CREATING SIGNIFICANT LEARNING EXPERIENCES

by

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Quality Enhancement and Accreditation

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My Initial Premise:

The QUALITY of any educational program

= the QUALITY OF STUDENT LEARNING in and from the program

Another Assumption:

- **We live in a CHANGING WORLD, and**

- **These changes dramatically affect the way higher education does operate – and should operate.**

<u>MY AGENDA</u>

I.   What are the Changes that Are Affecting Higher Education?

II.   What Should We Be Doing – To Create Better Educational Programs in this New Environment?

III. Review and Conclusions

MY AGENDA

✓ **I. What are the Changes that Are Affecting Higher Education?**

II. What Should We Be Doing – To Create Better Educational Programs in this New Environment?

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MY AGENDA

I. Changes Affecting Higher Education?

✓ • **World**

• **US**

• **Southern Region**

1. <u>Changes Affecting Higher Education:</u> WORLD

- **Technology: "World is Flat"**

  - **Higher Education (HE): A Global Enterprise**

  - **HE: Even more important now**

"Tertiary education [i.e., higher education] is more critical, the flatter the world gets."

-Thomas Friedman, *The World is Flat* (p. 289)

"[The new world economy] is *highly knowledge-intensive* – so you must be good at constantly learning. If you stand still, you fall back."

-J.F. Rischard, *High Noon* (p. 30)

1. <u>Changes Affecting Higher Education:</u> WORLD

- **Technology: "World is Flat"**

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  - **HE: Even more important now**

  - **HE: New Ways of Educating**

- **World Economy: More Market Oriented**

  - **HE: More Competition**

- **World Population: Still Growing**

  - **HE: Lots of people to educate**

- **World Problems: Not Being Addressed**

20 Global Issues (from "High Noon", J. F. Rischard)

I. <u>**Sharing Our Planet Issues**</u>: (some examples)

- **Global warming**
- **Deforestation**
- **Water deficits**

II. <u>**Sharing Our Humanity Issues**</u>:

- **Fight against poverty**
- **Education for all**
- **Global infectious diseases**

III. <u>**Sharing Our Rule Book: Issues Needing Global Regulation**</u>

- **Global financial architecture**
- **Illegal drugs**
- **International labor and migration rules**

1. Changes Affecting Higher Education: WORLD

- **Technology: "World is Flat"**
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  - **HE: Even more important now**
  - **HE: New Ways of Educating**
- **World Economy: More Market Oriented**
  - **HE: More Competition**
- **World Population: Still Growing**
  - **HE: Lots of people to educate**
- **World Problems: Not Being Addressed**
  - **HE: Are we preparing people who can address these problems?**

MY AGENDA

I. **Changes Affecting Higher Education?**

- **World**
- ✓ **US**
- **Southern Region**

1. <u>**Changes Affecting Higher Education**</u>: **UNITED STATES**

- **MORE PRESSURE:**

  - **Greater awareness that college graduates are not learning well**

Evidence That Students Are NOT Having Significant Learning Experiences:

- **Employers**

- **National Study of Adult Literacy**

- **Collegiate Learning Assessment**

- **"Declining by Degrees"**

- **Bok: "Our Underachieving Colleges"**

1. **Changes Affecting Higher Education**: UNITED STATES

    - **MORE PRESSURE:**

        - Greater awareness that college graduates are not learning well

        - Calls for greater accountability

    - MORE CHALLENGE: Nature of Students

        - Technologically-savvy (some)

        - Poorly prepared for college (many)

    - MORE RESOURCES: Intellectual

<u>MY AGENDA</u>

I. <u>**Changes Affecting Higher Education?**</u>

- **World**

- **US**

✓ - **Southern Region**

<u>Southern Region</u>:

- **Traditional Economic Base: Declining**

- **Some Manufacturing Jobs: Outsourced**

- **Population with HE Degrees: Relatively Low**

+ **State & Regional Coordination of Efforts to Improve Education, esp. Higher Education**

  ➢ **SREB**

  ➢ **SACS**

  ➢ **Individual State Organizations**

1. **<u>Changes Affecting Higher Education</u>: KENTUCKY**

   - **ALL of the above, + Effort at Postsecondary Education Reform**

   - **5 Questions:**

1. **Are high school graduates ready? (PREPARATION)**

2. **Can they afford higher education? (ACCESS)**

3. **Are we adding to the pool of educated citizens? (OVERALL QUANTITY)**

4. **Are college graduates prepared for life and work? (OVERALL QUALITY)**

5. **Are the people, society and economy of Kentucky benefiting? (OVERALL IMPACT)**

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5. Are the people, society and economy of Kentucky benefiting? (OVERALL IMPACT)

<u>Conclusions</u>: <u>OUR CHANGING WORLD</u>

- **Higher Education is critically important.**

- **We are not currently doing a very good job.**

- **It is critically important that we find a way to do our job better.**

  - **Probably not going to get a lot more money or time.**

  - **Therefore, we need to learn how to do our job more efficiently and more effectively, i.e., smarter.**

<u>MY AGENDA</u>

I.   What are the Changes that Are Affecting Higher Education?

✓ **II. What Should We Be Doing – To Create Better Educational Programs in this New Environment?**

III. Review and Conclusions

II. What should we be doing about all this?

- **STOP** acting like we're living in the 19th or 20th century.

- **START** adapting to the world we do live in.

  - **RE-THINK** our ultimate purpose(s).

  - Develop **NEW STRATEGIES** for achieving those purposes.

  - **GEAR OURSELVES UP:** Acquire the perspectives, knowledge, and skills we need – individually and organizationally

