

Measuring Student Transformative Learning in a Biology Lab

Mark Walvoord

University of Central Oklahoma, Center for Excellence in Transformative Teaching and Learning, 100 W. University, Box 212, Edmond OK 73034 USA
(mwalvoord@uco.edu)

Biology laboratory teaching techniques include active learning, collaboration, critical thinking, writing, reflection, and often discourse. Transformative learning theory states that students are given their best opportunities for transformation through willingness to grow, engagement in learning experiences, critical reflection, and substantive discourse. So, students in biology laboratories should be experiencing transformations, or changes in perspectives. To know if this really is happening, biology educators need assessment tools to measure student transformation. Our university has recently implemented such a tool, campus-wide, through an initiative called the Student Transformative Learning Record (STLR). This poster described the STLR rubric and laid out a plan for its implementation in biology laboratory courses.

Link to Original Poster File: <http://www.ableweb.org/volumes/vol-38/poster/?art=59>

Mission, Review Process & Disclaimer

The Association for Biology Laboratory Education (ABLE) was founded in 1979 to promote information exchange among university and college educators actively concerned with teaching biology in a laboratory setting. The focus of ABLE is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. For more information about ABLE, please visit <http://www.ableweb.org/>.

Papers published in *Tested Studies for Laboratory Teaching: Peer-Reviewed Proceedings of the Conference of the Association for Biology Laboratory Education* are evaluated and selected by a committee prior to presentation at the conference, peer-reviewed by participants at the conference, and edited by members of the ABLE Editorial Board.

Citing This Article

Walvoord, M. 2017. Measuring Student Transformative Learning in a Biology Lab. Article 59 In: McMahon K, editor. *Tested studies for laboratory teaching*. Volume 38. Proceedings of the 38th Conference of the Association for Biology Laboratory Education (ABLE). <http://www.ableweb.org/volumes/vol-38/?art=59>

Compilation © 2017 by the Association for Biology Laboratory Education, ISBN 1-890444-17-0. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner. ABLE strongly encourages individuals to use the exercises in this proceedings volume in their teaching program. If this exercise is used solely at one's own institution with no intent for profit, it is excluded from the preceding copyright restriction, unless otherwise noted on the copyright notice of the individual chapter in this volume. Proper credit to this publication must be included in your laboratory outline for each use; a sample citation is given above.