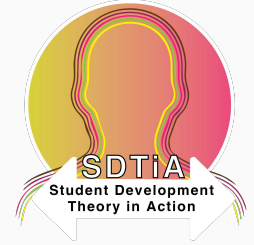
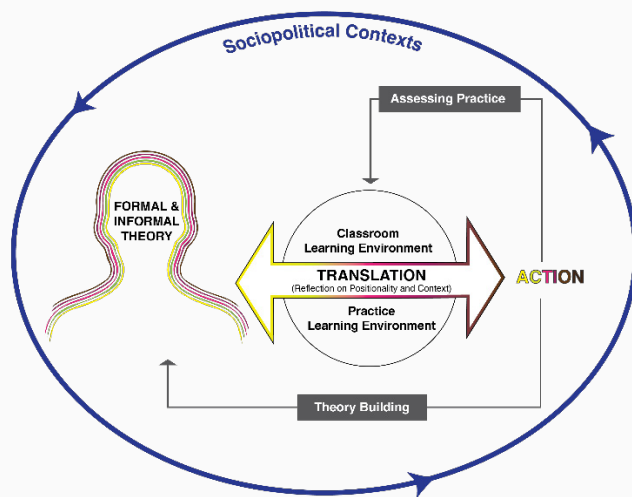


Theory Work Groups



Assignment Rationale

Theory Work-Groups is a learning activity that supports students' engagement with each of the *Student Development Theory in Action* (SDTiA) framework's four interconnected components - i.e., (1) the sociopolitical contexts's influence, (2) translation of formal/informal theory into action, (3) classroom and practice learning environmental considerations, and (4) theory building and practice assessments. At times, the formal theories/theoretical concepts introduced in this course can seem abstract or disconnected from lived experience. This interactive assignment is designed to help students think more concretely about Student Development Theory (SDT) by applying it to real-world examples. It emphasizes both critical engagement with theory and thoughtful representation of student lives.



Assignment Overview

Students will work in pairs to explore a selected SDT in depth. In addition to course readings, each pair will review two supplementary articles related to their chosen theory. Based on their research, pairs will identify an exemplar—a person, situation, event, or media artifact—that illustrates the theory or one of its components. The goal is not simply to match a theory to an example, but to complicate and critically explore how the theory interacts with real student experiences. Avoid exemplars that tokenize or oversimplify identities and narratives.

Assignment Requirements

a. Theory Work-Up (Written Submission)

Each pair will upload a written "Theory Work-Up" and their exemplar prior to their presentation. The Theory Work-Up should be no more than one single-spaced page (excluding cover page and references), using the template provided by the instructor. In the Theory Work-Up, pairs will engage student development theory through a critical, reflective lens by:

- Briefly outline the key assumptions or premises of the theory.
- Critically reflect on the theory:
 - What aspects ring true? (reflecting on positionality/lived experiences)
 - What does not resonate? (reflecting on positionality/lived experiences)
 - What's missing? (engaging in theory building)
 - Whose interests does the theory serve? (critiques of sociopolitical contexts)
- To explain the connections between the theory and their chosen exemplar, students must grapple with the considerations below, posed by Duran et al., 2024:
 - *Who Are College Students? How Do We Situate Their Journeys Within and Beyond College?*
 - *How Does Development Occur Within Larger Systems of Power and Oppression?*
 - *How Do Multiple Environments Influence College Students?*
 - *How Do We Challenge and Reimagine Developmental Trajectories?*

Duran, A., Abes, E. S., Stewart, D. L., & Jones, S. R. (2024). Looking back, moving forward, and everything in between: Revisiting student development's relevance and enduring concepts. *Journal of College Student Development*, 65(2), 121-136.

b. Presentation (In-Class Activity)

Each pair will be given **15 minutes** during class to:

- Share their exemplar
- Explain its connection to the theory
- Facilitate a brief discussion or reflection, if time permits

Schedule and Sign-Up

Each pair will present times during the semester. A schedule of Theories/Concepts is offered below. Some Theories/Concepts are presented multiple times across theory groups (e.g., Yosso's Community Cultural Wealth Framework), providing students the opportunity to showcase how theory can be applied across identity dimensions and classroom/practice learning environments. The forming of pairs and sign-up will be facilitated by the instructor.