IMPROVING TEACHING AND LEARNING

We want…

BETTER STUDENT LEARNING

which requires

BETTER TEACHING

which requires

FACULTY LEARNING ABOUT TEACHING

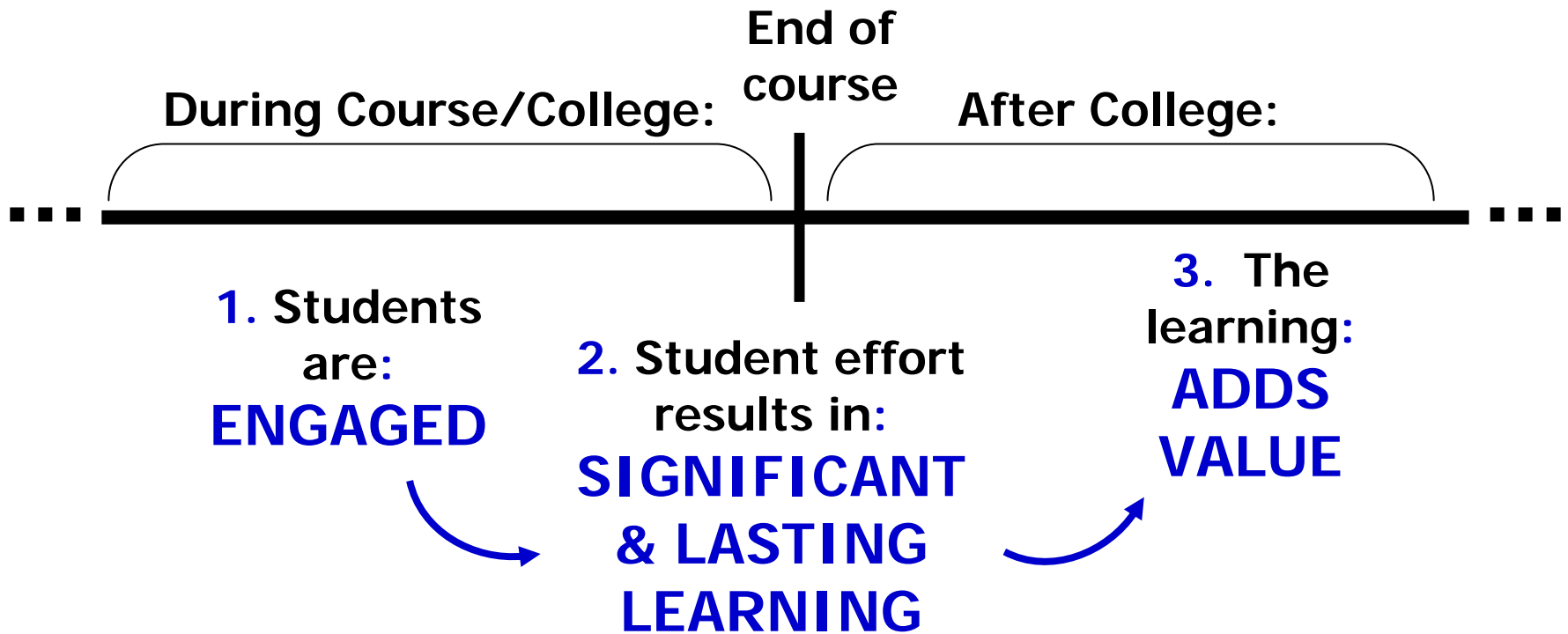which requires

BETTER INSTITUTIONAL SUPPORT

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<u>BETTER STUDENT LEARNING</u>:

- **Need a "higher quality learning experience".**

- **What might that mean?**

1. **<u>Defining "High Quality Learning Experience"</u>**

    - **Different stages in the "learning-living" process**

3 FEATURES OF A HIGH QUALITY LEARNING EXPERIENCE

End of course

During Course/College:

After College:

1. Students are: ENGAGED

2. Student effort results in: SIGNIFICANT & LASTING LEARNING

3. The learning: ADDS VALUE

1. <u>**Defining "High Quality Learning Experience"**</u>

   - **Different stages in the "learning-living" process**

   - **What students learn: It MUST be more than "learning the content"**

     - **Bloom's "Taxonomy of Educational Objectives"**

       - **Knowledge (recall memory)**
       - **Comprehension**
       - **Application**
       - **Analysis**
       - **Synthesis**
       - **Evaluation**

1. **<u>Defining "High Quality Learning Experience"</u>**

   - **Different stages in the "learning-living" process**

   - **What students learn: It MUST be more than "learning the content"**

     - **Bloom's "Taxonomy of Educational Objectives"**

     - **Fink's "Taxonomy of Significant Learning"**

Taxonomy of SIGNIFICANT LEARNING

Learning How to Learn
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

Foundational Knowledge
Understanding and remembering:
- Information
- Ideas

Application
- Skills
- Thinking: Critical, Creative, & Practica
- Managing projects

Caring
Developing new...
- Feelings
- Interests
- Values

Human Dimensions
Learning about:
- Oneself
- Others

Integration
Connecting:
- Ideas
- People
- Realms of life

Creating Significant Learning Experiences

In courses with significant learning, students will:

1. **Understand and remember** the key concepts, terms, relationship, etc.

2. Know how to **use** the content.

3. Be able to **relate** this subject to other subjects.

4. Understand the **personal and social** implications of knowing about this subject.

5. **Value** this subject and further learning about it.

6. Know how to **keep on learning** about this subject, after the course is over.

1. <u>**Defining "High Quality Learning Experience"**</u>

    - **Different stages in the "learning-living" process**

    - **What students learn: It MUST be more than "learning the content"**

        - **Bloom's "Taxonomy of Educational Objectives"**

        - **Fink's "Taxonomy of Significant Learning"**

        - **AAC&U Liberal Education Outcomes**

AAC&U: Liberal Education Outcomes

I.   KNOWLEDGE

- **Science**
- **Social Science**
- **Mathematics**
- **etc.**

II.   INTELLECTUAL & PRACTICAL SKILLS

- **Written & Oral Communication**
- **Inquiry, critical & creative thinking**
- **Etc.**

III. INDIVIDUAL & SOCIAL RESPONSIBILITY

- **Civic responsibility & engagement**
- **Ethical reasoning**
- **Intercultural knowledge and action**
- **Etc.**

IMPROVING TEACHING AND LEARNING

We want…

BETTER STUDENT LEARNING

which requires

BETTER TEACHING

which requires

FACULTY LEARNING ABOUT TEACHING

which requires

BETTER INSTITUTIONAL SUPPORT

<u>BETTER TEACHING</u>:

- **What can faculty do, to become better teachers?**

GENERAL ANSWER:

