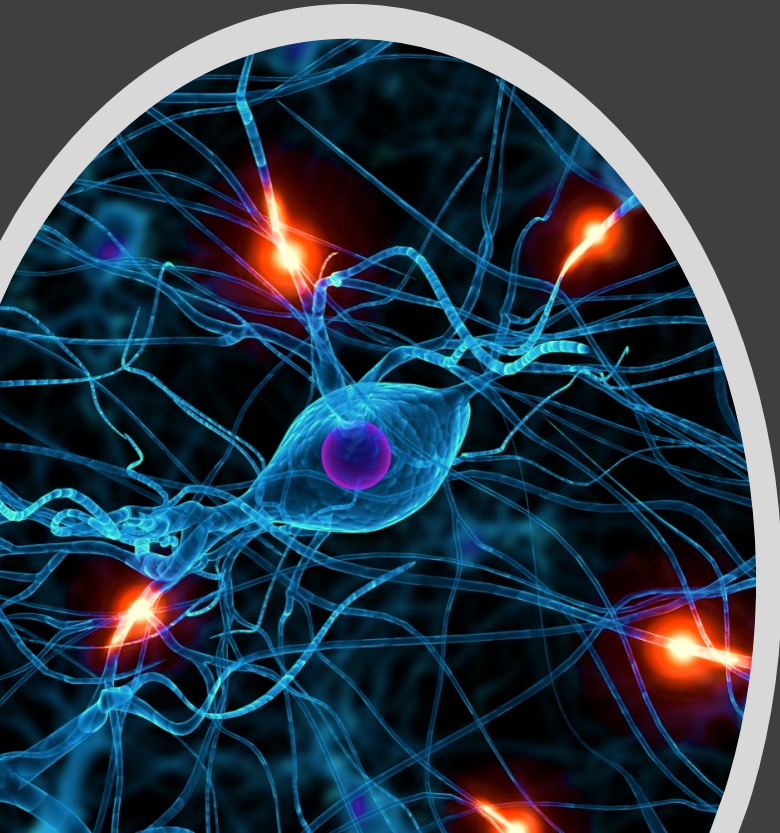




How Learning Science Influences the Assessment of Learning and Development



- Marilee Bresciani Ludvik, Ph.D.
- She/Her/Hers
- Honoring Native Land: Kiikaapoi, Jumanos, Tawakoni, Wichita, Comanche
- Professor and Chair, Educational Leadership and Policy Studies
- Director, Intrapersonal Competency Cultivation Research Team
- University of Texas Arlington
- Marilee.Ludvik@uta.edu
- <https://competencycultivation.uta.edu>

What drew you To this session?

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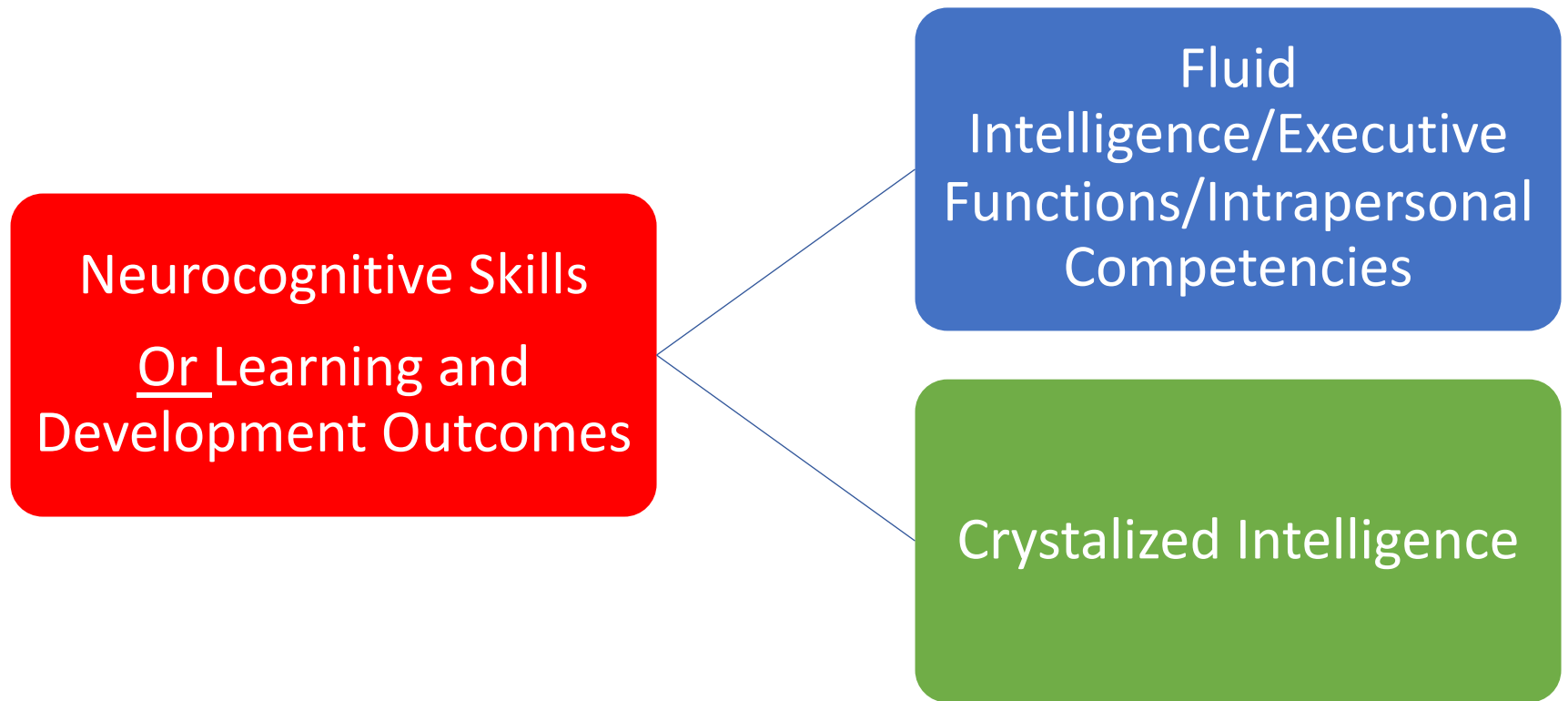
THEORETICAL CONTEXT SETTING: NEURODIVERSITY

