 1		Discussion Board 2		Discussion Board 3	
		Mastery	Developing	Mastery	Developing	Mastery	Developing
Bolman and Deal Organizational Theory	Structural	1		4	4	1	
	Human Resources	3		3	5	3	
	Political	1				1	1
	Symbolic				1	2	
Stewart Brand Pace Layers	Nature	5	3				2
	Culture	5	1	1		4	
	Governance	4		2	1	4	
	Infrastructure	3	4	1		1	1
	Commerce						
	Fashion						
Jared Daimond Five point Societal Collapse	Hostile neighbors	4	3	1		2	
	Un-friendly trading partners	1	1				
	Environmental damage	2	1	2	1		
	Climate change	2	3				1
	Society's response to environmental change	3	2	2	2	5	2

RECONSTRUCTING THE COURSE, BA PROGRAM AND INSTITUTIONAL RELATIONSHIPS

Embedded layers co-present in any one moment of observation of interactions requires tracing intertextually tied events and contexts



CSU East Bay

4 Colleges: College of Letters, Arts, and Social Sciences, College of Business and Economics, College of Education and Allied Studies, College of Science

Undergraduate Fields of Study: 50 Baccalaureate Degrees and 62 Minors

College of Letters, Arts, and Social Sciences (CLASS)

[17 Total Departments (including Department of Communications), 5 programs, and 38 Degrees Total]

Department of Communication

Chair: Gale Young

Professors: Robert Terrell

Assistant Professors (5 total)

Lecturers (7 total)

Teaching Assistants (7 total)

Staff (2 total)

Degree Requirements for Communication: 52 unit core courses and 44 units in 1 of options below:

1. Professional, Public and Organizational Communication			2. Media Productions
Advertising	Public Relations	Organizational Communication	Digital Journalism
		Lonny Brooks Assistant Professor (Appointed 2003)	

Lonny Brooks
Assistant Professor (Appointed 2003)



Timeline of Ethnographic Record Collection

Academic Year 1: 2012-2013										Academic Year 2: 2013-2014									
Fall Quarter				Winter Quarter			Spring Quarter			Fall Quarter				Winter Quarter			Spring Quarter		
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
COMM 4107: Relational Communication: New Media and Organizational Life COMM 4510: PR Theory and Practice: Long Term Futures Thinking in Public Relations: Energy Innovations 2037 COMM 4500: Gender Identity and Representation in Media: Envisioning Gender Roles in 2112				COMM 3107: Introduction to Organizational Communication: Taking a Long Term Futures Thinking Perspective			COMM 4207: Introduction to Communication: Organizational Transformation			COMM 4107: Relational Communication in Organizations: Personal and Collective Futures				COMM 4207: Introduction to Communication: Organizational Transformation			COMM 4107: Relational Communication in Organizations: Exploring responses to Societal Collapse past, present, and future		



Spring 2014: Course Activities and Content from COMM 4107 Course Syllabus

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p>THURS: 4-3-14</p> <p>REFRAMING: Organizations & Societies:</p> <p>CHAPTER 1. INTRODUCTION: THE POWER OF REFRAMING</p> <p>CHAPTER 2. SIMPLE IDEAS, COMPLEX ORGANIZATIONS</p>	<p>THURS: 4-10-14</p> <p>GETTING ORGANIZED:</p> <p>CHAPTER 3. GETTING ORGANIZED</p> <p>CHAPTER 4. STRUCTURE AND RESTRUCTURING</p> <p>Quiz 1 online due Wed. 11:59pm 4-9-14</p>	<p>THURS: 4-17-14</p> <p>GROUPS AND TEAMS</p> <p>CHAPTER 5. ORGANIZING GROUPS AND TEAMS</p> <p>Discussion Board 1 Due Wed. 11:59pm 4-16-14</p>	<p>Thurs. 4-24-14</p> <p>PEOPLE AND ORGANIZATIONS</p> <p>CHAPTER 6. PEOPLE AND ORGANIZATIONS</p> <p>Quiz 2 online due 4-23-14</p>	<p>Thurs. 5-1-14</p> <p>INVESTING IN HUMAN RESOURCES</p> <p>CHAPTER 7. IMPROVING HUMAN RESOURCE MANAGEMENT</p>	<p>Thurs. 5-8-14</p> <p>INTERPERSONAL AND GROUP DYNAMICS</p> <p>CHAPTER 8. INTERPERSONAL AND GROUP DYNAMICS</p> <p>Quiz 3 online Discussion Board 2, Wed. 11:59pm, 5-7-14. print copy of responses and bring to class to share:</p>	<p>Thurs. 5-15-14</p> <p>POWER, CONFLICT, & COALITION</p> <p>CHAPTER 9. POWER, CONFLICT, AND COALITION</p>	<p>Thurs. 5-22-14</p> <p>MANAGER AS POLITICIAN</p> <p>CHAPTER 10. THE MANAGER AS POLITICIAN</p> <p>Quiz 4 online due Wed. 11:59pm, 5-21-14.</p> <p>Discussion Board 3 due Wed. 11:59pm, 5-21-14, print copy of responses and bring to class to share</p>	<p>Thurs. 5-29-14</p> <p>POLITICAL ARENAS, POLITICAL AGENTS</p> <p>CHAPTER 11. ORGANIZATIONS AS POLITICAL ARENAS AND POLITICAL AGENTS</p>	<p>Thurs. 6-5-14</p> <p>ORGANIZATIONS AS CULTURE AND THEATER</p> <p>CHAPTER 13. CULTURE IN ACTION</p> <p>CHAPTER 14. ORGANIZATIONS AS THEATER</p> <p>Quiz 5 online.</p> <p>Begin Sharing Presentations based on your Final Paper</p>	<p>Finals Week</p> <p>Final Paper and Presentation due: Thurs. 6-12-14</p> <p>Continue Sharing Presentations based on your Final Paper</p>

