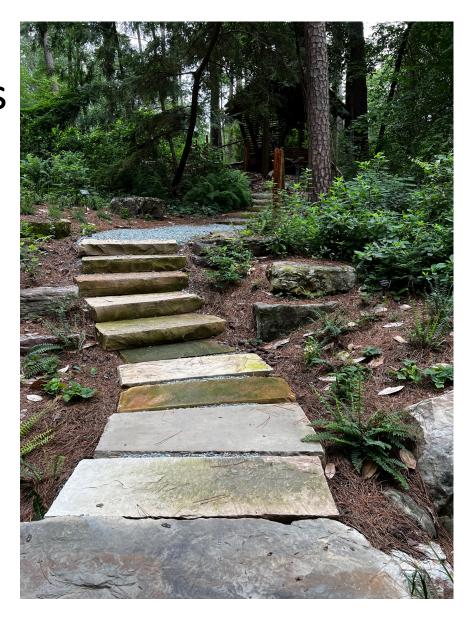# Honoring Students' Journeys

Fostering Equitable Engaged Learning with Attention to Students' Experiences and Goals

Jessie L. Moore

Director, Center for Engaged Learning

Professor, English: Professional Writing & Rhetoric

Elon University

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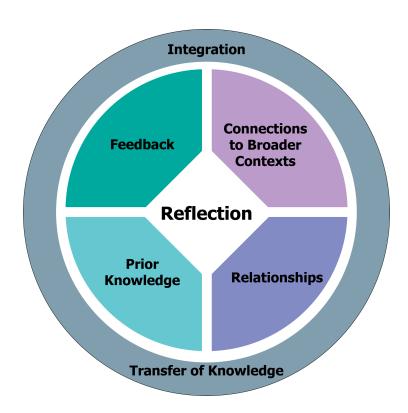
https://bit.ly/
2024-day-of-learning

Photo by Martin Springborg for *What Teaching Looks Like* - Figure 3.08 Faculty and staff observe as a faculty member in geological and planetary science guides students in an earth sciences class at a doctoral institution.

Think about a meaningful learning moment…

Where did it occur? Who was involved? What was involved?
What made it meaningful for your – or others' – lifelong learning?

6 Key Practices for Fostering Engaged Learning

- Acknowledging and building on students' prior knowledge and experiences

- Facilitating relationships

- Offering feedback

- Framing connections to broader contexts

- Fostering reflection on learning and self

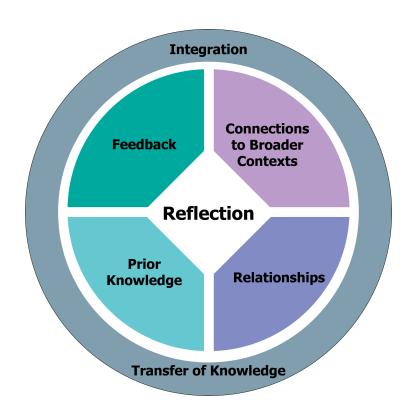- Promoting integration and transfer of knowledge and skills

(Moore, 2023)

6 Key Practices for Fostering Engaged Learning

- Acknowledging and building on students' prior knowledge and experiences
- Facilitating relationships
- Offering feedback
- Framing connections to broader contexts
- Fostering reflection on learning and self
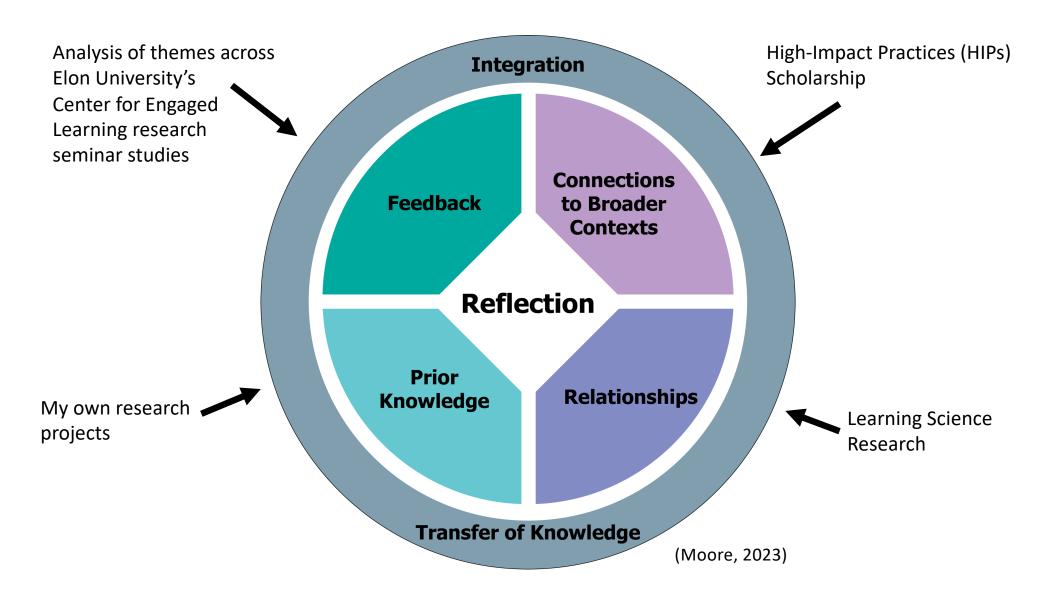- Promoting integration and transfer of knowledge and skills

