

Challenge and Support: The importance of understanding and utilizing student development theory in classroom pedagogy



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Conversations on Teaching – CETL
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“What were you thinking?!?”

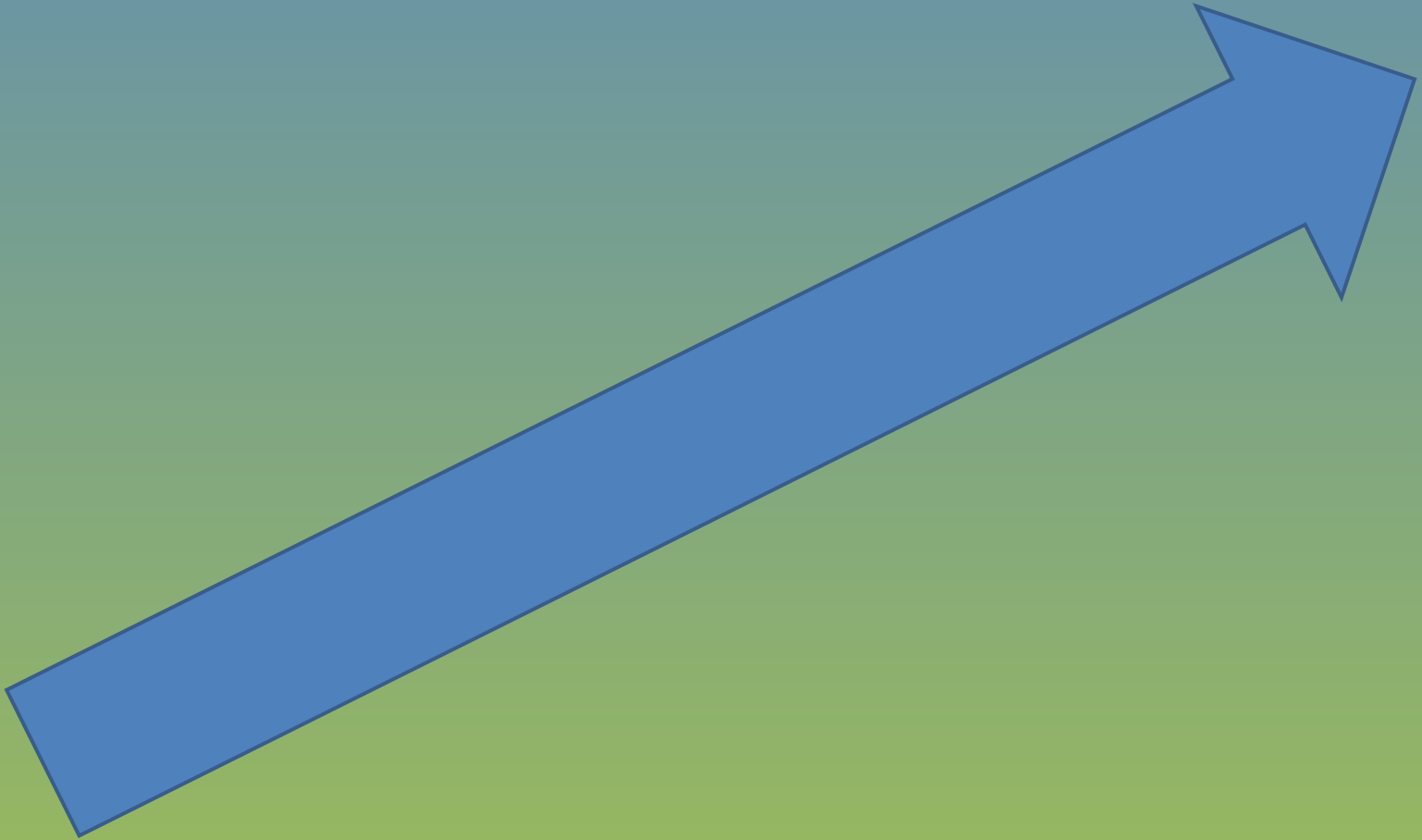


Meet them where they're at...