CRITICAL CONCEPTS IDENTIFIED RELATED TO THE LTFT PROJECT

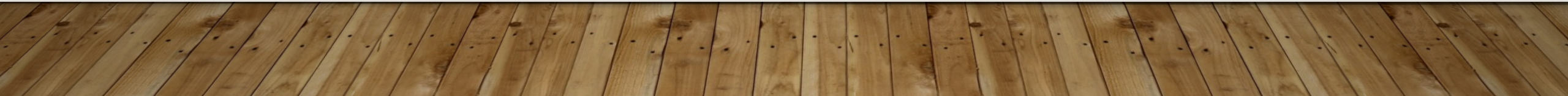
- The process of integrating LTFT with Disciplinary requirements and Institutional Learning Outcomes:
 - Takes time (iterative, recursive and overtime development)
 - Requires a dialogic approach among *program designers across levels of the institution*
 - Needs analysis of multiple iterations to examine how students take up what is afforded as both LTFT and disciplinary content knowledge
 - Takes designing, and (re)designing, not just planning and implementation

CONSEQUENTIAL PROGRESSIONS OF DESIGNING FOR LEARNING

- Involved expanding the expertise of instructors to fully integrate both LTFT and discipline
- Required time for faculty exploration about what is appropriate or best to achieve in relationship to department, campus and project learning outcomes

CAPACITY BUILDING FOR SUSTAINABLE PROGRAMS

- Required time to explore external resources from national leaders, build or extend repertoires necessary to integrate resources as designed by futurists and others
- Required experienced faculty or institutional leaders, who can serve as cultural guides for exploring

