

# The Transformation of Education: 14 Aspects

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## Abstract

*While calls for reform in education are arguably as old as the enterprise of education itself, there is a new sense of urgency accompanying the reports of those who study the economic and cultural impacts of education, at all levels. This article offers a framework for understanding and responding to both internal (largely academic and pedagogical) and external (largely economic and cultural) pressures for positive transformation in teaching and learning. Fourteen aspects of educational cultural change are labeled, defined, and characterized in terms of historical tendencies and future directions that hold promise for better fulfillment of society's expectations and needs. For each aspect, a core set of modules is identified from the Faculty Guidebook, linking that aspect to the larger body of Process Education™ scholarship. Meaningful descriptors for recognizable stages of transformation within each aspect are proposed from this analysis. Each aspect is then illustrated through examples typifying student and faculty behavior, as observed in faculty development institutes, workshops, and classroom teaching on the part of the authors. Three broadly applicable tips are also given for managing affective, practical, and research issues associated with moving to increasingly transformed practices within each aspect. The finished product is packaged in a new online learning object that is currently undergoing usability testing. The article concludes with an exploration of potential future uses for the learning object.*

## Introduction

Governmental and business leaders have joined with the media in warning that both the economic vitality and security of the United States is in jeopardy if significant steps are not taken to reform education (COSEPUP NAS/NAE/IOM, 2007). Though the primary focus is often on K-12 education, higher education is also part of the indictment. These warnings are not a surprise to those involved in the educational community; individual educators find themselves routinely caught in multiple currents of social and pedagogical change that swirl around today's classrooms and institutions (Altbach, Reisberg, & Rumbley, 2009). The voices that are pushing, arguing, and pleading for change across the continuum of education are not in harmony, other than in their base agreement that change must happen. There is no overarching model or even singular and coherent description of what that change should be (Teachology, 2010)

The response offered by the philosophy of Process Education™ (Burke, Lawrence, El-Sayed, & Apple, 2009) is that nothing short of a multi-layered transformation of education will lead to measurable and observable system-wide success. This requires that stakeholders at all levels engage in coordinated reflection, reinvention, and renewal. The paradigm shift offered by the precepts of Process Education is an effort to put forward a shared vision of how education should work and how improved performance can then be realized on the part of learners, educators, and administrators, if we are to achieve systemic success.

As an integral part of its efforts to make credible and accessible the promise of transformed practice through Process Education, Pacific Crest has sponsored and actively engaged in the ongoing scholarship of the *Faculty Guidebook* (Beyerlein, Apple, & Holmes, 2007). This, in turn, has led to other formulations and presentations of Process Education, including faculty development institute handbooks, learning objects, and student curricula. Even as the seeds of Process Education scholarship have come to fruition, there has always been a need to find ways to demonstrate that in addition to being credible and scholarship-based, Process Education is intelligible and responsive to the classroom educators who can most powerfully use what it has to offer for improving educational outcomes. Unfortunately, handing someone a *Faculty Guidebook* has been found to be a less-than-optimal way of initiating or supporting educational transformation, despite the wealth of scholarship it represents.

In an attempt to not only respond to the ubiquitous calls for meaningful change but to make the precepts of Process Education at once user-friendly and accessible, Pacific Crest created the Transformation of Education, a table which captures fourteen different aspects (originally called "dimensions") of educational transformation (made publicly available in Pacific Crest's newsletter, *Reflections*) (Pacific Crest, 2009-2010). This formulation of how Process Education could positively transform classroom-level practices was at once compelling and recognizable to many of the practitioners with whom it was shared. K-12 teachers saw at once the promise of the reformulation of the social relationship between teacher and

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student. College administrators saw that its appreciation of faculty efficacy made positive cultural change possible. In short, people generally liked what they saw.

Though resting on the scholarship of Process Education, the Transformation of Education grew organically and in response to specific situations and concerns. As such, it was uneven, and while it did focus on many areas of general concern, it was silent about others or dealt with them only indirectly. This work was undertaken to give the Transformation of Education tables the rigor and scrutiny previously reserved for *Faculty Guidebook* modules. The revised tables in this paper and companion learning object are the outcome of this effort.

## Development Process

The mechanics of the project development phase were complicated by the fact that the team members were separated from one another by an average of eight time zones and more than 4,800 miles; this meant that an asynchronous collaborative work environment was an absolute necessity. As a result, the vast majority of work took place on a secure online discussion board where threaded discussions, online polling, and shared documents made productive collaboration possible.

The significant steps in the process of developing the Transformation of Education learning object to this point are offered below. The steps demonstrate not only how profoundly this ongoing project is influenced by the larger body of Process Education scholarship and expertise, but also how responsiveness to internal and external concerns was considered of paramount importance.

1. Inventory *Faculty Guidebook* modules that are most topical/responsive to pressures for change in higher education.

*What modules catch people's attention? What modules do people seek out?*

2. Brainstorm modifications to the first-generation transformation table as a pathfinder to *Faculty Guidebook* modules that support classroom-level professional development in needed areas in higher education (includes feedback from Process Education workshop and faculty development events).

*How do we group or classify the aspects of Process Education that are most responsive to the current calls for educational change at the classroom level?*

3. Define specifications for updated transformation table elements likely to be more engaging and meaningful to a wide audience.

*What questions do we seek to answer and what information do we choose to give?*

4. Rephrase, define, and analyze existing aspects for inclusion/exclusion.

*Are we repeating ourselves? Have we conflated topics that are arguably distinct simply because they are related?*

5. Propose, define, and analyze missing aspects for inclusion/exclusion.

*Have we neglected to make explicit any implicit knowledge?*

6. Select RED, YELLOW, and GREEN descriptors for stages of transformation associated with each aspect.

*How do we typically, concisely, and intelligibly describe performance at these significant points in the process of transformation?*

7. Describe RED and GREEN characteristics for each aspect.

*What is the RED/GREEN like? What tropes or tendencies does each entail?*

8. Describe RED and GREEN cultural pressures for each aspect.

*What voices, movements, or tendencies exist to either keep an educational practitioner with the traditional practices (RED) or urge them to new and/or potentially transformative practices (GREEN)?*

9. Propose tips for implementing emerging practices in the movement from RED to GREEN within each aspect.

*How do people move from RED towards GREEN? What emerging practices initiate and perpetuate that movement?*

10. Identify the most relevant, informative, and efficacious *Faculty Guidebook* links for each aspect.

*Given the vast body of Process Education scholarship available in the Faculty Guidebook, what individual modules are most responsive to the notion of transformation in this aspect, have the most to say about the aspect, and/or best describe the transition from RED towards GREEN in that aspect?*

11. Craft compelling RED and GREEN student examples and faculty examples for each aspect.

*Based on our experience, what does it look like when an individual operates on the basis of traditional practices (RED) or transformative practices (GREEN)? How do students and instructors react? What do they say? What do they do?*

- Review aspect contents for audience impact and internal alignment.

*Does what we have to share actually connect with the concerns/observations others have? Have we created a valid representation of Process Education and the best practices that typify it?*

- Review the entire table for clarity, completeness, and complementarity.

*Does each aspect complement the others? Do all work together to mutually reinforce the definition and vision of Process Education? Does the Transformation of Education support the Compass of Higher Education as an end-state goal for education?*

- Package as an attractive e-learning object.

*Can we create a version of this information so that it is attractive, user-friendly, web-based, and can be easily upgraded/edited?*

- Validate the finished product with Academy focus groups and identify promising avenues for educational research involving the updated Transformation of Education learning object and table.