Learning and Development are inextricably
intertwined

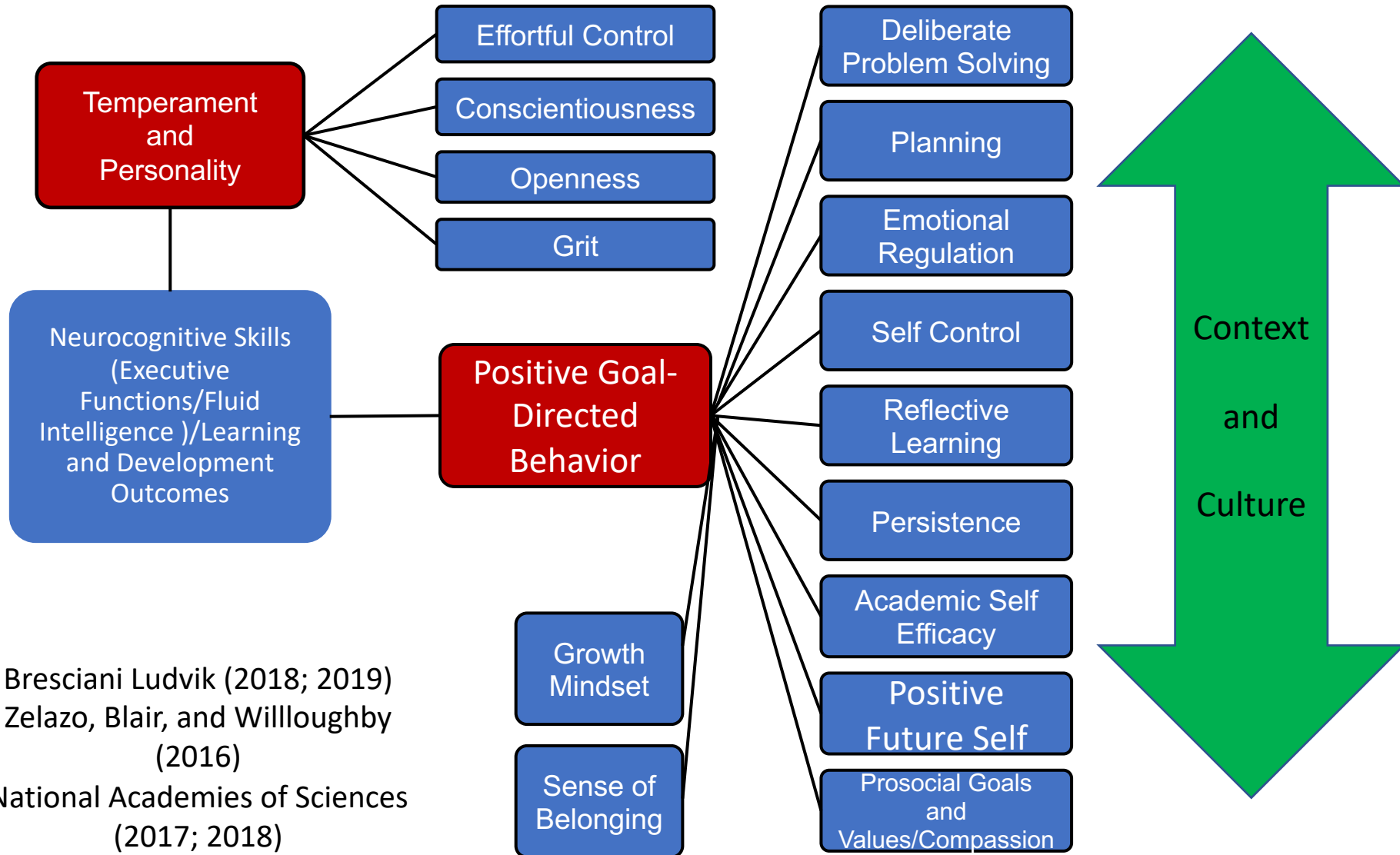
Student Learning Imperative, 1996

Learning and Development as Neurocognitive Skills

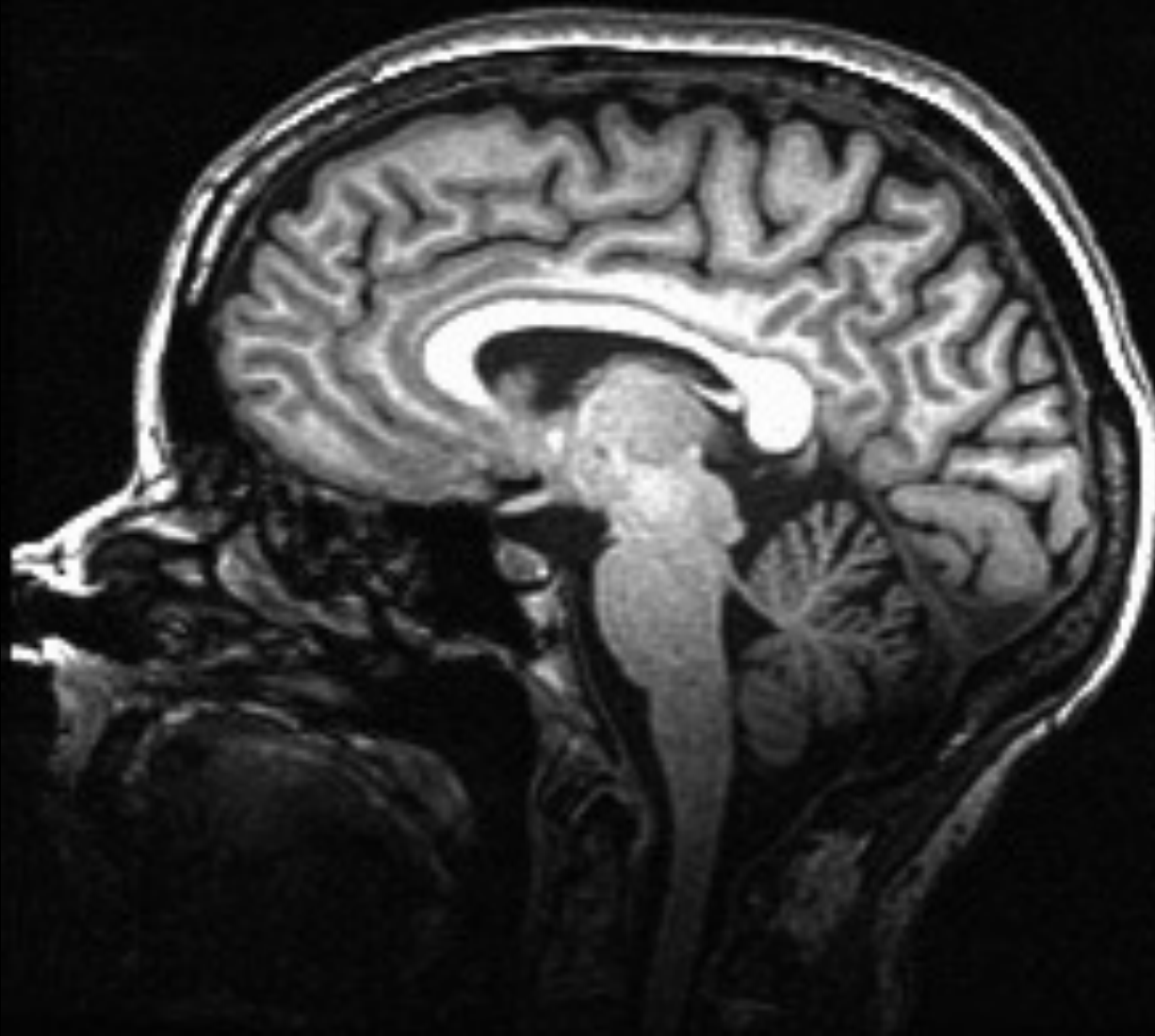
(Bresciani Ludvik, 2018; Zelazo, Blair, and Willoughby, 2016)