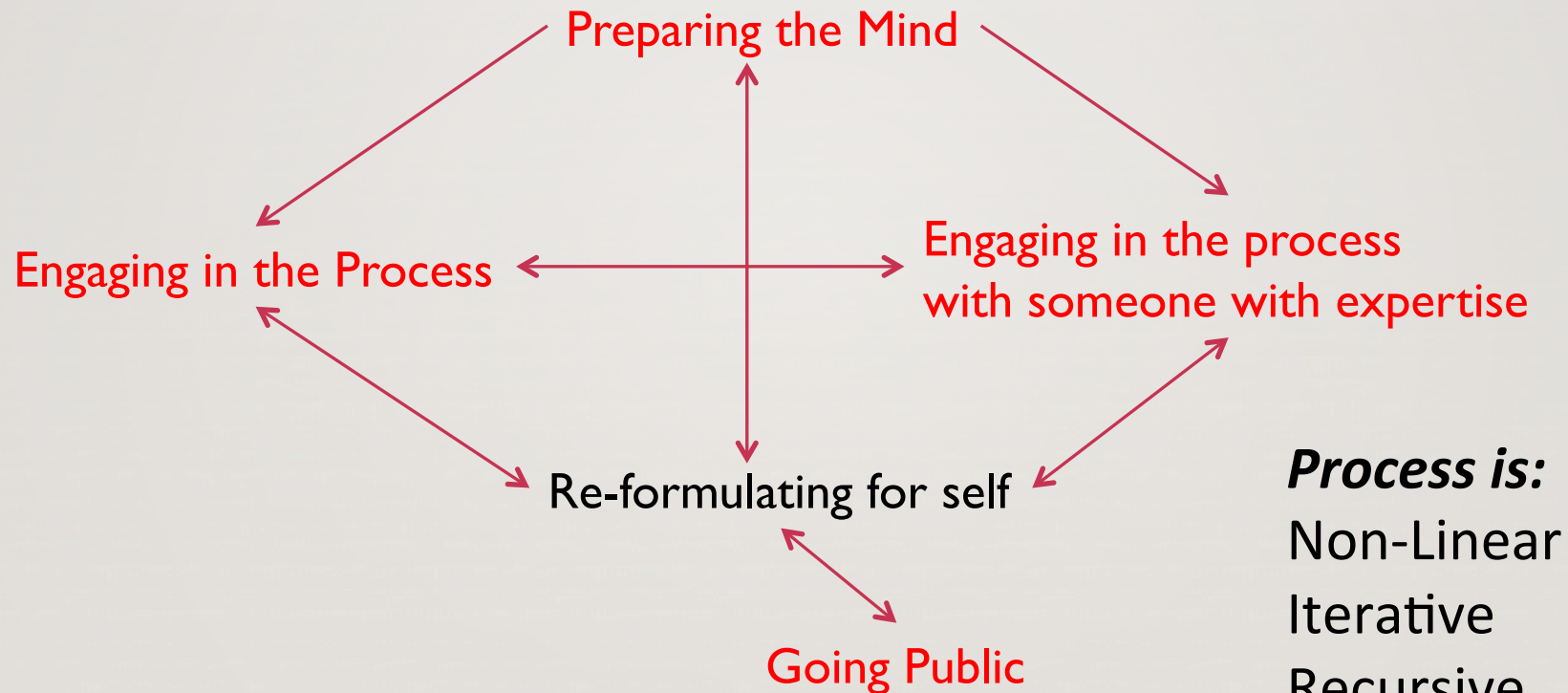


DEVELOPING PROGRAM INITIATIVES

- Insider development of resources,
- Building inter-segmental collaborations as well as inter-institutional collaborations with those beyond the university context to support reflexive research processes as well as assessing the ongoing development of opportunities for learning of students, faculty, and institutional leaders

A DYNAMIC LEARNING PROCESS MODEL FOR INSTITUTIONAL AND INDIVIDUAL DEVELOPMENT

SANTA BARBARA CLASSROOM DISCOURSE GROUP (1990-PRESENT)



RED connotes interacting within the social

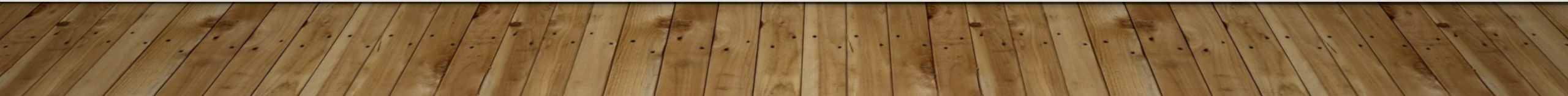
Process is:
Non-Linear
Iterative
Recursive
Abductive

Illustrative Analysis of ILOs and LTFT Goals: Common Goals, Situated Framework

	CSU EB ILOS	LTFT PROJECT ILOS
	Critical & Creative Thinking ILOs	Long Term & Futures Thinking
	Behaviors/Practices	Behaviors/Practices
1	<i>Open Mind</i> : refrains from quick judgment	Open to the possibility of many diverse futures.
2	<i>Observation & active listening</i> : watches, notices, documents, listens and participates in order to build ideas and knowledge.	Uses observation and active listening to develop understandings of past, present, and future trends, events, and data.
3	<i>Improvisation</i> : interacts and creates without preconceived/preplanned outcomes.	Uses evidence, data from past and present time horizons to create plausible future narratives.
4	<i>Risk taking</i> : questions status quo, proceeds without certainty of benefits; looks for lessons in failure.	Explores unconventional or improbable futures in order to learn about present day choices, trajectories of change, and levels of uncertainty around future events.
5	<i>Experimentation</i> : tests ideas, prototypes concepts in order to learn and develop.	Tests ideas across past, present, and future time horizons to understand long-term patterns of change.