- **Broaden their understanding of what is involved in HIGH QUALITY TEACHING.**

- **"Model of HIGH QUALITY TEACHING"**

A Model of
HIGH QUALITY TEACHING

FUNDAMENTALS TASKS

Perform the fundamental tasks of teaching well

STUDENT LEARNING

Students have a significant learning experience

GETTING BETTER

Take the necessary steps to improve one's teaching over time
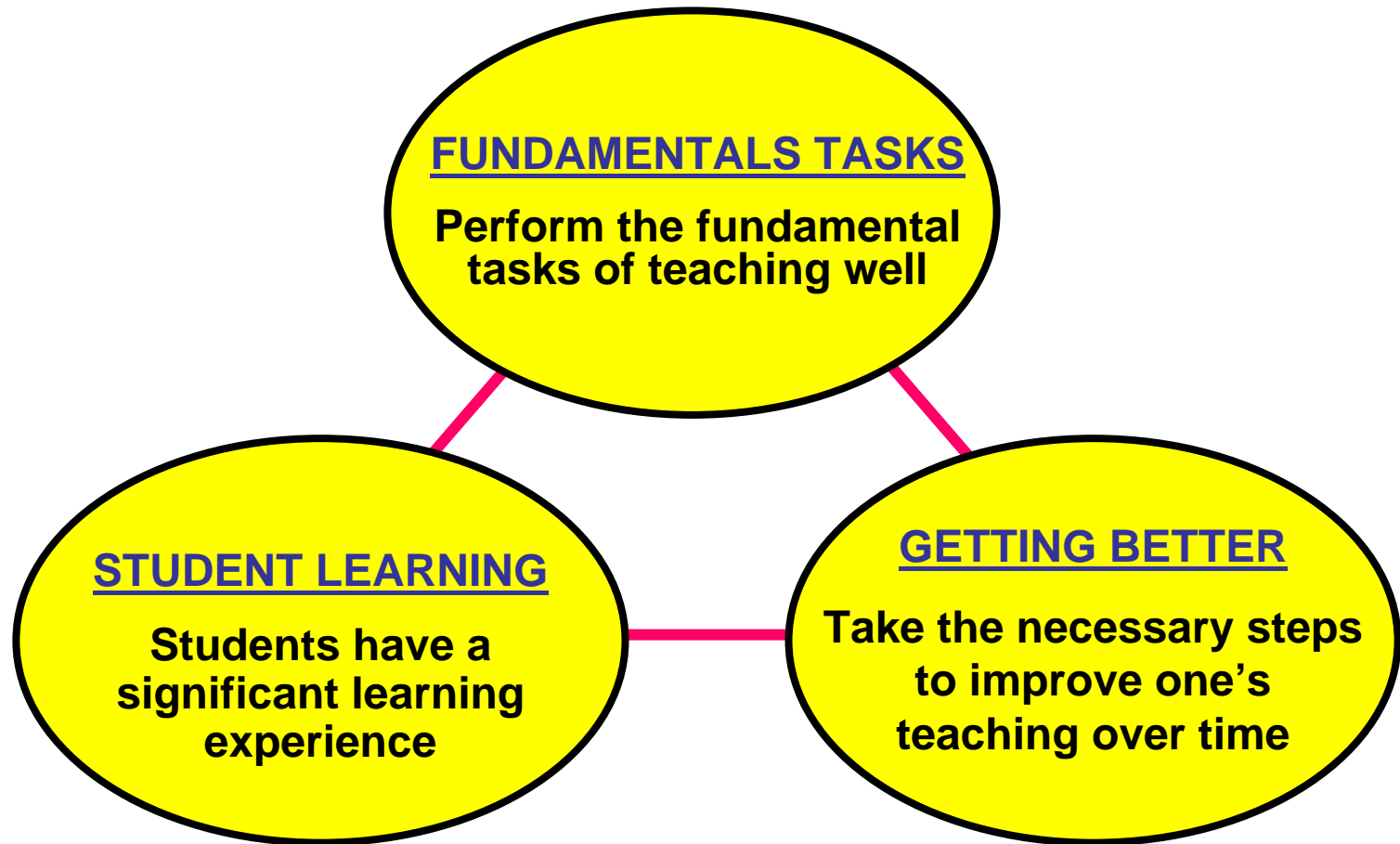
GETTING BETTER Over Time

Acquire new ideas on teaching

Reflect on what else one needs to learn
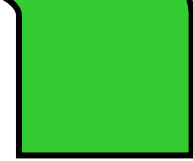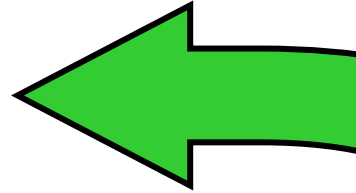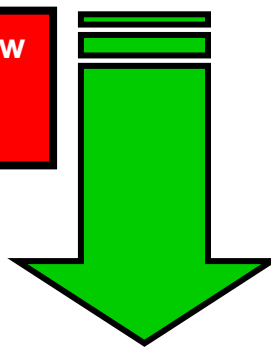
FOUR FUNDAMENTAL TASKS of Teaching

Knowledge of subject matter

Interactions with students

Try new ways of teaching

Design learning experiences

Course management

Assess the effectiveness of one's own teaching
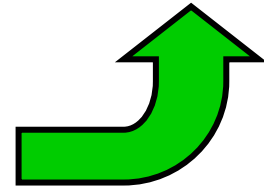
Impact on STUDENT LEARNING

- **DURING the course**
- **END of the course**
- **AFTER the course**

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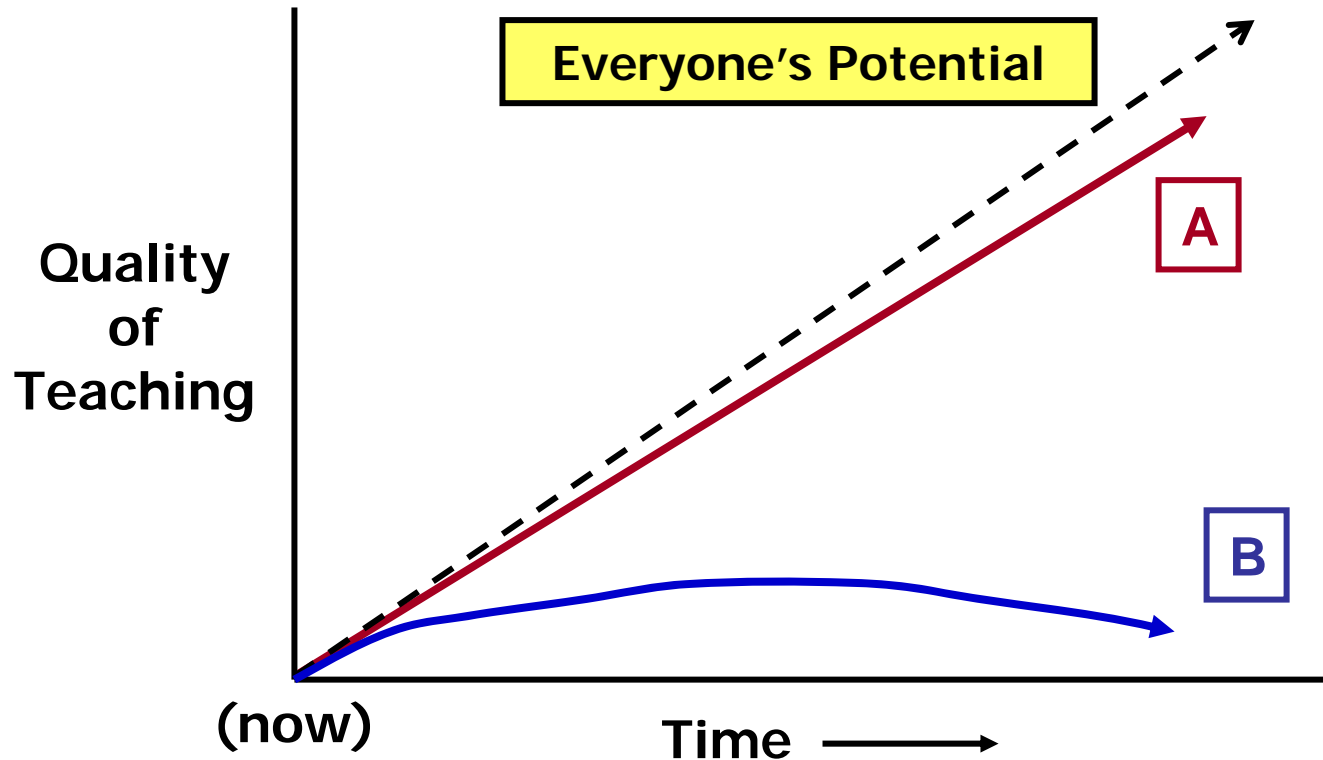
Creating Significant Learning Experiences

