

**Redesigning a Family Life Education Methods Course using
Experiential Learning and Interactive Videoconferencing**

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ABSTRACT. This study describes the redesign of a family life education methodology course to be consistent with andragogic principles and give geographically dispersed students a real-life experience delivering a marriage enrichment workshop to community couples in real-time via interactive videoconferencing (IVC). The process of teaching students to become effective family life educators using these principles and technologies is described, and the success of the class is evaluated. The results suggested that students felt experiential learning delivered over IVC was an effective forum for preparing to become family life educators. Results from the couples who received the workshop also supported that effective learning had taken place as students were proficient in delivering the workshop. This study is evaluated within the context of the Scholarship of Teaching and Learning and it concludes with recommendations for other teachers who may want to design similar learning experiences for their students.

Keywords: Family Life Education, Experiential Learning, Interactive Videoconferencing

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Introduction

In 1862 President Abraham Lincoln signed the Morrill Land-Grant College act, which focused on promoting practical learning to people of all classes, especially people in rural settings. In 1888 the Agricultural College of Utah became Utah's land grant institution, renamed as Utah State University (USU) in 1957 (Utah State University, 2017a). Like other land-grant institutions, USU is charged with educating people in rural settings. The means to accomplish this have changed over time as learning theory grows and advancements in technology make real-time education delivery possible even with hundreds of miles separating students and teachers.

This manuscript describes how a Family, Consumer, and Human Development (FCHD) Family Life Education (FLE) methods course was redesigned using experiential learning and interactive videoconferencing (IVC) to give students real-world experience while preparing them to become family life educators. To guide our assessment of the success of this class, we explore how this classroom experience fits in McKinney's (2003) three-part model of good teaching, scholarly teaching, and the Scholarship of Teaching and Learning (SoTL).

Andragogy and the need for Experiential Learning

Teachers in the family sciences are usually more familiar with the term pedagogy than with andragogy. Pedagogy has its roots in the art and science of teaching children (Pappas, 2013) and continues to be influenced by human development theorists Jean Piaget's cognitive theory and Lev Vygotsky's cultural theory (Boundless, n.d.). Although pedagogy is often used to connote learning at all ages, there is value in using the more precise term *andragogy* when considering unique needs of adult learners. Andragogy is the art and science of adult learning and is most often associated with well-known American educator Malcolm Shepherd Knowles (Kearsley, 2010). Knowles (1984, pp. 9-12) suggested four principles of learning that are especially pertinent to adults :

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provide the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

Teachers seeking to address needs of adult learners must consider ways to capture the attention of and to motivate adult students if they hope to reach them and provide meaningful, useful learning experiences.

Experiential learning has gained popularity on college campuses because it gives students authentic opportunities to learn. It also meets adult learners' needs to be involved, gain experience, learn subjects with immediate relevance, and focus on problem-solving. In experiential learning, students are given the opportunity to apply their learning to real-world

situations or solve real-world problems as the instructor guides and facilitates learning (Wurdinger & Carlson, 2009). Experiential learning is especially important as the public increasingly desires competence among graduates of higher education in their fields (Faculty Innovation Center, 2017). Sullivan and Rosin (2008) and Bass (2012) argue that higher education should include theory and practical application through experiential learning in solving problems related to the field of study. Barnett, Becher, and Cork (1987) emphasize that practical application of what is being learned in the classroom is particularly salient in professions that work with people. This becomes even more critical in non-face-to-face classes, such as those taught through distance education (Rehfuss, Kirk-Jenkins, & Milliken, 2015).

In their landmark book *How Learning Works: 7 Research-Based Principles for Smart Teaching*, Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) demonstrated that experiential learning improved student motivation and created self-directed learners. Becoming a self-directed learner is clearly valued in fields that serve people (Barnett et al., 1987). When students see either the personal or professional relevance of the learning experience they are engaged in, they have increased motivation to learn. This motivation continues to increase as students have opportunities to practice and to receive feedback, and then more opportunities for practice. Finally, well-designed experiential learning activities often put students in unfamiliar situations as they are tasked to address problems. Within this process, students learn what they know, what they do not know, and how to learn what they do not know. Through this reflective process, students' knowledge and skills deepen and they become competent masters of skills and content, with the ultimate goal of becoming self-directed, life-long learners.