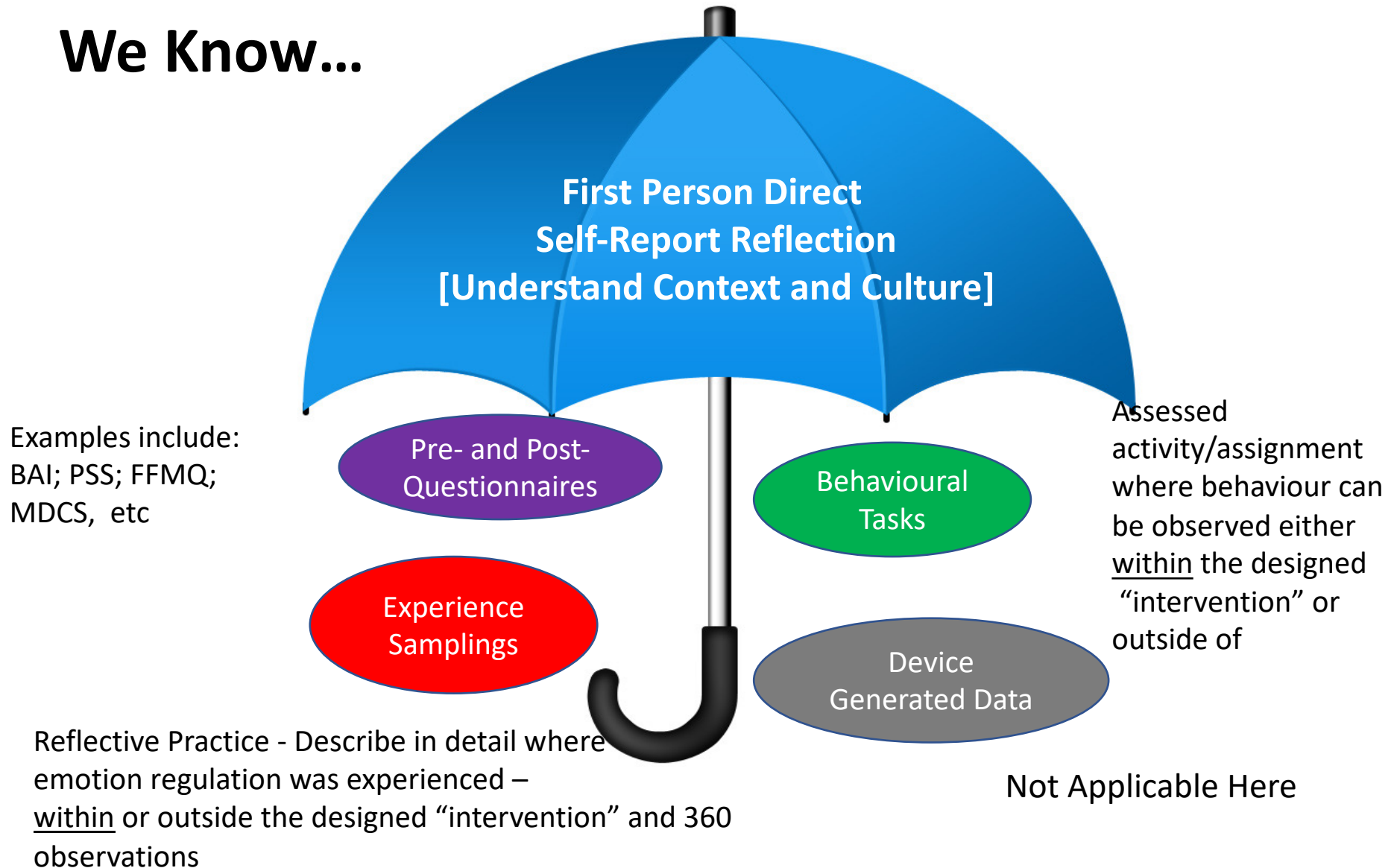
Malleable Fluid Intelligence/Executive Functions/IPC to Specific Learning and Development Outcomes



NEUROPLASTICITY



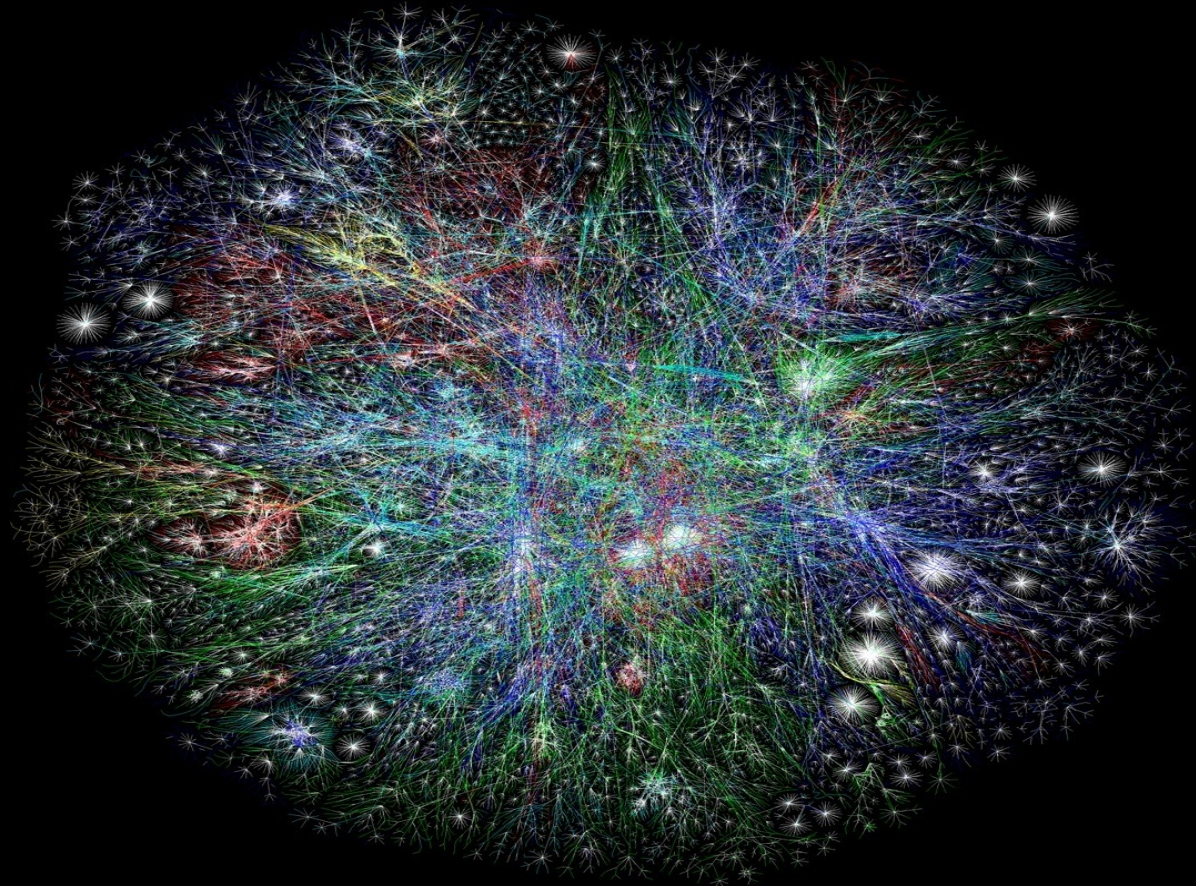
How Do We Know...