(Moore, 2023)

Analysis of themes across Elon University's Center for Engaged Learning research seminar studies

High-Impact Practices (HIPs) Scholarship

My own research projects

Learning Science Research

Integration

Feedback

Connections to Broader Contexts

Reflection

Prior Knowledge

Relationships

Transfer of Knowledge

(Moore, 2023)

Center for Engaged Learning Research Seminars

Multi-Institutional Research Focus	Countries Represented (Institutions Represented)
Critical Transitions: Writing and the Question of Transfer	Australia, Denmark, Ireland, South Africa, United States (27 Institutions)
Excellence in Mentoring Undergraduate Research	Australia, Bangladesh, Canada, United Kingdom, United States (29 Institutions)
Integrating Global Learning with the University Experience	Canada, United States (20 Institutions)
Faculty Change Towards High-Impact Pedagogies	Canada, New Zealand, Sweden, United States (5 Institutions)
Residential Learning Communities as a High-Impact Practice	United States (22 Institutions)
Capstone Experiences	Australia, Canada, United States (21 Institutions)
Writing Beyond the University	Australia, Czech Republic, Germany, Ireland, Kenya, Oman, Singapore, United Kingdom, United States (32 Institutions)
(Re)Examining Conditions for Meaningful Learning	New Zealand, Singapore, United Kingdom, United States (14 Institutions)

Fostering Equitable Engaged Learning with Attention to Students' Experiences and Goals
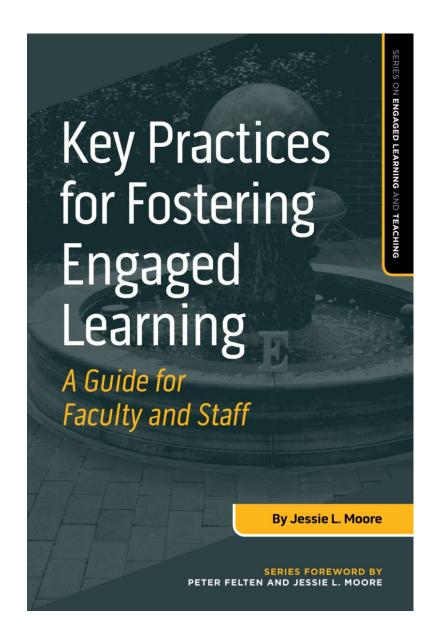

Photo by Martin Springborg for *What Teaching Looks Like* - Figure 1.05

A faculty member in biology shows plant samples during a lecture in biology class at a mixed baccalaureate/associate's institution.

Engaged learning entails students actively and intentionally participating in their own learning, not only at discrete moments but rather as an ongoing, lifelong activity.
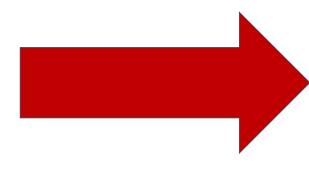
Moore, 2023, p. 3

High-Impact Practice	Participation Rate	
	CEL/Elon Poll Survey of U.S. Graduates (2019/2021)	National Survey of Student Engagement (2020 Seniors)
Internship, field experience, or work placement	52% / 50%	50%
Service-learning or community-engaged learning	35% / 36%	59%
Capstone project or culminating experience	32% / 32%	42%
Undergraduate research	32% / 32%	23%
Study abroad	19% / 20%	14%
ePortfolio	18% / 18%	N/A
Learning community	N/A	21%

Features of High-Impact Practices:

Expectations of Students

Challenges Scaling with High Quality

Limited Access

Key Practices:

What Faculty / Staff Can Do

In and Beyond the Classroom

Equity-Oriented

How do we attend to… students' prior experiences?

Photo by Martin Springborg for *What Teaching Looks Like* – Figure 0.07
A student takes a break in a common area at a doctoral institution.

Prior Knowledge

Cornerstone Key Practice:
Acknowledging and Building on Student's **Prior Knowledge and Experiences**

To actively and intentionally participate in their lifelong learning—that is, to be engaged learners—students must be able to identify their relevant prior knowledge and experiences ("the prior") and adapt them for new contexts.

Moore, 2023, p. 17

Photo by Andrew Neel on Unsplash

- Only 58.9% of recent graduates reported that faculty repeatedly asked them to draw on prior experiences when they learned new things.

- 26.6% reported encountering that invitation to call on their prior experiences *only once* during their college careers.

- 14.5% reported *never* being asked to explicitly draw on the knowledge they brought to a course from their other coursework and life experiences.