6	Cognitive Skills	Cognitive Skills
7	<i>Question development:</i> developing a question for the purpose of researching and forming a conclusion, solution, or concept.	Formulates questions that support and initiate exploration of concepts and solutions across long-term future time horizons and describe/uncover uncertainties.
8	<i>Gathering and Interpreting Information</i>	Gathers information, data, experiences, innovations, and other signals of change that help explore and describe possible trajectories of change, and their implications, across long term future time horizons.
9	<i>Analytical thinking:</i> breaking ideas or concepts down into component parts; finding relationship across components.	Identifies different dimensions of change and signals in forecast narratives in order to understand cross-impacts of various factors.
10	<i>Evaluative thinking:</i> assessing the value, validity, and relevance of disparate data, ideas, and concepts.	Assesses the relative significance, certainty, and consequences of distinct factors contributing to trajectories of change and to long-term forecasts. Compares data and information to understand pace of change in distinct layers of society: fashion, commerce, infrastructure, culture, nature.
11	<i>Associational thinking:</i> making connections across different ideas and concepts.	Makes connections across different dimensions of change to describe cross-impacts and how they may create novel consequences, implications, issues, and opportunities in the future. Makes connections across different and varied time horizons to understand relationships across time horizons.
12	<i>Synthesis:</i> making inferences, insights, and conclusions from evidence, data	Thinks across various data and information describing trajectories of change or conditions in particular time horizons in order to discern key ideas, implications, issues, and opportunities about future time horizons. Develops logic narratives: If-then, What if?

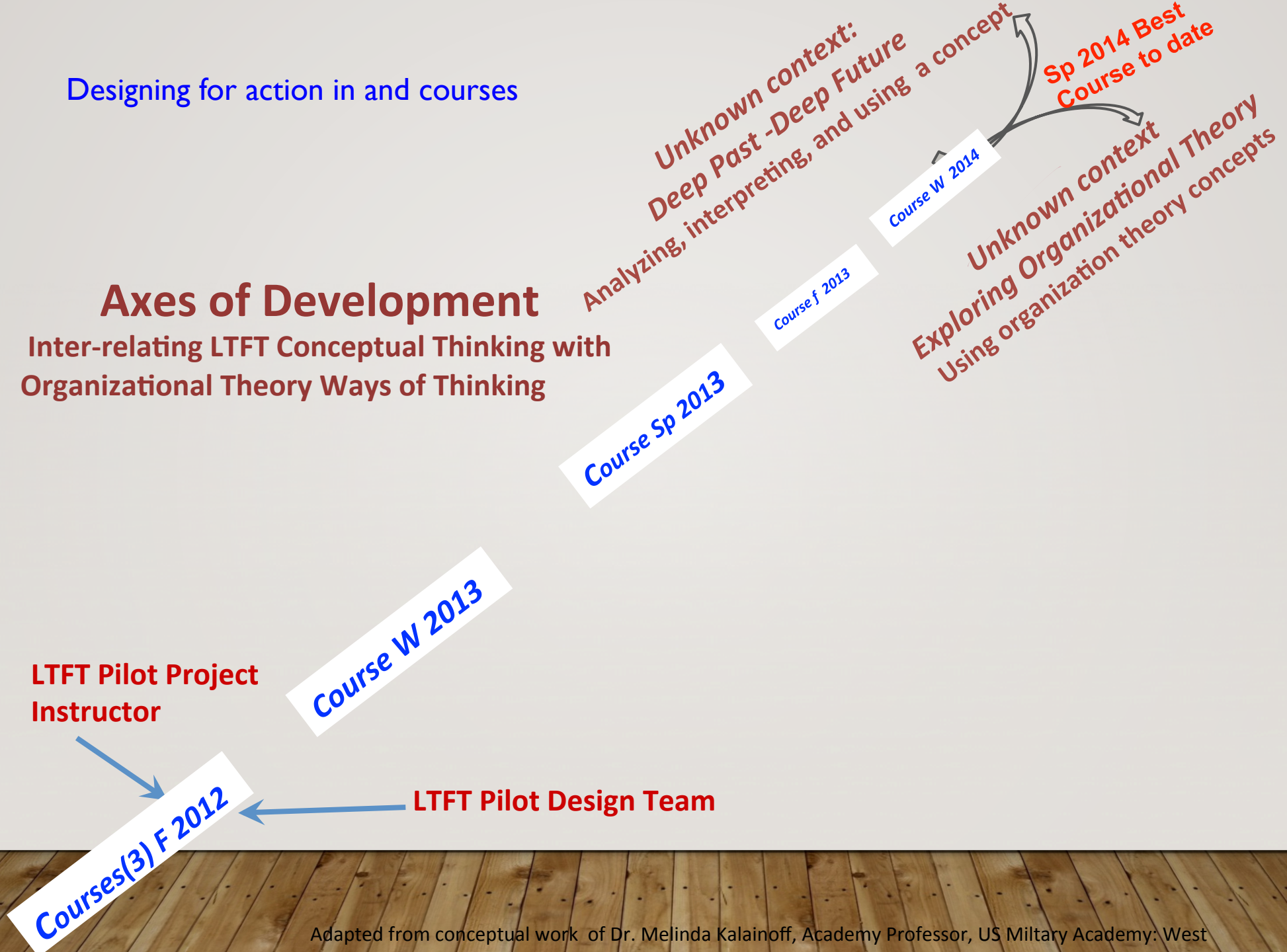
AXES OF DEVELOPMENT MODEL
ADAPTED FROM TELLING CASE 2 DEVELOPMENTAL MODEL
MELINDA KALAINOFF, PHD
US MILITARY ACADEMY
SANTA BARBARA CLASSROOM DISCOURSE GROUP



