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# *From* **PROBLEM** *to* **PLAN**

*Leveraging Theoretical Frameworks for Effective Initiative Development*



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# Agenda

1. Introduction to Theoretical Frameworks.
2. Adapting the ADDIE model for program development.
3. Applying a framework to the ADDIE model.
4. Practical examples of integrating theory into practice.

# Learning Outcomes

- ☒ Describe theoretical frameworks and their importance.
- ☒ Explain how to use frameworks in each stage of your initiative.
- ☒ Develop practical strategies to apply in your own work.

# Discussion

Why would you want to use theoretical framework in developing student initiatives?

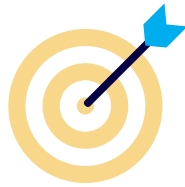
# Theoretical Frameworks

**A concept, model, or practice that is well-founded and/or evidence-based on which to inform your initiative development.**

Theoretical frameworks can do a lot of the heavy lifting in initiative planning, execution, and assessment by providing a roadmap of considerations, guidelines, and measures that others have already put the time into researching. This simplifies and expedites initiative creation and leads to initiatives with high rates of success, using fewer resources.

- ✓ Reflect meaningful, evidence-based best practices.
- ✓ Provide rationale & proof.
- ✓ Intentionally links actions to intended outcomes.
- ✓ Informs what, and how, to measure for success.
- ✓ Offers a reliable heuristic for decision-making.

# Finding a Good Theoretical Framework



## Relevant

- Can you clearly explain how it aligns to your initiative?
- Does it fit with your students (demographics, needs, etc.)?



## Credible

- Is it evidence-based, up-to-date, and respected in the field?
- Can you locate the original research or scholarly sources behind it?



## Practical

- Can it be applied or adapted to your real-world initiative?
- Does it help justify your approach to key partners, funders, and participants?

# Example

## *Peer Learning Program*

- Provides peer support to help students achieve their academic goals by becoming more effective self-directed learners.
- A volunteer leadership opportunity that enables Learning Peers to build skills necessary for success now and in their future careers.

**120 Learning Peers**

**400 Student Learners**

**80 Classes Supported**

**7000+ HOURS OF STUDENT SUPPORT EACH YEAR**

# Frameworks

*Peer Learning Program*



## ***Make It Stick: The Science of Successful Learning***

*(Brown, Roediger & McDaniel, 2014)*

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## ***The Five Practices of Exemplary Leadership***