*How do we most efficaciously and efficiently go about disseminating the learning object and its contents for further review, development, and use?*

## Learning Object Design

The Transformation of Education learning object is available at: [www.transformation-of-education.com](http://www.transformation-of-education.com). It presents 14 aspects of transformation in education (i.e., teaching and learning), ordered alphabetically: challenge, cognitive complexity, control, delivery, design, efficacy, feedback, measurement, ownership, relationship, scope of learning, self-awareness, social orientation, and transparency.

The introduction to the learning object (Figure 1) aims to sensitize a reader/viewer/learner to a critical fact: that educational transformation is nothing less than the positive and purposeful transformation of every individual who is involved in education. This means that the Transformation of Education is really about transforming ourselves — encouraging not only our own growth but our awareness of our growth as a continuing process. The optimal mindset for an individual exploring the Transformation of Education is therefore one of reflection with a willingness to ask, “Where am I?” and “What are my values and beliefs?” with respect to the stages of transformation within each aspect.

Each page (in the written presentations that follow) or screen (in the learning object) of the Transformation of Education is comprised of the following elements. These elements are fully populated for all 14 aspects.

**The Transformation of Education**

**Aspects of Transformation**

- CHALLENGE
- COGNITIVE COMPLEXITY
- CONTROL
- DELIVERY
- DESIGN
- EFFICACY
- FEEDBACK
- MEASUREMENT
- OWNERSHIP
- RELATIONSHIP
- SCOPE OF LEARNING
- SELF-AWARENESS
- SOCIAL ORIENTATION
- TRANSPARENCY

**Overview of Scales**

**Historical Tendency** → **EMERGING PRACTICE** → **Future Direction**

*Educational transformation is nothing less than the positive and purposeful transformation of every individual who is involved in education.*

The Transformation of Education is really about transforming ourselves — encouraging our own growth as well as our awareness of our growth. This is not an all-or-nothing proposition, nor is it something that can be accomplished quickly. It is a continuing process, this shifting from **RED** to **GREEN**, this moving and improving.

As you explore this learning object, reflect on yourself and the culture in which you live and work. Ask yourself, "Where am I on the continuum of transformation?" Consider what pressures you feel and the clarion calls to which you choose to listen.

*Where are you now? Where would you like to be?*

To begin your exploration, select an **aspect of transformation** from the menu at left.

**Figure 1** The home page and introduction screen for the Transformation of Education learning object ([www.transformation-of-education.com](http://www.transformation-of-education.com)) (Pacific Crest, 2011)

**Label**

- Short and value-neutral phrase that represents each aspect in a way that is faithful to our shared Process Education experience but which is also accessible/meaningful to a general audience

**Definition**

- Meaning of each aspect within the context of higher education

**Stages**

- Insightful and parallel descriptors of RED, YELLOW, and GREEN positions that span historical tendencies and future directions within each aspect

**Characteristics**

RED historical tendencies of teaching/learning with respect to each aspect

GREEN future directions in teaching/learning with respect to each aspect

**Cultural Pressures**

RED pressure to sustain historical tendencies in teaching/learning within each aspect

GREEN pressure to explore future directions in teaching/learning within each aspect

**Student Examples**

- A typical and familiar instance of the RED or GREEN behavior from a student's perspective. [Note that in some examples, the student reacts to the faculty member's demonstration of RED or GREEN behaviors, attitudes, and practices (i.e., wanting GREEN when the classroom practice is RED or vice-versa). In other examples, the *student* demonstrates the RED or GREEN behavior, attitude, or practice. The reasoning for this is that, by the time a student has made it to college, he or she has been the beneficiary of, on average, twelve years of socialization to the predominant educational practices, for better (greener) or worse (redder). It goes without saying that students' attitudes and practices can still be positively transformed by what goes on in the classroom (were this not possible, education itself would not exist); this serves to underline the tremendous responsibility on the part of the faculty member for transforming the culture and practice within his or her own classroom.]

**Faculty Examples**

- A typical and familiar instance of the RED or GREEN behavior from a faculty member's perspective

**Faculty Guidebook-Related Modules**

- Up to six modules that are most relevant/informative about understanding or implementing the GREEN perspectives or practices of that aspect

**Tips**

- Suggestions for classroom-level or other faculty-controlled practices that initiate or perpetuate movement towards the GREEN

The aspects are arranged in alphabetical order for ease of use. While other arrangements are certainly possible, it is critical to keep in mind that they are *aspects* of the process of transformation (lit. "things looked at" from the Latin) and not orthogonal dimensions. As such, they are highly interrelated and mutually reinforce one another in important ways.

**Usability Questions**

Even as Pacific Crest fully intends to use the Transformation of Education learning object to further its faculty development goals, the authors of this paper also plan to submit the learning object for additional review, assessment, and testing by selected groups and individuals. In this spirit, we have developed the following potential questions to submit to reviewers and assessors. While this list is not comprehensive, it does demonstrate the desire for the Transformation of Education to be as clear and accessible as possible.

- Based on your knowledge of Process Education, is there strong alignment between the aspect labels, the definitions, and the RED/YELLOW/GREEN descriptors?
- Based on your knowledge of Process Education, is there strong alignment between the aspect labels, their definitions, and the RED/YELLOW/GREEN descriptors for the stages of transformation within each aspect?
- Are the set of 14 aspects sufficiently distinct and complete?
- How accessible and engaging to a wide faculty audience are the aspect labels, their definitions, and the RED/YELLOW/GREEN descriptors for stages of transformation within each aspect?
- How well do the RED characteristics and cultural pressures describe the context for historical tendencies in teaching/learning within each aspect?
- How well do the GREEN characteristics and cultural pressures describe the context for future directions in teaching/learning within each aspect?

- How effectively do the RED examples complement the list of RED characteristics and cultural pressures?
- How effectively do the GREEN examples complement the list of GREEN characteristics and cultural pressures?
- How accessible/inviting are the implementation tips for transforming from historical tendencies to future directions within each aspect?
- How appropriate and authoritative are the suggested *Faculty Guidebook* modules for each aspect?
- How effective is the overall organization and content of the learning object in generating interest about improving faculty/staff teaching performance?

## Conclusions

The Transformation of Education, even in its early stages, was appreciated by the participants of Pacific Crest faculty development events as more immediately accessible and helpful than the Compass of Higher Education (Pacific Crest, 2011). As a result of this kind of feedback, it has been included in a number of Pacific Crest institute handbooks, as the centerpiece of an activity, “Exploring Educational Transformation.” It has also been handed out as a single-page flyer to hundreds of conference attendees and educational professionals. One result is that the Compass is now presented as a kind of snapshot of a successful post-transformation environment. As elegantly as we believe the Compass demonstrates the interworking of the five roles for faculty in an enriched learning environment (and it is the official and trademarked logo for Pacific Crest), it requires readers or viewers to have an appreciation of their current location even as they work towards or contemplate working towards the end state captured by the Compass. This asks far more of a typical educational practitioner than should be the case; those who are least able to recognize the implications of the Compass are probably those most in need of the transformation it implies. If the Compass is a picture of the destination, the Transformation of Education is a roadmap with directions for getting there.

Feedback on the early iterations of the Transformation of Education noted a desire to look more closely at “the YELLOW practices.” The YELLOW descriptors were absent from previous versions of the Transformation; again, it was assumed that practitioners who could appreciate or understand the RED and GREEN descriptors would be able to interpolate what a “YELLOW practice” might look like. This was a faulty assumption and the subsequent work to include these descriptors

uncovered issues that, when addressed, served to make the Transformation more environmentally responsive and robust. To revisit the map metaphor, an occasional signpost is not at all a bad idea.