Faculty Members:

Curriculum		
Course	Course	Course
Teaching	Teaching	Teaching

Students:

Learning	Learning	Learning
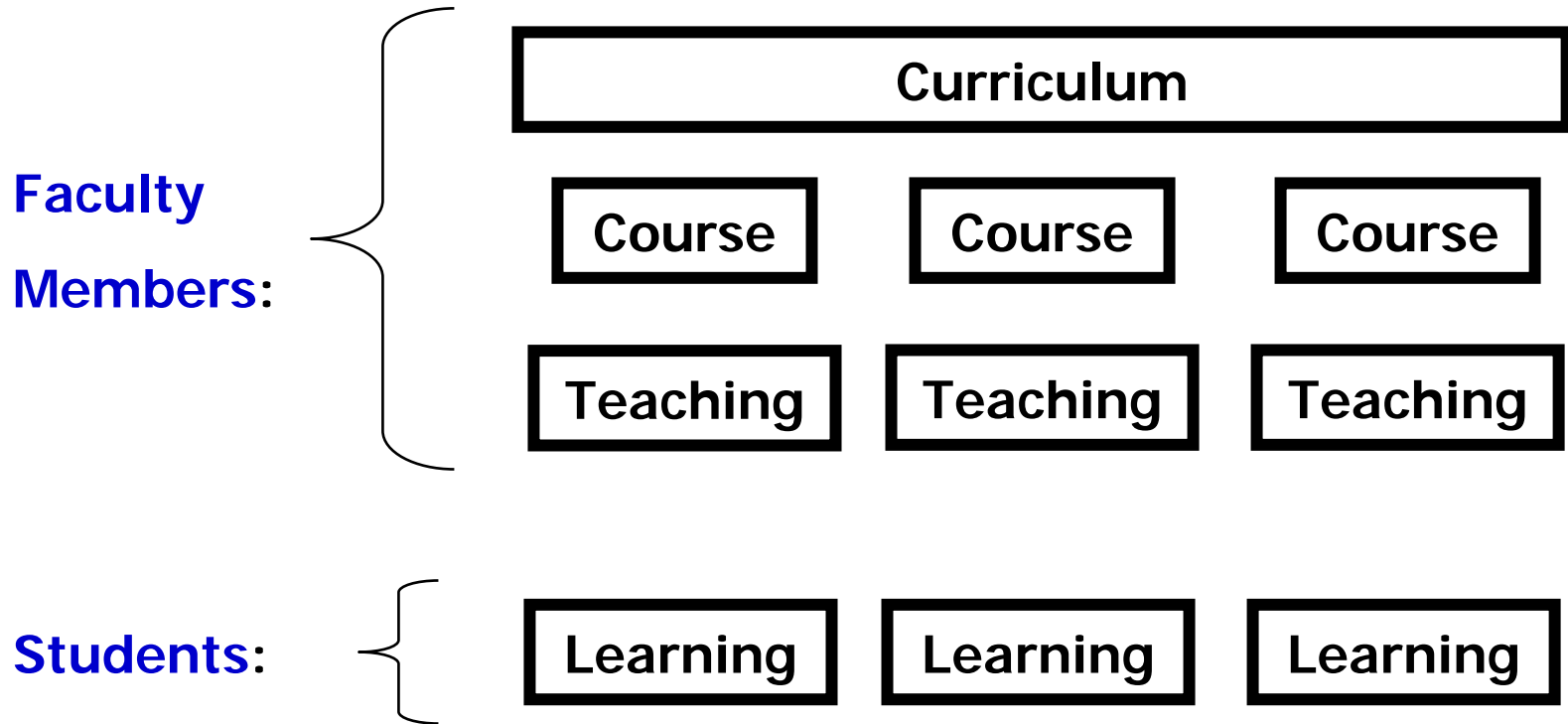
QUESTION:

• **How well is the faculty prepared for these tasks?**

FACULTY MEMBERS:

- Take their role as "Subject Matter Specialists" very seriously.

  - Focus of Graduate School

  - Focus of Hiring Process

  - Focus of Promotion & Tenure

- Do NOT take their role as "PROFESSIONAL EDUCATORS" as seriously.

  - Especially not the task of "Professional Development."

Getting Better Over Time

Question:

How much time **should** faculty members spend each year, learning about "teaching and learning"?

Observation

Jet Blue Airlines: The "stay-at-home housewives" who do the reservation work for, are required to spend **4 hours every month** (=48 hours a year), in professional training, learning new skills and keeping up with changes in the company.

Question:

Is not "College Teaching" at least as complex as making reservations for an airline?

1991 - 1995

1991 – ACTIVE LEARNING

1991 – COOPERATIVE LEARNING

1992 – LEARNING STYLES

1993 – CLASSROOM ASSESSMENT TECHNIQUES

1995 – CRITICALLY REFLECTING ON YOUR OWN

TEACHING

1995 – EVALUATING YOUR OWN TEACHING

1995 – EMOTIONAL INTELLIGENCE

1996 - 2000

1996 – TEACHING STUDENTS HOW TO

ENGAGE IDEAS

1997 – TEACHING PORTFOLIO

1997 – DEEP LEARNING

1998 – EFFECTIVE GRADING RUBRICS

1998 – IN-DEPTH UNDERSTANDING OF

ONESELF AS A PERSON/TEACHER

1996 – 2000 (cont.)

1998 – SERVICE LEARNING

1998 – STRUCTURED ASSIGNMENTS FOR

SMALL GROUPS

1999 – PEER REVIEW OF TEACHING

1999 – LEARNING COMMUNITIES

2001 - PROBLEM-BASED LEARNING

2002 – HOW THE BRAIN WORKS

2002 – LEARNER-CENTERED TEACHING

2003 – A TAXONOMY OF SIGNIFICANT

LEARNING

2003 – INTEGRATED COURSE DESIGN

2001 – Present (cont.)