*(Kouzes & Posner, 2017)*



# Frameworks

## *Peer Learning Program*



Make It Stick: The Science of Successful Learning

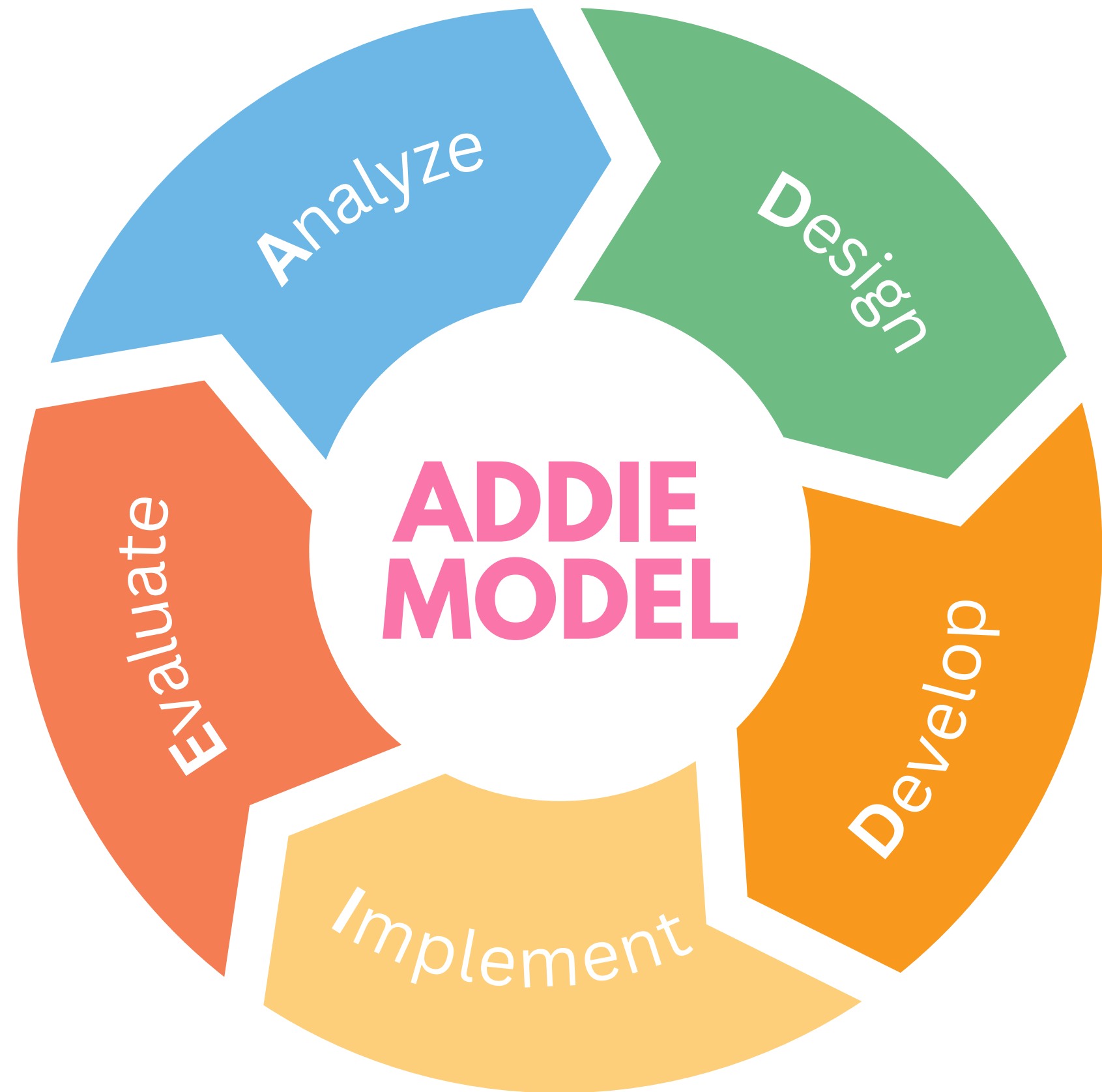


The Five Practices of Exemplary Leadership

# The ADDIE Model

The ADDIE model is a widely used tool in instructional design.

The step-by-step guide ensures intentional class development. We propose the model be adapted for use in developing student-centred initiatives.



# Analyze

- Purpose and scope.
- Outcomes.
- Audience.
- Context (resources/constraints).

## Key Activity

To identify a clear purpose, being able to clearly define the problem is critical.

How?

## How to use a framework at the analyze stage

- Help identify where to look for gaps, making it easier define purpose.
- Narrow down priorities for the initiative.
- Validate your purpose with research that has already been done for the framework, reducing the amount of research you need to do.

# Activity

- With the person next to you, introduce yourself and your institution.
- Identify a problem of practice you are working on.
- Talk about how you validated that a problem is real, worth solving, and in your scope.



# Defining Problems to Reveal Purpose

- ✓ Validate that a problem is real, worth solving, and in your scope
- ✓ Search out and evaluate alternatives to your solutions
- ✓ Reframe problems as “How might we...”
- ✓ What’s the real problem: Ask why 5 times

## PLP Problem

- Students often feel unsure about their coursework and struggle to study effectively, making it hard to learn on their own and achieve their academic goals.
- Student who want to be leaders don’t have enough chances to practice leadership skills or learn how to explain their skills.

## PLP Purpose

- Learners will do better academically by becoming more effective self-directed learners.
- Learning Peers will develop leadership skills that they can explain to others.

# Design

- Outcomes to describe change you will see.
- Delivery format.
- Timeline and engagement strategy.
- Assessment strategies to verify that purpose is met.

## Key Activity

Outcomes make your initiative's purpose actionable. They guide every decision, at every stage.

*How?*

## How to use a framework at the design stage

- Offers shortcuts in program design by validating design choices with existing research.
- Gives consistency in the student experience of the initiative.
- Provides structure for outcomes.

# Example

## *Peer Learning Program*

### Outcomes

- After regularly attending sessions with a Learning Peer, students will improve as independent learners by reporting that they feel more confident with their course material, have a deeper understanding and gain new study skills or use existing skills more effectively.
- Throughout the program, Learning Peers will improve their leadership skills by demonstrating Kouzes and Posner's practices of exemplary leadership and will be able to communicate how the skills they've gained are transferable to their future career.





# Develop

- Materials and resources for the initiative.
- Train facilitators.
- Systems for tracking, assessing, and managing participants.
- Pilot opportunities to test components.

## Key Activity

Using your outcomes, which are rooted in your framework, you can now quickly choose activities and resources for your initiative.