University of Johannesburg	National University of Ireland, Maynooth	George Washington University
470 students surveyed	250 students surveyed	63 students surveyed
"I am a writer"		
49%	76%	67%

Adapted from Moore (2023);
Data source for table: Farrell et al., 2017

University of Johannesburg	National University of Ireland, Maynooth	George Washington University
470 students surveyed	250 students surveyed	63 students surveyed
"I am a writer"		
49%	76%	67%
Writing is relevant to own life		
72%	62%	67%

Adapted from Moore (2023);
Data source for table: Farrell et al., 2017

University of Johannesburg	National University of Ireland, Maynooth	George Washington University
470 students surveyed	250 students surveyed	63 students surveyed
"I am a writer"		
49%	76%	67%
Writing is relevant to own life		
72%	62%	67%
Confident about ability to write at the university level		
71%	72%	84%

Adapted from Moore (2023);
Data source for table: Farrell et al., 2017

University of Johannesburg	National University of Ireland, Maynooth	George Washington University
470 students surveyed	250 students surveyed	63 students surveyed
"I am a writer"		
49%	76%	67%
Writing is relevant to own life		
72%	62%	67%
Confident about ability to write at the university level		
71%	72%	84%
Completed six or more short papers (<5 pages) in final year of high school		
78%	84%	93%

Adapted from Moore (2023);
Data source for table: Farrell et al., 2017

University of Johannesburg	National University of Ireland, Maynooth	George Washington University
470 students surveyed	250 students surveyed	63 students surveyed
"I am a writer"		
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Writing is relevant to own life		
72%	62%	67%
Confident about ability to write at the university level		
71%	72%	84%
Completed six or more short papers (<5 pages) in final year of high school		
78%	84%	93%
Completed one or more longer papers (5+ pages) in final year of high school		
19%	95%	88%

Adapted from Moore (2023);
Data source for table: Farrell et al., 2017

The Writing Lives of College Students

Revisualizing Composition Study Group
A WIDE Survey and Whitepaper
September 7, 2010

Contacts:

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piggstac@msu.edu

**The Writing in Digital Environments
(WIDE) Research Center**
http://wide.msu.edu

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Indiana University, Purdue University, Fort Wayne
Suzanne Rumsey

Lansing Community College
Martine Courant Rife

Leeward Community College
Robyn Tasaka

University of North Carolina, Pembroke
Dundee Lackey

University of Texas, El Paso
Beth Brunk-Chavez

Revisualizing Composition: How First-Year Writers Use Composing Technologies

Jessie L. Moore [a], Paula Rosinski [b], Tim Peeples [c], Stacey Pigg [d], Martine Courant Rife [e], Beth Brunk-Chavez [f], Dundee Lackey [g], Suzanne Kesler Rumsey [h], Robyn Tasaka [i], Paul Curran [j], Jeffrey T. Grabill [k]

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[c] *Elon University, 2200 Campus Box, Elon, NC 27244*
[d] *North Carolina State University, Tompkins Hall 131D, Box 8105, Raleigh, NC 27695*
[e] *Lansing Community College, English Department, Arts & Sciences Building, 2nd Floor North, Lansing, MI 48933*
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[g] *Texas Woman's University, P.O. Box 425829, Denton, TX 76204-5829*
[h] *Indiana University Purdue University Fort Wayne, Department of English and Linguistics, Fort Wayne, IN 46805*
[i] *University of Hawai'i-West O'ahu, The No'eau Center for Writing, Math, and Academic Success, Library B-203, Kapolei, HI 96707*
[j] *Kenyon College, Institutional Research, 103 College Drive, Gambier, OH 43022*
[k] *Michigan State University, 434 Farm Lane, 235 Bessey Hall, East Lansing, MI 48824*

Table 3
Purposes for writing, as percentage of technology use.

	Word-Processing Program	Notebook or Paper	Pencil	Email	Cell Phone	Facebook	Blog	Twitter	Wiki
# of Cases	5714	5388	4678	2920	2853	2822	600	580	346
For Personal Fulfillment	32%	47%	48%	51%	63%	58%	58%	61%	32%
For Entertainment	13%	12%	12%	40%	63%	75%	62%	72%	28%
To Participate in Public Life (citizenship, community)	8%	6%	7%	31%	31%	31%	23%	30%	15%
To Fulfill a School Assignment	79%	66%	63%	54%	23%	22%	38%	27%	84%
To Fulfill the Requirements of a Job	14%	10%	12%	24%	12%	8%	16%	12%	18%

How do we identify the "prior" that students bring so that we can acknowledge and build on it?

Photo by Martin Springborg for *What Teaching Looks Like* – Figure 2.08

A faculty member in biology and forestry celebrates a student success in his soil science class at a mixed baccalaureate/associate's institution.

MARICOPA COMMUNITY COLLEGES

FAST FACTS

2023-2024

Student **Intent**

- **36%** Transfer to University
- **27%** High School Student
- **19%** Enter/Advance in Job Market
- **11%** Personal Interest
- **4%** University Student
- **3%** Undeclared
- **1%** Bachelor's Degree

Prior **Education**

- **39%** No College or University
- **22%** Some College or Univ., No Degree
- **22%** Undeclared
- **6%** Some College while in High School
- **5%** Bachelor's Degree
- **4%** Associate's Degree
- **2%** Master's Degree or higher
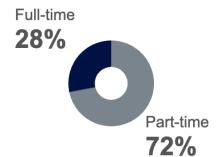
Academic **Load**

Full-time
28%

Part-time
72%

First **Generation**

47% First Generation	53% Not First Gen

Averages

Age	**24**
Credit Hours	**8.1**

https://www.maricopa.edu/about/institutional-data/fast-facts

PHOENIX COLLEGE
A **MARICOPA** COMMUNITY COLLEGE

2023-2024

FAST FACTS

Student **Intent**

35%	Transfer to University
24%	Enter/Advance in Job Market
19%	High School Student
11%	Personal Interest
6%	Undeclared
3%	University Student
2%	Bachelor's Degree

Prior **Education**

37%	No College or University
26%	Some College or Univ., No Degree
16%	Undeclared
6%	Associate's Degree
6%	Bachelor's Degree
6%	Some College while in High School
3%	Master's Degree or higher

Academic **Load**

Full-time
24%

Part-time
76%

First **Generation**

64% First Generation	36% Not First Gen

Averages

Age	**26**
Credit Hours	**7.5**

https://www.maricopa.edu/about/institutional-data/fast-facts

Lyle Cady 🛡 · 2nd

Passionate educator, higher education leader and instructional designer.

