1987

Plenary Session - POD 1987

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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 - Nuture 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.