

CAMPUS INCLUSION AND COMMUNITY SUSTAINED DIALOGUE MODERATOR TRAINING 2014-15 ASSESSMENT



REWIND! THIS ASSESSMENT IS BASED ON A 'NEXT STEP' IDENTIFIED IN 2014:

Develop "in-house" facilitation training to further prepare moderators to guide participants to Sustained Dialogue activity-level learning outcomes.

TEACHING STRATEGY

Sustained Dialogue (SD) moderator training takes place in 16 hours over the course of two days. Through a **variety of teaching tools**, such as large and small group activities, participants gain an **understanding of dialogue** as it occurs within SD and the **role an individual's social identities** play in being a facilitator.

Two trainings took place this academic year: the first in November 2014 and the second in May 2015.

Training is led by professional staff and the students on the Sustained Dialogue Leadership Team (SDLT).

LEARNING OUTCOMES

By the end of moderator training, students will be able to...

- recount the history of SD.
- explain the 5 stage SD model of dialogue.
- describe the common criticisms of dialogue programs and how to address these criticisms.
- list the Big 8 social identities.
- name the qualities and/or characteristics of dialogue.
- examine how their own identities impact their leadership role as a SD moderator.
- use effective group facilitation skills while moderating a SD group.
- identify areas of growth for them as a facilitator.

ASSESSMENT STRATEGY

FALL '14

- Students self-assess.
- 15 indirect questions.
- 5 open-ended survey questions.
- Occured two weeks after training.

SPRING '15

- Same as Fall '14.
- Added 1 indirect question.
- Added rubric to evaluate facilitation skills.

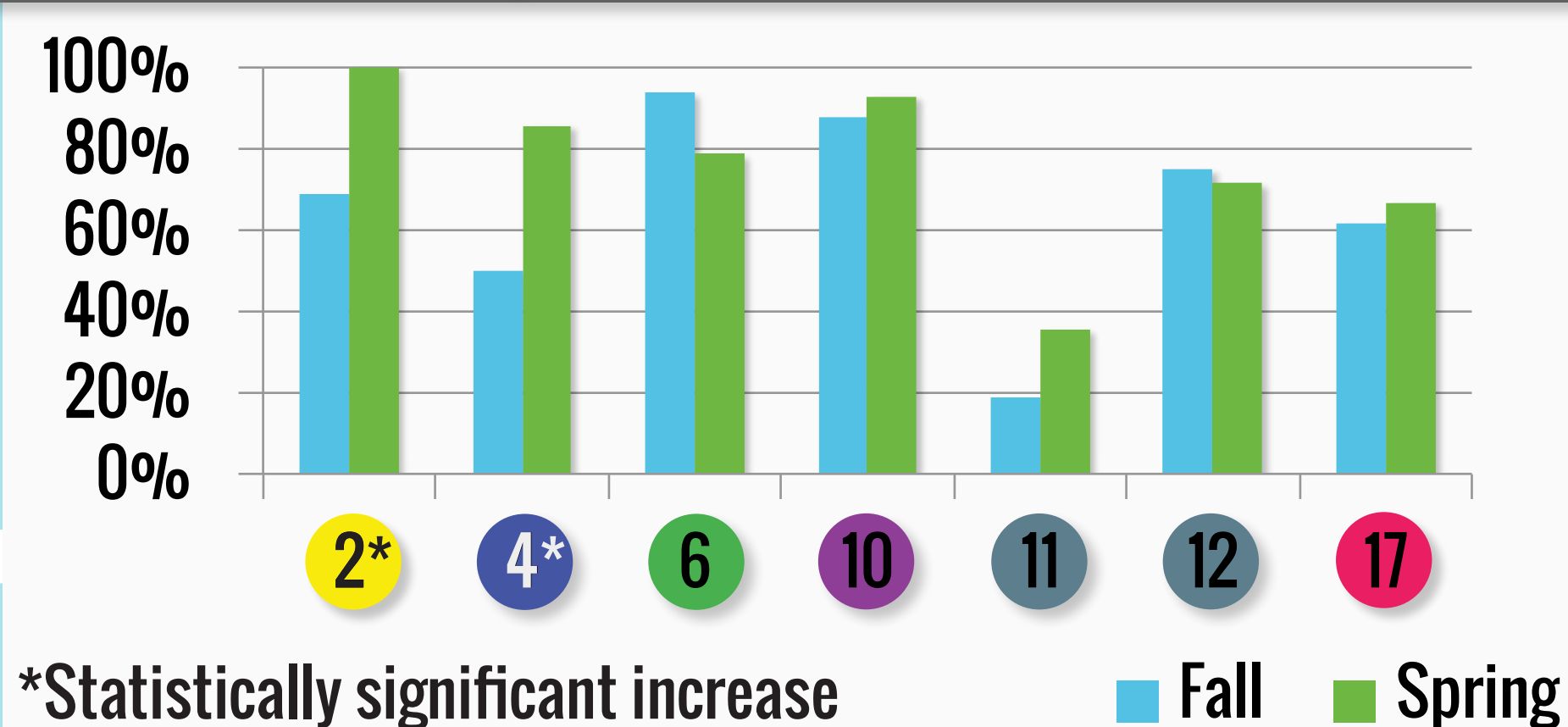
SELECTED QUESTIONS

- Q2: I can recount the history of SD at Northwestern
- Q4: I can list the five stages of SD.
- Q6: I can effectively address the criticisms of SD at Northwestern.
- Q10: I can name at least 3 ways in which dialogue is different from debate and/or discussion.
- Q11: I can describe the Social Change Model of Leadership.
- Q12: I can name at least 3 leadership characteristics of an effective SD Moderator.
- Q13: Please list the five stages of SD.
- Q14: Please list the Big 8 Social Identities.
- Q15: Describe three characteristics of dialogue that are different from debate and discussion.
- Q16: Describe at least 3 leadership characteristics of an effective SD moderator.
- Q17: Overall, how confident are you in your ability to effectively moderate a dialogue for next quarter?