University of Wisconsin Stout Graduate School
Graduate Certificate, Insructional Design
2019 - 2020

Arizona State University
Masters, Music Education
Jan 2009 - Aug 2010

Grade: Magna Cum Laude

Rio Salado College
Post Baccalaureate, Secondary Education and Teaching
2006 - 2008

Focused on learning best practices in secondary and adult education with the objective of becoming highly effective state certified teacher.

Arizona State University
Bachelor's Degree, American Indian Studies
2001 - 2005

Grade: Cum Laude

Activities and societies: Member of the National Honor Society
Recipient of the Louise Lincoln Kerr scholarship

Majored in American Indian Studies and minored in Music.

Lexine Gonzales · 3rd

Student Services Analyst at Chandler-Gilbert Community College

Arizona State University
Bachelor of Science - BS, Family and Human Development
Jul 2019 - May 2021

Summa Cum Laude

South Mountain Community College
Web Development, Computer Science
2024

Mesa Community College
Associate of Arts - AA, Fine Art
May 2019

Highest Distinction

Mesa Community College
Academic Certificate, Language Studies
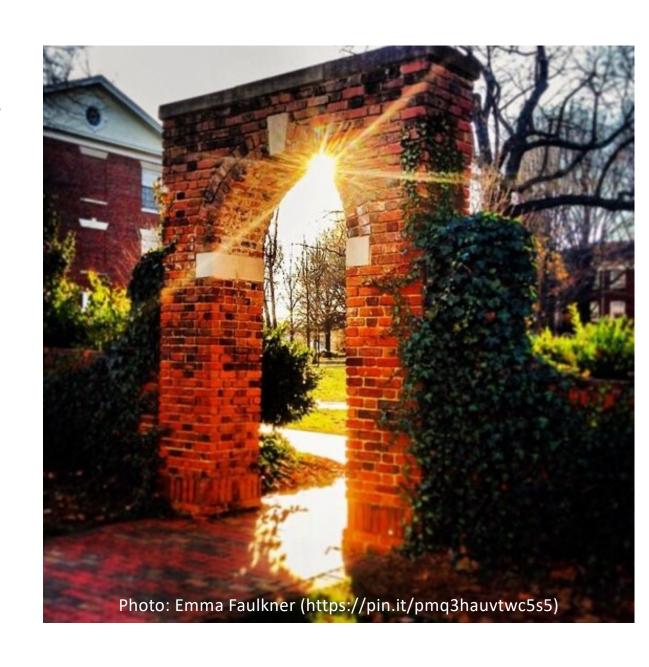May 2019

GateWay Community College
Associate's degree
Aug 2012 - May 2014

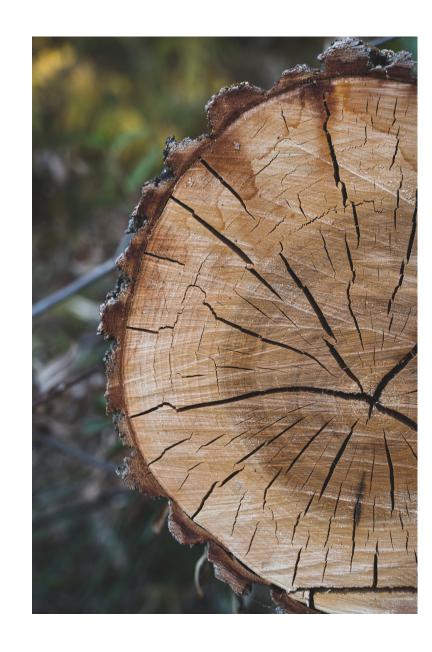Highest Distinction

Threshold Concepts

(Attending to prior knowledge related to our disciplines or fields...)

- Jan Meyer and Ray Land
- Core of the disciplinary world view
- Transformative
- Integrative
- Probably irreversible
- Potentially troublesome

Photo: Emma Faulkner (https://pin.it/pmq3hauvtwc5s5)

How do we identify the concepts or ideas that form the core of our disciplinary world views?

Photo by Courtney Smith on Unsplash

Decoding the Disciplines

What are the bottlenecks to student learning?

What are the disciplinary ideas or processes with which students routinely struggle?

Do these bottlenecks signal gaps in their prior knowledge?