The explicit inclusion of YELLOW on the spectrum of transformation (red to YELLOW to GREEN) has wider implications than merely signposting a mid-range practice, however. A YELLOW practice is, almost by definition *not* a GREEN practice. But neither is it a RED practice. If the goal is to help faculty move away from RED and towards GREEN, any practice that facilitates that shift is worthy of recognition and support. Yellow is not an end in and of itself; it is certainly not the goal. But it *is* movement and in the most positive direction. Making the YELLOW stage of transformation explicit serves to communicate that transformation is not an all-or-nothing proposition; it does not take place during a single moment or by means of one changed practice. It is an ongoing challenge with potentially infinite states and shades of practice between RED and GREEN.

One final note on the RED, YELLOW, and GREEN: The authors have chosen to respect traditional (RED) practices by *not* characterizing them with scarlet descriptors (RED practices that, far from being workable, are often destructive and even debilitating in their negative impact on student learning). Similarly, those who are developing in their pursuit of the GREEN are probably “in the YELLOW.” In fact, the GREEN is always advancing and one is never “there” for long.

## Recommendations

A number of enhancements to the Transformation of Education are anticipated beyond the development reported here. Current plans include the creation of a self-assessment scorecard for each aspect. This will allow individuals to gauge their current location on the continuum of transformation for that aspect by responding to an online and interactive rubric. Another avenue for application is the creation of learning activities that support more intensive examination of individual aspects in the context of thematic faculty development workshops or institutes. The Relationship aspect, for instance, is key to developing and improving mentoring skills. Perhaps the most immediately promising use for the Transformation of Education is as a primary navigator for the *Faculty Guidebook* (2007). The Transformation offers a direct connection to more than 50 core modules from the *Guidebook*, which means that access to the *Guidebook* on the basis of individual aspects of transformation is already possible. More than 200 references to educational literature support these

modules, and, in turn, the Transformation of Education. If the Transformation is as attractive, user-friendly, and useful as we believe it to be, putting the best and most pertinent of Process Education scholarship in the hands of those using the Transformation is suddenly that much easier. The second tier of references within each *Guidebook* module, that indirectly supports each aspect,

meets the needs of educational researchers without confounding initial inquiry by the classroom practitioner. Current plans include piloting the Transformation as this kind of *Guidebook* navigator in future *Faculty Guidebook* workshops. Feedback from participants at these workshops will guide further development and implementation of the learning object.

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# CHALLENGE

The degree to which increasing the level of difficulty is used in order to grow capacity for learning and performing

HISTORICAL  
TENDENCY

**ENABLING**

**PUSHING**

**EMPOWERING**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Is concerned with comfort/safety; Accommodates for weakness and/or disability; Offers gratuitous praise; Sets limitations on the basis of cultural bias
<b>Cultural Pressures</b>	Protect others from failure, criticism, and other “ego hits” to preserve self-esteem; Sharing risk
<b>Student Example</b>	Tania is excited to find out that there are unlimited retakes for her math exams. She can continue to take each modular test until she passes it. “I used to get really nervous before tests but now it doesn’t matter because I can just take it again if I don’t do very well.”
<b>Faculty Example</b>	Inner City Community College was struggling to meet the accreditation requirements for its new nursing program. After spending time on campus and appreciating that many of the students at the college were minority students receiving high levels of financial aid, the accreditation team decided to soften their initial recommendation from a “weakness” to a “concern.” Most members of the team felt that because the program was so important for meeting community needs that downplaying identified problems and giving the program some additional time to get up to speed would not be a bad idea.



**TIPS FOR  
MOVING  
FROM RED  
TO GREEN**

Don’t do for students what they can learn to do for themselves.	Maintain expectations for learners, even in the face of learning adversity (use tough love; personal factors exist but can’t be used to lower expectations).	Choose to intervene on process (i.e., learning skills) rather than content (i.e., information and techniques).
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<b>Characteristics</b>	Concerned for enduring personal/professional growth; Asks others to do things that exceed their current capabilities; Offers well-founded praise; Believes in unlimited potential
<b>Cultural Pressures</b>	Need to solve problems at the lowest level possible within organizations; Need for self-directed learners and problem-solvers; Pressures for self-sufficiency and self-reliance; Every job needs stronger performers, Increased productivity; Life-long learning (constant challenge); “That which doesn’t kill you, makes you stronger”; Strength and growth as a result of adversity
<b>Student Example</b>	The difficult (and sometimes painful) lessons that Fred learned about team leadership during problem-solving contests have helped him become more confident at playing a leadership role. It wasn’t easy and he’s still learning but now appreciates that no one allowed him to leave “the hot seat” when the going got tough. “Believe it or not,” he says, “I can actually see myself stepping forward for something like student government.”
<b>Faculty Example</b>	The faculty teaching the first and second semester of calculus organized a debriefing session with student employees from the tutoring center to highlight concepts that students find most difficult and to share ideas for promoting proficiency with these concepts.



3.1.7 Setting High Expectations 3.2.1 Overview of Facilitation 3.2.7 Constructive Intervention  
3.2.8 Constructive Intervention Techniques 4.3.4 The Accelerator Model

*Edited for length; learning object is slightly more detailed.*

# COGNITIVE COMPLEXITY

The degree to which training and doing is elevated to problem solving and research

HISTORICAL  
TENDENCY

FUTURE  
DIRECTION

## MEMORIZING

## UNDERSTANDING

## PROBLEM SOLVING

EMERGING PRACTICE

<b>Characteristics</b>	Has implicit assumptions; Relies on the static and historical; Believes analysis is the most important thinking skill; Values expediency; “Practice makes perfect”; Limits context to immediate need
<b>Cultural Pressures</b>	Proven solutions; Cost of original development limits willingness to do more; Concern for efficiency (time and cost); Turnkey solutions
<b>Student Example</b>	Fred thinks that homework and tests which cover material for which there has not been explicit instruction/examples is unfair. He knows what has been covered in lectures and reading, but objects to exam questions like #5: <i>The author introduced three possible explanations for why X works. Come up with a different one and explain it.</i> Such questions are just too much. “That’s the kind of thing that experts get paid to do,” he grumbles.
<b>Faculty Example</b>	The tenure and promotion process at a local university is being reworked on the basis of Boyer’s Model (professorial functions of discovery, integration, application, and teaching). The committee in charge of drafting the performance criteria is up in arms. “This is ridiculous,” says their spokesperson, “We have always been able to select faculty on the basis of our experience. Requiring us to spend time writing criteria means that we’ll be bogged down in trying to identify and describe things that can’t always be explicitly stated. We know what we’re doing.”



Write and sequence critical thinking questions to unlock key features of models.	Incorporate problem-solving projects into courses.	Document assumptions, discoveries from learning, and reflection on solutions in a personal logbook.
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<b>Characteristics</b>	Is aware of assumptions; Thinks critically; Is innovative and creative; Uses models; Sees value in dynamic and evolving situations; Believes synthesis is a critical skill; Supports high levels of learning (working expertise, problem solving, research, transference to new contexts)
<b>Cultural Pressures</b>	Robust solutions; Transferability to other contexts; Complexity of work; Higher standards with knowledge; Life-long learning needs; Sensitivity analysis
<b>Student Example</b>	Marisela was trying to describe to her uncle why her chemistry class gave her a constant “brain ache.” “Tio, it’s not just about learning new ideas and memorizing a few things, like element symbols. Believe it or not, for every class, part of our homework is to take everything we have been studying, and use it to solve real chemistry problems. Sometimes the problems are <i>muy dificle</i> — last week, for one problem, he described the result of two chemicals mixing and told us what <b>one</b> of the chemicals was. We had to decide, from only that information, what other chemical was added. But even that wasn’t enough! We had to justify our answer, and explain what information we used to get the answer. It is a great class, but I feel like I’m studying to be a detective!”
<b>Faculty Example</b>	Dr. Howe is struck by how competent his students are at achieving understanding of individual concepts and contexts, but how they stumble when it comes to applying what they’ve learned in one context to another, similar context. His new and favorite strategy for helping them improve their ability to transfer learning across contexts is to ask them to identify examples of situations in which what they’ve learned can be used outside of class and how they would go about doing so. The students seem to be enjoying the challenge and he’s watching their ability to transfer learning and solve problems improve weekly.