SELECTION OF POST-TRAINING INDIRECT QUESTIONS

FALL '14 AND SPRING '15. COMBINING 'AGREE' AND 'STRONGLY AGREE'

FALL 2014: N=16
SPRING 2015: N=14

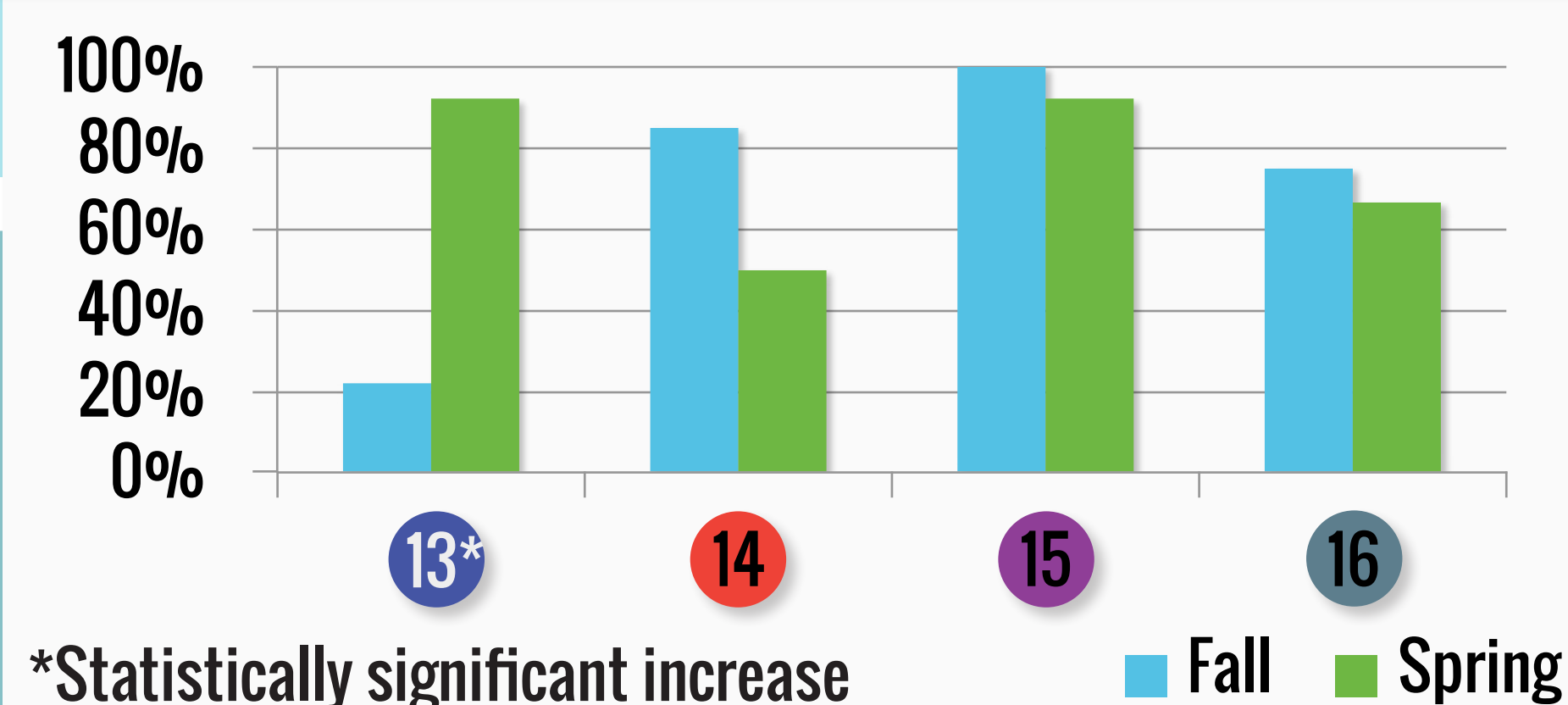


*Statistically significant increase

SELECTION OF OPEN-ENDED SURVEY QUESTIONS

FALL '14 AND SPRING '15.

FALL 2014: N=13
SPRING 2015: N=12



*Statistically significant increase

MAY TRAINING CHANGES

In the Fall participants did not demonstrate a strong understanding of the SD 5-stage model, and there was no assessment in place to evaluate facilitation skills.

In response the May training incorporated more activities around the 5-stage model, and the Interpersonal Communication Rubric from Texas A&M University was used to assess facilitation skills in mock dialogues.

FINDINGS

Both assessments found that the moderator training does a good job of contextualizing the moderator role within social identities.

After changing the Spring training based on the Fall assessment, students' understanding of the 5-stage model showed a statistically significant improvement.

Finally, the students' ability to name the Big 8 social identities significantly decreased in the Spring training due to problematizing the Big 8 (see NEXT STEPS).

NEXT STEPS

Understanding the role emotions play in dialogue.

Change the "Big 8" list of social identities to the "Big 9" social identities (separate out sex and gender).

Evaluate the role of the social change model in the training.

RELATED TO DIVISION LOs

SOCIAL RESPONSIBILITY
INTERPERSONAL COMPETENCE