In this study, we describe how a family life education methods course was redesigned to incorporate a major experiential learning component. Before turning to development of the course, we address the use of technology to enhance its reach of and provide experiential learning, even to students miles away from major university campuses.

Interactive Videoconferencing (IVC)

The means of the university to teach geographically dispersed students evolved from horse and buggy in the late nineteenth century to train, automobile, airplane, telephone transmission, and satellite, to present-day interactive videoconferencing (IVC) through the internet (Barton, Taylor, & Wagner, 2016). IVC technology connects two or more sites, each with one or multiple users, via audio and video through the use of video conferencing equipment. IVC can be used to hold conferences, meetings, classes, workshops, or one-on-one interactions between faculty and students. In addition to seeing each other, IVC users can also display documents such as PowerPoints using duo-video mode (Barton et al., 2016). IVC technology allows participants to see, hear, and share information digitally in real time (Barton et al., 2016). With distance education enrollments starting to surpass those of residential campuses (Barton, 2016), educators are embracing technology to connect to those students who may be far away physically but still want the best possible learning experiences. In USU classes that use the IVC system, students reside in both rural and urban sites scattered throughout the state. Because students who use the IVC system are geographically dispersed, creating experiential learning opportunities to address real-world problems is challenging. However, the real-time nature of this technology lends itself well to creating interactive experiences.

Present Study

The primary purpose of this study is to describe how a family life education (FLE) methods course was redesigned to prepare geographically dispersed students to become competent family life educators using experiential learning. Prior to 2012, this course was taught through a standard format of faculty lectures and student assignments. Before the redesign, the course had been successfully taught through IVC technology and was well-received. In 2012, the course was redesigned to incorporate experiential learning as the primary activity. Students would spend the first half of the semester learning about FLE and preparing a session of a marital enrichment workshop. In the latter half of the semester students would be given the opportunity to actually present their sessions to couples recruited from the community. For a more detailed description of couples' experience and associated outcomes, please see Arocho, Law, Fall, and Meyer (n.d.). For more detail on changes made to this course and workshop as content and assignments were refined between 2012 and 2017, please see Law, Meyer, Fall, Arocho, and Labrum (2017).

In this manuscript, we present evidence of the success of this course in preparing students to deliver FLE: students' quantitative ratings of the course and qualitative comments on their experiences in the course, and workshop participants' ratings and comments on the students' ability to present and deliver helpful, meaningful content. These research questions guided the course, workshop, and this manuscript:

1. Do geographically dispersed students find experiential learning to be an effective forum for preparing to become family life educators?
2. Can geographically dispersed students effectively deliver a marriage enrichment workshop?

The Scholarship of Teaching and Learning (SoTL)

When describing the value of the course for preparing family life educators, it is helpful to consider the role of scholarship in teaching and what factors make teaching "effective." McKinney (2003) distinguished among good teaching, scholarly teaching, and the scholarship of teaching and learning (SoTL), saying that good teaching enables students to learn, scholarly teaching uses pedagogical evidence to inform teaching and enhance learning, and SoTL activity *contributes* to the scholarly literature on learning. Examples of SoTL in family science vary widely and are supported inconsistently (DiGregorio, Maurer, & Pattanaik, 2016; Reinke, Muraco, & Maurer, 2016), but family scientists are well-equipped to incorporate SoTL into their teaching and research (Maurer & Law, 2016). In this article, we present SoTL; that is, we describe application of experiential learning and distance education technology to a course, evaluate the success of this experience, and provide suggestions for future directions and ways that other instructors may consider incorporating lessons we learned into their own courses.

Method

Location

This course was offered by the Family, Consumer, and Human Development (FCHD) Department of Utah State University (USU) to upper-level undergraduate FCHD majors. The students were enrolled across the state at one of USU's three residential campuses, three regional campuses, or numerous educational centers (Utah State University, 2017b), and connected to the other students and professor through the university's IVC system. The course professor, undergraduate teaching assistants, and participating community couples were located at a regional campus (Utah State University Uintah Basin, USUUB, located in Uintah County, Utah), save for one year (2012) when one couple participated from another distance site apart from the professor and other couples. For more detail on the couples' experiences of the workshop and outcomes, see Arocho and colleagues (n.d.).