- 2.2.1 Bloom’s Taxonomy—Expanding Its Meaning
- 2.2.2 Elevating Knowledge from Level 1 to Level 3
- 2.2.3 Developing Working Expertise (Level 4 Knowledge)
- 2.2.5 Overview of Critical Thinking
- 2.2.6 Overview of Problem Solving

*Edited for length; learning object is slightly more detailed.*

# CONTROL

The locus of power/authority for the learning situation or experience

HISTORICAL  
TENDENCY

**FACULTY-CENTERED**

**LEARNING-CENTERED**

EMERGING PRACTICE

**LEARNER-CENTERED**

FUTURE  
DIRECTION

<b>Characteristics</b>	Has the mindset of an expert; Generational differences—is a digital immigrant; Is concerned with instructional efficiency; Overcompensates for fear/inexperience by controlling; Holds traditional faculty assumptions/perspective; Asks, “Have I covered the syllabus?”; Values dictation over facilitation
<b>Cultural Pressures</b>	Expanding course loads; Reduced funding for teaching assistants, lab equipment, instructional software, and faculty development; Creating new courses or heavily modifying existing courses is very time-consuming; Limited professional development and support due to turnover in teachers and use of adjuncts/TAs to teach; Pressure for research/publication supplants focus in the classroom
<b>Student Example</b>	Lydia doesn’t mind missing every other Friday in her psychology class because the professor uses that day to share excerpts from an article he’s writing for publication. She can’t see that it’s related to what they’re studying and he tends to be condescending when students ask questions.
<b>Faculty Example</b>	Will has given up collecting homework assignments in his introductory physics class because he has begun to suspect that some of his students have been using the Internet to seek out information beyond what is offered in lectures and the course text. “This is my course and it has been very carefully designed to expose them to a specific set of ideas in a specific order. When they turn it into an information free-for-all, there’s little reason for me to even be here. If that’s how they want to learn, why take my course?”



Where appropriate, use digital technology to engage students with course material, inside and outside of class.	Refrain from doing things for students that they can learn to do for themselves.	Conduct a mid-term assessment to take stock of how well your course meets goals, as set out in the syllabus, as well as learner expectations.
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<b>Characteristics</b>	Believes learner engagement is critical for learning success; Generational differences—is a digital native; Concerned with instructional effectiveness; Trusts in ability/experience and support; Views self as a facilitator of learning working to create independent learners; Able to hold student assumptions/perspective; Asks, “Have I helped my students achieve the learning objectives?”; Designs course/teaching to respond to student needs; Values facilitation over dictation
<b>Cultural Pressures</b>	Poor learner engagement hinders the professional and social preparedness of the next generation; Wide availability of student-friendly resources and technology
<b>Student Example</b>	Joseph welcomes the opportunity to provide feedback on what he found most valuable and most confusing each week through the use of one-minute papers. While class time is limited, his instructor encourages students to use the course discussion board to explore and share with one another about the issues that cause confusion.
<b>Faculty Example</b>	Rose has learned the value of having her students self-score and self-assess their homework before turning it in for her review each day. “For years I thought this was a ‘no-no’ because I was supposed to be the authority in the classroom – I knew how to tell a right answer from a wrong answer; how could students struggling with the ideas know that? But over time I’ve learned to appreciate that when students assess themselves, they catch things in a way that allows them to make immediate connections and corrections. When I just mark an answer wrong, they’ve been graded, but how much do they learn from that?”



1.2.2 Profile of a Quality Learner    3.2.2 Profile of a Quality Facilitator  
3.2.3 Facilitation Methodology    3.3.6 Mid-Term Assessment

*Edited for length; learning object is slightly more detailed.*

# DELIVERY

The means by which information/knowledge is obtained by learners

HISTORICAL TENDENCY

FUTURE DIRECTION

## PRESENTATION

## DISCUSSION

## ACTIVE LEARNING

EMERGING PRACTICE

<b>Characteristics</b>	Prefers a lecture format and dissemination of knowledge/information; Believes that students/learners are empty vessels or blank slates, and that they should passively and meekly absorb knowledge; “Sage on the stage”
<b>Cultural Pressures</b>	Storytelling; Oration, speeches, and other passive media (radio, television, movies); Respect for authority/wisdom; Consumer-based society; Efficiency; Control
<b>Student Example</b>	Danielle, a communications major, is taking an economics course this semester. She is relieved that the class consists of lectures, reading, and exams. A friend of hers is taking the same course, but a different section with a different professor, and they have to form a fictional company and plan and track things. She says, “That might be something that business majors need but I just need the credits. I do the readings, I take notes on the lecture; as long as I can give all that back on the tests, I’ll be fine.”
<b>Faculty Example</b>	Nadia is a visiting professor and something of a media darling in her field. She is well-known, well-liked, and an acknowledged expert. Her lectures are popular, often drawing attendance from those who are not in one of the two courses she agreed to teach. She is an interesting speaker but does not take questions nor does she find staying for follow-up discussion an efficient use of her time.



Mix it up. Commit to limited activity periods or days interleaved with a more traditional lecture or presentation format.	Recognize that when students have a question, they are signaling interest; use that interest to let them drive additional thinking, learning, and exploration.	Find opportunities for students to “prove out” or “verify” principles and tendencies rather than just sharing them.
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<b>Characteristics</b>	Believes that curiosity motivates learning and that discovery is education; the Montessori method; Sees the educator as a facilitator or “guide on the side”; Believes that students should actively learn by doing; Seeks out knowledge/information
<b>Cultural Pressures</b>	Apprenticeships and Internships (practical experience); Laboratory learning; Real-world learning
<b>Student Example</b>	Seth loves his Business Entrepreneurship course. Each major theme they study immediately becomes a challenge for the student groups who are responsible for doing research, designing their mini-project, and actually putting it into practice. Last week’s challenge, to find a way to turn a box of rubber bands into a viable business product, complete with a marketing plan and video of the project, was incredible. According to Seth, their team sort of “crashed and burned,” but what they learned will stay with each of them for a lifetime. “When you’ve had to be in the hot seat and not only solve problems but find them in the first place, you know you’re really learning and not just working for a class or grade...would you like to buy a rubber band?”
<b>Faculty Example</b>	Phil’s wife jokes that if things don’t work out at the university, he’d make a wonderful kindergarten teacher. He teaches in the education department and is passionate about his students putting ideas into practice and learning by getting their hands “dirty.” He routinely tasks his students with designing and implementing “experiments” based on whatever educational theory they’re studying at the time. He says, “They’ve got to take these ideas, some of them pretty esoteric and theoretical, and explore them themselves. They need to know what these theories translate to in the real world, long before they have students of their own.”



