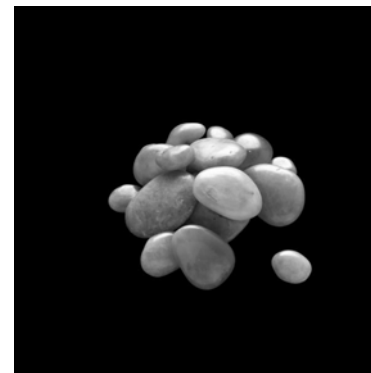
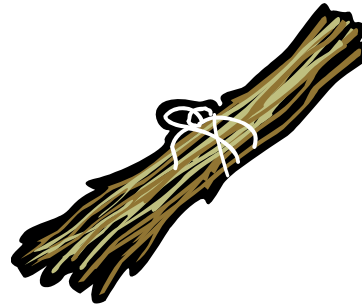
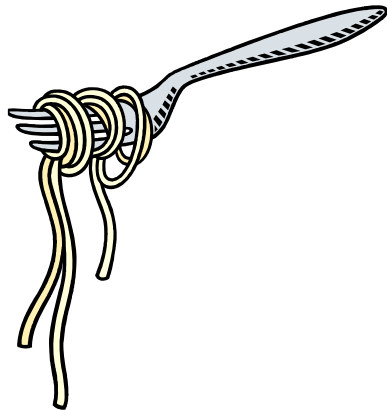
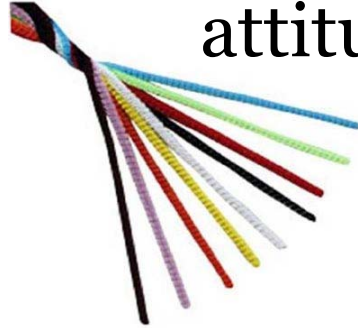


Your task:

Take the material you have in front of you, and try and make it as thin and long as possible



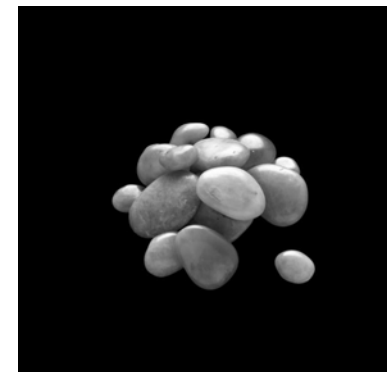


Mentored, guided, connected,
Primed to inspire others, positive
attitudes, excited, seeking out more

Inspired, growing,
primed/more open for the
next experience



Not ready, perhaps never ready,
just doesn't "get it"



Investigating the effectiveness of integrating brief community-based learning activities in college courses

Interindividual differences and intraindividual change in students' gain from CBTL experiences

Jody S. Nicholson, PhD, Heather Barnes Truelove, PhD, & Jennifer Barton, MA



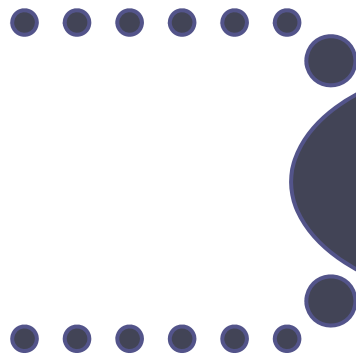
No one like you.
No place like this.™

Tentative timeline of discussion

Ice breaker activity	11:30 – 11:35
Theories and Research in Student Development	11:35-12:50
Study background	11:50-12:00
Study 1	12:00-12:10
Study 2	12:10-12:20
Study 3, future directions, Q&A	12:20-12:30

Identity Development

Foreclosure

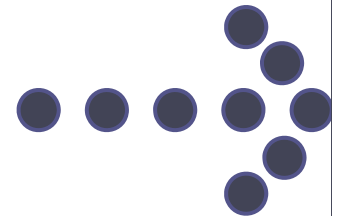


Moratorium

Identity
confusion



Identity
achievement



Who am I, who will I be?: 9:15-10:00

http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en



Brain and Cognitive Development

- Piaget:
 - Concrete: Logical thinking, here and now
 - Formal: Abstract thinking
 - Postformal: Integrative thinking
- Blakemore: A work in progress
- http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en

Where do our students devote their cognitive resources? Where do our CBL ideals hope they fall in Schaie's model?