*How?*

## How to use a framework at the develop stage

- Provides the skeleton or scaffold for your activities on.
- Helps determine which activities to choose.
- Offers consistency in how key terms and ideas are explained and used by facilitators and students.



# Decision-making using the framework

## *Peer Learning Program*

### **Learners (Make it Stick)**

- Spaced practice: Groups must meet every week.
- Interleaving: All sessions must include at least two topics.
- Calibration/Illusions of knowing: Testing students knowledge is a part of each session, and a key focus near exams.

### **Learning Peer Volunteers (Five Practices)**

- Inspires a shared vision: The 1st meeting for all groups is focused on setting shared expectations
- Enables others to act: All group members participate in selecting topics and activities

# Linking Activities to the Framework

**All group members participate in selecting topics and activities.**

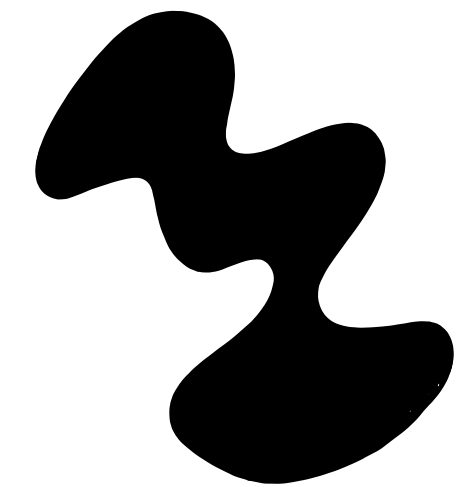
**Spaced practice: Groups must meet every week.**

**After each session, volunteers will complete a reflection form to capture their learning and improve their skills.**

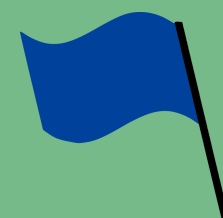
**The first meeting for all groups is focused on setting shared expectations**

**Interleaving: All sessions must include at least two topics.**

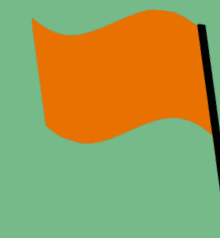
**Calibration/Illusions of knowing: Testing students knowledge is a part of each session, and a key focus near exams.**



*Which Framework?*



**Make it Stick: The Science of Successful Learning**



**5 Practices of Exemplary Leadership**

# Theory of Change

“A rationale for the **planned, causal** chain of actions that predict and explain how an [initiative] works – that is, the central processes or drivers by which change occurs, and the [initiative]’s underlying assumptions upon which the rationale is based.”

(Killion, 2018, p. 283)

# Implement

- Communication and recruitment.
- Deliver programming.
- Monitor engagement with formative feedback.

## Key Activity

Formative Feedback: happens during the process and allows for course correction.

↳ 👨🍳 Chef tasting the soup for seasoning

Summative Feedback: happens at the end of the process and is evaluative of success.

↳ ★★★ Restaurant critic tasting the soup for an online review

# How?

## How to use a framework at the implement stage

- Ensures consistency in the delivery of the initiative.
- Guides ongoing formative assessment and decision making.

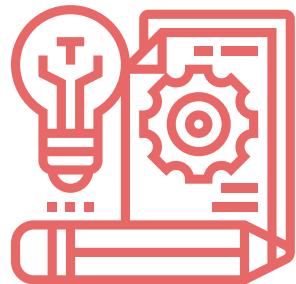
# The Power of Formative Feedback

Although often overlooked, it provides the opportunity to adjust for:



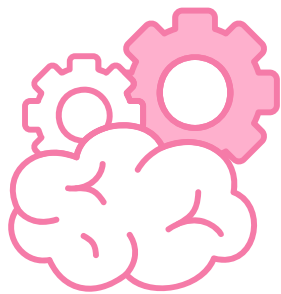
## Real-time learning

- Do students understand what you hoped they would?
- Is there any confusion or misunderstandings?



## Adaptive delivery

- Should you slow down or speed up?
- Reframe or reinforce a concept?



## Early signs of Impact

- Can you see change starting to happen?
- Any barriers to involvement showing up?
- Are there gaps between your design and lived experience?

# Evaluate

- Review data.
- Look closely at outcomes and impact.
- Use findings to improve for the next time.

