DO STUDENTS VALUE LEARNING? EXAMINING AFFECTIVE LEARNING INDICATORS

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AFFECTIVE INDICATORS

- GOAL: Students value and use what they are taught.
AFFECTIVE OBJECTIVES

- Feel not think
- WILL do, not know they SHOULD do
- Teacher objectives not student objectives.
- Behavioral change
AFFECTIVE OBJECTIVES

- Not used for grading
- Anonymous
- Voluntary

A good affective objective is for students to be as positive toward your subject matter after instruction as before.
EVALUATING THE ACHIEVEMENT OF AFFECTIVE OBJECTIVES

1. Use anonymity and unobtrusiveness

2. Look for *indicators* of affective change
   - Approach – avoidance behavior
## Approach- Avoidance Behavior

<table>
<thead>
<tr>
<th>Approach</th>
<th>Avoidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional courses taken</td>
<td>Delays taking the course</td>
</tr>
<tr>
<td>Changes major</td>
<td>Changes major</td>
</tr>
<tr>
<td>Brings in info pertaining to topic</td>
<td>Does no additional reading</td>
</tr>
<tr>
<td>Stays after class</td>
<td>First out the door</td>
</tr>
<tr>
<td></td>
<td>“Is this going to be on the exam?”</td>
</tr>
</tbody>
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POPULATION AND METHODS

- Colostrum Lab (N=25)
  - Journal articles
- IgG Lab (N=17)
  - Journal articles
- Emergency Horse Care Lab (N=21)
  - Lab schedule
RESULTS

• Colostrum Lab: 40%
• IgG Lab: 22%
• Emergency Horse Care Lab:
  – 73%
  – 38%
WHY SHOULD WE CARE ABOUT AFFECTIVE INDICATORS?

Indicates students not only gained knowledge/skill, but will utilize knowledge/skill and find it to be worthwhile.
AFFECTIVE *BUY IN*

- Well prepared students
- Respect
- Good questions
- Reduced absences
- Very good papers
- Care of facilities
If we truly are interested in influencing students’ feelings, values, and attitudes, we need to be able to specify our affective objectives, teach so as to influence them, and then know how to assess the extent to which we have succeeded.
SELECTED REFERENCES