The course has been offered every spring semester from 2012 to 2017; 118 students have taken the course during this period. Over the six years that the course has been offered in this experiential format, the furthest a student has been while presenting the workshop to community couples at USUUB was over 400 miles (Google Maps, 2017) from USU Central, located in Washington County, Utah. Over the years, the majority of the students (56 students) were enrolled at USU's main campus in Cache County, Utah (250 miles away from workshop site). Twenty-eight students attended the USUUB regional campus and thus were able to interact with the participating couples live.

Interactive Videoconferencing

The course and workshop were held in an IVC-enabled classroom wired with microphones at the tables or in the ceilings, with cameras at the front and back of the room. Room configurations and technology changed slightly over the years (see Law et al., 2017 for more detail), but the format remained similar. Each site had a main camera focused on part or all of a classroom (for sites with multiple students enrolled) or a webcam focused on the student at a desk (for sites with only one student). Participants at each site could see the video feed from each other site simultaneously, and each person had access to a microphone and could make comments at any time.

During the first nine weeks of the semester, the professor lectured to and interacted with the students through the IVC system. During the last six weeks of the semester, student groups took turns presenting their assigned workshop sessions. When students were presenting, the camera was focused on them or showed a combination of the students and any digital media they wished to present, such as video or PowerPoint presentations. In the site where participating couples were located, the presenting students' image was projected onto a large screen. Participating couples could speak up at any time to ask questions of the students, join a discussion, or present their own thoughts and responses. The professor and teaching assistants at the site with the couples were able to step in to re-direct discussions or handle private matters, but in general, students conducted all presenting and discussion-leading or activity-leading wherever they were.

One advantage of conducting the workshop through the IVC system was that all class sessions were recorded (with participating couples' permission). These recordings have served as a teaching tool in the course and were referenced by the research team in years since.

Student Preparation

The course was offered once a week on a weekday evening for 2.5 hours. Although the timing of the workshop within the semester varied over the years (see Law et al., 2017), it was eventually determined that it was best to hold workshop sessions during the last six weeks of the regular class meeting times. Table 1 shows the breakdown of the 15-week semester according to class topics (weeks 1-9) and workshop topics (weeks 10-15).

In the first week of the semester students were assigned to their session groups and assigned session topics. Groups were composed of 2-4 students, usually determined by location, but students were occasionally grouped across locations. During the first six weeks of the course the professor provided the students with instruction about group process, facilitation, and content in family life education. Students were also given information about the role of the Institutional Review Board in human subjects research, including the approval of this study, and were asked to complete Collaborative Institutional Training Initiative certification if they had not already done so.

Students were taught to build a manual for the workshop and taught the skills they needed to facilitate group discussion using *Family Life Education: Working with Families Across the Life Span* (Powell & Cassidy, 2006). The students designed their session using approved course materials: *The Seven Principles for Making Marriage Work* (Gottman & Silver, 2002), *His Needs, Her Needs* (Harley, 2005), and *Love, Limits, and Latitude* (Wells, Law, & Johnson, 2004). Students were encouraged to make each session their own and could bring in outside resources pending instructor approval. Throughout these weeks, each assignment was designed to aid in construction of the session's written manual and to help students prepare to present their sessions effectively. Groups were given time within the class periods to work on their session preparation, but most groups also had to work together outside course hours to complete their assignments.

In weeks 7-9 of the semester, each group delivered a shortened version of their session content (roughly one hour) to the class and were required to submit a draft of their session manual at the time of their practice session. After their practice session, the professor asked for group members' feedback to themselves and then asked the other students to give immediate feedback to the group. The other students also filled out evaluation forms to give to the presenting group. After the students had shared their feedback, the instructor gave feedback to the group. After the practice session, groups were expected to revise their session and manual chapter accordingly. The final draft of the manual chapter was due one week before the start of the workshop.

Data Collection

Student experience. The university regularly gives anonymous surveys to all students at the end of each semester. Students are asked to rate their progress on relevant objectives (relevance is determined by each student on a separate assessment), and to rate the teacher and the course. At the conclusion of each semester this course was offered, the professor was given a summary score of each of these measures. In the current study we concentrated on the course's impact on student preparedness; therefore, we focused on students' ratings of their own progress towards relevant goals, along with students' overall ratings of the course. Table 2 displays the mean scores of these questions for each year and overall, as well as the university-provided average scores of other courses in the discipline and at the university. After responding to the quantitative scales, students were given the opportunity to respond to two open-ended questions ("What aspects of the teaching or content of the course do you feel were especially good?" and "What changes could be made to improve the teaching or the content of this course?") and to leave additional comments for the professor. We report relevant answers and comments in the results below.