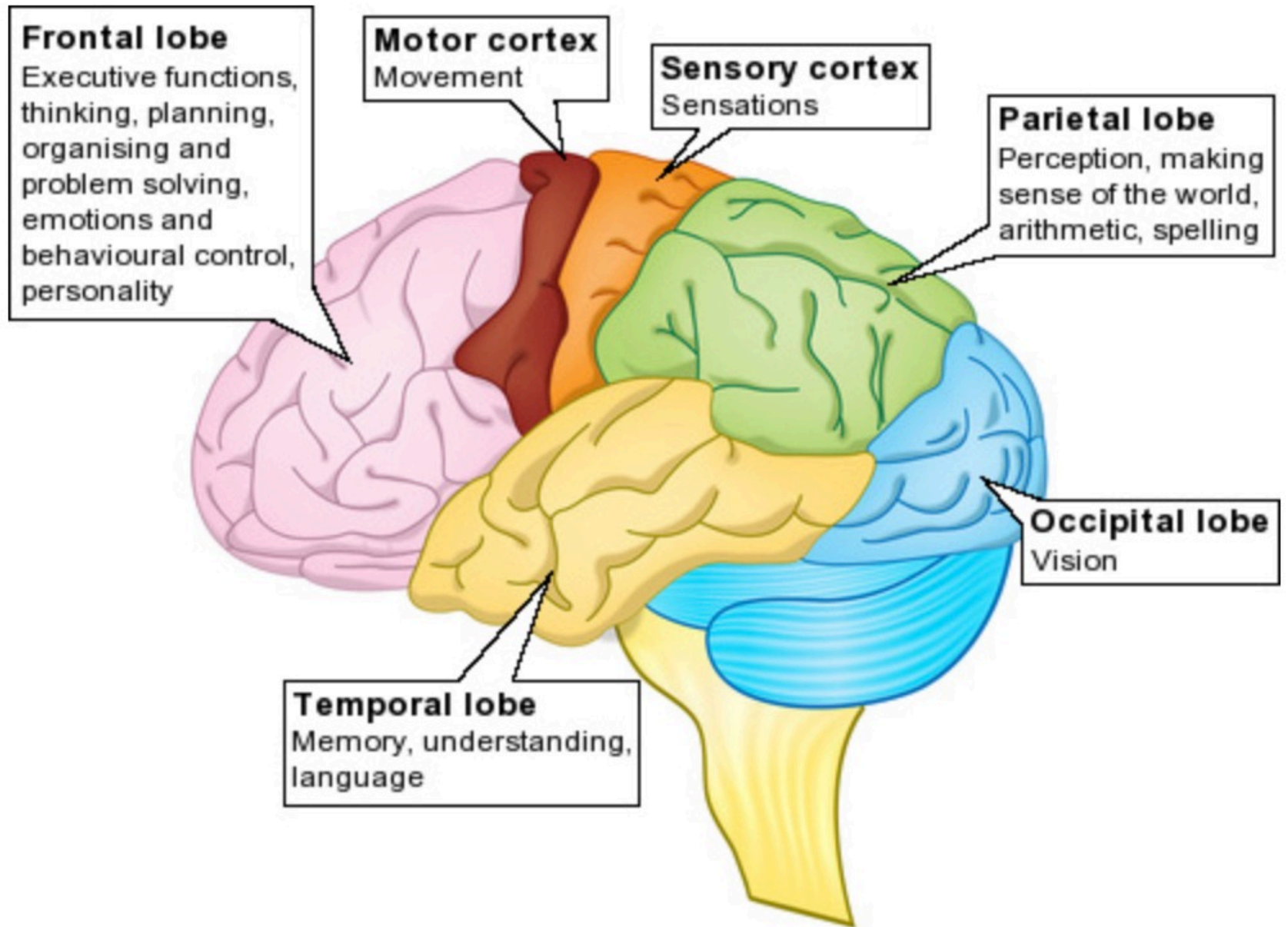


(Bresciani Ludvik 2020)

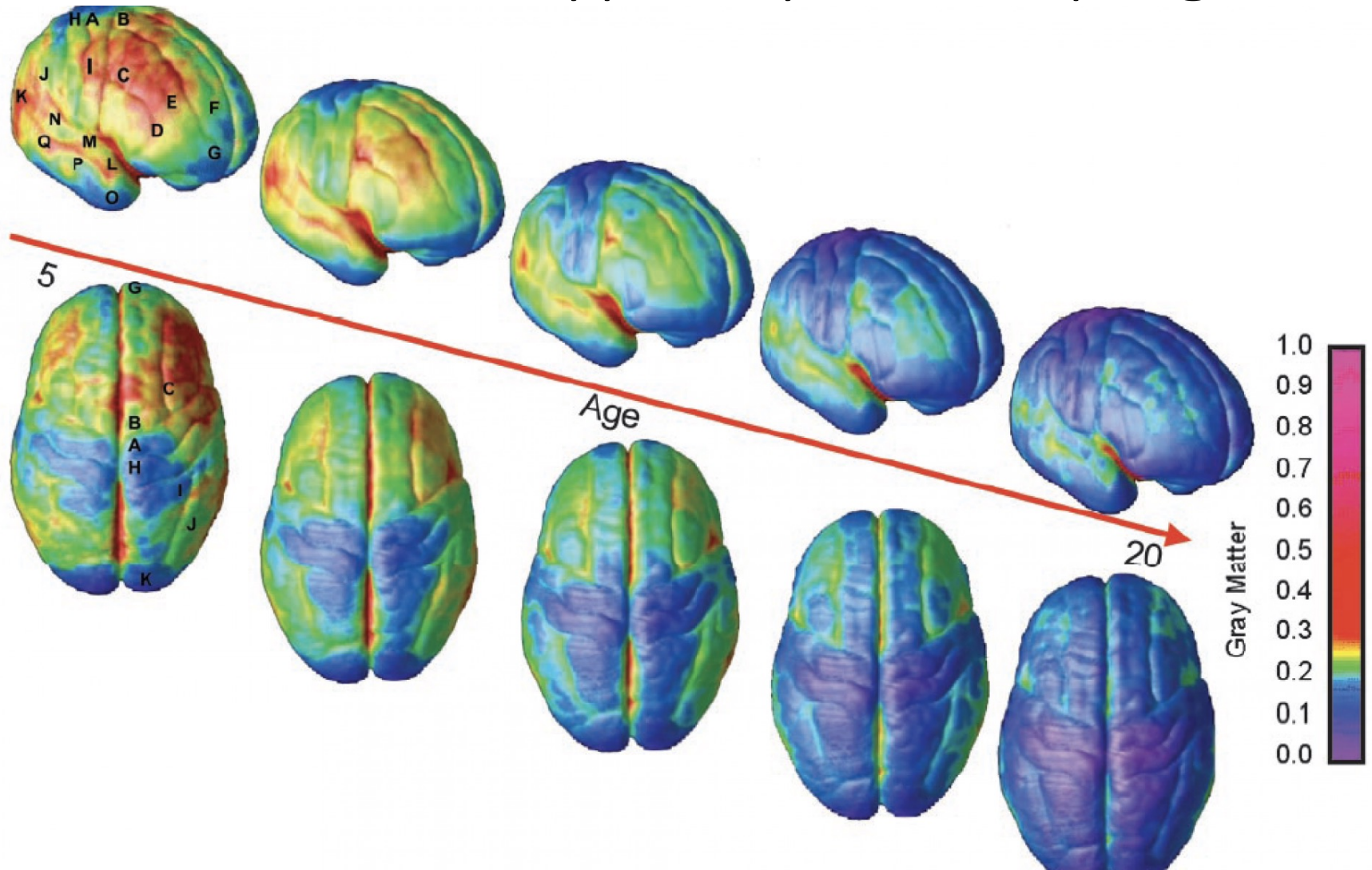
“When we try to pick out anything by itself, we find it hitched to everything else in the universe.”

