Knowing What Your Students are Learning

Conf 642
Integration of Theory and Practice
### Course Deliverables

<table>
<thead>
<tr>
<th>Career Trail</th>
<th>Theory Trail</th>
<th>Practice Trail</th>
<th>Integration Trail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>Review Conflict Theories</td>
<td>Conflict Style Inventory</td>
<td>Reflective Integration Paper</td>
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<tr>
<td>Interview</td>
<td>Evaluate 50 Theories</td>
<td>Self-select Readings</td>
<td>Publishable-quality Paper</td>
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<tr>
<td>WordPress Portfolio</td>
<td>Creative Theory</td>
<td>Simulate Media Role</td>
<td>Recorded Presentation</td>
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<td>Wiki Code-of-Ethics</td>
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Theory Trail

- Review selected theories.
- Evaluate 50 theories.
- Synthesize theories to apply to a selected practice.

Institute for Multi-Track Diplomacy (imtd.org)
Theories, Models, Frameworks, and Schema

Grade each of the following concepts using this guide:

• A – Applicable to my area of interest.
• B – Basic to the conflict field.
• C – Could be useful in the future.
• D – Do not understand or have not studied.
• F – Faulty idea.

• Dual-Concern Model
• Structural Violence
• Game Theory
• Chosen Trauma
• Freud id/ego/superego
• Communicative Action
• Relative Deprivation
• Cognitive Dissonance
• Narrative theory
• Basic Human Needs
  • plus 40 more
Psychological and Sociological Causes of Conflict

1. Collective Memory
2. Discrimination
3. Frustration
4. Identity
5. Human Needs
6. Nationalism
7. Relative Deprivation
8. Social Change

<table>
<thead>
<tr>
<th>Structural</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>D</td>
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<td>G</td>
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Realistic
# Rubric for Excellent Papers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional results</th>
<th>Fully successful assessment</th>
<th>Demonstrating weakness</th>
<th>Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on purpose</td>
<td>Complete understanding and focus on the purpose, while demonstrating creativity.</td>
<td>Ideas are clearly related to the subject and our discipline.</td>
<td>Missing the purpose or massaging the purpose to fit preconceived ideas.</td>
<td>Writing not related to conflict theory or practice.</td>
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<tr>
<td>Depth of thought</td>
<td>Evidence-based ideas synthesizing material in new ways.</td>
<td>Writing based on original thinking derived from conflict theory or experience in practice.</td>
<td>Indications that ideas have been reused without improvement.</td>
<td>Free flow of ideas, not well organized, or off the subject.</td>
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<tr>
<td>Clarity of communicating</td>
<td>Flawless writing of professional quality.</td>
<td>Writing edited to be as short and to the point as possible while including significant substance. Complex thoughts can be presented simply.</td>
<td>Too long, material straying from the subject, poor grammar and lack of organization.</td>
<td>Steam-of-consciousness writing, or not consistent with graduate-level work.</td>
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<tr>
<td>Organization</td>
<td>Creative, engaging, clear, purposeful, and convincing.</td>
<td>A clear thesis, introduction, closing, at least three significant ideas, and reader-focused.</td>
<td>Lacking organization; not on par with a standard five-paragraph essay.</td>
<td>Unorganized with no apparent purpose; missing a thesis statement of some form.</td>
</tr>
<tr>
<td>Points</td>
<td>90 - 100</td>
<td>80 - 89</td>
<td>70 - 79</td>
<td>&gt;70</td>
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</table>
Final Reflection

• What do you want your students to learn?
• Do your assessments align with your objectives?
• Can you design your assessments to be high impact and low stakes?
• Is your feedback focused on learning?
• Do you spend too much time grading?
• Are your methods transferable to distance learning?

Photo by Andy Zahn (c. 2014)
“Lake of the Angels”
Washington State