Participating couples' evaluations of the student presenters. In 2015, we began collecting anonymous satisfaction surveys from workshop participants at the end of each weekly session. Respondents rated their agreement with the statement, "The information in this session was valuable to me and will be helpful in my marriage" and were asked "How successful do you feel the presenters were in teaching this information?" Possible responses were on a 5-item scale, with 5 being most helpful or most successful. Respondents were also asked, "What was most helpful" and "What was least helpful" from the session in open-ended questions. We report mean ratings of each session by year in Figure 1, combined mean ratings of each session in Appendix 1, and results from the open-ended questions in the text below.

Results

Student Experiences

Of the 118 students enrolled in the course, $n=78$ students completed end-of-semester surveys. The students' overall mean course rating ($m=57$) was above other family science courses ($m=53$) and other university courses ($m=53$). This pattern also held true for the individual years. Students perceived this real-world course as valuable to their education, as evidenced by their own ratings of their progress on relevant goals after completing the course ($m=61$), which was also ranked higher than other courses in the discipline and at the university.

Aspects of the teaching or content that were especially good. Sixteen students spoke directly to the experiential learning aspect of this course. They felt that the opportunity to prepare and present a real workshop was "much more than just an assignment." Eleven students appreciated the opportunity to apply their education to a real-life experience, and 9 felt that this workshop gave them the opportunity to explore what an FLE career would be like. For example, in 2016 one student wrote,

"I really enjoyed this class! I learned a lot about family life education and want to explore it further as a career. It was one of the few college classes that I took that

actually gave me experience doing something that could possibly be a career.”

A 2014 student wrote,

“I absolutely loved how this class required us to use our knowledge about family, marriage, development, etc. we have gained to practice teaching others and get a feel for what it would be like to be in a helping profession.”

Six students mentioned that they enjoyed being part of a team and seeing the workshop come together. Five spoke of personal growth that took place because of the class. In 2012 one student reported,

“I really loved how we got to apply our knowledge to real life and that we got real life experience by working with couples in the community. I was really pushed out of my comfort zone and I felt like I grew so much and learned so much.”

Aspects of the teaching or content that could be improved. Eight students desired a clearer picture of the finished project while preparing their workshop session. Four students said they would have liked to have had distance students come to the USUUB site for at least the session they were presenting. Five students voiced the opinion that they would have liked the opportunity to grade their group members to ensure that all members were pulling their weight on the group assignments and workshop session. Three students wanted to learn more about FLE as a field, rather than learn a single aspect of FLE in so much depth.

Participating couples’ ratings of student presenters. The 244 session evaluations from the workshop participants suggested that this delivery method and the student presenters were effective. Overall, participating couples rated the session content “highly valuable” and the student presenters “very effective,” with mean scores consistently above 4 on a 5-point scale (see Figure 1). Generally, the 2017 sessions received higher scores than the other years did, but scores from all years suggested that couples were highly satisfied with each session.

Couples had much to say about the most helpful content of each session and often referred to specific aspects of the presenters as being conducive to their learning. Nine participants felt the professionalism of the presenters with sensitive topics was helpful. Fourteen participants stated they thought the student presenters’ openness and willingness to share personal stories was most helpful. For example, a 2017 participant wrote,

“The presenters in this session were so raw and vulnerable, I was able to connect with them and look at it from a different viewpoint for the first time, they were amazing.”

A 2015 participant reported,

“The presenters were very respectful and did an amazing job, I can’t wait to apply the concepts into my own marriage.”

When asked to describe the least helpful thing from the session, 8 respondents said that it was difficult to connect to presenters that were at distance sites. Fifteen respondents also expressed frustration at the sheer amount of content in a session or a lack of adequate time for discussion. Three participants reported it was difficult to hear the presenters at distance sites, and another 3 felt the IVC made it harder to engage in open discussion. The most common examples

of feedback were, “*not enough time to discuss all the topics,*” “*need more time for activities,*” and “*video presentation is my least favorite part, they do not seem as involved.*”

Discussion

Good Teaching, Scholarly Teaching, or SoTL?