2.4.3 Overview of Learning Activities 3.2.5 Creating a Facilitation Plan 3.2.9 Facilitation Tools  
3.3.4 Problem-Based Learning

*Edited for length; learning object is slightly more detailed.*

# DESIGN

The purposeful arrangement of instructional environment, materials, and experiences to support learning

HISTORICAL  
TENDENCY

**RIGID**

**MODULAR**

**RESPONSIVE**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Is a design “traditionalist”; Always uses designs in a specific way; Believes that design is linear and immutable; Supports designs on the basis of historical goals, values, definitions, and identities
<b>Cultural Pressures</b>	Meet the needs of a specific audience; Minimize variability in outcomes (pursue consistency across programs, courses, and activities); Lessen the need for individuals to work in constructing their own courses or activities
<b>Student Example</b>	Ted likes to have a clear roadmap of where he is in the course and feels that he gets more out of classes where there is a fixed lesson plan that he can review ahead of time. “I don’t like surprises and the less I have to worry about where we’re going in class, the happier I am. Last week, our instructor spent like 45 minutes addressing questions. Where does that leave things? We didn’t get the rest of the lecture, even though he said that the questions all pertained to issues critical for our understanding. We’re really off script here.”
<b>Faculty Example</b>	In an effort to provide a uniform core literature experience, all freshman seminar classes read the same novel and answer the same critical thinking questions. “No, not everyone appreciates the value of this kind of consistency,” admits the department chair, “but some of our instructors don’t have a lot of experience, and centralizing course planning and design at least keeps all the students on track. I’d rather have that than take the risk of letting each instructor pick and choose what content is appropriate for these kids.”



Provide multiple entry points based on learner experience/background.	Integrate process and content elements around compelling context(s).	Support a variety of implementations from a common core.
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<b>Characteristics</b>	Is a design innovator; Uses designs in multiple ways; Believes that design is often non-linear, easily reconfigured, and adaptable; Makes design changes based on shifting needs and context; Values relevance more than consistency
<b>Cultural Pressures</b>	Meet the needs of different audiences; Reusable, sustainable, reconfigurable
<b>Student Example</b>	Molly appreciates that the critical thinking questions her instructor assigns challenge her to incorporate her own experiences and interests into the learning she is doing. “I thought my poli sci course would be all about reading dusty old books and studying theories. And yeah, we do have some assigned readings that come from fairly old books...but our critical thinking questions let us choose a contemporary example of what we’re studying and then answer on the basis of that example. I’m actually watching the news, checking political topics online, and thinking about this stuff. That’s about as UNdusty as you can get!”
<b>Faculty Example</b>	Professor Smith uses essay questions that prompt his students to find relevant examples of the content they’re learning in the world around them. He explains, “If what I’m teaching doesn’t resonate with my students...if it doesn’t have real meaning for them, how motivated will they be to learn? The implication, for me at least, is that I have to be willing to take some of my cues from them — their interests, their culture, and what they see and understand of the world they’re living in. What I teach IS relevant; I just have to figure out how sometimes in order to make it relevant for them. This necessitates that I have fairly responsive and adaptable lesson plans.”



2.4.1 Overview of Instructional Design 2.4.14 Designing Process-Oriented Guided-Inquiry Activities 2.4.15 Writing Critical Thinking Questions 2.5.3 Distinguishing between Problem Solving, Design, and Research 3.2.6 Identifying Learner Needs

# EFFICACY

The well-founded belief in one's capacity to change and to make a difference

HISTORICAL  
TENDENCY

**DOUBT**

**WILLINGNESS TO TRY**

**CONVICTION**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Believes that success depends on others; Often rationalizes, complains, demonizes; Is negative and defeatist; Is unable to internalize success and accurately self-assess
<b>Cultural Pressures</b>	Acceptance of negativity; Disproportionate power given to nay-sayers; Conservative responses based on worst-case scenarios
<b>Student Example</b>	Joey is seriously considering changing his major. He failed his biology course and knows he's not smart enough to do more than barely pass if he takes it again, no matter how much he studies. "Yeah, this is sort of the death of my dreams but I'll figure something out. Hey, if nothing else, I'm a great example of learning to have realistic expectations, right? I guess that's worth something."
<b>Faculty Example</b>	Mary Ann believes that her job is to teach, but it's up to students to decide whether or not they want to learn. "Too many kids go to college because they think they're supposed to; not because they belong there," she says. "I doubt seriously that half my students can do what it takes to pass my class, let alone graduate, no matter <i>what</i> I do. The sooner they learn they're not cut out for college, the less painful it will be for them. If my class is where that happens, so be it."



Embrace opportunities for personal and community growth.	Confront negativity and uncertainty with well-grounded steps forward.	Accept authority and accountability for what happens around you.
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<b>Characteristics</b>	Believes that success is up to oneself; Demonstrates self-confidence and willingness to take responsibility; Able to validate (and self-validate) learning and performance; Is able to internalize success and recognition of accomplishments, as well as to accurately self-assess
<b>Cultural Pressures</b>	Acclaim for principle-centered leadership; Hunger for good ideas and processes; Benefits of being part of a successful enterprise
<b>Student Example</b>	Suzanne knows that she is capable of finishing the nursing program and that her passion and knowledge can make a real difference in the world around her. She has volunteered four hours per week to work at a neighborhood AIDS clinic and plans to spend some time with the Peace Corps or a similar organization after she graduates. "I know that I'm going to fail sometimes but failure isn't permanent. It just means that you get yourself back together, plan better, work harder and go at it again. When I look at what others with fewer advantages have accomplished, I <b>know</b> I can achieve my goals."
<b>Faculty Example</b>	Dr. Montes believes that his ongoing professional and personal development not only keeps him sharp, but also allows him to consistently improve his teaching. He recently participated in a mentoring project sponsored by the campus CTL center and he is excited at being able to use his new perspective and an array of intervention techniques to help his students learn more successfully.



- 2.2.8 Process Education as a Motivation and Self-Regulation System
- 3.3.5 Self-Validation of One's Learning
- 4.2.2 Becoming a Self-Grower
- 4.3.3 The Language and Culture of Success

# FEEDBACK

Information about what was observed in a performance or work product

HISTORICAL  
TENDENCY

**EVALUATION**

**PROGRESS REPORT**

**ASSESSMENT**

EMERGING PRACTICE

FUTURE  
DIRECTION

<b>Characteristics</b>	Believes that feedback is most useful to and most needed by a third party; Is judgmental; Uses standards to judge performance; Demonstrates a compliance mindset
<b>Cultural Pressures</b>	Results in success or failure; Involves debate about raising/lowering standards; Scoring and judging (Olympics, sporting events, entertainment, etc.); The “C/A/whatever” student
<b>Student Example</b>	Tom is motivated by grades: to him, the only things that matter are the scores at the tops of the tests/papers and what they do to his GPA. “I earned an A on my last term paper but my professor wrote all kinds of notes and circled some stuff. One of the notes said, ‘Strong evidence, Tom, but there are some other sources you might want to check out as well,’ and she actually wrote down two articles she knew about. Seriously?? Why would I want to do that? I got my A and keep my scholarship.”
<b>Faculty Example</b>	The department chair is looking forward to a positive accreditation visit so that her faculty can get back to their teaching and research responsibilities. “You can’t get away from these visits but we’ve crossed our t’s and dotted our i’s, so we’ll be fine; we always are. I understand we have to satisfy their requirements; so be it. But we’ve all got better things to do with our time.”



Agree on performance criteria with the performer before observing.	Find strengths before identifying improvements.	Pursue assessment activities that lead up to high-stakes performances.
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<b>Characteristics</b>	Believes that feedback is most useful to the performer; Is interested in improving performance; Uses criteria to analyze performance; Demonstrates an added-value mindset
<b>Cultural Pressures</b>	“There is always room for improvement”; Coaching and analysis of past performance is used to improve future performance; Analysis of performance leads to the next round of action plans
<b>Student Example</b>	Susan enjoys having her cousin read her papers and describe the strengths that he sees as well as ideas for how her prose could be cleaner and clearer. “Allen’s feedback is so helpful. I don’t need a critic telling me my writing doesn’t work or is awkward or whatever. Allen cares enough to give me the kind of feedback that helps me become a better writer.”
<b>Faculty Example</b>	The faculty team teaching the capstone course meets regularly to review previous classes, document lessons learned, and make plans for future sessions. “You should have seen us during the first two weeks,” laughs Gavin, “We were like the Keystone Kops. But getting together to not only plan but do a kind of ‘post-game analysis’ of what worked and what didn’t has made all the difference in the world.”