2004 – THEORIES OF LEARNING AND MOTIVATION

2004 – TEAM-BASED LEARNING

2004 – LEARNING PORTFOLIOS

2004 – INQUIRY-GUIDED LEARNING

2004 – FORMATIVE FEEDBACK

2004 – WHAT THE BEST COLLEGE TEACHERS DO
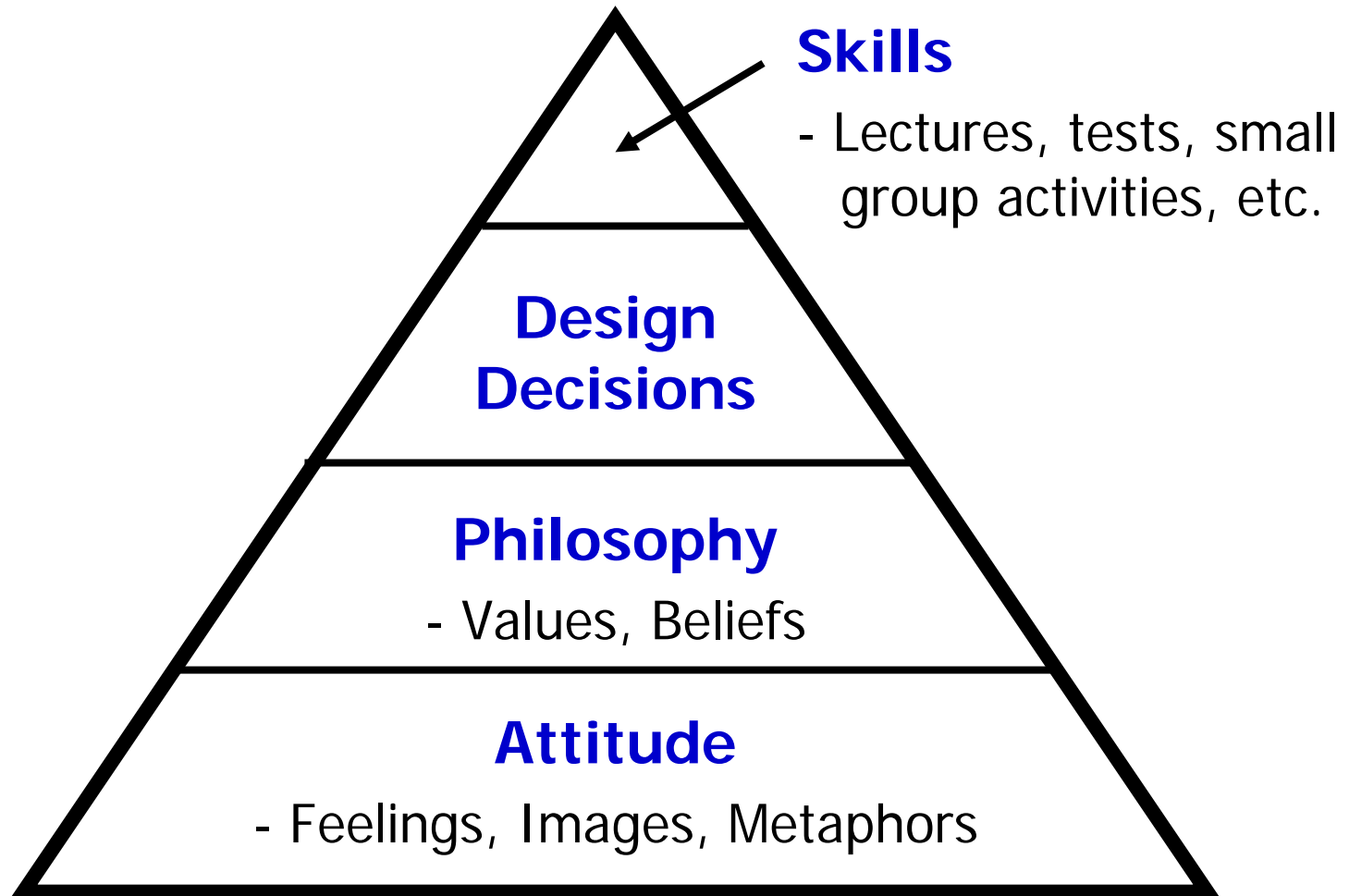
If our faculty can learn – and USE these ideas,

Their teaching will become

HIGH IMPACT TEACHING!
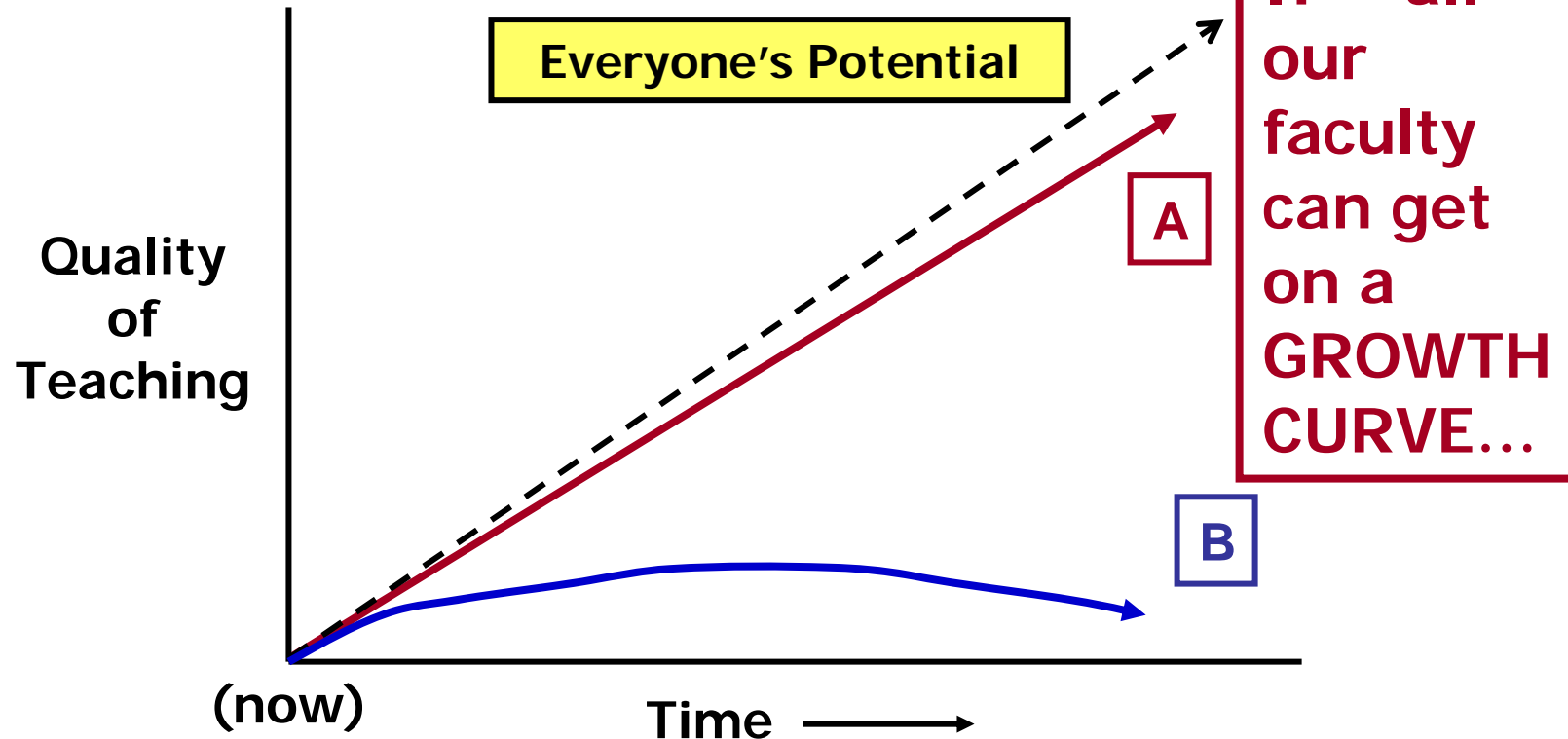
The LEARNING CYCLE