This study meets McKinney’s (2003) criteria for the Scholarship of Teaching and Learning in a number of ways. We used andragogical evidence in the course redesign, collected quantitative and qualitative evidence of student learning from the student and workshop participant viewpoints, and disseminated findings from various parts of this project at various regional and national conferences and now in peer-review journals (see Arocho et al., n.d.; Law et al., 2017 for companion articles).

Andragogy. The redesigned course addressed each of Knowles’s four principles of adult learning (Kearsley, 2010). To attend to the first principle, “Adults need to be involved in the planning and evaluation of their instruction,” students were given a broad framework for their session along with the freedom to tailor their sessions. Within this framework students were provided with possible resources and content to consider, but ultimately it was up to the students to choose content and organize it in a meaningful way. Students also evaluated themselves and other students by assessing their level of preparation for each class session and the quality of their own peer feedback. In many cases they were the first line of feedback for themselves and each other, well before the professor evaluated them.

Knowles’s second principle is that “Experience (including mistakes) provides the basis for learning activities” (Kearsley, 2010). This course was designed for students to receive various types of verbal and written feedback, evaluative and non-evaluative, throughout the semester from peers, the professor, teaching assistants, and couples who participated in the marriage enrichment workshop. Students received feedback on the outline of their session, their first draft of the session content and format, their practice session, their final draft of the session content, and finally, on their delivery of the session to couples.

The content of the workshop itself was designed to help couples strengthen their relationships, making it easy to apply Knowles’ third principle: “Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life” (Kearsley, 2010). Most students were in some type of romantic relationship or would be one day, and often found session content applicable to their personal lives. The majority of students in the course envisioned working in the “human services” fields (they were Family, Consumer, and Human Development majors), which also made their session content applicable to their professional lives.

The course addressed Knowles’s last principle, “Adult learning is problem-centered rather than content-oriented” (Kearsley, 2010), by making it explicit that students would have the opportunity to prepare and teach an actual session of a real workshop to community couples who were learning to deal with problems in their relationship. From the beginning of the class, students were well aware that they were actively working to help solve a problem – the need for

relationship enrichment for couples residing in a rural community – with a real solution – an educational workshop that they themselves designed and provided (Law et al., 2017).

What should others who want to do something similar know about this experience?

Entry points into SoTL. Instructors who wish to implement SoTL activities in the classroom may find the initial implementation daunting. However, if they can find one or more “entry points” to begin thinking about SoTL within their own contexts, implementation may be more natural and successful. Hutchings (2000) proposed four typology questions as possible entry points into SoTL work: *What works?* *What is?* *Would it be possible to...?* and *What is the conceptual model (or theory building)?* *What works?* considers effectiveness of teaching methods on student learning. *What is?* allows the instructor to assess what is going on in the classroom in a non-evaluative way. Asking themselves *Would it be possible to...?* helps instructors challenge familiar ways of teaching. Finally, assessing *What is the conceptual model?* helps makes sense of what the teacher and student do together by creating a conceptual model of this process.

The course presented here was born of both *What works?* and *Would it be possible to...?* The original goal for this course in any format was to help students become competent family life educators through exposure to methods and techniques of FLE. Evidence from andragogy and experiential learning research suggested that giving students hands-on experience in FLE would be a good way to accomplish that goal. We believe we achieved this goal in this study, as evidenced by students’ evaluations of the course and the participating couples’ evaluations of the students. *What works?* questions are indeed often the entry point into SoTL for scholars investigating their teaching in a more systematic manner.

An additional challenge of redesigning this course was the distance learning aspect of conducting a course through IVC. We had to ask ourselves, “*would it be possible to... have students at any distance site present real marital enrichment material to couples at a different site through the ICV system?*” After six semesters of experiences, we are now confident that the technology can indeed support effective delivery of this marriage enrichment workshop, though there is always room for improvement in using such technology in the classroom. We are continually working to make the experience better for students and workshop participants.

