

MEASURING LEARNING IMPACT ON DISADVANTAGED UNIVERSITY STUDENTS IN ACTIVE LEARNING CLASSROOM (ALC) MODALITY VS TRADITIONAL LECTURE MODALITIES

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ABSTRACT:

The aim & objective of the CSUDH ALC project is to determine after two years of practical learning experience how going forward can we measure the effectiveness of *Pedagogical Methodologies*, *Retention* factors, and *Impacts on Learning* for underserved and disadvantaged students?

Main target groups of the project

CA State University Dominguez Hills was founded after the Los Angeles Watts Riots in 1965 to deliver an educational opportunity for an underserved local community and a disadvantaged, minority student community. The school demographics are 70% women, 60% Latino, mixed races and 85% First Generation students. Disadvantaged students are those whose family, social, or economic circumstances hinder their ability to learn at school. The school has 6 colleges and 15,000 students.

How does the project contribute to learning innovations and learning quality?

At CSUDH, the adoption of new classroom technology and modality pedagogy is in line with the vision and core values outlined in the Strategic Plan 2014-2020. The creation of an innovative learning environment has been tasked with a goal for all Divisions to achieve; the charge for the Divisions is “to analyze, recommend and implement a plan for the renovation, innovation, and building of effective classrooms, labs, studios and other learning spaces.” (CSUDH Strategic Plan 2014-20120:9). We are proud to join with many other leading universities across the nation in building innovative, technology-enhanced active learning classrooms for our students and faculty.

What are the outcomes of the project?

Students: Students are constantly engaged in the process to help make the feedback and modifications meaningful to the university mission. The main initial outcomes will be to develop appropriate survey and measurement tools to determine if the students & faculty will experience a more collaborative and empowering way of learning, while faculty develops more creative approaches to teaching. Survey tools will include questions to determine the extent that professors used active learning strategies –

- Think Pair Share,
- Turn to your neighbor and explain,
- Report Out,
- Internet Search,
- In Class Surveys,
- Group Work, Cooperative Learning, etc.
- Physical elements of rooms will be surveyed; Round or Rectangular Tables,
- Types of Chairs – Circular, Tablet, and Tables & Chairs.

Faculty: These cutting-edge classrooms provide an opportunity for our faculty to engage in rich, intense and lively problem-solving classroom interactions where all students communicate and test their knowledge with the support of their peers and faculty, The classrooms can be used for any kind of instruction. The professors must learn to adjust their mindsets to teach in this way because their lectures should be designed to learn by doing. Education in new engaged and flipped classroom learning and teaching techniques is proceeding in cohorts of 8 professors every quarter with seasoned and experienced educators leading the workshops.

University: The University has measurable goals to increase persistence and retention of students plus shorten the time from starting school to graduating. One of the measurement statistics will be to determine the impact of the ALC classroom cohorts vs the Traditional Classroom cohorts on reaching University goals.

Future Goals and Objectives?

- The next logical steps will be accumulating data for a period long enough to start measuring and mapping statistically relevant data and findings to be useful.
- Coordinate with other institutions who are implementing similar types of active learning techniques and modalities to compare outcomes and impacts for best practices.
- Engage with campus recruiting entities to develop marketing and growth metrics for students.