Designing for action in and courses

Axes of Development

Inter-relating LTFT Conceptual Thinking with
Organizational Theory Ways of Thinking



From Design to Action in and Across Courses

Axes of Development

Inter-relating *LTFT* ways of thinking with *Organizational Theory* ways of thinking in and across Particular Courses

LTFT Pilot Instructor & Design Team

CSUEB

Organizational Communication Students

Unknown context:
Deep Past -Deep Future
Analyzing, interpreting, and using a concept

Unknown context
Exploring Organizational Theory
Using organization theory concepts

Interacting

Interacting

Interacting

Interacting

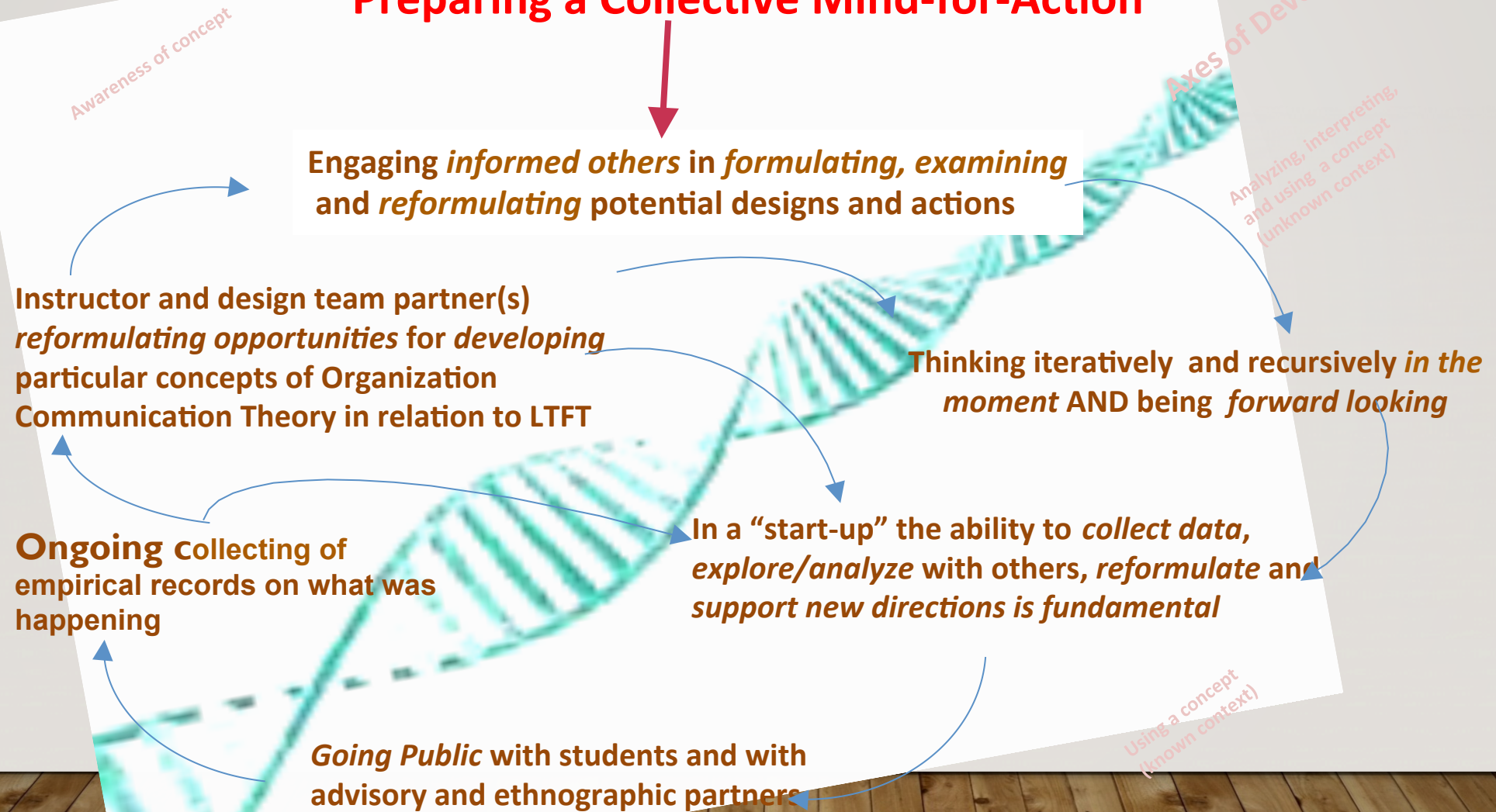
Interacting

What counts as *mastery* and how is it achieved across courses, time and conceptual development?
Communication BA requirements

Leading a Learning Model As an Embedded Ethnographer

Creating an Iterative, Recursive and Forward Looking Process to Support a “New” Learning Initiative

Preparing a Collective Mind-for-Action



**TELLING CASE 2:
BUILDING A CONCEPTUAL APPROACH TO
(RE)FORMULATING HOW PEOPLE LEARN IN NEW
AND UNKNOWN CONTEXTS AND AREAS OF STUDY**

**(Re)formulating Learning in the Context of
(Re)formulating Institutional Learning Outcomes**