TODAY'S AGENDA

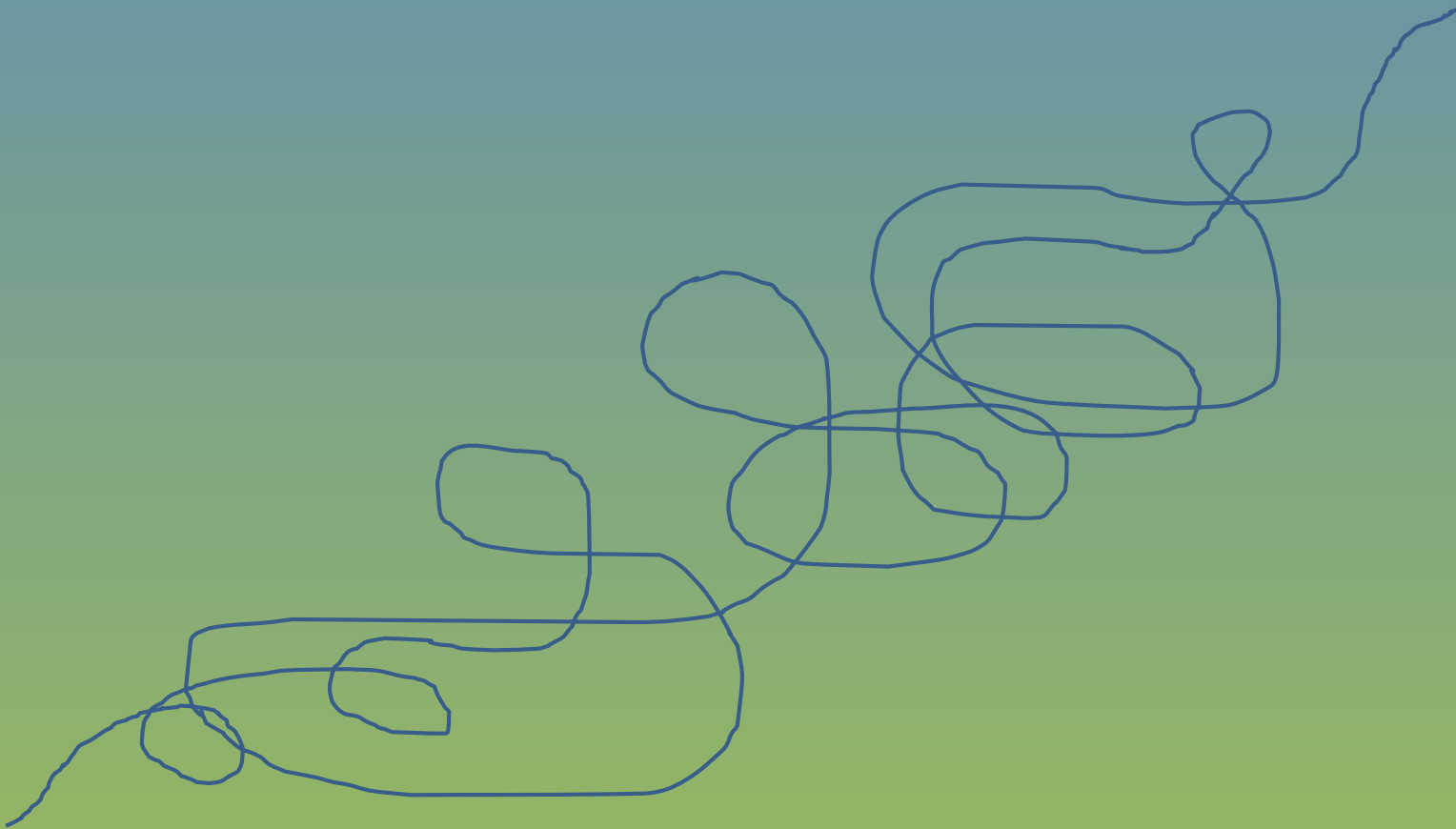
- ~ Introduction to and importance of student development theory
- ~ Use of developmental theory as a pedagogical tool
- ~ Q & A

Student Development What We Think...



