KIN 240 STUDENT LEARNING OUTCOMES

1) Identify compartments of life experiences in which physical activity plays an important part.

2) Identify the breadth of kinesiology as a discipline and its related fields.

3) Demonstrate an understanding of the meaning of personal choice, responsibility and professional commitment in education and career preparation and how personal values relate to career choice.
WHICH SLO SHALL WE EVALUATE?

SLO #2 – Identify the breadth of kinesiology as a discipline and its related fields.

Why is this SLO important? Two-fold reason:

1) This is an INTRO level course – we really want to look at, dissect, and evaluate kinesiology on a macro level (i.e. “breadth”). We want students to know what they are getting into in KIN on a larger level. This question explores that!

2) The discipline of Kinesiology includes numerous sub-disciplines that fall beneath; thus, we want to explore these in depth (“related fields”)
HOW DO I APPROACH SLO WITH STUDENTS?

Important to tell them WHY we are doing this
–tells me how much they are absorbing the information
–tells me/them if they are engaged and learning
–tells me if I am doing my job!
–tells me what I need to do in regards to re-teaching / reviewing / revisiting certain topics
HOW DO I MAKE IT MEANINGFUL FOR THEM?

Why are students going to give me “an honest day’s work” (i.e. a good effort and fully exploring the SLO with critical thought and the exhibition of higher level thinking skills)?

--They get credit for it!

--We spend time discussing how this class is CRITICAL for them to start making “rest of life” decisions

a. Do I like Kinesiology?

b. Am I interested in the sub-disciplines?

c. Does this bore me or does my interest level peak with this material?
REMEMBER ...

No meaning = No interest
No interest = No learning

Thus ...

Material that is meaningful to the student often facilitates learning and retention of subject matter. (Baseball cards to learn math!)
How did I assess this SLO?

In order to assess students’ knowledge, I attempted to make my rubric precise. Students were graded on a 0-6 scoring table, with a 6 being the highest possible score. I took the question and broke it into two separate components.

(I) Component 1 – the breadth of kinesiology as a discipline and

(II) Component 2 – discuss at least three of its fields.

I then graded EACH COMPONENT as its OWN QUESTION on a 0-3 grading scale. Thus, if the student answered the first component (I) perfectly, then he/she received a “3”. If the student answered the second component (II) perfectly, then he/she received another “3”. The total score would then be a 6 for a perfect score. See rubric on next page.
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Note: 1 point subtracted on Component 2 if they didn’t identify 1 of the 3 sub-disciplines / 2 points subtracted if they didn’t ...
DEFINITIONS? COMPONENT 1

Identify properly = to describe Kines as more than just “sports” and “athletic training” (KIN is the study of human movement and it envelops the whole person – KIN takes a holistic approach to physical activity)

Knowledge = the ability to expound upon the issues with substance-filled information (as opposed to “fluff”). In other words, sell me on the fact that you KNOW what you are talking about.
DEFINITIONS? COMPONENT 2

Identify properly = to properly label 3 of the 7 sub-disciplines of KIN (history of PA, physiology of PA, psychology of PA, sociology of PA, philosophy of PA, biomechanics, motor behavior)

Knowledge = to provide ample information regarding to each of the 3 sub-disciplines chosen. Examples of information include history of the sub-discipline, research methods of the sub-discipline, knowledge overview of the sub-discipline, and professional opportunities in the sub-discipline.
SO, HOW DID WE DO?

Students performed admirably on the SLO question. A total of 40 students took the mid-term examination a few weeks back. The rubric results were as follows:

- 6 – 7 students
- 5 – 10 students
- 4 – 12 students
- 3 – 5 students
- 2 – 6 students
- 1 – 0 students
- 0 – 0 students

Overall, 29 of 40 students performed GOOD (4,5,6) and 17 of 40 performed VERY GOOD (5,6). Thus, just under 75% of students in the class had a firm grasp of what we were asking them to address. The data shows that students were able to comprehend the question and provide adequate knowledge related to both components of the question. In short, most were able to identify the depth and breadth of kinesiology as a discipline and they were able to discuss at least three of its related fields.
THOUGHTS?

My biggest concern is HOW the question is worded. I think it is TOO BROAD. Although I know it’s meant to measure the depth and breadth of the student’s knowledge regarding the said question, the sheer volume of information or the angles that can be taken to attack the question are just too broad. This is why I had 17 students score either a 3 or 4. I think they just didn’t know where to begin. They seemed to be overwhelmed because the question, unlike most questions that we have grown up with in our earlier years (i.e. K-12), required broad amounts of information (as opposed to a simple answer to a more pointed question).

Some students listed the units of the text as the 3 different related fields. They said the fields included physical activity experiences, professional practice in kinesiology, and scholarly study in kinesiology. What we are looking for is NOT the different units explored, we are looking for the related fields to kinesiology (i.e. we are looking for its sub-disciplines!).
What I plan to do, however, is just do a better job of TEACHING the concept that some of them missed – that kinesiology has several related fields (sub-disciplines) that fall under the umbrella of kinesiology. I need to find creative ways to engage them further. I need to also find ways to “practice.” (I think I’ll give a “practice” essay on the topic next time and attempt to measure students’ understanding of the topic).

In short, if I have 11 students that scored a 2 or 3, I CAN’T take the easy way out and say, “Well, they must not have studied.” Instead, I need to take a look at MY teaching methods. Next time I assess SLO #2, I want to evaluate how I can BETTER teach the information to students so that it makes BETTER sense to them.

Overall, I was pleased that 17/40 students scored a 5 or 6 (and 29 scored a 4, 5, or 6), but it also means that 11 were “left behind.” My job now is to find ways to get ALL of the students on board.
FINAL THOUGHTS?

SLO’s are:

1) An effective way for us to measure our effectiveness

2) A way for us to stay “on our toes” – teaching methods are always changing, students are changing, times are changing (what may have worked 5/10/15 years ago may not work now).

3) A way for us to gather data from our students and then collaborate with those in our department to gather ideas and improve on our craft

4) FINALLY, it’s a way to gauge if our students are LEARNING!!!!! If they aren’t learning, we can’t be stubborn. I’ve had to change my coaching style, and over the years I’ve had to change my teaching styles.