Decoding the Disciplines Wheel

1 Define a bottleneck

2 Uncover the mental task

3 Model tasks

4 Give practice and feedback

5 Motivate and lessen resistance
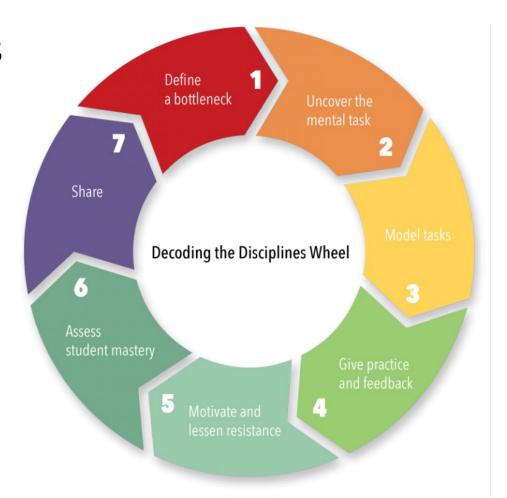
6 Assess student mastery

7 Share

Photo by Martin Springborg for *What Teaching Looks Like* – Figure 4.08

A faculty member in art demonstrates a technique to a student in a drawing class at an associate's institution.

Decoding the Disciplines Wheel

1 Define a bottleneck
2 Uncover the mental task
3 Model tasks
4 Give practice and feedback
5 Motivate and lessen resistance
6 Assess student mastery
7 Share

Prior Knowledge

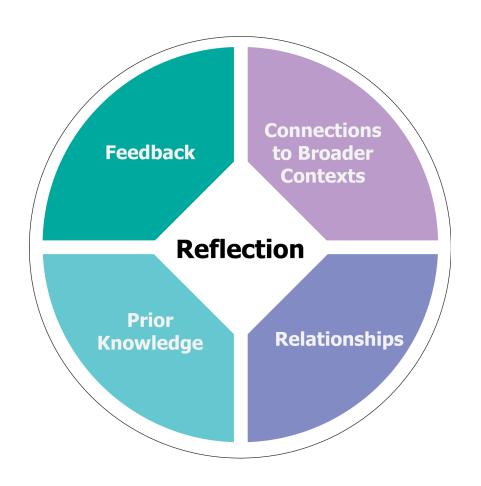**Example questions for asking about "the prior":**

- If you've completed an internship or practicum, what have you learned from your experience that might be applicable to this topic/project/class?

- What experiences from your involvement in student or community organizations seem connected to what we're learning in this class, or what you're doing in this job?

- If you work – whether on- or off-campus – what responsibilities or tasks have you had at work that seem relevant to this discussion/project?

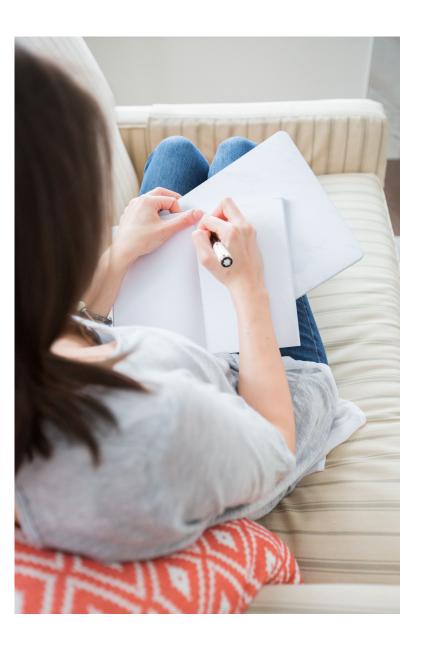How might you help students make their prior knowledge and experiences visible to you?

Photo by Martin Springborg for *What Teaching Looks Like* – Figure 4.04
A faculty member in biology speaks with students during a biology class at an associate's institution.

Facilitating Key Practice:

Fostering Reflection on Learning and Self

Reflection functions as a facilitator for many of the other key practices. Guided reflection… can prompt students to consider what prior knowledge and experiences might be relevant to a new situation. It can foster relationship development… [and] help students attend to feedback they've received… And reflection is critical to making sense of how classroom learning connects to broader contexts.
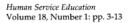
Moore, 2023, p. 80-81

"Reflection… encourages both self-monitoring and arousing mindfulness... Thus, reflection becomes a practice that enables writers to recall, reframe, and relocate their thinking, understanding, and processes…"

(Kara Taczak in Adler-Kassner, et al, 2016/2017, p. 30)

- Only 55% of participants reported having multiple opportunities to reflect on how different parts of their college experience fit together

- 17% reported never having that opportunity

- 22% of first-generation college graduates reported never having that opportunity

- 45% of college graduates who reported that going to college was "definitely *not* worth it" also reported they had not had these opportunities for reflection

IOWA GROW
Guided Reflection on Work

(https://studentlife.uiowa.edu/initiatives/
iowa-grow®/why-we-grow®/)

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?
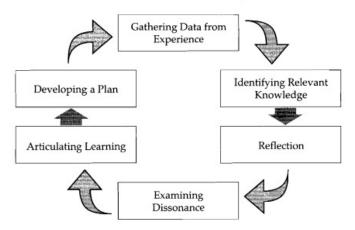
**The Integrative Processing Model:
A Framework for Learning in the Field
Experience**

Pamela M. Kiser

Figure 1: The Integrative Processing Model

Describe
Evaluate
Articulate Learning

(Ash & Clayton; HEQCO)

Reflection

Feedback

Connections to Broader Contexts

Prior Knowledge

Relationships

FIRE2 Toolkit

Internships - During-Experience Reflection

- How does this internship experience relate to what you have learned elsewhere?
- What challenges have you encountered at your internship site, and what strategies have you tried using to navigate those challenges?
- How does your internship experience align with or challenge your academic knowledge?
- How successful have you been so far at meeting your internship responsibilities, and what strategies have contributed to your success?
- What have you learned so far at your internship site that will inform your internship work in the weeks to come?