Challenges. In the first couple of years it was difficult to recruit couples to participate in the marriage enrichment workshop. As the reputation of the workshop has grown in the community during recent years, recruiting participants has become relatively easier. Another challenge has been the initial reaction of students when they learned that they would be delivering a marriage enrichment workshop to couples. Some students initially felt anxiety and trepidation about the assignment. To address this, the teacher showed students video clips of previous years’ workshops as visual models of expectations. Students were also reminded that their workshop presentation would be done in a group, which hopefully lessened the pressure they felt. Lastly, a supportive classroom environment where students become comfortable addressing their fears has been critical. Receiving positive and clear feedback on their assignments has also been essential for students. In their evaluations, some students spoke specifically of their personal growth over the semester as they gained the confidence they needed

to present.

Changes over the years. This course has been offered six times in this experiential format. Although many of the themes have remained the same over the years, some significant adjustments have been made in response to students' and participating couples' feedback. To address the issue of audio quality in the participating couples' room, we tested various room and microphone arrangements. For instance, the 2015 cohort used desktop microphones, which resulted in excellent audio quality. The 2016 cohort was moved to a larger, state-of-the-art classroom to accommodate more participants. This classroom used mics that were installed in the ceiling and were supposed to have superior audio quality, but instead resulted in poor audio quality. In 2017, we moved couples back to desktop mics and the audio quality was again improved. The desktop mics were clearly superior and resulted in more fluid conversations between couples and the students facilitating the session. In addition to improving audio quality, we also changed how group discussions were facilitated to address the concern of "engaging in open conversation." In the early years of this project, student facilitators were responsible for initiating the group process amongst the participating couples. Due to the limits of the visual technology, it was difficult for students at the distance sites to read non-verbal body language of couple participants, which at times resulted in awkward discussions. In recent years, group processing has been initiated by the instructor of the course and then handed off to student facilitators once it was going smoothly. These improvements in audio quality and group processing facilitated more open discussions. For more in-depth description of changes to the course over the years see Law et al. (2017).

Limitations

A limitation of this study is that we do not have a more proximal assessment of student learning from the beginning to the end of the semester. There is no known published measurement for assessing student competency at delivering family life education. Having some type of proximal assessment of change in competency would strengthen the assertion that student learning occurred.

Next steps. Three major changes need to be made in coming semesters as we continue to refine this learning experience. First, we will develop and implement a more proximal assessment of student competency in FLE. Second, we will add a control group of couples from the community who do not participate in the workshop to better assess outcomes for participating couples. This will help move the project from a promising program to an evidence-based program (LFA Group: Learning for Action, 2011). Third, we will expand our assessment of couple participants to include neurobiological and observational data so that we may better understand the impact of this experience on participating couples.

Conclusion

The redesign of this family life education methods course using experiential learning and IVC has given geographically dispersed students a real-life, real-time experience helping couples strengthen their relationships. In that process, the students were given the opportunity to become more competent family life educators themselves. The incorporation of andragogy and evidence

of student learning in this class qualify it as an example of SoTL within the family sciences.

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Table 1

Topics for Each week of Semester

Week	Topic (for students)	Week	Topic (for participating couples)
1	Introduction: Goals, Roles, and Expectations.	10	Nurturing your Fondness and Admiration.
2	Domains and Boundaries of Family Life Education. Human Research Basics	11	Meeting your Spouse's Need for Affection and Sexual Fulfillment.
3	What is Family Life Education?	12	Four Horsemen, Soft Startups, Repair Attempts, and Accepting Influence.
4	Relating Theory to Practice. Program Designs in Family Life Education.	13	Working Through Marital Problems.
5	Evaluation of Family Programs.	14	Turning Towards Each Other, Stress Reducing Conversations, and the Magic Five Hours.
6	Presentation and Discussion of Logic Models.	15	Dreams and Goals.
7	Practice Sessions 1 & 2		
8	Practice Sessions 3 & 4		
9	Practice Sessions 5 & 6		