- John Muir





Connectivity and Neural Development of a Typically Developing Brain



Typical Developing Brain Keys

Optimal Neural Development

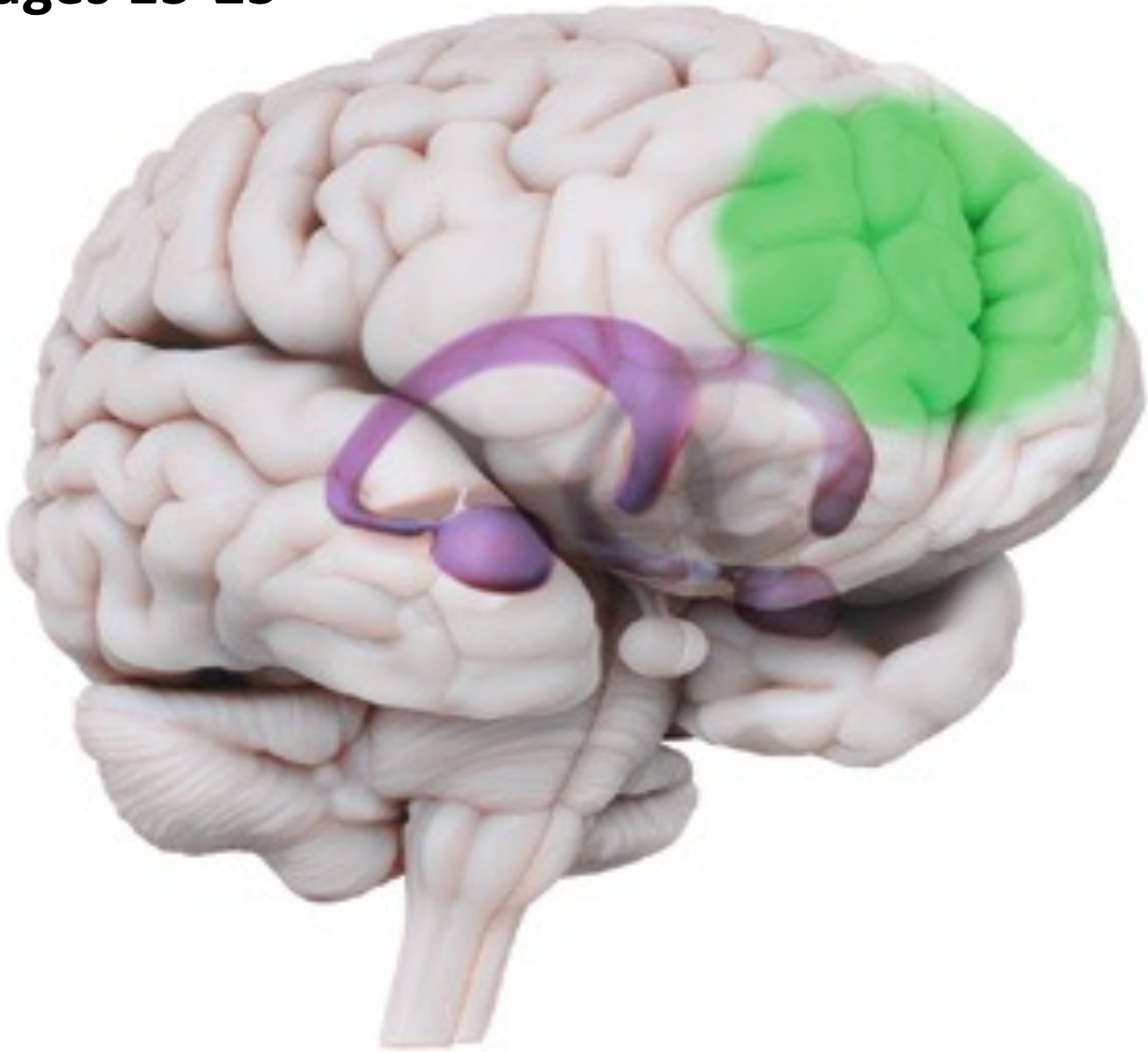
- Ages 0-2-ish
- Ages 16-20-ish

Neural Pruning Quickly Follows

- Neural connections are strengthened or pruned away
- Environment influences pruning
- Choice influences pruning

Typically Significant Developmental Mismatch between ages 15-25

(Giedd, 2015)





The Global Pandemic...

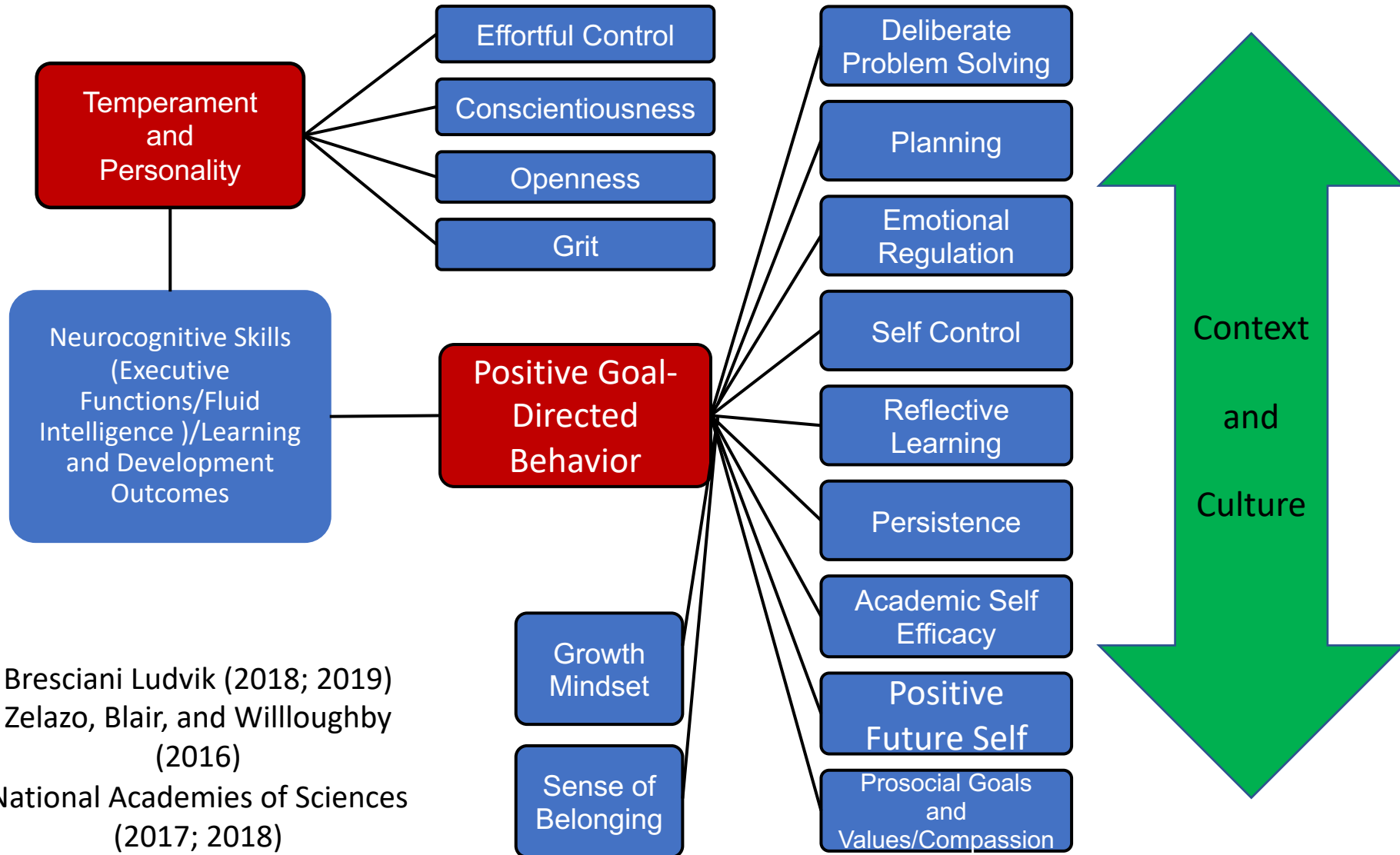
(Bresciani Ludvik et al, In Press)

Has messed with everyone's typical brain development

Culture and Context
are still everything
and now, even more
So

Students want more just in time, on demand support (regardless of the age)