https://www.centerforengagedlearning.org/fire/

FIRE2 Toolkit

Internships - Post-Experience Reflection

- What did you learn – about yourself or your field of study – during your internship experience?
- In what ways were you successful at your internship site, and what strategies or practices contributed to your success?
- In what ways were you challenged by your internship experience?
- Based on your internship experience, what else would you like to learn to advance in your professional field or related areas?
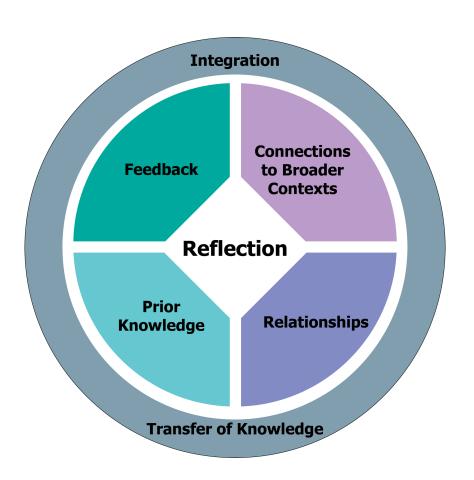
https://www.centerforengagedlearning.org/fire/

How do we attend to… students' goals?

Photo by Martin Springborg
for *What Teaching Looks Like*
– Figure 5.15
A faculty member in culinary
arts consults with culinary
students at an associate's
institution.

Key Practice:

Promoting Integration and Transfer of Knowledge and Skills

Knowledge transfer

- Ability to repurpose or transform prior knowledge and experiences for a new purpose or context

- Sometimes nearly automatic

- Sometimes requires more active awareness

Both automatic ?
Near transfer

Automatic →
Standard ?
Far Transfer

Creative Commons – Attribution, MSVG

Creative Commons – Attribution, Roger Blake

Transfer
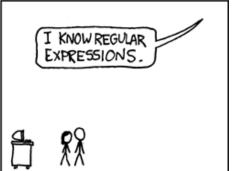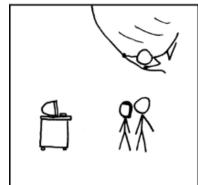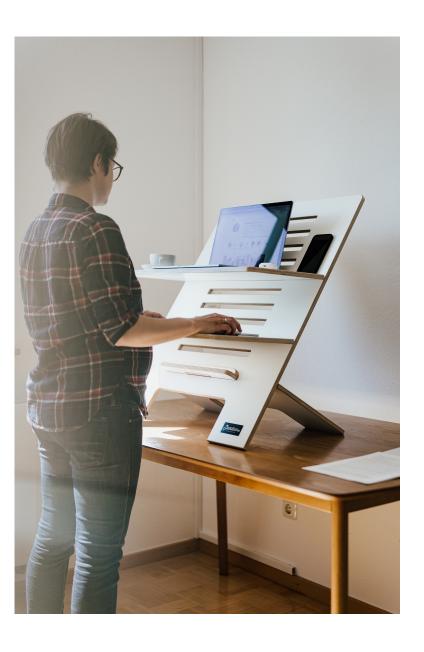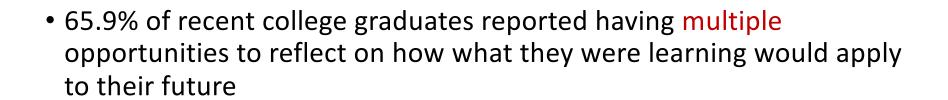
xkcd.com/208/

Higher education curricula are built on the assumption that students will transfer knowledge from course to course—and with the hope that they will integrate what they learn to make meaning of the discrete pieces offered by each individual course.

Moore, 2023, p. 97

Photo by Standsome Worklifestyle on Unsplash

- 65.9% of recent college graduates reported having multiple opportunities to reflect on how what they were learning would apply to their future

- 10.8% reported never having that opportunity

2019 Center for Engaged Learning / Elon Poll Survey of Recent College Graduates

(n=1,575, ages 18-34)

Students Don't Expect Knowledge
to Cross Contexts

Photos by Martin Springborg for *What Teaching Looks Like*

Figure 1.08: A faculty member in communications opens a public speaking class at an associate's institution with a relaxation exercise.

Figure 1.16: A philosophy faculty member engages students in debate during an ethics class at an associate's institution.

Faculty Don't Expect Knowledge to Cross Contexts

Photos by Martin Springborg for *What Teaching Looks Like*

Figure 1.08: A faculty member in communications opens a public speaking class at an associate's institution with a relaxation exercise.
Figure 1.16: A philosophy faculty member engages students in debate during an ethics class at an associate's institution.

