

**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



"There's nothing to be scared of, Mrs. Miller,
it's just another teaching tool!"

CN
COLLECTION



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

Approach

- Additional courses taken
- Changes major
- Brings in info pertaining to topic
- Stays after class

Avoidance

- Delays taking the course
- Changes major
- Does no additional reading
- First out the door
- *“Is this going to be on the exam?”*



POPULATION AND METHODS

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

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SHORT COMMUNICATION

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Scientific drug information in newspapers: sensationalism and low quality. The example of therapeutic use of cannabinoids

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Abstract *Objective:* We aimed to analyse the quality of newspaper articles (NAs) concerning the therapeutic use of cannabis published in Spanish newspapers. *Method:* A preliminary questionnaire of Scientific Quality was used (misinformation of the Index of Scientific Quality ranged from 0 (no misinformation) to 4 or lower, and 4 (20.7%) scored 2 or higher. Up to 23 NAs (79.3%) did not manage the knowledge related to cannabinoids, 20 (66%) gave a sensationalist message, 11 (37.9%) were able to wrongly influence medical decision taking, and 8 (27.6%) missed concepts especially relevant role while preparing their press releases if they specify study limitations and context.

Introduction

Medical information in newspapers has two main roles: to translate scientific advances into available language for lay people and to amplify the transmission of medical knowledge within the scientific community [1, 2]. Medical journals strive to ensure accuracy, and acknowledge the limitations in their published articles. In contrast, newspaper articles (NAs) follow other cri-

teria such as appealing headlines, impact on public opinion and 'sensative' topic selection, paying tribute to the ever-growing instant-pull culture. The quality of medical journalism and its tendency to publish incomplete or inadequate information that exaggerates the benefits and minimizes the harms have been criticized [3, 4].

There is an association between the topic of articles appearing in medical journals and publication of stories on the same topic in national newspapers [5]. The leading medical journals have a press service strategy (e.g. www.euroklett.org) which releases the most relevant information ahead of the print journal complex or limited studies (their translation into lay language), oversimplification to become a NA and, above all, their summarization into a tempting headline.

To know the gaps and the extent of this metamorphosis will help to enhance the scientist-community communication. Quality criteria used for the assessment of published information include reliability, relevance and accuracy [6, 7]. The aim of the present study was to assess the scientific quality of NAs on a presently sensitive topic—the therapeutic use of cannabis.

Methods

Between January 2001 and February 2004, 10 widely distributed Spanish newspapers with an estimated diffusion of 1.5 million per day, were screened in order to identify NAs concerning the therapeutic use of cannabis and its active components (cannabinoids); those on legislation concerning cannabis and on its recreational use were excluded. When there was an abstract or original paper to which the NAs referred it was identified and read independently by two of us. Each NA was scored for scientific quality according to a preliminary questionnaire of a published Index of Scientific Quality [6]. This questionnaire addresses the extent of

E.M. participated in designing the protocol, analyzing and interpreting the data and writing the paper. M.C. participated in designing the protocol and writing the paper. D.C. participated in collecting data and writing the paper. A.F. participated in designing the protocol and writing the paper.

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RESULTS

- Colostrum Lab: 40%
- IgG Lab: 22%
- Emergency Horse Care Lab:
 - 73%
 - 38%



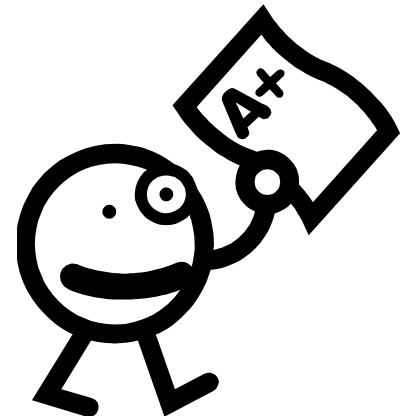
WHY SHOULD WE CARE ABOUT AFFECTIVE INDICATORS?

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



QUESTIONS?



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.



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