Schaie: Lifespan model of cognitive development

Achieving stage: emerging adulthood

Responsible & Executive stages: Middle age

Reorganizational stage: middle age to late adulthood

Reintegrative stage: late adulthood

Legacy-creating stage: advancing old age

The Efficacy of Beginning-level Community-Based Learning Experiences in Introductory Psychology Courses



Community Based Learning (CBL)

- Students engage in a community based project relevant to course material
 - Increases student engagement (Bringle & Hatcher, 1996)
 - Fosters personality growth and identity development (Papalia & Feldman, 2010)
 - Strengthens ethical character, feelings of citizenship, and intercultural competence (AAC&U, 2013; UNF CCBL, 2012a)



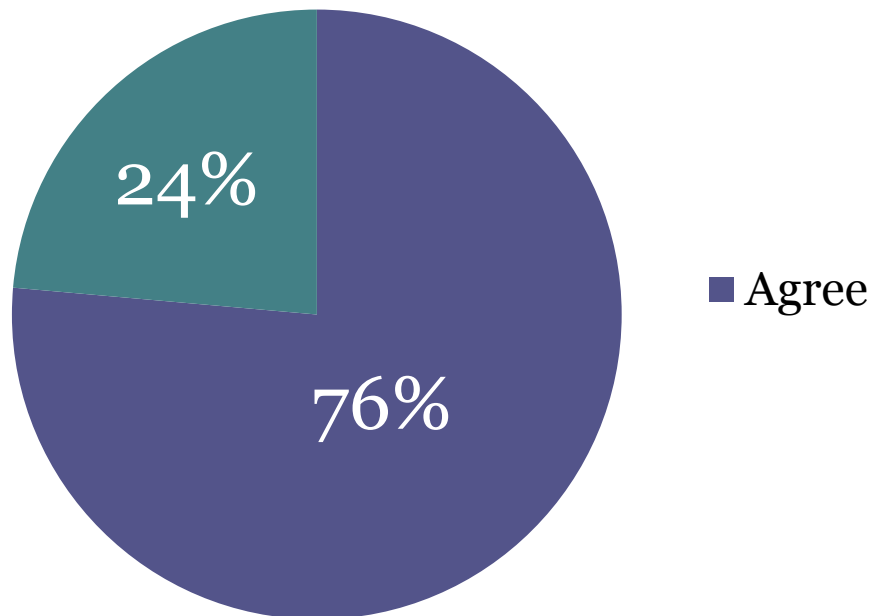
Community Based Learning (CBL)

- CBL benefits for Psychology students
 - Direct experience with populations with which professional psychologists work (Kagan, 2008)
 - Opportunity to make academic and professional advancements
 - Real world experience viewing and applying material learned in class

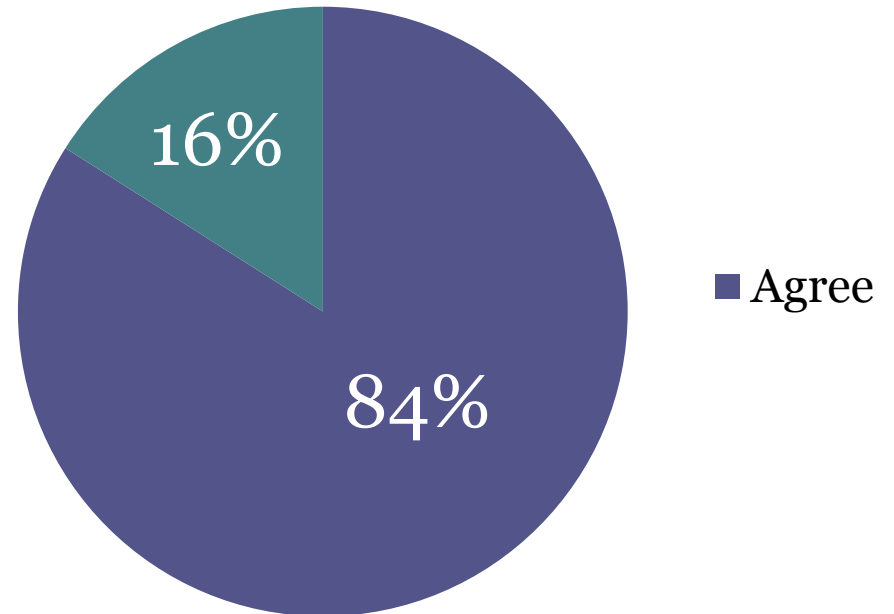
Community Based Learning (CBL)

- Student perceptions of CBL (Nicholson, Beasley, & Causey, 2013)

CBL is a good learning tool



Enjoyed learning experience



Intraindividual change and Interindividual differences

- Do certain students gravitate more towards, and gain more from, CBL experiences than other students?
 - Study 1: Interindividual differences (Self-selection)
- Do Beginning-level CBL experience create personal growth in students?
 - Study 2: Intraindividual change (Randomly assigned)
- Are different types of CBL experiences, in different courses, targeting different students, more impactful?
 - Study 3: Interindividual differences & Intraindividual change

Study 1 –Interindividual differences in receptiveness to CBL

Who gravitates towards CBL experiences?