Assessing these Has Become Much More Important

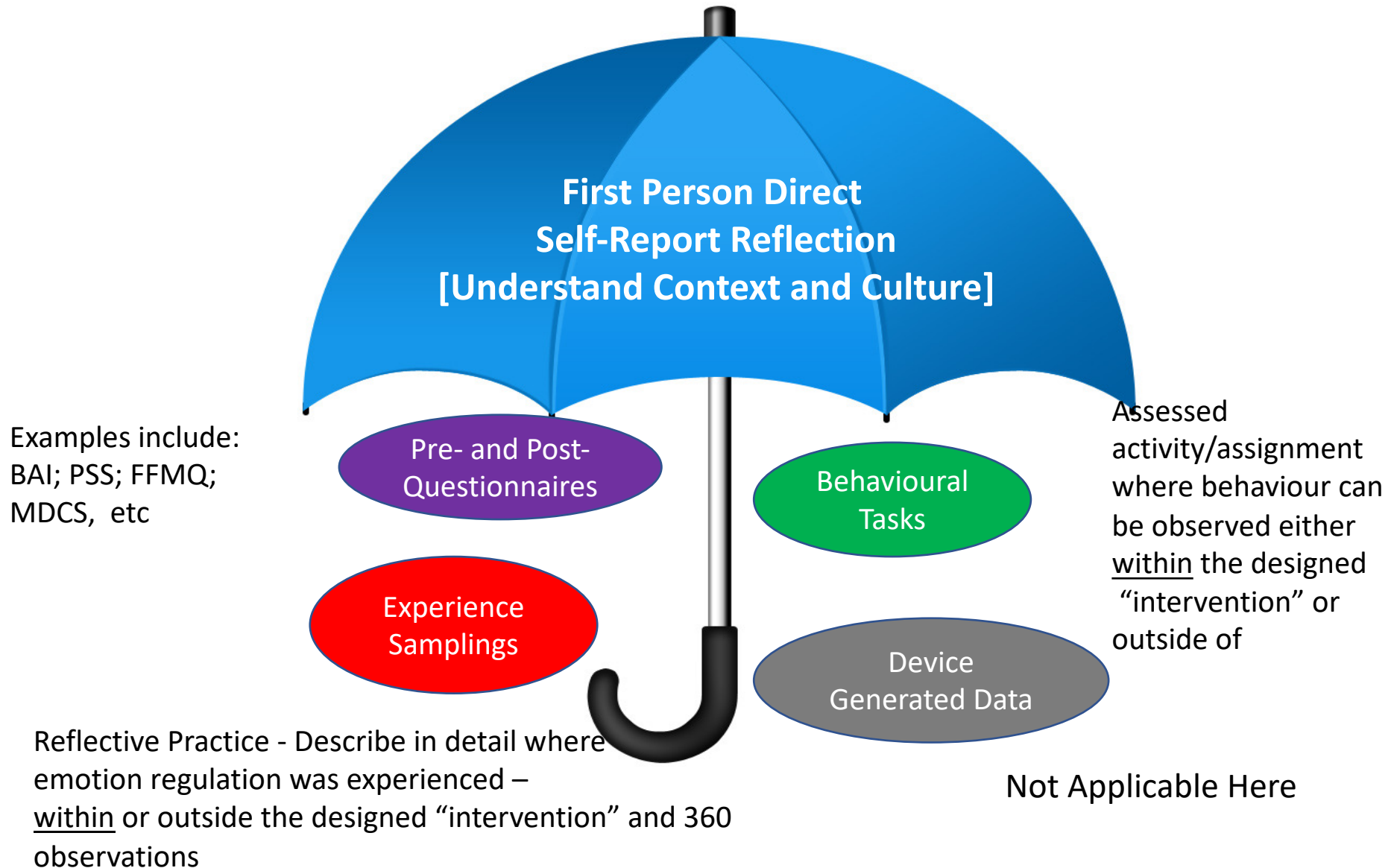


Bresciani Ludvik (2018; 2019)
Zelazo, Blair, and Willoughby
(2016)

National Academies of Sciences
(2017; 2018)

Collecting First-Person Direct Self-Report!!!

Free Photoshop PSD file download - Resolution: 1280x1024 px - www.psdgraphics.com



(Bresciani Ludvik 2020)

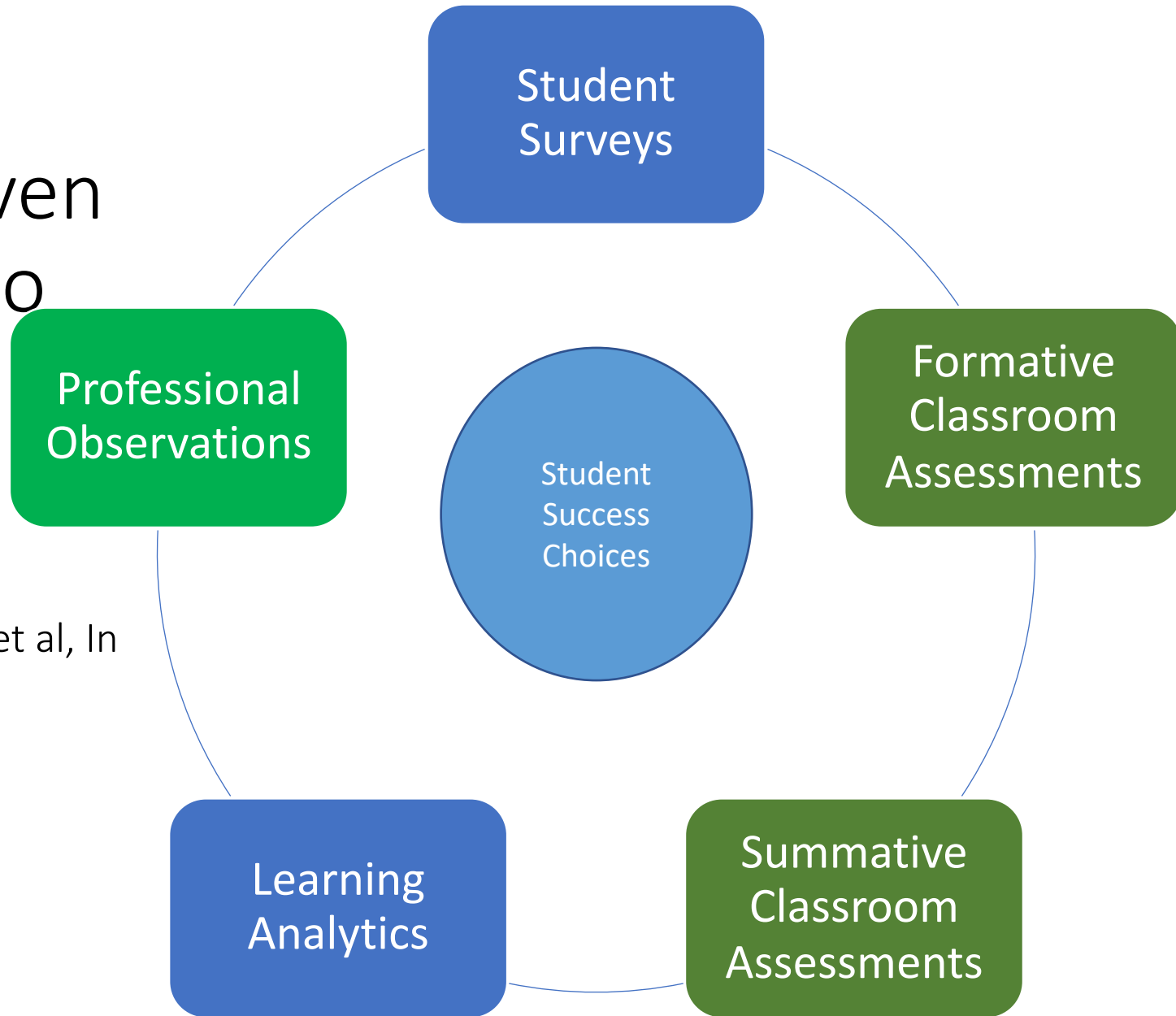
Teaching and Assessing: Provide Multiple Forms of Healthy Expression

(movement, videos, music,
poetry, art, reflective writing,
2-minute journaling, etc.)