& 3 SOURCES OF LEARNING

Ideas/Literature on
COLLEGE TEACHING

3

2

COLLEGUES

LEARN

REFLECT

1

USE

ASSESS

SHARE
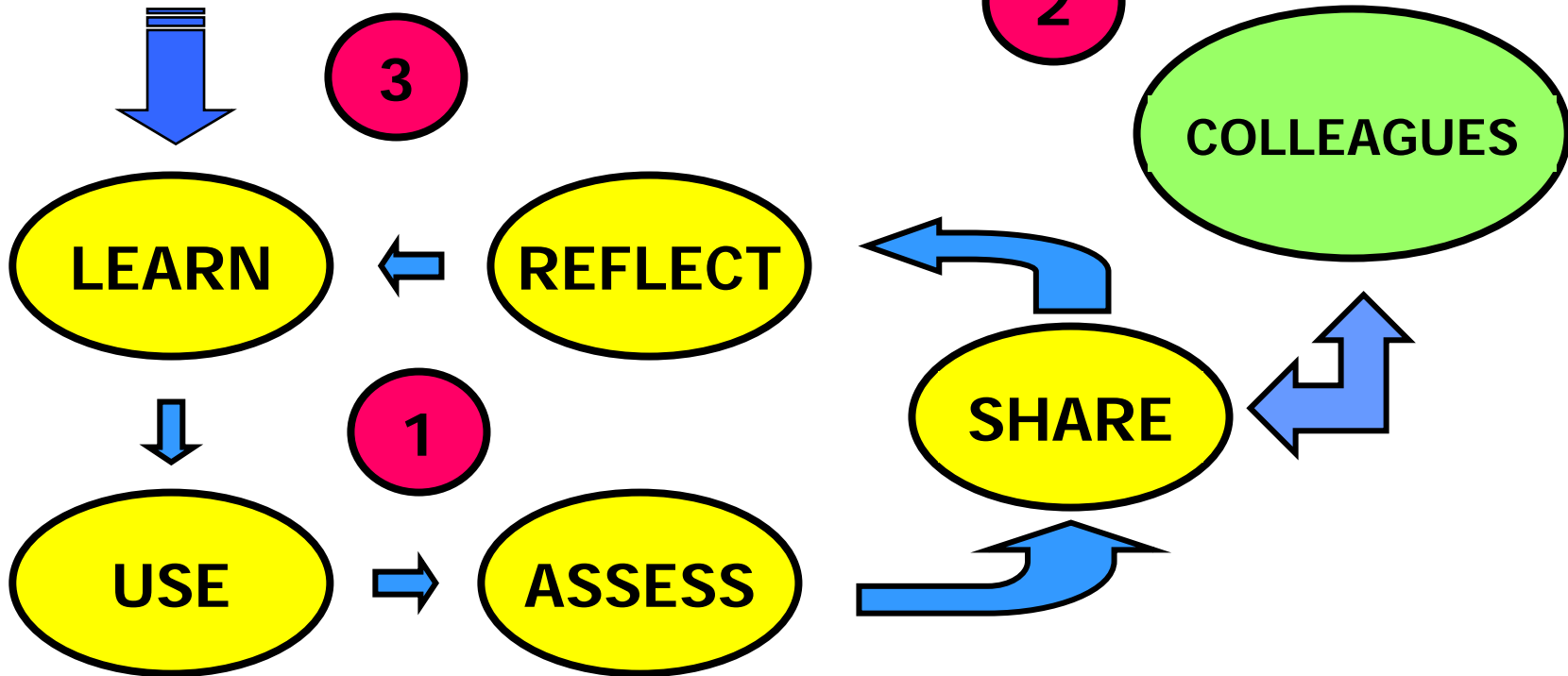
Four Levels of Growth as Educators:

Skills

- Lectures, tests, small group activities, etc.

Design Decisions

Philosophy

- Values, Beliefs

Attitude

- Feelings, Images, Metaphors

Getting Better Over Time

Everyone's Potential

Quality
of
Teaching

A

B

(now)

Time ⟶

IF – all our faculty can get on a GROWTH CURVE…

IMPROVING TEACHING AND LEARNING

We want…

BETTER STUDENT LEARNING

which requires

BETTER TEACHING

which requires

FACULTY LEARNING ABOUT TEACHING

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BETTER INSTITUTIONAL SUPPORT

IMPROVING TEACHING AND LEARNING

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BETTER INSTITUTIONAL SUPPORT

<u>INSTITUTIONAL CHANGE</u>:

- **What do institutions need to do, to better enable and empower the faculty as teachers?**

<u>My Answer</u>:

- **Support the development of college faculty as PROFESSIONAL EDUCATORS.**

FACULTY AS PROFESSIONAL EDUCATORS:

What would that mean?

That college teachers are:

1. **Familiar with the literature on college teaching,**

2. **Using the ideas of "best practice" in their own teaching, and**

3. **Engaging in continuous improvement regarding current ideas on teaching and their teaching.**

Faculty as PROFESSIONAL EDUCATORS:

What can a university do, to support this more effectively?

     1. Establish expectations

     2. Provide support

     3. Assess and reward

NOTE: In most institutions, getting faculty to view themselves as "Professional Educators" will constitute a CHANGE OF CULTURE.