Online survey

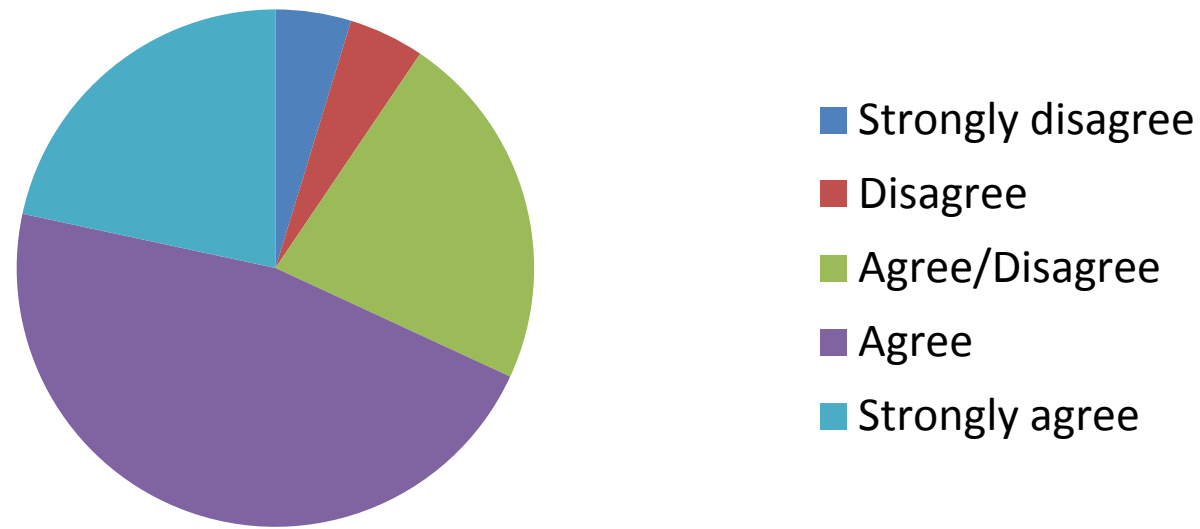
Choice of CBL or non-CBL experience

Online survey

Demographics

- 319 Participants
 - 189 took pre- and post-survey
 - 228 Female, 49 Male, 42 unidentified
 - Mean Age = 21.67, SD= 4.33, range = 18-53
 - 196 White/ Caucasian
 - 23 Black/African American
 - 20 Hispanic/Latino
 - 12 Asian-American
 - 68 Other*/Unidentified

- How many CBL classes have you had?
 - One: 43.9%
 - Two: 32%
 - Three+: 10.4%
- I have been looking forward to this class opportunity



Intercultural Competence	Effective Citizenship
Empathy	Attitudes towards civic engagement
<ul style="list-style-type: none"> • The Empathy Assessment Index; Lietz, Gerdes, Sun, Geiger, Wagaman, & Segal, 2011 	<ul style="list-style-type: none"> • Community Service Attitudes Scale - Brief; Nicholson, Truelove, Barton, & Moulder, in press; Shiarella, McCarthy, & Tucker, 2000) • Experimental Learning Scale (Clem, Mennicke, & Beasley , 2013)

Results

- Students who chose CBL experiences:
 - Have more positive attitudes about community service
 - Norms*
 - Women tend to have higher scores than men on CSAS at baseline only
 - CSAS score, awareness, norms, connectedness, benefits, seriousness, intention
 - For women, CBL activity was selected more often than non-CBL

*After controlling for gender, openness, extraversion, conscientiousness, and agreeableness

Study 2 -Intraindividual differences in receptiveness to CBL

Do students experience personal growth?