Student Development

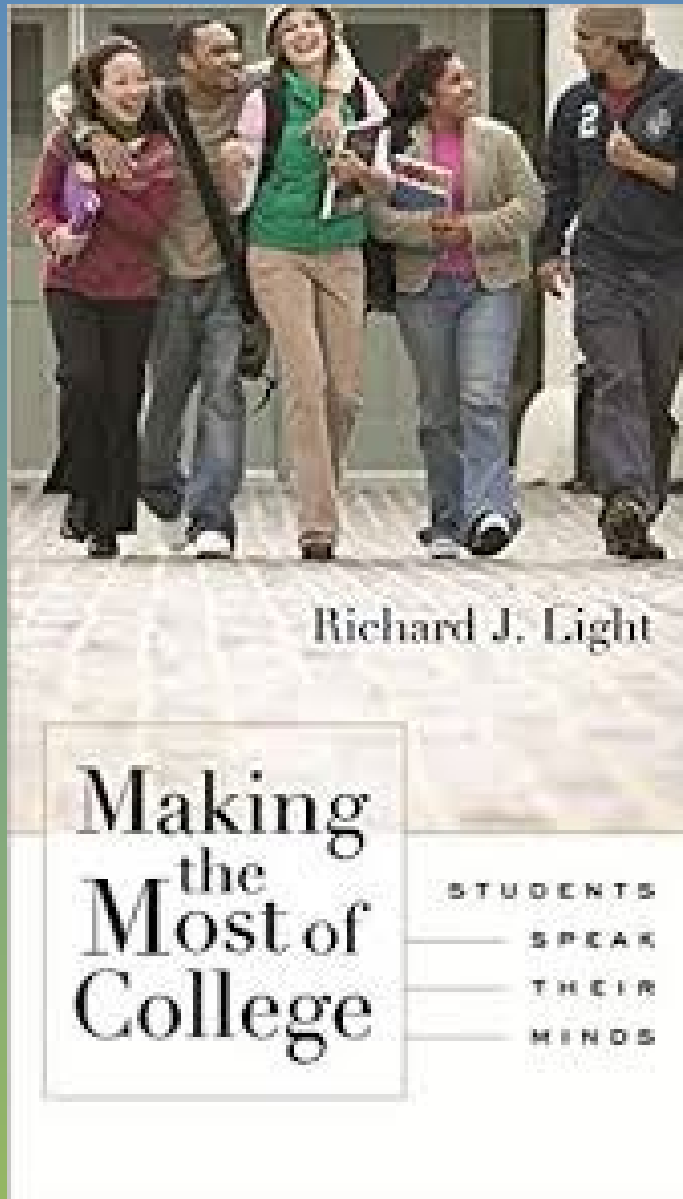
What It Is...



Student Development Theory

- ~ Involvement (Astin)**
- ~ Support & Challenge (Sanford)**
- ~ Matterring & Marginality (Schlossberg)**
- ~ Learning Styles (Kolb)**
- ~ Self-Authorship (Baxter-Magolda)**

“Getting in Students’ Ways...”



Four Questions...

1. **Who Am I?**
2. **Where Am I Going?**
3. **How Am I Getting There?**
4. **Who Am I Taking With Me /
Who Am I Leaving Behind?**



NORTH

“LET’S DO IT!” LIKES TO ACT, TRY THINGS, PLUNGE IN





SOUTH

**SPECULATION: LIKES TO LOOK AT THE BIG PICTURE AND THE
POSSIBILITIES BEFORE ACTING**





EAST

CARING: LIKES TO KNOW THAT EVERYONE'S FEELINGS HAVE BEEN TAKEN INTO CONSIDERATION AND THAT THEIR VOICES HAVE BEEN HEARD BEFORE ACTING