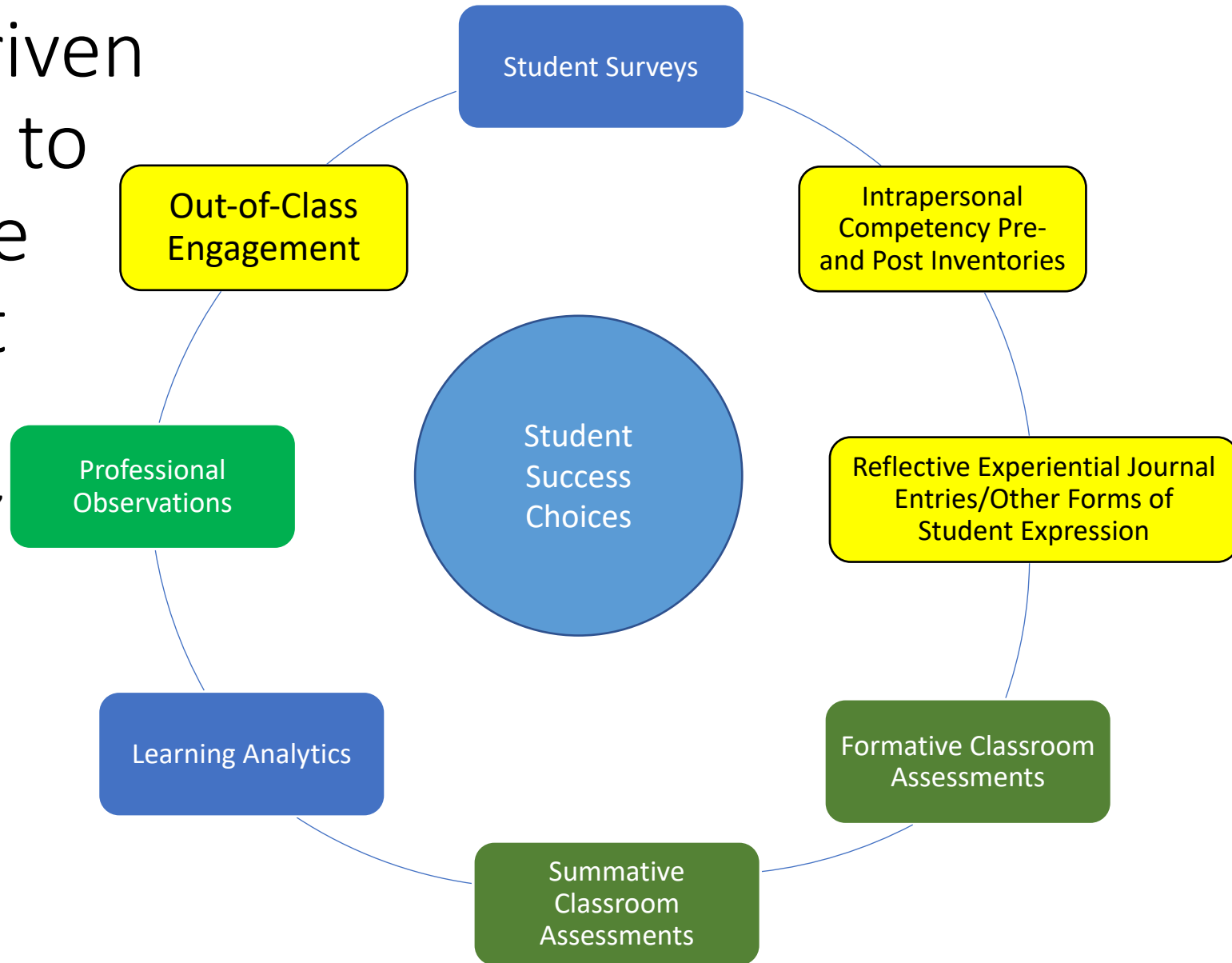
Current Data-Driven Process to Advance Student Success

(Bresciani Ludvik et al, In Press)



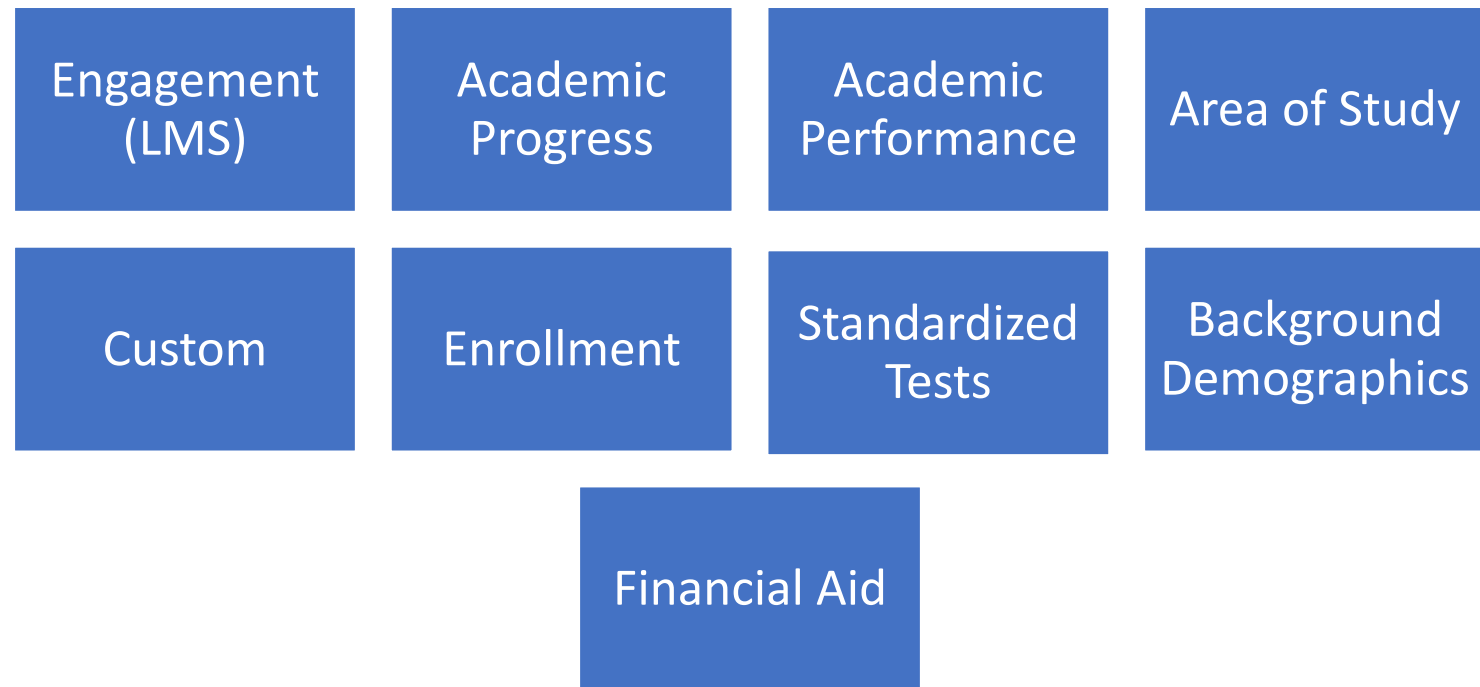
Proposed Data-Driven Process to Advance Student Success

(Bresciani Ludvik,
et al, In Press)



Learning Analytic Data Example

(Bresciani Ludvik, et al, In Press)



Adding Out-of-Class Engagement and Professional Observations to Learning Analytics

(Bresciani Ludvik, et al, In Press)

Type of Out-of-Class
Student
Engagement/Activity

Frequency of Out-Class
Student Engagement
Activity

Type of HIP

Frequency of HIP

Type of Advising
Appointment/Student
Success Coaching
Appointment

Frequency of Advising
Appointment/Student
Success Coaching
Appointment

Outcomes of Advising
Appointment/Student
Success Coaching
Appointment

Student Survey Results

Adding Emotive Student Voice to Learning Analytics via NLP

(Bresciani Ludvik, et al, In Press)