Online survey

R.A. CBL or non-CBL experience

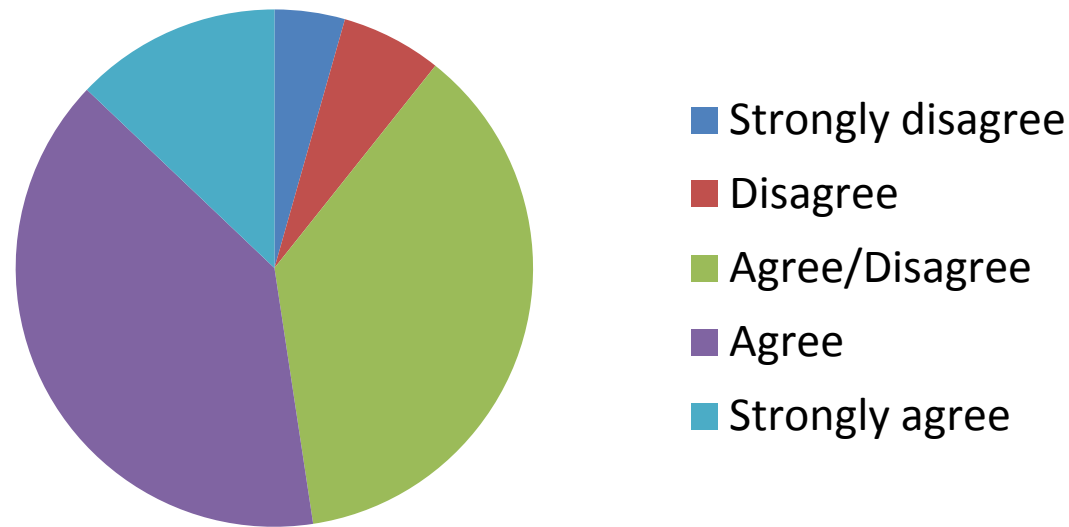
Online survey



- 341 Participants collected over 2 semesters
 - 272 took pre- and post-survey
 - 99 completed CBL/169 completed non-CBL
 - 215 Female, 56 Male, 70 unidentified
 - Mean Age = 22.8, SD= 6.2, range = 18-72
 - 186 White/ Caucasian
 - 31 Black/African American
 - 16 Hispanic/Latino
 - 14 Asian-American
 - 94 Other/Unidentified

Study 2 - Method

- How many CBL classes have you had?
 - One: 42.5%
 - Two: 25.8%
 - Three+: 10.9%
- I have been looking forward to this class opportunity



Intercultural Competence	Effective Citizenship
Empathy	Attitudes towards civic engagement
<ul style="list-style-type: none"> • The Empathy Assessment Index; Lietz, Gerdes, Sun, Geiger, Wagaman, & Segal, 2011 	<ul style="list-style-type: none"> • Community Service Attitudes Scale - Brief; Nicholson, Truelove, Barton, & Moulder, in press; Shiarella, McCarthy, & Tucker, 2000) • Experiential Learning Scale (Clem, Mennicke, & Beasley , 2013)

* Added for study 2

Do students change in their effective citizenship due to a CBL experience?

Community Service Attitude

- 24-item: how favorable an individual believes community service to be ($\alpha=.83$ to $.96$)
- 8 factors
 - Normative helping attitudes
 - Connectedness
 - Costs
 - Awareness
 - Intentions

Significant changes in community service attitudes between CBL and non-CBL group for Costs, Benefits, and Intention ($p < .05$)*

Experiential Learning Survey

- 28-item: individual's perceived value of experience-based learning ($\alpha=.94$)
- 4 factors
 - Environment
 - Active
 - Relevance
 - Utility

CBL students reported higher scores on ELS full scale score than non-CBL students ($p<.01$)*

*After controlling for gender, openness, extraversion, and agreeableness

Do students demonstrate personal growth due to a CBL experience?

Empathy Assessment Index (EAI)

- 17-item measure of an individual's overall feelings of empathy and ability to empathize ($\alpha=.82$)
- 5 factors of Empathy
 - Affective Response
 - Emotional Regulation
 - Perspective Taking
 - Self-Other Awareness
 - Empathic Attitudes

No significant changes
between CBL and non-CBL!

*After controlling for gender, openness, extraversion, and agreeableness

Study 3 - Not all CBL experiences are equal...

CIS 4327: 6 students

LIT 4934: 9 students

ATR 3812: 10 students

ATR 4832: 11 students

IDH 1923: 131 students

EEX 3250: 13 students

EML 4551: 4 students

EEL 4914: 2 students

EEX 4753/4474: 4
students

How do you know if the
measures are measuring what
they are intending to?

Bonus study!

(because, really, 3 isn't enough, is it?)

Does the CSAS measure what it claims to measure?

- Confirmatory Factor Analysis (CFA) & Exploratory Factor Analysis
- Theoretically based on Swartz's Model of Altruistic Behavior (Schwartz, 1977)
- Initial proposed 8 factor structure had poor fit, used PCA instead of EFA
- 46-24 items

CSAS-brief (Nicholson, Truelove, Barton, & Moulder, *in press*): Improved statistical, theoretical fit AND shorter!