Highlight of using this method on the CEE Website in March, 2010

Dr. Kristine Ehrich, Assistant Professor of Marketing in the School of Business Administration attended *The Scholarship of Engaged Teaching & Learning: A Blueprint and Toolkit*, a workshop with Marshall Welch, Ph.D., of Saint Mary’s College of California. Her attendance at this CEE sponsored workshop was timely, as she had two community observations planned for her class sessions this week (the week of March 1st). Dr. Ehrich employed a reflection assessment method with her students that Dr. Welch introduced on Friday, Feb 26.

Dr. Welch described his “ABC” process for assessing student reflection papers on their community service-learning. After an active learning exercise, he asks students to write a reflection paper that includes these three components:

A = Affect - feelings, emotions  B = Behavior - past, present, future  C = Cognition - concrete connection to class content

He then uses a dichotomous scoring method to rate the assignment. He gives them 1 point for meeting the criteria (e.g., it’s there or it’s not) and 0 points if there is no evidence in the student’s work on the A, B, or C components. The points are cumulative. Dr. Welch suggested that professors consider that there is no right or wrong answer when students express their feelings. They should not be penalized for negative feelings. Students should articulate WHAT they’re feeling and WHY. For students to receive credit for the “C” component they need to make overt references to content from the class.

In Dr. Ehrich’s class, Public Policy and Marketing, the broader role of marketing in society is examined as well as marketing implications of policies. This week, the students participated in an immersion trip to the communities of Linda Vista and Kensington, where they observed differences in the businesses present as well as products offered and promoted. Chris Nayve from the Center for Service Learning provided the students a historical background on Linda Vista and resulting policies. Following the trip, Dr. Ehrich asked students to write a reflection using these prompts:

A (Affect): What were you feeling while you were in the communities?  B (Behavior): What other areas have you experienced similar to these in the past? Where were they and what were they like?  C (Cognition): What concrete connection to class material/discussion can you make? What were you thinking about during the field trip (and since then)? In the workshop, Dr. Welch shared a method to measure “shallow” and “deep” learning. Students earn 1 point for “egocentric responses”, 2 points for “empathic responses. (e.g., “I noticed there were a lot of ads for liquor” vs. “I never before realized how tough it must be to have only fast food choices available in your neighborhood.”). Students earn 3 points if they connect systemic/cultural/political facets in their responses. The charts below indicate the scoring rubric and ways to plot students’ movement toward deeper learning.