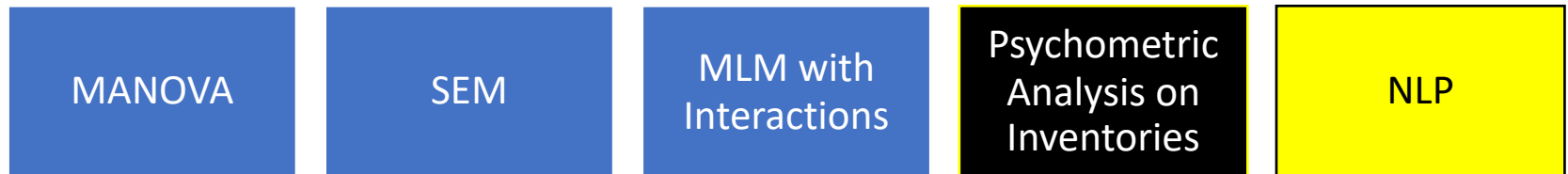
Pre- and Post-
Intrapersonal
Competency
Inventory Scores

Weekly Reflective
Journal Prompts
about the Provided
Experience

Open-Ended Survey
Question
Responses

Various Analytical Approaches

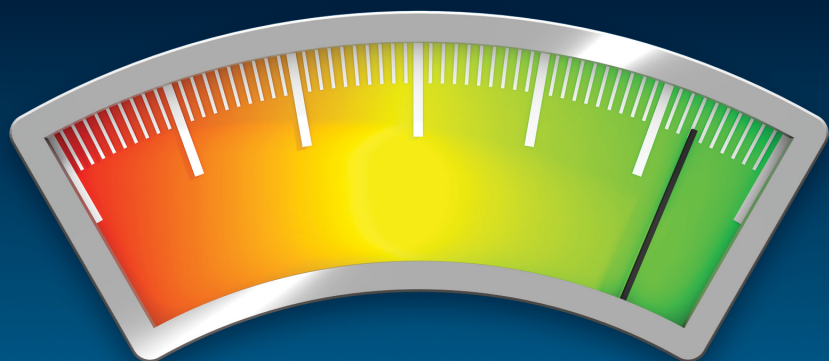
(Bresciani Ludvik, et al, In Press)



Questions and Comments?

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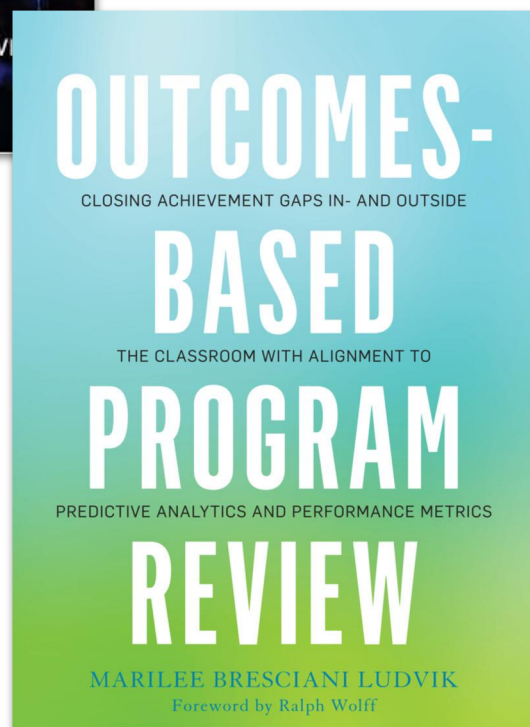
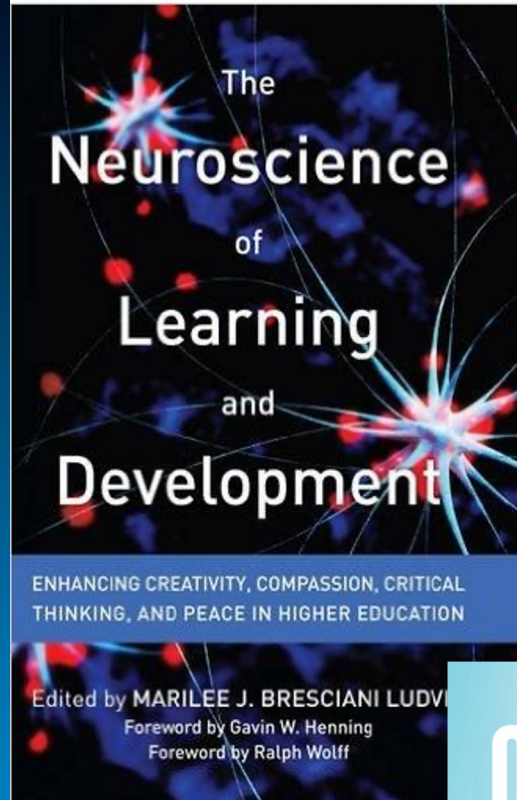


EQUITY-DRIVEN, HIGH ACHIEVEMENT

Assessment of Student Learning and Development

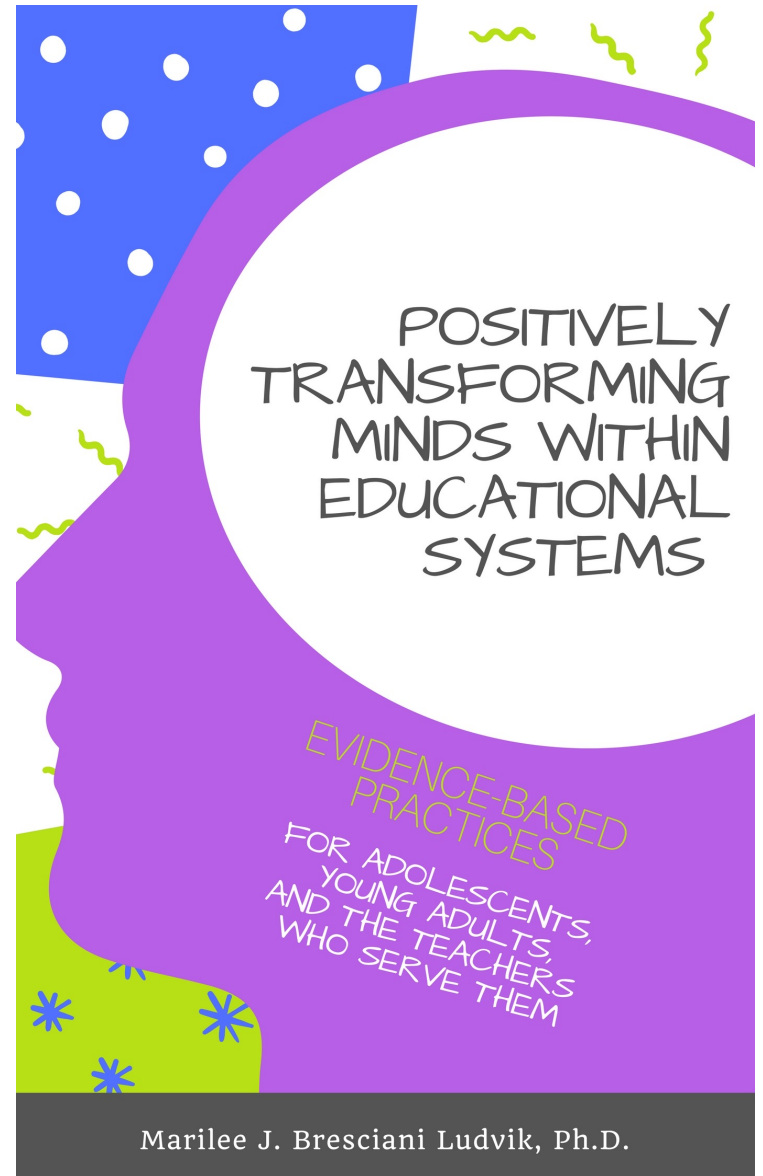
Marilee Bresciani Ludvik

With contributions from Marjorie Dorimé-Williams, Lara Evans, Mari Guillermo, Brianna Lynn Kuhn, Valerie Nye, Bill Sayre, Caren Sax, Charlene Teters, Andrea Vonny Lee, Stephen Wall, and Felix Wao



FREE Resources

www.rushingtoyoga.org



THANK YOU to the TEAM!!!

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Catherine Robert

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