Sample Theory Work Group Schedule

Module: Key Process of Student Development Theories/Concepts (poems/lyrics)

1. Astin's Theory of Student Involvement
2. Tillapaugh's Critical Praxis of Student Involvement And Engagement
3. Marcia's Ego Identity Statues
4. Josselson's Theory of Women's Development
5. Chickering's Developmental Vectors

Module: Cognitive Development Theories/Concepts (case study/news clipping)

1. Perry's Theory on Intellectual and Ethical Development
2. Belenky et al's Women's Ways of Knowing
3. Black Feminist Thought
4. Chicana Feminist Thought
5. Kiyama's Funds of Knowledge © Renn et al., *College Student Development Theory in Action* (Routledge 2026)

6. Yosso's Community Cultural Wealth Framework
7. Edward et al.' Theory of Lifelong Learning

Module: Moral and Ethical Development Theories/Concepts (you create the diagram)

1. Kohlberg's Theory of Moral Development
2. Rest's Theory of Moral Development
3. Rest's Four Components of Morality
4. Gilligan's Theory of Women's Moral Development

Module: Intercultural Maturity Theories/Concepts (portraiture or photo solicitation)

1. Intercultural Maturity Model
2. Refined Model of Intercultural Maturity
3. Freire's Critical Consciousness
4. Privileged Identity Exploration Model

Module: Racial Identity development Theories/Concepts (video clips)

1. Helms Model of White Identity Development
2. Cross & Fhagen-Smith's Model of Black identity development
3. Porter's Model of Identity Development of Black Undergraduate Women
4. Gallegos & Ferdman's Model of Latina and Latino Ethnoracial Identity Orientations
5. Asian American Identity Development
6. Middle Eastern and North African Identities
7. VGT Model of Multiracial Identity Development

Module: Ethnic & Nationality Identity Development Theories/Concepts (program/service idea)

1. Linear Assimilation Model
2. Cultural Pluralism Model
3. Phinney's Model of Ethnic Identity
4. Ferdman & Gallegos's Model of Latinx identity development
5. Torres et al.'s Lifespan Model of Latinx Ethnic Identity Development
6. Ethnic Identity of Asian Americans
7. Ethnic Identity of Indigenous People
8. Middle Eastern and North African as Ethnicity
9. Ethnic Identity of African and Afro-Caribbean Americans
10. Social Identity Theory

Module: Adult learning Theories/Concepts (group choice)

1. [to come]

Module: Self-Authorship Theories/Concepts (poems/lyrics)

1. Kegan's Self-Evolution Theory
2. Baxter Magolda's Self-Authorship Theory
3. Okello's Self-Definition Theory

Module: Gender Identity Development Theories/Concepts (case study/news clipping)

1. Josselson's Theory of Women's Identity Development
2. Edwards & Jones College Men's Gender Identity Development
3. Sengupta & Upton's Identity Development in College Women © Renn et al., College Student Development Theory in Action (Routledge 2026)

4. Ashton's Self-Authored Gender Outside the Binary
5. Dolan & Garvey's Emergent Model of Nonbinary Gender Identity Development
6. Lange's Model of Transgender College Students' Identity Exploration Processes

Module: Sexuality Identity Development Theories/Concepts (you create the diagram)

1. Dillon et al.'s Unifying Model of Sexual Identity Development

Module: Disability and Social Class Identity Development (group choice)

1. Abes et al.'s Revised Model of Multiple Dimensions of Identity
2. Liu et al.'s Social Class Worldview Model
3. Raferty et al.'s Maximally Maintained Inequality (MMI)

Module: First Gen and Spirituality/Religious Identity Development Theories/Concepts (portraiture or photo solicitation)

1. Bandura's Self-Efficacy Theory
2. Yosso's Community Cultural Wealth Framework
3. Kiyama's Funds of Knowledge
4. Fowler's Stages of Faith Model
5. Jones's Reimagined Model
6. Parks' Theory of Faith Development in Young Adulthood
7. Jewish College Student Identity
8. Tajfel & Turner's Social Identity Theory (SIT)
9. Berry's Acculturation Model
10. Peek's Stage Model of Muslim Identity Development in College Students
11. Smith's Atheist Identity Development Model

Module: Intersecting and Multiple Identities Theories/Concepts (group choice)

1. Jones & McEwen's Model of Multiple Dimensions of Identity
2. Abes et al.'s Reconceptualized Model of Multiple Dimensions of Identity
3. Jones & Abes's Intersectional Model of Multiple Dimensions of Identity
4. Porter's Model of Identity Development of Black Undergraduate Women
5. Linder's Antiracist, White Feminist Identity Development
6. Duran & Jones's Intersectional Model of Identity Exploration for Queer Students of Color