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Plenary Session - POD 1987

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Jack Lindquist - Plenary Session - POD 1987
Kerreville, Texas

Democratic Ideal:

freedom with responsibility
independence with cooperation
At Highest levels - developmental levels
cultural difference levels
In every person

AAHE - Parker Palmer/ 1987

epistemology of how withhold truth
Change magazine article
new, encouraging view

Women's Ways of Knowing - adult development

rethinking of Perry's work
inner voice
honoring "I"
collaboration, contextual

National Reports - Involvement in Learning

If going to practice Democratic behavior, must do so in college
Sandy Astin - NIE Commission
must be active/not passive
we know a better model

Higher Education Institutions

meritocratic
highly competitive
(curve grading is most serious practice
always winners and losers
Fac. communicate that it is U's job to get rid of them
i.e., tell new freshman that half will be gone in 4 yrs.
advising improvement fails because system doesn't allow

Recommendations;

Start where the student is -----active learning
background, culture, pace, style
Attitude of service to learning - not sorting out grades
Cooperative Learning Communities
SandT cooperate to carry out
If don't involve S/s in serious cooperative in mainstream
learning, it won't happen.
Noncompetitive, individually, norm referenced
students assess own progress and make differences
in their own lives.
Mentoring Program -
diff. equation than S/F relationships
not faculty letting a few through
but support as shape own directions
Outcomes Orientation
helpful, if not more complex hoops to jump
not what are appropriate learning outcomes, but
know, do, be with content
great potential and great danger

Reflective Practice - Schoen

- faculty member researches how own practice makes students researcher for own development
learning-----reflection-----meaning making
help students make meaning for themselves.

Governance Participation

those affected should have voice, but also need to learn to learn social responsibility to think about oneself and others
Stud. government gets things that don't really matter.
we don't involve them in things that do matter.

These movements have become agendas for higher education - must move on.

Must change culture - must disturb what we now know.

Changing Culture - most difficult kind of change.

Faculty Development has been about changing behavior
cultural change (beliefs, epistemology) most difficult.

How: foster innovations

new happenings ----- foster new thinking

get rhetoric out and discussed

(Bloom, Bela, M. Belinky, Astin, Palmer..)

refocus mission

catalog tells what we believe

learning outcomes are emphasized

hire collaborative men/women

Gilligan - "In a Different Voice"

change the feel of an institution

supportive environment - Nature balancing challenge
(Nevitt Sanford)

Change the environment and get out of way of own development.

classroom alone not sufficient since it involves

all parts of life

recognizes whole being

Ask student: Who you want to be; not what

Time frame; ten years minimum

Sustained contact with group with same ideals

don't give up

motivation to bet at it.