

# ENVIRONMENTAL SCANNING

Office of Institutional Research and Planning

## A LEARNING RESOURCE FOR PLANNING AND BENCHMARKING



**AUGUST 1995 TO  
OCTOBER 1995**

SOCIETY IS UNDERGOING A FUNDAMENTAL TRANSFORMATION FROM THE INDUSTRIAL AGE TO THE INFORMATION AGE. THIS IS A GLOBAL PHENOMENON WITH VERY SIGNIFICANT LOCAL IMPLICATIONS. ALL PEOPLE, ORGANIZATIONS, SOCIETIES, AND NATIONS ARE AFFECTED, ALTHOUGH NOT AT THE SAME PACE OR TO THE SAME DEGREE. THOSE WHO REALIGN THEIR PRACTICES MOST EFFECTIVELY TO INFORMATION AGE STANDARDS WILL REAP SUBSTANTIAL BENEFITS. THOSE WHO DO NOT WILL BE REPLACED OR DIMINISHED BY MORE NIMBLE COMPETITORS.

HIGHER EDUCATION HAS INVESTED -- OFTEN PAINFULLY -- IN INFORMATION TECHNOLOGY INFRASTRUCTURE AND IN RESTRUCTURING OUR ORGANIZATIONS, REDEFINING ROLES AND RESPONSIBILITIES OF EMPLOYEES, AND RE-ENGINEERING OUR SYSTEMS AND PROCESSES. WHILE WE HAVE CHANGED A GREAT DEAL, AMERICAN HIGHER EDUCATION HAS NOT TRANSFORMED. THE REASONS ARE CLEAR. WE HAVE NOT YET FORMULATED A COMPELLING VISION FOR THE LEARNING REQUIRED TO SUCCEED IN THE INFORMATION AGE. ABSENT THIS VISION, WE HAVE NOT RESHAPED STRUCTURES, ROLES, FUNCTIONS, AND SERVICES TO ADDRESS THOSE CHANGING NEEDS.

WE ARE MOVING FROM OUR EXISTING, INDUSTRIAL AGE MODEL FOR EDUCATION TO A LEARNING VISION FOR THE 21ST CENTURY -- A VISION THAT IS FUNDAMENTALLY REALIGNED WITH THE NEEDS OF LEARNERS IN THE INFORMATION AGE. THE PATHWAY FROM THE EXISTING WORLD, WHERE COLLEGES AND UNIVERSITIES SUBSTANTIALLY "OWN" THE TEACHING FRANCHISE, LEADS TO A WORLD WHERE THE LEARNING FRANCHISE IS SPREAD AMONG MANY PROVIDERS AND NEW TYPES OF FACILITATORS, LEARNING AGENTS, AND INTERMEDIARIES. THIS NEW WORLD HOLDS GREATER COMPETITION AND MORE CHOICES -- AND SUBSTANTIAL OPPORTUNITIES TO SERVE LEGIONS OF INFORMATION AGE LEARNERS.

MICHAEL DOLENCE AND DONALD NORRIS FROM TRANSFORMING HIGHER EDUCATION

# ENVIRONMENTAL SCANNING

## Trends from Naisblitt's Monthly Newsletter

1. Cities today look like donuts -- hollow cores, with a growing amount of the action taking place in surrounding areas. The center of gravity is shifting from metropolis to megaburb. There is a phenomenon of "edge cities" a phrase coined by newspaper writer and author Joel Garreau: job centers more compact than suburbs and often having retail centers, schools and transportation located near residences. And we now see the growth taking place on the edge of edge cities. Time will tell whether the residents of the megaburbs will stay put or will migrate to the outer suburbs -- causing today's edge cities to become mere extensions of inner cities.
2. Researchers have been making substantial progress toward gene therapy -- a treatment to counteract defective genes. Practical gene therapy doesn't exist yet, but some treatments could be as near as five years away. As the human genome is unraveled, science eventually may be able to do virtually anything to bodies, including altering appearance or intelligence.
3. After years of keeping out of South Africa because of sanctions against apartheid, foreign companies and investors are cautiously returning to the nation. Much work lies ahead in building sound economic structures, including an investment-friendly financial environment. The most promising areas of opportunity are housing, franchising, aircraft, airport and ground support equipment, metalworking machinery, and industrial chemical.
4. Businesses find growing profit in the environment. Environmental initiatives can save or make money for a company, or create untapped profit potential. Examples: Cincinnati-based Procter & Gamble found that detergent packaged in thin, flexible containers rather than stiff cardboard weighs less, cuts transportation costs and boosts profit margins. The company also increased the averaged amount of recycled content in its packages to 36 percent.
5. The global telecommunications industry is racing to bring wireless communications to market. The most talked-about new service is PCS, for Personal Communications Services. Its concept is the same as for a cellular phone: PCS phones can be used anywhere, they don't rely on wires. The technologies, however, are different. A PCS phone won't work on cellular service, and vice versa. Differences between the two are narrowing, setting the stage for fierce competition. PCS could affect data networking as well. Unlike analog cellular phones, which require modems for data transmission, PCS services and the channels they're on can easily be used to link computers as well. The PCS system under construction is essentially a national telecommunications network with an enormous potential market. PCS is just the tip of the iceberg. Other wireless technologies include digital cellular, enhanced specialized mobile radio, private packet radio, satellite links, infrared networking and microwave.
6. Banking is coming to home computers across the U.S., as early as this fall. The question is: How many banking customers really want electronic home banking and will use it? With home banking, users of software products like Microsoft's Money and Intuit's Quicken will be able to check account balances, order services and transfer funds between accounts.