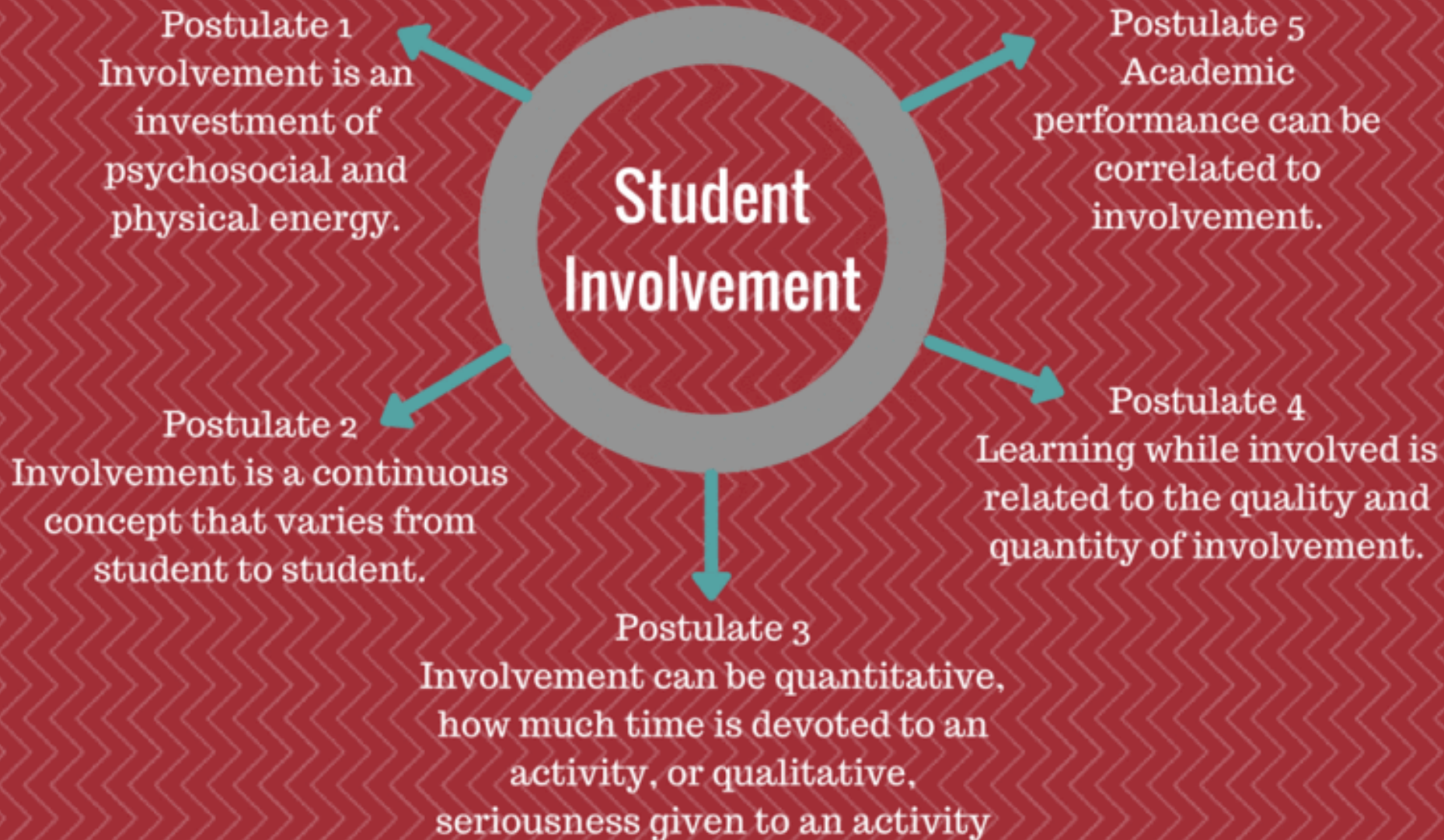


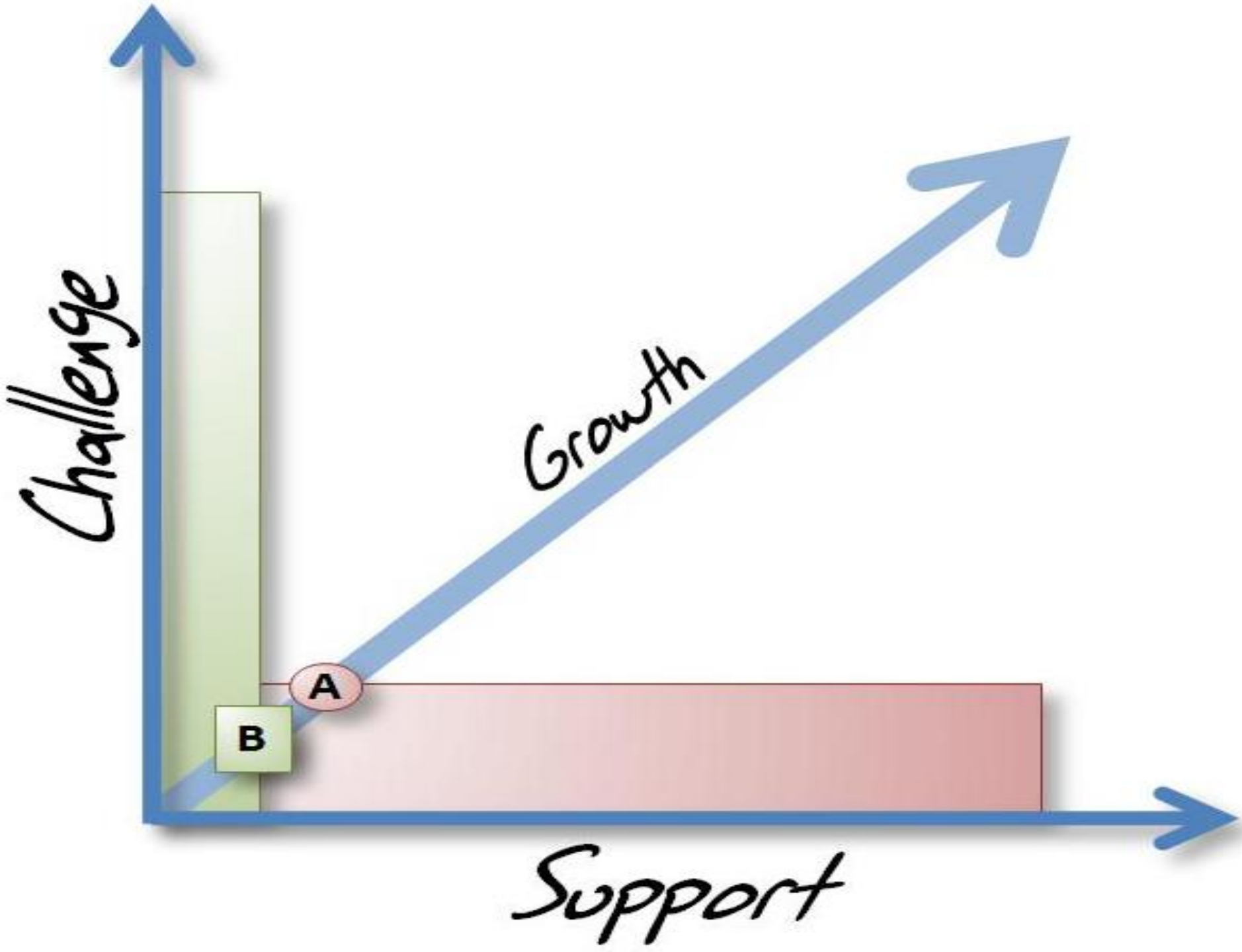
WEST

PAYS ATTENTION TO DETAIL; LIKES TO KNOW THE WHO, WHAT, WHEN, WHERE, AND WHY BEFORE ACTING



Alexander Astin's Theory of Involvement





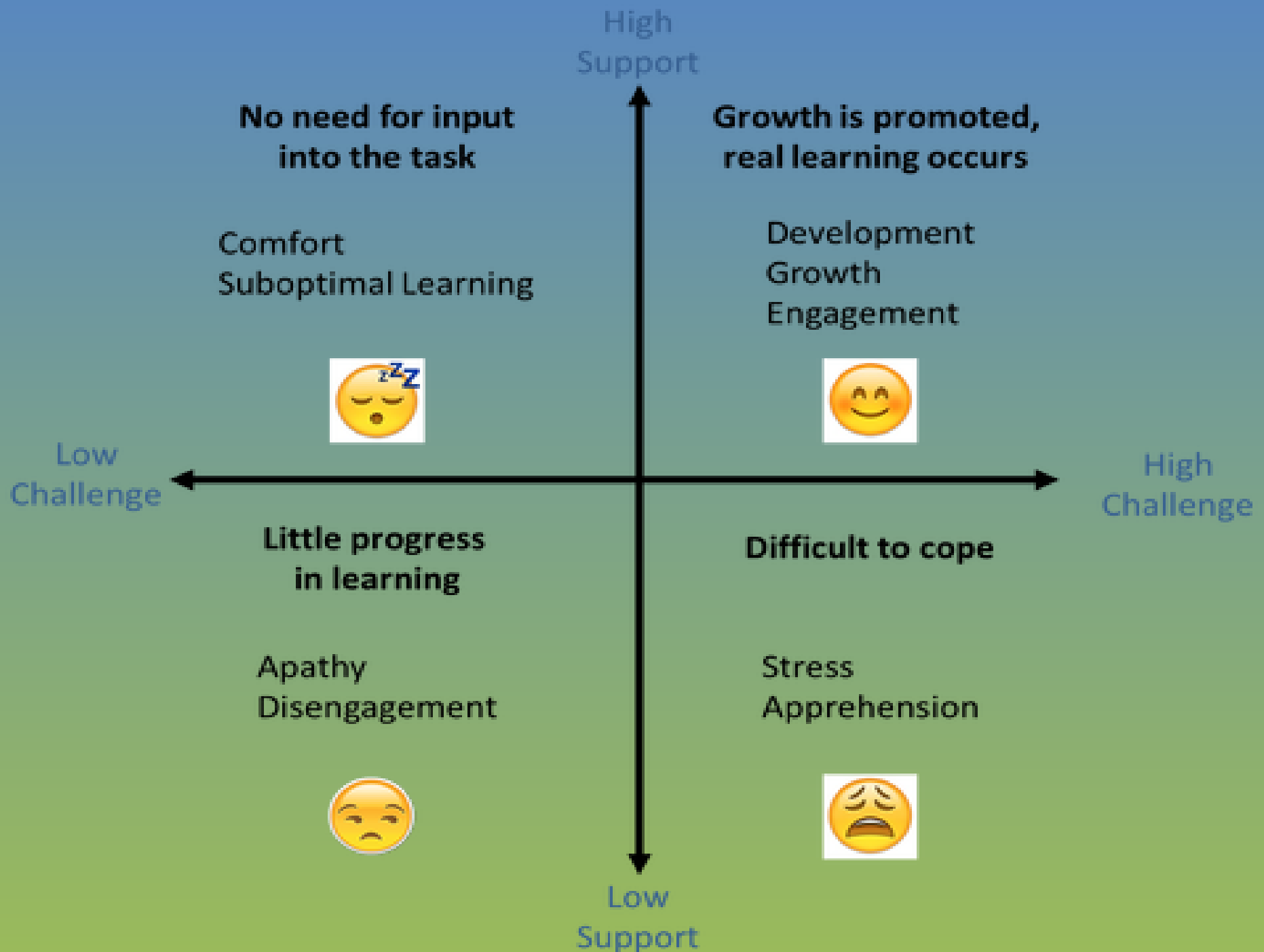
Maximize Learning

Learning is Too Hard: Anxiety