PROPOSED BY MELINDA KALAINOFF (USMA) TO GUIDE

(RE)FORMULATING CURRICULUM IN CHEMISTRY

HOW TO FRAME ACTORS' ROLES AND RELATIONSHIPS

- Disciplinary content as “cultural map”
- Role of Instructor
 - Cultural guide to topology of “strategy”
 - Not an “expert” but a “more capable other”
 - making expertise in xxx visible
 - when to intervene in the thinking and ways of (re)formulating what you observe students doing for students and designers...

ROLES OF THE INSTRUCTOR(S)

- How to support common understandings of actions AS they become practices and processes for learning “that” and “how” for constructing and producing disciplinary knowledge (cf. Ryles)
- Normalizing expectations for students: We aren’t all going to learn the same things, but there will be many common elements
- Normalizing discomfort of learning new ways of thinking

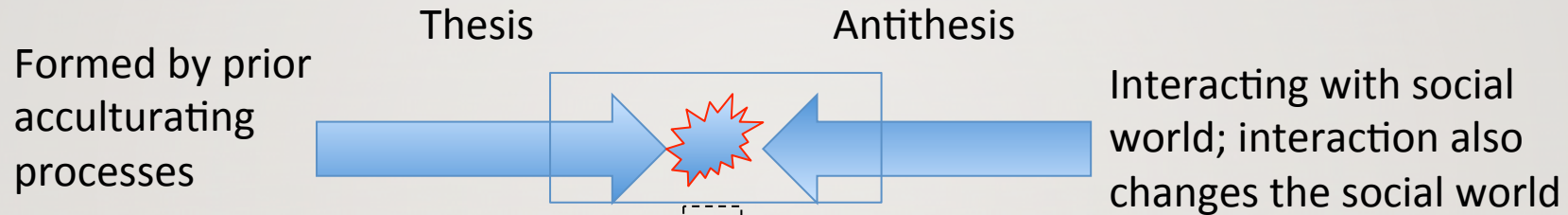
Role of Students

- Create personal opportunities for learning
- Be a resource for learning for *self* and *others*
- Construct a cultural map for *self, with and for others*
- Take up ways of knowing, thinking, talking, and being in order to become strategic as a learner of new and unknown knowledge.