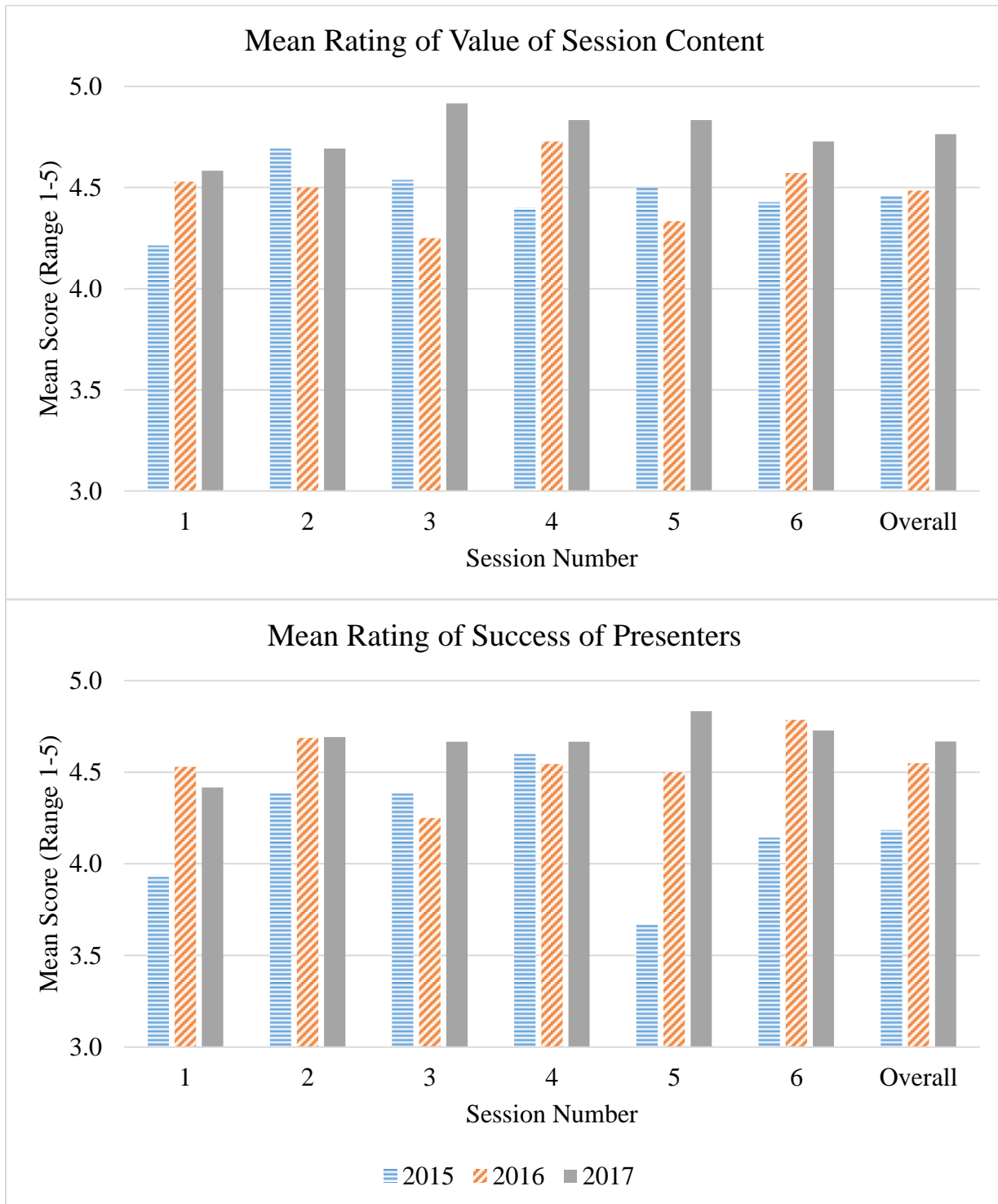
Table 2

Students' Evaluation of Progress on Relevant Objectives and Overall Course

	Year	Course Average	Discipline Average	University Average
Progress on Relevant Objectives	2012	60	59	*
	2013	58	57	56
	2014	64	63	62
	2015	62	61	59
	2016	60	57	57
	2017	61	58	58
Overall Course Rating	2012	54	51	*
	2013	52	49	48
	2014	64	61	59
	2015	55	50	49
	2016	58	54	54
	2017	60	55	55
Mean Progress on Relevant Objectives		61	59	58
Mean Overall Course Rating		57	53	53

*Data unavailable

Figure 1: Participating Couples' Ratings of Session Content and Presenter Success, by Year.



Appendix Figure 1: Participating Couples' Rating of Students' Session Content and Presenter Success, by Session Number.

