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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.