## Key Activity

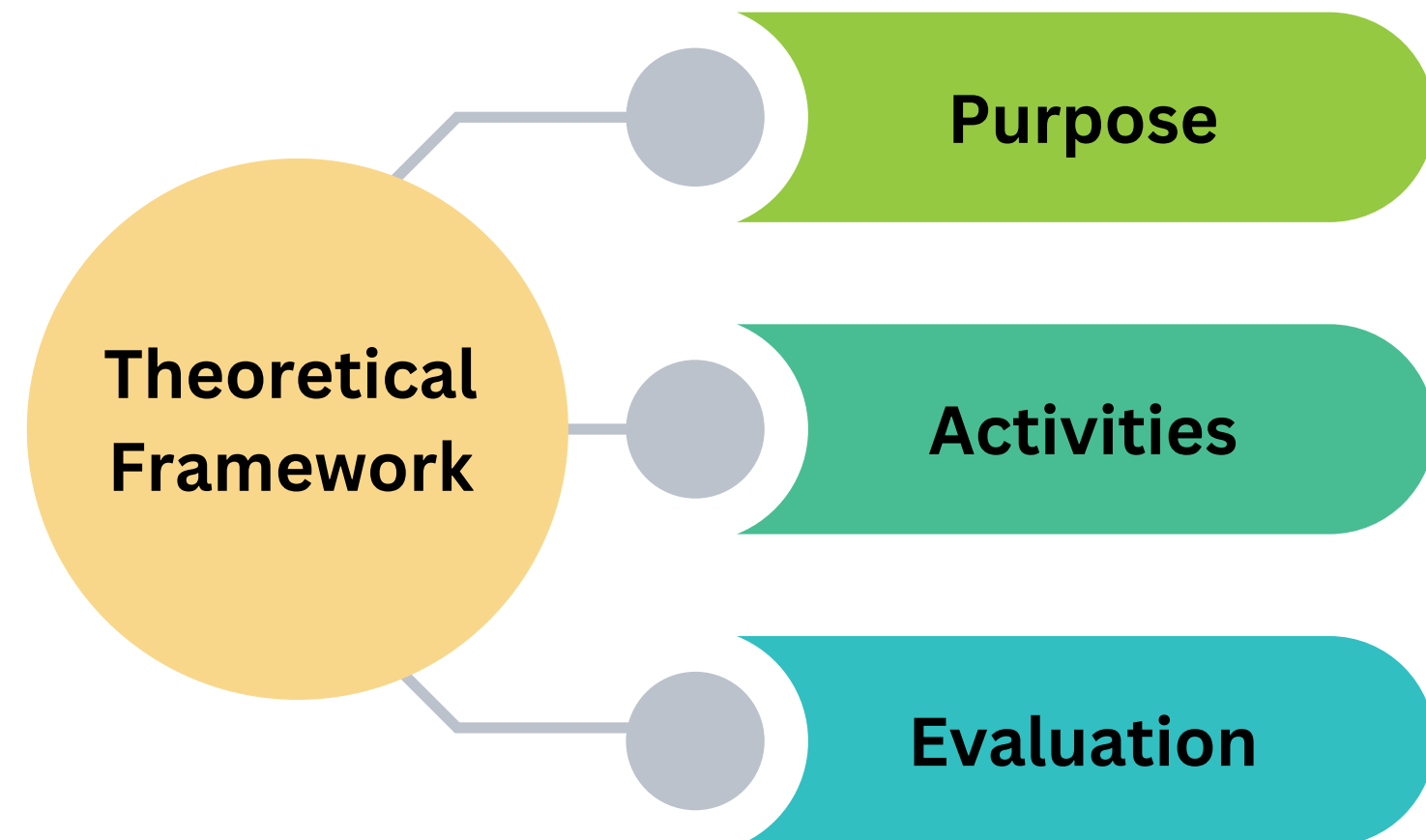
Choose the correct assessment tools to align evaluation with intended outcomes, use your framework to develop rubrics, surveys, and other assessment methods.



*How?*

## How to use a framework at the evaluate stage

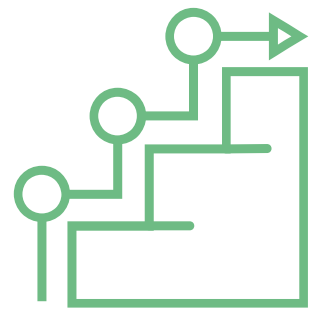
- Defines success.
- Guides what impact/change is measured.



# If you only remember three things...



Take the time to find a good framework that is well-suited to your initiative's purpose.



Frameworks support your initiative every step of the way.



Use your framework to create effective outcomes, guide decisions, and build assessments.





# Thank you!

*Please reach out  
with any questions.*

We would love to connect!



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