CHANGING FACULTY CULTURE:
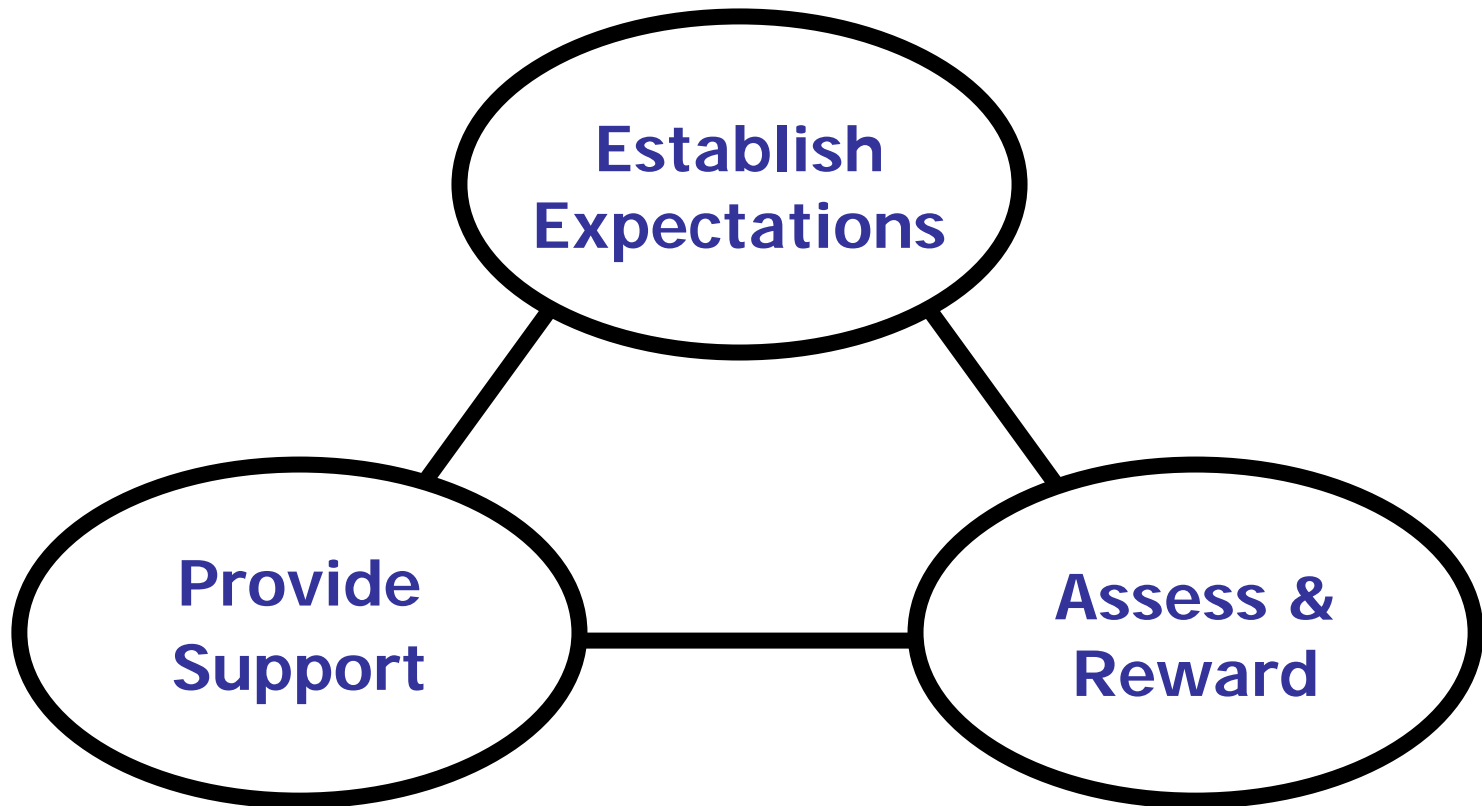
Establish Expectations

Provide Support

Assess & Reward

The Development of Faculty as PROFESSIONAL EDUCATORS

1. **Establish EXPECTATIONS**

   - Hire faculty who want to "learn & get better"

   - Beginning of year: Plan faculty work

2. **Provide SUPPORT**

   - Open up TIME

   - Provide campus-based fac. dev. program

3. **ASSESS & REWARD**

   - Assess teaching more holistically

   - Add "Professional Development" as 4th kind of expected kind of faculty work

The Development of Faculty as PROFESSIONAL EDUCATORS

1. **Establish EXPECTATIONS**

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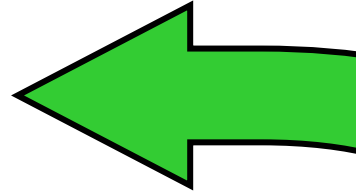
    • **Provide campus-based fac. dev. program**

3. **ASSESS & REWARD**

    • Assess teaching more holistically

    • Add "Professional Development" as 4th kind of expected kind of faculty work

CAMPUS-BASED FACULTY DEVELOPMENT PROGRAMS

1. **What are they?**

   - **Formal Programs: Improve teaching & learning**

2. **How do they work?**

   - **Offer workshops, 1:1 consulting, orientation programs for new faculty, etc.**

3. **What do they need, to be effective?**

   - **A dedicated, professional director**

   - **Adequate funding & institutional encouragement**

4. **National Resource: POD Network in Higher Education**

   - **www.podnetwork.org**

The Development of Faculty as PROFESSIONAL EDUCATORS

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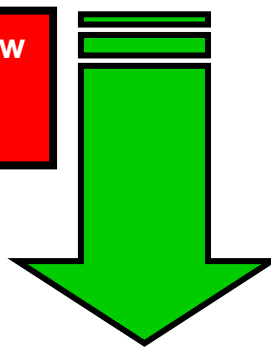
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ASSESSING TEACHING MORE HOLISTICALLY

1. Did they **DESIGN THEIR COURSES** well?

2. Did they **INTERACT/COMMUNICATE** with students well?

3. Did the course experience result in **SIGNIFICANT KINDS OF STUDENT LEARNING**?

4. Did the faculty member make a significant effort to **IMPROVE** their teaching?

CRITERIA: SOURCES OF INFORMATION:

1. Course Design	
2. Interaction with students	
3. Student Learning	
4. Getting Better as a Teacher	

CRITERIA: SOURCES OF INFORMATION:

1. **Course Design**	• **Course materials:** –**Syllabus, assignments, assessment tools**
2. **Interaction with students**	• **Student questionnaires** –**Engaging? Motivating? Inclusive? Fair?**
3. **Student Learning**	• **Products of student work** –**Samples (high, medium, low)**
4. **Getting Better as a Teacher**	• **Faculty self-report** –**What did you do to LEARN? What CHANGES did you make?**

The Development of Faculty as PROFESSIONAL EDUCATORS

1. **Establish EXPECTATIONS**

   • **Hire faculty who want to "learn & get better"**

   • **Beginning of year: Plan faculty work**

2. **Provide SUPPORT**

   • **Open up TIME**

   • **Provide campus-based fac. dev. program**

3. **ASSESS & REWARD**

   • **Assess teaching more holistically**

   • **Add "Professional Development" to promotion & tenure criteria.**

PRIMARY DIMENSIONS OF FACULTY WORK

1. **Teaching** _____

2. **Research & Creative Activity** _____

3. **Service** _____

4. **Professional Development** _____
   - Teaching
   - Research
   - Service
   - Professional Self-Management _____