- 1.4.6 Overview of Evaluation    4.1.1 Overview of Assessment
- 4.1.2 Distinction between Evaluation and Assessment    4.1.6 Performance Levels for Assessors
- 4.1.9 SII Method of Assessment Reporting

# MEASUREMENT

The process of determining the level of quality of a performance or product

HISTORICAL  
TENDENCY

**SUBJECTIVE  
DETERMINATION**

**CATEGORICAL DETERMINATION**

EMERGING PRACTICE

**OBJECTIVE  
DETERMINATION**

FUTURE  
DIRECTION

<b>Characteristics</b>	Trusts personal judgement above formal measurement methods; Believes that statistics always lie; Awkwardly uses even simple measurement tools; Relies on personal preference/taste/predilection; Amenable to accusations of favoritism or preferential treatment
<b>Cultural Pressures</b>	Strong personalities need less data to support their beliefs and conclusions; Performances that matter are often complex and difficult to measure; Training is required to use measurement tools, “Art” is something that cannot be measured; Quality is in the eye of the beholder
<b>Student Example</b>	Ellen received her second topic report back today and was dismayed to see that she received a C. She flips through the paper and sees no comments or notations at all. She asks Martin how he did. He shows her his paper: A+. Ellen asks Martin if she can look at his paper and he hands it over happily enough. Ellen verifies that they both met the length requirement, cited the same number of sources in the specified format, and used correct grammar and punctuation — the complete list of requirements they were given. “Why did you get an A+ and I get a C?” she asks. “Maybe she just liked my topic better,” Martin responds. “ <i>Maybe,</i> ” she thinks, “ <i>I sure wish I knew.</i> ”
<b>Faculty Example</b>	In addition to teaching a full course load, Kimzey is also a novelist and a regular at local writers’ workshops. He is proud of his expertise and enjoys sharing his critical sense with aspiring writers. “There’s a reason that writers talk about inspiration and the muses; all the mechanics aside, writing really <i>is</i> an art and as an artist, I am in an excellent position to critique the work of other writers. When I tell a student or would-be writer that his or her argument paper just wasn’t convincing or that the dialog between characters was inauthentic, they need to take that to heart.”



Remember that measurement is a neutral activity; it can be used for assessment as easily as for evaluation.	Limit measurement to what matters most.	Increase measurement reliability through testing and refinement.
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<b>Characteristics</b>	Adept at using both holistic and analytic rubrics; Seeks to eliminate personal bias in data collection, interpretation, and decision-making; Examines outliers for new insights; Thoughtfully connects research questions, measurement methods, and analysis
<b>Cultural Pressures</b>	Commitment to build quality in at the source rather than inspect quality in after the fact; Minimization of variability through use of standard procedures
<b>Student Example</b>	Silvio was surprised to find that he enjoyed the writing assignments in his history course. “I usually cringe when I find out that a course requires term papers or reports. I’ve taken the required writing courses but this is the first time I’ve had an instructor who shared not only the criteria our papers had to meet, but also made clear the specific expected levels of performance for each area. When I know what the targets are, I can spend my time working to hit them, rather than guessing what they are. It doesn’t change that I have to work hard and do a lot of rewriting, but with this information, I don’t feel like I’m shooting in the dark and hoping for the best.”
<b>Faculty Example</b>	Hannah, a poet, also teaches composition and technical writing. “Kimzey and I really disagree about some of this. Nearly all writing is amenable to close rational analysis. With composition, we can focus on things like ‘authenticity of dialog’ or ‘methods of rhetorical persuasion.’ There are real components there that can be qualitatively measured or at least gauged.” In her courses, Hannah offers analytic rubrics and helps students use them to analyze sample compositions and examples of polished technical prose. “As we work through the rubrics together, looking at something like Hemmingway’s <i>Old Man and the Sea</i> , they really begin to understand that the components of writing can be handled more or less successfully. When they start to get that, the quality of their own writing tends to shoot through the roof.”



- 1.4.1 Overview of Measurement    1.4.2 Fundamentals of Rubrics
- 1.4.5 Performance Levels for Learners and Self-Growers    2.4.10 Course Grading Systems

# OWNERSHIP

The degree to which the learner accepts responsibility and accountability for achieving learning outcomes

HISTORICAL  
TENDENCY

**DIRECTED**

**GUIDED**

**SELF-DIRECTED**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Requires prompting and monitoring by others in order to initiate and persist; Is sensitive to activities having well-defined resource requirements; Believes that resources need to be introduced and integrated in participant instructions; Relies on extrinsic motivation for meeting requirements; Micro-manages (not allowing others to demonstrate ownership); Is passive (refuses to demonstrate ownership)
<b>Cultural Pressures</b>	Many competing demands for one's time; Accommodate a diverse set of participant abilities at minimum cost; Efficiency (e.g., scantrons are easier to grade than essay responses)
<b>Student Example</b>	Anita is extremely busy and feels that she just doesn't have time to decide what is and isn't important. It is a huge relief to her that her chemistry lab course clearly and explicitly defines all assignments in a step-by-step way, and describes exactly what the format, contents, and length of her post-lab analysis must be. She appreciates that she doesn't have to spend time thinking about these things, but only needs to follow directions.
<b>Faculty Example</b>	Dr. Smith just received her second e-mail reminder from her dean about her upcoming annual review. She is pleased to see that he has included a checklist of items he expects to see in her portfolio; who has time to keep track of all those hoops you're expected to jump through?



Ask for an explicit commitment to hard work, cooperation, and quality results at the beginning of each learning experience.	Assign students to heterogeneous teams when diverse skills are needed to tackle difficult learning challenges.	When redesigning courses, consider using a set of guided-inquiry activities that ultimately lead to a meaningful open-ended project.
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<b>Characteristics</b>	Demonstrates initiative and persistence without prompting; Often moves in unanticipated, but fruitful directions; Believes that resources should be independently identified and accessed; Displays self-monitoring and self-regulation; Has high or increasing level of self-awareness; Is intrinsically motivated to learn and is a self-grower; Actively engages with others and with situations
<b>Cultural Pressures</b>	Prioritize activities by long-term importance; Learning as its own reward: Lifelong learning; Empowering self and others; "Standing on one's own two feet"
<b>Student Example</b>	When he confronts problems in his computer drafting class, Cam always browses the help system and the quick reference cards posted on the course website; he also looks for ideas or solutions on a few Internet forums he's found before going to see his professor during office hours.
<b>Faculty Example</b>	Dr. Young updates his resume and teaching portfolio, as needed, at the end of each semester. He also spends a day, each year, reviewing his portfolio and assessing his progress against a formal list of professional goals he has identified. "I know it might seem a little...I don't know... 'obsessive?' But it's not about scrambling up a career ladder or meeting someone else's expectations...this is about reminding myself why I do what I do, and that I'm ultimately the person in charge of where I go in my life."