Model of an Interaction

Existing worldview
Presuppositions
Cultural frames

Something not understood
Object of problem solving or
decision making



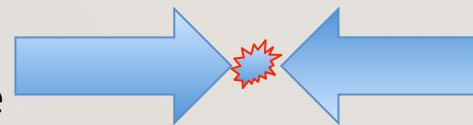
Ease of negotiating
new information
with existing frames

Synthesis/ Thesis
in Context of Situation

Negotiating Everyday Life

Situated-Cognitive Dissonance

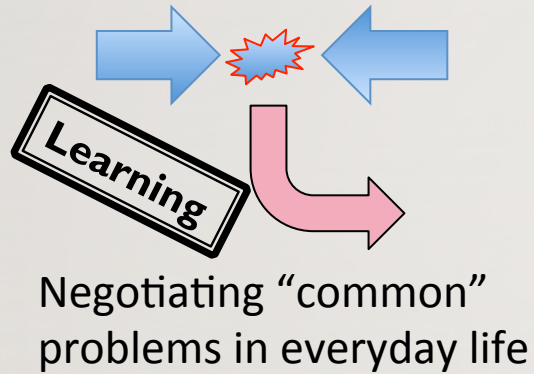
Negotiating "common"
problems in everyday life



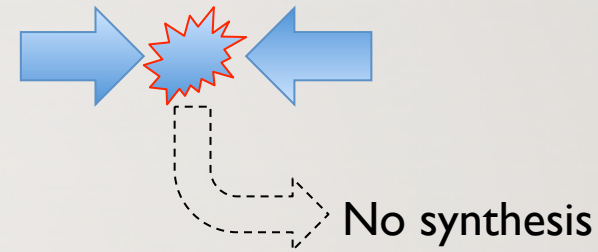
Reconciling (or dismissing)
contrary evidence

Potential Outcomes of Dialectical Process

Negotiating Everyday Life



Rejecting the Evidence

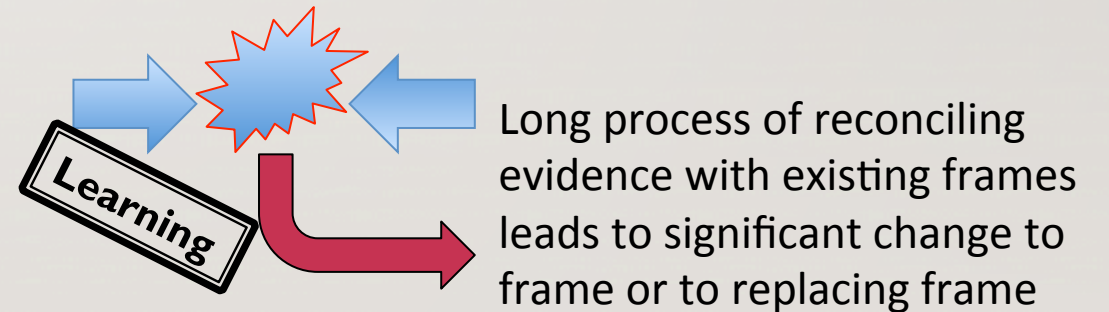


Misinterpreting

Applying inappropriate frame to the situation



Reconciling Situated-Cognitive Dissonance



UNDERSTANDING ROOTS OF SITUATED- COGNITIVE DISSONANCE OBSERVED

- What students bring:

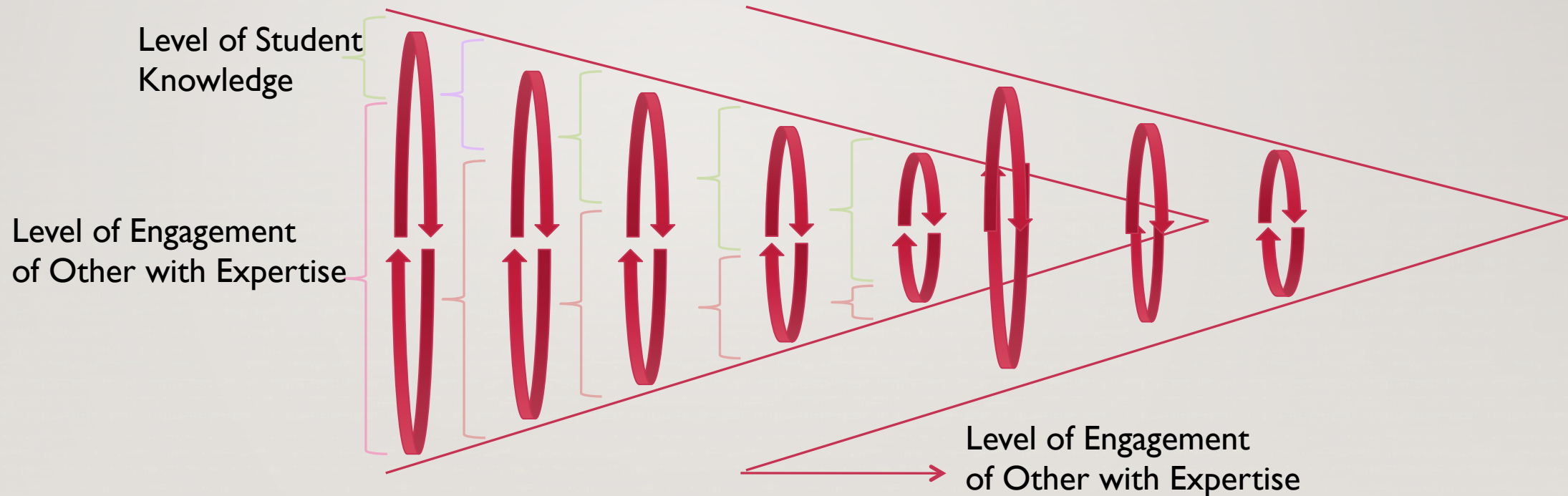
 - varied breadth of experiences
 - varied exposure to significant change and uncertainty
 - having successfully negotiated life constructing current frames
 - possibly entrenched presuppositions that are “comfortable”
- What are we asking:
 - Thinking in new ways that may be in conflict with their current frames/ presuppositions
 - Reconciling is a social process, with social consequences.