"Faculty and staff who teach and mentor student writers, whether inside the classroom or in on-campus employment and other co- and extracurricular contexts, should provide students opportunities to write for varied audiences and purposes… assignments that require students to write to a specific recipient, rather than the teacher or a general reader, offer students much-needed practice in adapting writing to specific audiences and purposes. Writing for 'real' audiences, in turn, also increases the likelihood that students will have opportunities to practice writing a range of genres in varied media, including visual genres."
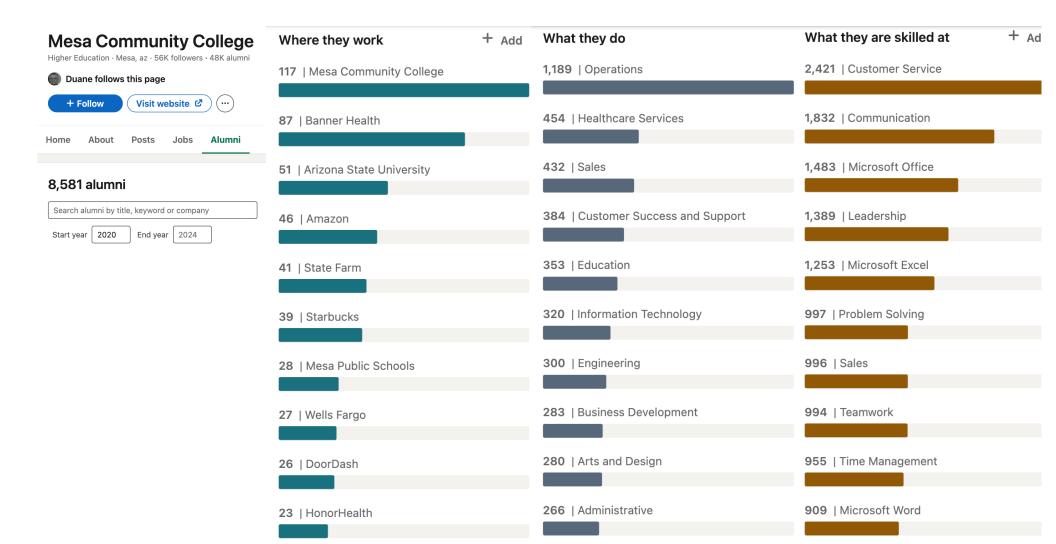
Bleakney, Lindenmann, Maynard, Li, Rosinski, & Moore, 2022, p. 65-66

"Have me practice the job while under supervision so I could have experience under my belt."

"I think putting it in real life situations would have helped get me interested in what I was doing which would have helped me to store that knowledge for the future."

Mesa Community College

Higher Education · Mesa, az · 56K followers · 48K alumni

+ Follow | **Visit website** ⎘ | ⋯

Home | About | Posts | Jobs | **Alumni**

8,581 alumni

Search alumni by title, keyword or company

Start year **2020** End year **2024**

Where they work	+ Add
117	Mesa Community College
87	Banner Health
51	Arizona State University
46	Amazon
41	State Farm
39	Starbucks
28	Mesa Public Schools
27	Wells Fargo
26	DoorDash
23	HonorHealth
19	US Army

What they do	
1,189	Operations
454	Healthcare Services
432	Sales
384	Customer Success and Support
353	Education
320	Information Technology
300	Engineering
283	Business Development
280	Arts and Design
266	Administrative
245	Community and Social Services

What they are skilled at	+ Ad
2,421	Customer Service
1,832	Communication
1,483	Microsoft Office
1,389	Leadership
1,253	Microsoft Excel
997	Problem Solving
996	Sales
994	Teamwork
955	Time Management
909	Microsoft Word
812	Management

GateWay Community College

GateWay empowers others to better their lives through education.

Higher Education · Phoenix, az · 19K followers · 13K alumni

+ Follow   **Visit website ⧉**   **···**

Home   About   Posts   Jobs   **Alumni**

3,149 alumni

Search alumni by title, keyword or company

Start year **2020**   End year **2024**

Where they work   + Add

66 | Banner Health

56 | American Express

54 | HonorHealth

36 | Bank of America

32 | GateWay Community College

29 | Amazon

28 | JPMorgan Chase & Co.