3.1.5 Getting Student Buy-In 3.3.3 Process-Oriented Guided-Inquiry Learning  
3.3.4 Problem-Based Learning 4.3.1 Self-Growth Plans for Faculty Members

*Edited for length; learning object is slightly more detailed.*

# RELATIONSHIP

The degree of emotional investment an instructor or mentor has in his or her students or mentees



<b>Characteristics</b>	Values objectivity; Believes that thinking is more important than feeling (emotions are transient and irrational); Sees learning as a cognitive operation
<b>Cultural Pressures</b>	Dispassion is a hallmark of credibility; Education represents the triumph of reason over emotion (the mind over the heart); Emotions are things to be controlled and never indulged (or even noticed); Emotional reactions are unseemly, and grown-ups know that there’s a time and place for emotions (and the classroom isn’t one of them)
<b>Student Example</b>	Kyle is having a difficult time with his home situation, and despite his best efforts, it is really starting to take a toll on his coursework. He met with his instructor to explore options about the classes he fears he will have to miss. “I’m probably going to have to move; it’s not a very good setup right now. I was hoping that I could do some extra work to make up for missing class; I’m really in a bad position and can’t promise I can make all the classes.” He met with his instructor. “She listened for a few minutes then put her hand up and said that it wasn’t her business or problem. She told me that I needed to get my priorities straight. It was pretty harsh, but I guess I get it; she doesn’t get paid to care about anything outside of class.”
<b>Faculty Example</b>	Professor Malin believes strongly that the personal life of her students is their own business. “They need to learn to cope with the fact that life can be difficult,” she says, “If they can’t, maybe they shouldn’t try to pile my class on top of everything else. I am not offended if students decide they need to drop my class.” As she filled out Kyle’s drop card, she thought, “ <i>I know he was having issues but they were his issues and had nothing to do with my class.</i> ”



Avoid projecting personal fears and performance anxieties on your students.	During routine interactions/interventions ask inquiry questions that provide insight about personal background, opinions, and desires.	Connect authentic student desires with performance challenges.
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<b>Characteristics</b>	Able to see current performance in the context of personal situations and backgrounds; Projection of positive feeling towards all learners no matter what their background or past performance
<b>Cultural Pressures</b>	Whole person; Students and instructors are complete individuals with social and emotional dimensions; Coaching for success; Emotional intelligence; A well-balanced person; Importance is placed on empathy in creating well-rounded individuals
<b>Student Example</b>	Lauren was blown away when she received an e-mail from her political science instructor. He had noticed that she had missed three classes in a row. That his e-mail expressed concern rather than anger or a warning made her realize that it meant something to him whether or not she was ok and not just that she wasn’t in class. “I can’t believe it. I mean I know he knew my name, but I had no idea it actually mattered to him whether or not I was there. I haven’t been doing very well lately and even just knowing that I’m not invisible is really something. But this was more than that. He cares.”
<b>Faculty Example</b>	Sean is acutely aware that for some of his students, feeling and knowing that someone is in their corner can make all the difference. When their life issues get in the way of their learning, he offers his time and energy, and has accompanied more than one student to the campus counseling center. His motto is, “I’m not teaching English, I’m teaching people.”



2.3.5 Social Domain 2.3.6 Affective Domain 3.1.4 Establishing Initial Respect without Prejudging 3.1.8 Letting Students Fail So They Can Succeed 4.2.1 Overview of Mentoring

# SCOPE OF LEARNING

The contexts across which learning occurs and its application is demonstrated

HISTORICAL  
TENDENCY

**SITUATIONAL  
UNDERSTANDING**

**DISCIPLINARY UNDERSTANDING**

**INTERDISCIPLINARY  
UNDERSTANDING**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Pursues the acquisition of knowledge and skills that are narrowly contextual; Tends to be content-focused or discipline-focused
<b>Cultural Pressures</b>	Preparation for further and increasingly narrow coursework; Publish or perish; Increasing specialization within disciplines; Expertise; Drills and memorization
<b>Student Example</b>	Sam is intensely relieved that he is finally finished with his English requirements. “Whew! I’m SO glad that’s done. I’m a math major, for heaven’s sake! Why on earth do I need to know how to write a topic sentence, analyze an essay, or be familiar with the works of Tennyson and Wordsworth?”
<b>Faculty Example</b>	In reviewing tenure packets, Dr. Smith likes to see at least one publication per year in a recognized, refereed journal that features research within a disciplinary sub-specialty. That few other faculty read or respond to the research isn’t the point; the passion for becoming an acknowledged expert in one area is.



Pursue diverse learning outcomes that feature movement areas and experiences beyond context-specific competencies.	Intervene on learning skills rather than difficulties with content.	Regularly assess process elements as well as content elements.
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<b>Characteristics</b>	Pursues the growth of knowledge and skills that are applicable across different contexts; Tends to be process-oriented; Is aware of patterns, similarities, commonality, and basic principles
<b>Cultural Pressures</b>	Large problems that are inherently interdisciplinary; Multiple employers and roles within one’s career; Rapid development of new technologies; The importance of adaptation to fluid situations and flexibility; Writing across the curriculum; “Renaissance thinker”; “Well-rounded individuals”
<b>Student Example</b>	When George was filling out his application to law school, he considered that the political science courses he took were necessary but that the critical thinking skills he gained in his philosophy courses would not only help him survive law school, but also be a successful law professional.
<b>Faculty Example</b>	Each year the dean’s office conducts surveys of faculty and students, and packages attractive and successful offerings for under-division and upper-division students. When a popular course was under threat due to funding concerns, the dean was able to secure a commitment from multiple departments to have it cross-listed. He suggested an interdisciplinary teaching team based on what he’d read about a similar course at another school, and the response he has received so far is enthusiastic and very promising.



- 1.5.4 Writing Performance Criteria for a Program
- 2.3.3 Classification of Learning Skills
- 2.4.3 Development and Use of an Expert Profile
- 2.4.5 Learning Outcomes
- 2.4.9 Writing Performance Criteria for a Course

*Edited for length; learning object is slightly more detailed.*

# SELF-AWARENESS

The degree to which reflective and self-assessment practices are used by the individual to foster the growth of his or her learning skills across the cognitive, affective, and social domains



<b>Characteristics</b>	“Do what you’re told”; Believes learning is a mystery; Is unaware of emotional or social “rules”; Acts out; Rationalizes behavior; Is task-oriented, blind to self, reactive, selfish, narcissistic, unable/unwilling to work with others, incurious, and self-satisfied
<b>Cultural Pressures</b>	Bosses know best; Experts think for you; Not enough time and too much to cover or to do; Focus on the now; “Go with your gut”; “Be yourself”
<b>Student Example</b>	Tori is really angry. “We had this quiz in psych class, right? And I didn’t do the reading because I had better things to do and I hate this class anyway. But when Professor Zahdi returned our quizzes, he had written at the top of mine that I needed to consider why I often make the choice not to do the reading and had I thought though the potential relevance of what we’re learning with respect to my apathy. I was like, ‘How dare you!’ Who does he think he is??”
<b>Faculty Example</b>	Bob is exasperated with the increasing number of complaints he gets from students every semester. “I’ve been teaching for 27 years. I can’t believe they think I’d even consider some of their ‘suggestions.’ I finally lost it last week when one of them asked if we could spend class time reviewing material we’ve already covered. I told them to expect a quiz every class meeting until the final.” His best friend Sam asks if maybe there’s something to any of the complaints. Bob shakes his head, “If they think they’re unhappy now, just wait until I really turn up the heat.”



