Effectiveness of OL Leadership Education

PG Village 2019 Presentation

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I Wonder........

• ....how effective are our leadership courses (MSML GM502/503) in improving student leadership practice?

Agenda

1. Attendees will see the different impacts of a course on a diverse population of students.
   
   Review of study and implications for course curriculum

2. Attendees will get more ideas on how to assess learning and its practice.
   
   How to use Classroom Assessment Techniques for your courses.

3. Attendees will be encouraged to conduct research and scholarly activity related to teaching effectiveness.
   
   What is in it for you, for students AND Action Research
1.0 - The different impacts of a course on a diverse population of students.

Overview of Study

How do adult learners completing OL graduate leadership courses change their definition of leadership?

Bounded by 2 six week sequential leadership courses – GM502 and 503, over 1 year

125 Subjects

Purposeful Sample of 36 Subjects

Pre and post definitions of leadership

Qualitative Content Analysis (Dedoose)

419 Excerpts

Inter-rater Reliability (Agreestat)
1.1 The different impacts of a course on a diverse population of students.

**Study Results – Impact Varies By Gender, Ethnicity and Generation**

- Subjects did change their definitions of leadership.
- The leadership course had a greater impact on men than women.
- The leadership course had a greater impact on Caucasians than African Americans.
- The leadership course had a greater impact on Generation Y than Generation X.
- African American Women were least affected – 15% of MSML students are African American Women.
1.2 The different impacts of a course on a diverse population of students.

Variations – Why Impact Varies By Gender and Variation

Presented the paper at a conference where a discussant asked how much of the course material was written by African American Women.

Leadership has been studied primarily from the perspective of white men (Parker, 2005).
1.3 The different impacts of a course on a diverse population of students.

**Solutions**

Supplement reading with articles describing the AAW leadership practices.

Take the U2, 3, 5 or 6 Paper where a leader is identified for a targeted study and adding appropriate supplemental articles and encouragement to select leaders that are most relevant.
1.3 The different impacts of a course on a diverse population of students.

**Solutions**

Provide relevant supplemental articles and materials for DBQ to direct study.

Use break outs in seminars.

Use Study Halls.
1.4 The different impacts of a course on a diverse population of students.

Results – Action Research

Wondering about course effectiveness...

Led to study....

Led to discovery.....

Led to solutions....

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What do you wonder about related to the effectiveness of your courses?
2.1 - Ideas on How To Assess Learning and its Practice

- How would you assess the effectiveness of your courses?
- EOT Student Evaluations
- CLAs, but don’t track individual students and their changes.
- Grades
2.2 - Ideas on How To Assess Learning and its Practice

• Our courses had a course design that lent itself to our research question.

• What if yours does not?

• Other forms of assessment.
2.3 - Ideas on How To Assess Learning and its Practice

• Types of Assessment
  • Diagnostic/Before
  • Formative/During
  • Summative/After
2.4 - Ideas on How To Assess Learning and its Practice

Classroom Assessment Techniques

• Minute Paper
• Muddiest Point
• Problem Recognition Tasks
• Documented Problem Solutions
• Directed Paraphrase
• Application Cards

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2.5 - Ideas on How To Assess Learning and its Practice

• How to do Classroom Assignment Techniques?
  • Identify assessable question
  • Complete the assessment task for timing
  • Plan for how to utilize responses
  • Tell students the results
2.6 - Ideas on How To Assess Learning and its Practice

• How and Where Would you use Classroom Assessment Techniques?
2.6 - Ideas on How To Assess Learning – Action Research

Action Research: Simultaneous process of taking action, Assessing and reflection.

Steps:

1. Select a Focus
2. Identify Research Questions
3. Collect Data
4. Analyze Data
5. Take Informed Action
Select a Focus

- ID Research Question
- Act by Collecting Data
- Analyze Data - Reflect
- Take Informed Action

Training ROI

- Student ROI Practice
- Seminar Minute Paper
- Analyze Data - Reflect
- Take Informed Action
2.6 - Ideas on How To Assess Learning and its Practice

3.0 - Conduct Research and Scholarly Activity in Your Courses

Motivation What Do Students Get

Catalyst for transformational change in students.
Influence learner’s desire to do well in the classroom.
Teaching techniques that work for your students
3.1 - Conduct Research and Scholarly Activity in Your Courses

Motivation - What Do Students Get?

Creating an optimal learning environment for students.
Tools students can use now and in the future.
An environment where students gain practical work experience.
3.2 Conduct Research and Scholarly Activity in Your Courses

**Motivation - What Do Faculty Get?**

- Expand our understanding of online education.
- Promotes professional development
- Increases your presence in the scholarly academic community.
- Maintain academic status.
- Influence policy
Conduct Research and Scholarly Activity in Your Courses

Action Research in the Classroom

Used in discussion question responses.
Assignment references and in-text citations.
Virtual Office.
Used in Business simulation.
Use one-minute paper example in a seminar.
Summary

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QUESTIONS?


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References

Online Leadership Education


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Action Research Process

Step 1
Selecting A Focus

Step 2
Clarifying Theories

Step 3
Identifying Research ???

Step 4
Collecting Data

Step 5
Analyzing Data

Step 6
Reporting Results

Step 7
Taking Informed Action