

Knowing What Your Students are Learning



Photo by Andy Zahn (c. 2014)
"The Valley of Heaven"
Washington State



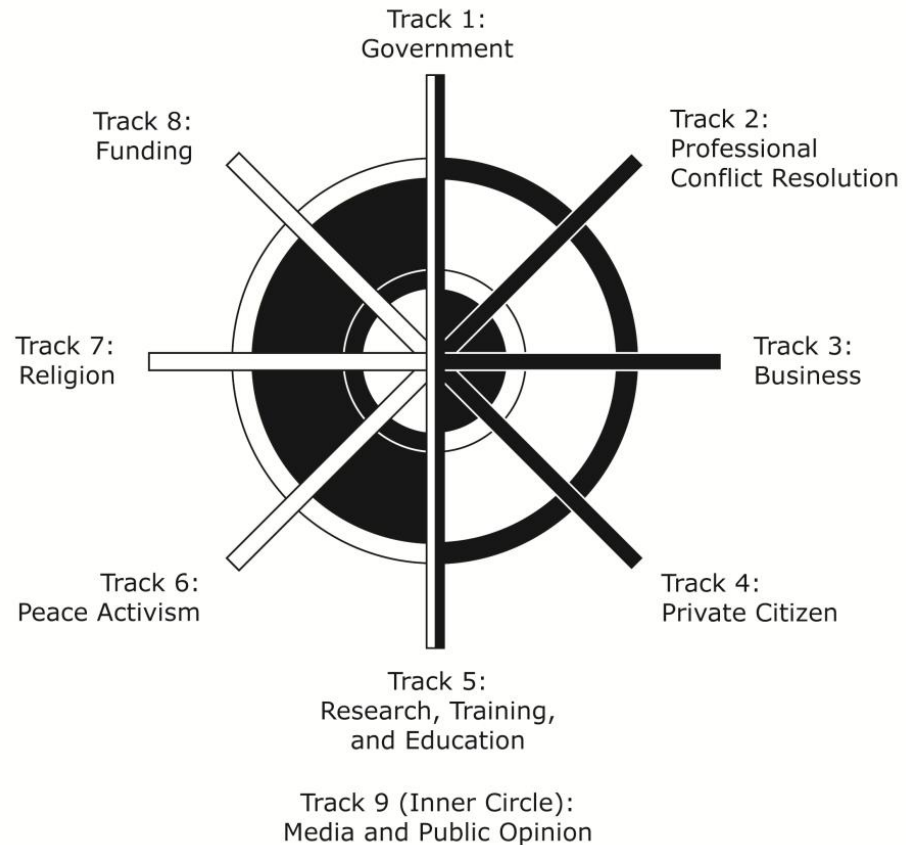
CONF 642
Integration of Theory and Practice

Course Deliverables

Career Trail	Resume	Interview	WordPress Portfolio	
Theory Trail	Review Conflict Theories	Evaluate 50 Theories	Creative Theory	
Practice Trail	Conflict Style Inventory	Self-select Readings	Simulate Media Role	4-Panel Chart
Integration Trail	Reflective Integration Paper	Publishable-quality Paper	Recorded Presentation	Wiki Code-of-Ethics

Theory Trail

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



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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

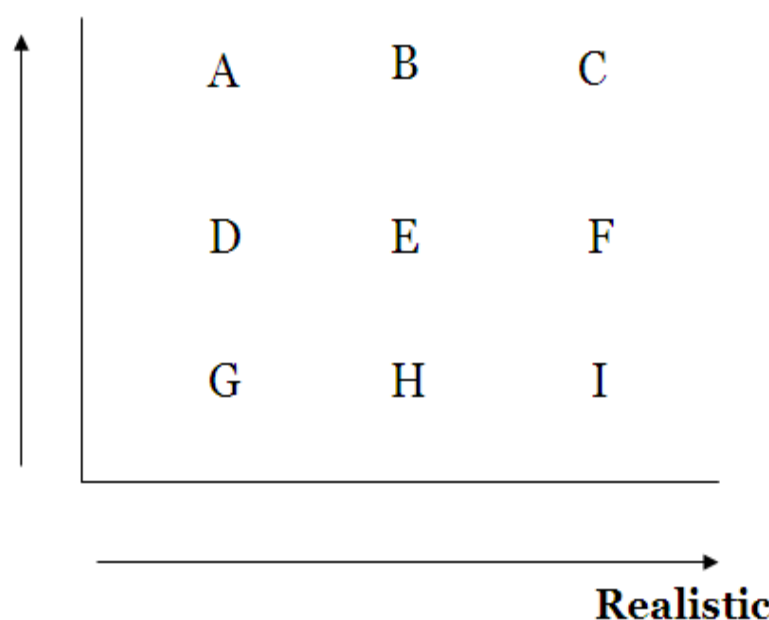
5. Human Needs

6. Nationalism

7. Relative Deprivation

8. Social Change

Structural



A	B	C
D	E	F
G	H	I

A

B

C

D

E

F

G

H

I

Realistic

Rubric for Excellent Papers

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

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?

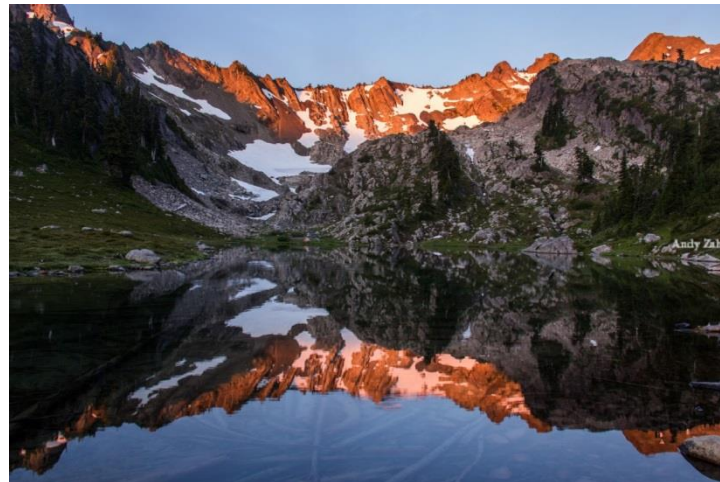


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