Ask reflective questions to encourage the self-exploration of values and behaviors.	Model the use of self-assessment for students and encourage its use.	Use learning activities and situations that build learning skills from all domains.
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<b>Characteristics</b>	“Learning how to learn”; Steps back from doing; Self-assesses; Questions actions; Is proactive, open to feedback and constructive criticism; Seeks self-knowledge and self-actualization; Desires increased metacognition, self-discipline, self-mentoring, self-development
<b>Cultural Pressures</b>	Self-help and self-improvement; Emotional intelligence; “Know thyself”; Emotional regulation (anger management, coping with stress, etc.); “Think before you speak”; Mindfulness
<b>Student Example</b>	Letty got her Psych100 quiz back with the following note at the top: “It is obvious you did the reading but also that you’re trying to memorize rather than understand the material. Are you sure this is the most successful strategy you could use?” That stung a little bit but she reserved judgment until she had some time to think about it. “I didn’t want to admit it at first but he’s right. I have been trying to just absorb ideas without really considering how they fit together. That really isn’t working for me and ‘cramming’ information usually just makes me feel more confused. I really do need to change my strategy.”
<b>Faculty Example</b>	Dr. Whetten, like most faculty, has concerns about the usefulness of student evaluations. “You know though...one thing they do give me is the opportunity to consider and reconsider what and how I’m doing in the classroom. When I see patterns in student feedback, it prompts me to reflect and honestly assess myself. A couple of students last year noted that I seem ‘aloof’ or ‘distant.’ That was a shock because I tend to think of myself as personable. But as I thought about it, I realized that when I get frustrated or stressed, I do tend to be a bit distant. I see now that I do that with family and friends too. I’m working on this as a priority!”



- 1.4.5 Performance Levels for Learners & Self-Growers
- 1.4.9 Turning Evaluation into Assessment
- 2.2.7 Understanding Motivation and Self-Regulation Theories
- 2.3.6 Affective Domain
- 2.3.7 Learning Processes Through the Use of Methodologies
- 4.2.2 Becoming a Self-Grower

*Edited for length; learning object is slightly more detailed.*

# SOCIAL ORIENTATION

The investment, interdependence, and responsibility for learning throughout a community

HISTORICAL  
TENDENCY

**INDIVIDUAL**

**COLLABORATIVE**

**COMMUNITY**

FUTURE  
DIRECTION

EMERGING PRACTICE

<b>Characteristics</b>	Values self-sufficiency and individual responsibility above interdependence and shared accountability; Identifies collaborative groups with bureaucracy (believes that collaboration is inefficient)
<b>Cultural Pressures</b>	Capitalism and competition; Individualism (Objectivism); Heroes (the distinctive person with worthy accomplishment); “Survival of the fittest”; “Looking out for number one”; “Protestant work ethic” (salvation is an individual enterprise)
<b>Student Example</b>	Enrique is a fairly strong performer who prefers to work alone. He gets extremely frustrated in his biology lab because the experiments are team-based. “I can usually get things on my own; waiting for other people to catch up gets old really fast. And what if one of them gets sick and misses lab? That just means that the rest of us have to do extra work.”
<b>Faculty Example</b>	Dr. Hall doesn’t use collaborative learning in her classroom. “I tried a group activity once and the sheer volume of the class was astounding. You’d think these kids are old enough to be beyond gossiping and visiting...” She is also fond of quoting Mark Twain on committees – that their intelligence is in inverse proportion to their number of members. (Dr. Hall is also thrilled to have finished her turn on Faculty Senate.)



Have students assess one another’s individual work. The boost of another identifying strengths as well as helping with improvement makes collaboration more attractive.	The use of formal team roles can help bridge the gap between individual efforts and team results.	Allowing teams to compete shifts competition/identity from an individual to the group. Shared win = celebration; shared loss = commiseration.
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<b>Characteristics</b>	Values interdependence and shared accountability above individualism; Demonstrates appreciation for cooperation, teamwork, flexibility, and synergy
<b>Cultural Pressures</b>	Dewey’s <i>Education in Society</i> ; Standing together; Jury system (wisdom is the result of a collaborative process); Use of teamwork in the professional world; Shared governing of a group; “We are stronger together”; “There is no ‘I’ in team”; “It takes a village”; “United we stand; divided we fall”
<b>Student Example</b>	Gillian is a fairly strong performer who is a member of Enrique’s bio lab team. She enjoys being part of the team because everyone, even Enrique, has ideas they share. She says, “Yeah, Enrique gets irritated but the additional input and experience of others on our team is wonderful; it’s something I wouldn’t get if I were working alone. Besides, if I do go into medical research, I need to be ready and able to work as part of many different teams.”
<b>Faculty Example</b>	Dr. Delphi loves using collaborative learning in his classroom. “The students have so much energy, they energize even me! And the work they do to make sure the team agrees and stays together – those are life lessons as much as the physics they learn. They teach each other, they learn from each other, they must find ways past obstacles together...I could never create such grand learning opportunities myself. It takes people working together to do these things.”



- 3.1.6 Obtaining Shared Commitment    3.3.2 Cooperative Learning
- 3.3.8 Interdisciplinary Team Teaching    3.4.2 Designing Teams and Assigning Roles
- 3.4.3 Teamwork Methodology

# TRANSPARENCY

The degree to which stakeholders can view individual, team, or collective performances

HISTORICAL  
TENDENCY

FUTURE  
DIRECTION

**PRIVATE**

**LIMITED EXPOSURE**

**PUBLIC**

EMERGING PRACTICE

<b>Characteristics</b>	Fears judgment; Is a perfectionist; Believes that preparation and practice must come before any demonstrated performance; Sees outstanding performances as highly controlled and scripted; Has a high affective filter (evidences fear, alienation, isolation, discomfort)
<b>Cultural Pressures</b>	Belief that while success should be public, failure should be private; Pervasive fears of things like public speaking; “Hide your dirty laundry”; Promote only successes
<b>Student Example</b>	Rogelio won’t share the draft version of his papers with others, though his professor encourages students to take advantage of the helpful feedback others can give. He hates looking stupid and knows that the paper is not ready for an audience yet; they can read it when it’s finished and he’s fixed all the mistakes.
<b>Faculty Example</b>	Though Dr. Apfel agrees that using an Internet forum for departmental discussions is one way to allow for increased collaboration, he’s simply not comfortable with the informal and open nature of the media. He really prefers to reach out to individuals by phone or e-mail, engaging on his terms.



Whenever possible, stress an assessment-mindset rather than an evaluation mindset.	Use peer assessment (where the performance of peer individuals and teams are assessed) so that both assessors and assessees grow through the interaction which also serves to make private performance more public.	There is a perception of “safety in numbers”; when students are extremely shy or fearful, allowing them to perform as part of a team can be a strong first step.
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<b>Characteristics</b>	Is willing to model desired behaviors; Trusts in self and others; Prefers a collaborative or supportive environment; Is willing to innovate and improvise; Has a lowered affective filter (evidences humor, identification, comfort)
<b>Cultural Pressures</b>	Risk-taking as a source of value; Entrepreneurial spirit; Immediate feedback with opportunity to pursue just-in-time improvements
<b>Student Example</b>	It took some time (and lot of courage) but Karyn knew that being willing and able to share her insights on topics they were learning was important, and not just for the class participation part of her grade. Being willing to speak up during class discussions made her realize that she had a lot to contribute. When other students nodded appreciatively at some of the points she raised, it felt really great!
<b>Faculty Example</b>	Jeff was recently invited to participate in a roundtable discussion at an international conference. His department chair asked if he was nervous, since the proceedings would be broadcast online and the issues and questions raised during the roundtable session tended to be entertainingly off-the-cuff. “Are you kidding, Stan? I know it has a reputation as something of an intellectual mosh pit but who wouldn’t throw themselves at the chance to engage with those folks? It’s going to be a lot of fun. Record it for me; if nothing else, we can sell the DVD to raise funds for the department. I know my students would get a kick out of owning it.”



3.1.1 Overview of Quality Learning Environments    4.1.3 Mindset for Assessment  
4.1.5 Moving Toward an Assessment Culture    4.1.8 Issues in Choosing Performance Criteria