TOTAL: **100%**

The Development of Faculty as PROFESSIONAL EDUCATORS

1. **<u>Establish EXPECTATIONS</u>**

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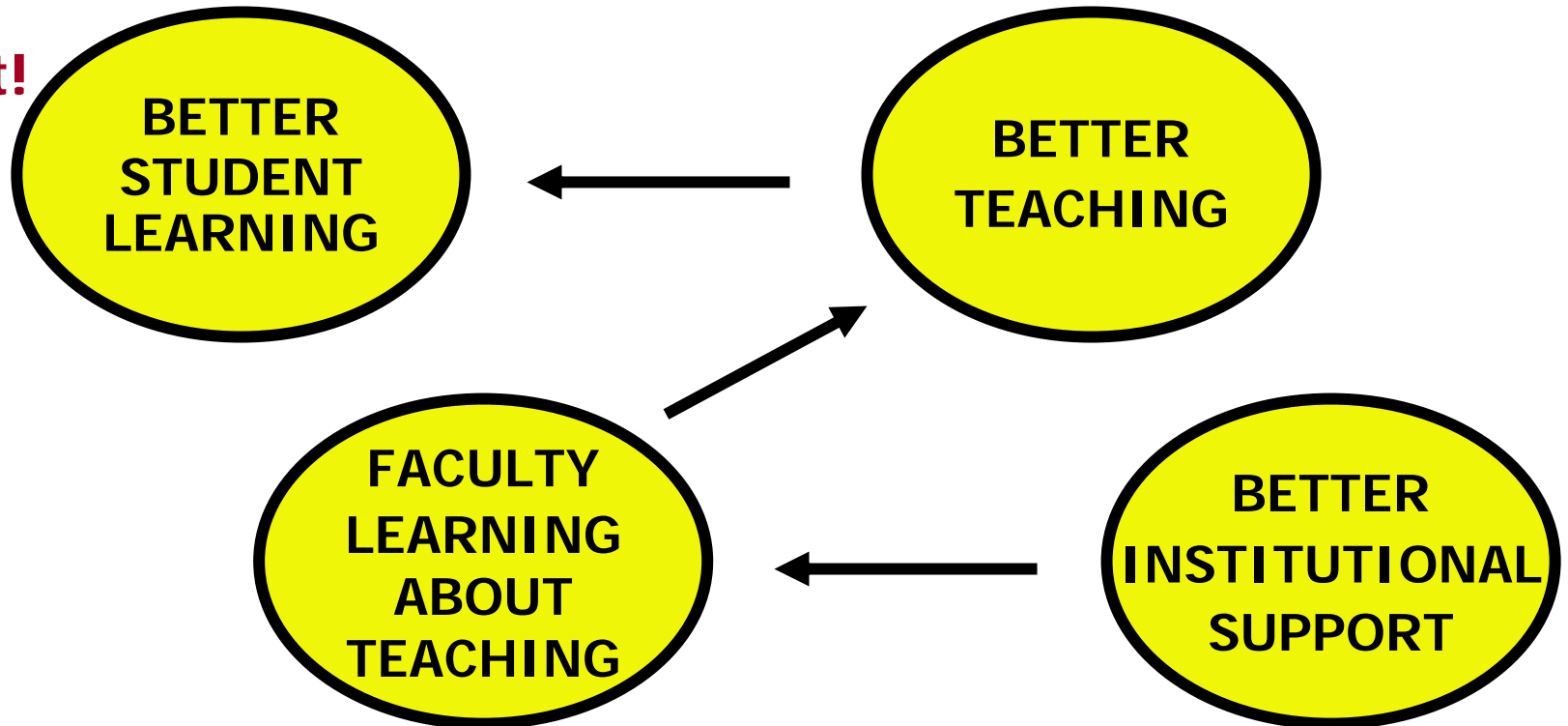2. **<u>Provide SUPPORT</u>**

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IMPROVING TEACHING AND LEARNING

Which is what we want!

- BETTER STUDENT LEARNING
- BETTER TEACHING
- FACULTY LEARNING ABOUT TEACHING
- BETTER INSTITUTIONAL SUPPORT

MY AGENDA

I. **How is Our Environment Changing?**

II. **What Should We Be Doing – To Pursue Quality in this New Environment?**

✓ **III. Review and Conclusions**

REVIEW:

1. We Live in a Rapidly Changing World.

2. We Need to Make Some Significant Changes in the Way We Go About Our Business.

<u>CONCLUSIONS</u>:

What Changes Do We Need to Make?

1. INSTITUTIONS: (re: Campus Leaders)

- **Get serious about attending to the quality of our educational programs.**

- **Make changes in the way we evaluate teaching and faculty work.**

CONCLUSIONS:

What Changes Do We Need to Make?

1. INSTITUTIONS:

2. FACULTY MEMBERS:

- **Take our roles as "Professional Educators" much more seriously.**

- **Spend time learning about teaching and learning.**

- **Make changes in the way we teach, i.e., in the way we promote student learning.**

CONCLUSIONS:

What Changes Do We Need to Make?

1. INSTITUTIONS:

2. FACULTY MEMBERS:

3. FACULTY DEVELOPERS:

- **Realize that we play a critical role in our organizations – as potential change agents.**

- **Take our roles as "Professionals" in college teaching and organizational change as seriously as possible.**

IF we all do our part:

1. **Our colleges and universities** – as institutions using public funds – will become much more effective at achieving their public purpose.

2. **Our faculty members** will become more empowered as professional educators.

3. **Our students** will have more "Significant Learning Experiences" while in college.

4. Today's students – as **tomorrow's adults and citizens** – will lead lives that are more informed, more empowered and more responsible.

5. **Society** will be much stronger – socially, politically, and economically.

THE END!
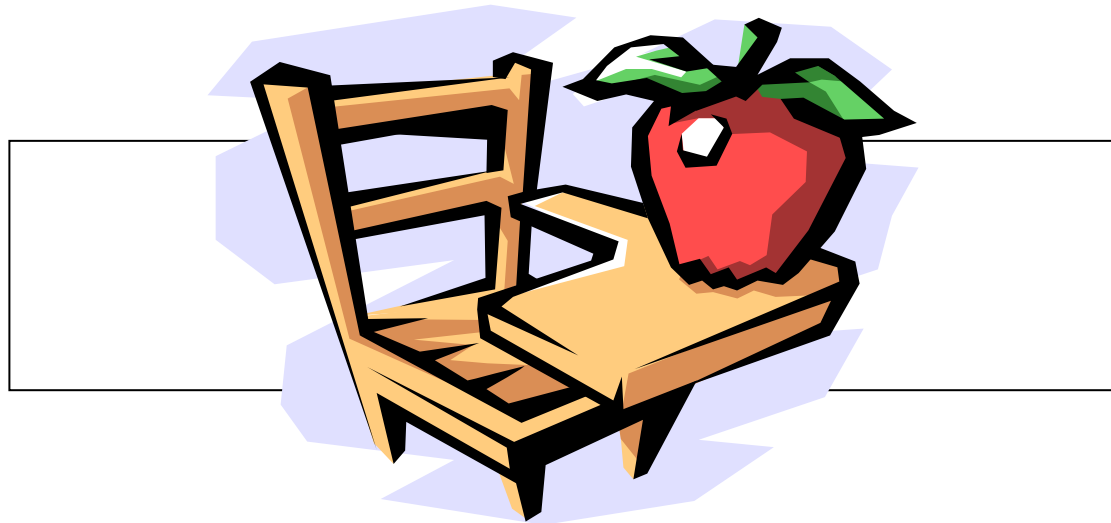
Higher Education:

Let's make it all that it can be and needs to be!