28 | Year Up

22 | Mayo Clinic

21 | Phoenix Children's

17 | Abrazo Health

What they do

462 | Healthcare Services

358 | Operations

167 | Information Technology

140 | Customer Success and Support

118 | Education

111 | Sales

103 | Community and Social Services

87 | Engineering

85 | Administrative

79 | Finance

67 | Business Development

What they are skilled at   + Add

876 | Customer Service

697 | Communication

535 | Microsoft Office

484 | Leadership

452 | Microsoft Excel

406 | Teamwork

395 | Problem Solving

391 | Time Management

359 | Microsoft Word

268 | Sales
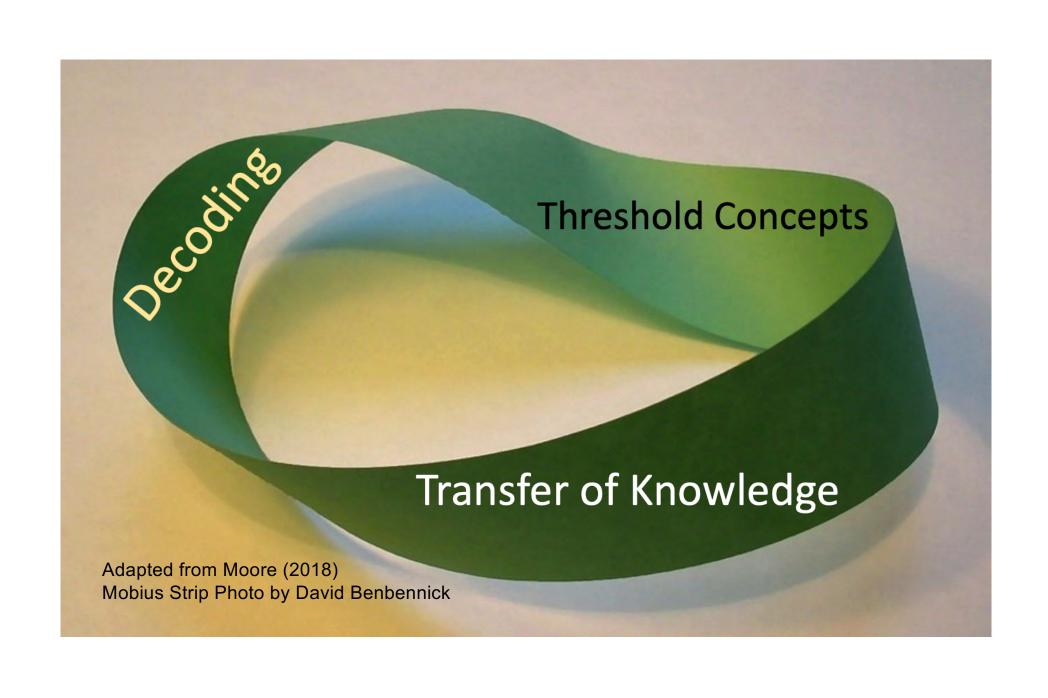
256 | Management

Case-Based Pedagogies

Client Projects

Tapping Alumni Partnerships

Work-Integrated Learning

Opportunities to practice transfer of knowledge, sequenced to prepare for wicked tendencies

(Moore et al., 2020; Moore 2023)

Decoding

Threshold Concepts

Transfer of Knowledge

Adapted from Moore (2018)
Mobius Strip Photo by David Benbennick

Journeying *through*…

Thresholds

Photo: Emma Faulkner (https://pin.it/pmq3hauvtwc5s5)

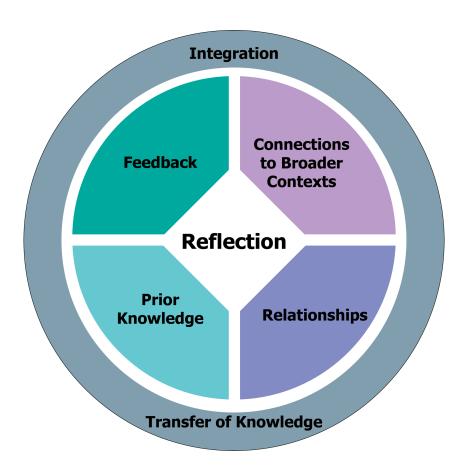Journeying *through*...

Bottlenecks

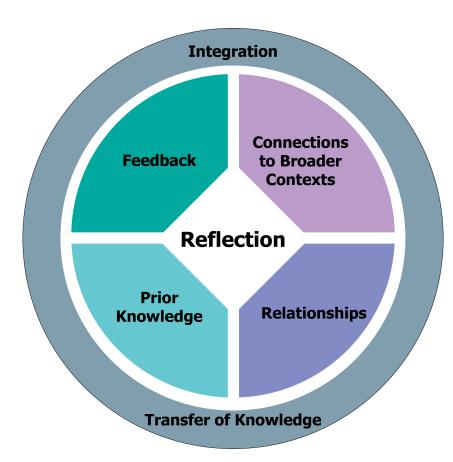Photo: Fractus Learning

Decoding the Disciplines

Knowledge Transfer

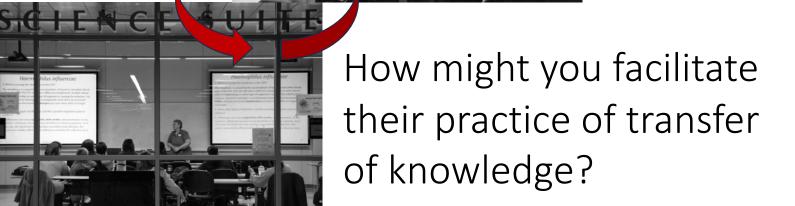**Example questions for promoting transfer and integration:**

- Where in your daily life have you encountered similar ideas or strategies? How do they relate to our current discussion or project?

- What have you learned in your classes that might help you with this project?

- What have you learned in your internship or on-campus job that might be relevant to this class?

- In the next week, when or where could you try out this concept/strategy in your daily life?

Examples of modeling transfer-focused thinking:

- Reflecting back:
  - When I approach this type of project, I draw on…
  - We did project X first because we'll need to analyze the data we gathered to prepare our strategy for project Y.

- Bridging forward:
  - This project required you to develop/practice [specific knowledge]; I find myself using that knowledge when I…
  - My work with projects like this helped me demonstrate that I was qualified or advancement; I was able to…

How might you help students develop a transfer of knowledge mindset?

How might you facilitate their practice of transfer of knowledge?

Photos by Martin Springborg for *What Teaching Looks Like*

Figure 1.05: A faculty member in biology shows plant samples during a lecture in biology class at a mixed baccalaureate/associate's institution.

Figure 4.04: A faculty member in biology speaks with students during a biology class at an associate's institution.

Honoring Students' Journeys

Fostering Equitable Engaged Learning with Attention to Students' Experiences and Goals

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