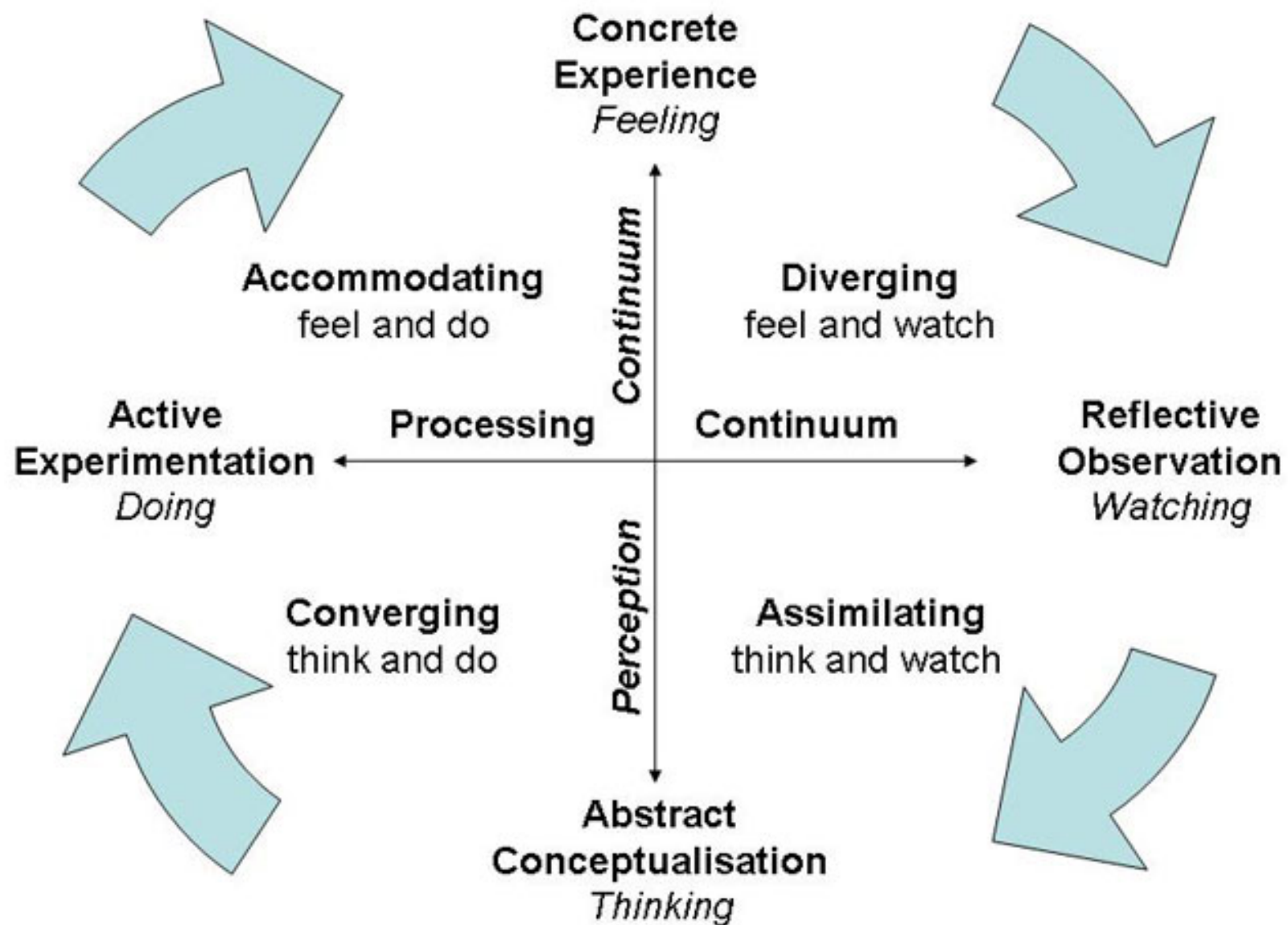
Learning is Too Easy: Boredom

The Zone of Proximal Development

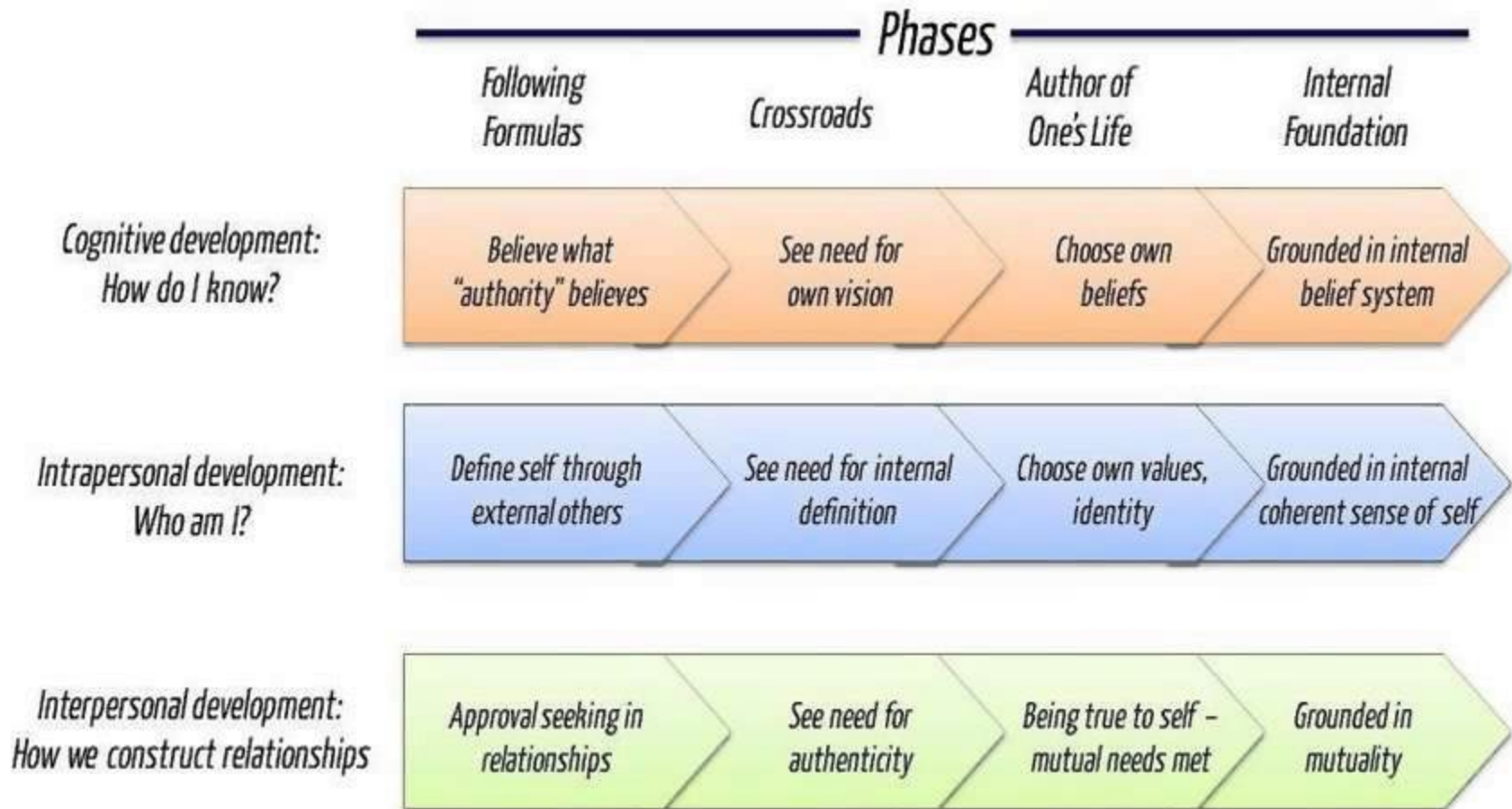


MATTERING & MARGINALITY

- feeling that one belongs and matters to others
- promotes a healthy and successful transition
- students succeed because they feel valued
- students “fail” academically and socially when they feel marginalized
- feeling that one does not fit it
- produces self consciousness that leads to an inability to perform like normal



THE 4 PHASES



Recommendations for Practice

1. **Intentionally “get in students’ ways” (think “Light”)**
2. **Consider your worldview; then seek to understand theirs**
3. **Find intentional ways to pair in- and out-of-class engagement (think “Astin”)**
4. **Balance putting arm around shoulder/kick in the butt (think “Sanford”)**
5. **Identify ways for students to engage with the larger academic community (think “Schlossberg”)**
6. **Encourage students to be the authors of their own experiences (think “Baxter-Magolda”)**
7. **Consider varying your teaching pedagogy and incorporating active learning principles (think “Kolb”)**

Thank you!



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