Need to Normalize this Process

BEYOND COGNITIVE DISSONANCE TO LEARNING [?] NEW WAYS OF THINKING

- Prepare students:
 - Introduce as an expectation during orientation
 - Describe the phenomena
 - Encourage reflexivity through journaling and talking to peers and instructors
- Recognize it / offer to talk when students:
 - question the credibility of the evidence (rejecting)
 - display non-verbal cues that signal discomfort
 - change in demeanor, attitude, patterns of action
- Make it public:
 - Signs in hallways: “If it isn’t uncomfortable, you’re doing it wrong.”

ZONES OF POTENTIAL (NOT PROXIMAL) DEVELOPMENT

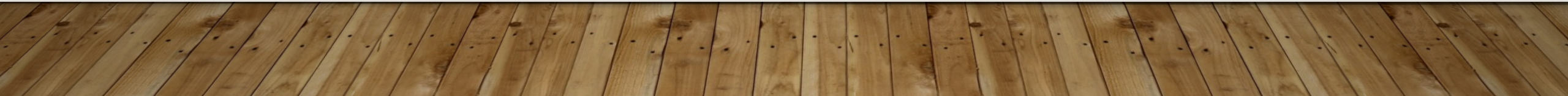


Engaging in multiple iterations of a task or with a concept

CURRENT CONTEXT REVISITED THROUGH DIALOGUE AT HKU

WHAT ARE CURRENT PERSPECTIVES ACROSS INSTITUTIONAL CONTEXTS?

WHAT ARE RESEARCH FINDINGS OF CURRENT STATE OF USE OF SET IN THE LAST TWO DECADES – THE 21ST C AS A BOUNDARY



evaluate

verb [T] ·

UK



/ɪˈvæl.ju.eɪt/

US



/ɪˈvæl.ju.eɪt/

- ★ **C1** to judge or calculate the quality, importance, amount, or value of something:

It's impossible to evaluate these results without knowing more about the research methods employed.

[+ question word] *We shall need to evaluate **how** the new material stands up to wear and tear.*

SPRADLEY SEMANTIC RELATIONSHIPS

Spradley (1980) provides one way to explore the relationship among the features of culture and to identify specific types of cultural patterns:

1. **Strict inclusion: X is a kind of Y**
kinds of actors, activities, events, objects, relationships, goals, time, etc.
2. **Spatial: X is a part of Y**
parts of activities, places, events, objects (e.g., books, articles, written texts)
3. **Rationale: X is a reason for doing Y**
reasons for actions, carrying out activities, staging events, feelings, using objects, arranging space, seeking goals
4. **Location for action: X is a place for doing Y**
places for activities, where people act, where events are held, for objects, and for seeking goals
5. **Function: X is used for Y uses for objects, events, acts, activities, places**
6. **Means-end: X is a way to do Y**
ways to organize space, to act, to stage events, to become actors, to acquire information (e.g., to read, write, speak, interpret information)
7. **Sequence: X is a step in Y**
steps for achieving goals, in an act, in an event, in an activity, in becoming an actor
8. **Attribution: X is an attribute of Y (characteristic)**
characteristics of objects, places, time, actors, activities, events.
9. **Cause-effect: X is a result of Y**
results of activities, acts, events, feelings