7. Vietnam wants badly to be a serious economic partner with the West. The lifting of major barriers is a major step in that direction. As the business climate improves, the pace of direct investment will continue to pick up.
8. Throughout society, the underlying strategy in managing, marketing, and informing is shifting from boring to entertaining. Many leading-edge schools have dispensed with "chalk 'n' talk" teaching in favor of hands-on demonstrations, discussions and activities designed to make learning fun. Progressively fewer areas of life will be allowed to be boring in the coming years. Anything inherently boring will have to be made entertaining -- or risk being ignored.
9. The technology that breaks information -- text, sound, video -- into electronic zeroes and ones is fast reshaping industries across the board. Digital science is paving the way to a vastly different electronics world. Amazing new digital tools will revolutionize manufacturing, entertainment, and communications through the rest of the century and beyond. Example: last year Americans bought more than 800,000 hand-held devices that display a calendar, receive E-mail, and send faxes. Generally lumped together under the heading of PDA ( personal digital assistants ), the gadgets have various functions in at least a half-dozen categories: organizers, personal communicators, electronic books, electronic notepads, personal agents and entertainment agents.
10. Brazil's booming growth offers looming opportunities in several fields, especially computers and peripherals, franchising, and travel and tourism.
11. Most Americans are not hooked up to the Internet or anything else. Most don't even use a personal computer, a fact that's easy to forget in the wake of breathless hype for on-line marketing. The Internet and other on-line media do offer opportunities right now -- for marketers with patience and a willingness to get personally involved. To get to the market of 13.5 million to 20 million computer modem users, you must be a part of it. Characteristics of users: affluent, well-educated; two thirds are males. Children age 17 and under account for just 2.3 percent of all users.
12. South Korea is in a hurry to match Japan's dramatic climb to power. In both business and trade policy, the South Korean government calls the shots.
13. Faced with uncertain future labor needs, more and more U.S. businesses rely on temporary workers. Although the 1990s are barely half over, spiraling growth in temps has ensured already that the shift to temporary employment will rank among the leading labor trends for the '90s.
14. Tomorrow's school and community libraries will be marvels of technology -- if they can afford to remain open. As libraries remake themselves for the information age they're caught between tightening budgets and increasing demand for multimedia computers with on-line services. Massive amounts of information already are available on-line, and electronic access to books is likely to reduce the role of public libraries over the next few years. However, since not everyone can afford a personal computer or wants to use one, libraries have another role to play: they're poised to provide training, education and access to levels of technology beyond the reach of many people. Example: at the University of Southern California, in addition to 70,000 books, the library offers students 100 multimedia workstations for research, Internet searches, E-mail and other applications.
15. Local and state governments are becoming more innovative and productive, in line with the international trend from nation state to business state. Examples: Massachusetts Bay Transportation Authority re-

duced 11 layers of management to five and privatized highway maintenance. In Colorado Springs, one school district is taking a page from public transit advertising by renting out the sides of school buses to advertisers. Voter demands for accountability and cost control will continue to influence the attitude of government operations. Budgets are simply too tight to do anything else.

16. Voice recognition technology is turning up in a growing number of offices. Instead of speaking to a telephone operation, sales representative, receptionist or secretary, many callers talk to voice-activated computers instead. In coming years, the real growth for voice systems will be in home and office products that serve as dictation systems by converting speech into text on personal computers. Notwithstanding, most people want to talk to people.
17. Argentina has taken bold steps toward permanent improvement, but the road is long and filled with hazards. Still, more U.S. and European companies are likely to bet on the country's success, and therefore become part of it, in coming years.
18. As scientists continue to refine laser technology, a host of exciting new applications emerge. Many developments have been in medicine: laser beams are used by the University of Rochester researchers to transform the enamel coating on teeth into a much harder cavity-resistant surface; using a laser beam to burn away the uvula, snoring cures are in the 84 % range. Lasers hidden within equipment and various devices are taking on a growing role in homes and offices. In 1996, a new movie watching technology will be available: digital video disc (DVD). By providing sharper digital pictures and improved storage capacity, the new laser technology could overshadow both laser discs and VCR tapes before the decade ends. Before long, a new laser device may replace another part of the copier, the scanner.
19. This year, a group of some 72 million Americans begins coming of age. They're the so-called millennial generation, a new baby boom born from 1977 to 1994. The millennial generation could be the first to spend more time in the care of paid workers than with their own parents. Nuclear families will still be around in the years to come, but they won't be typical. With so many different kinds of families, none will be called typical.
20. Women are fully integrated into the U.S. economy in terms of providing income, but not in equal opportunity for career advancement. Fed up with obstacles in large firms, more women are making their own opportunities. While women may not generally be leaving the work force, as some believed a year ago, a greater thoughtfulness about balancing family and work is definitely on the minds of more successful women these days.
21. Unfolding 3-D technology can create solid forms from computer images, and realistic environments that assist in training. Example: a rapid prototyping technique, now used at a Ford center in Detroit, allows auto designers to create an image of a designed part on a computer. Designers can send the image to a fabricating machine, where laser beams build the part by fusing ceramic powder into a solid, one layer at a time. Most 3-D applications continue to involve visual entertainment. Perhaps the most sophisticated application is the CAVE -- Cave Automatic Virtual Environments, a virtual-reality creator at Argonne National Laboratory. In an experimental test, user wearing 3-D goggles enter a projected environment in which computer-animated fish swim around their legs.

### **American Demographics**

Almost 28 million people can use the Internet for e-mail, but fewer than half have access to interactive services such as World Wide Web. Internet householders are better educated and have higher incomes than all households with online services.

The media and safety-conscious baby boomers fuel an overwhelming public fear of crime. A close look at the data shows that much of the fear is misplaced. Yet the worst crimes are increasing, and life can be especially dangerous in southern and smaller metros. The rate of violent crime peaks in July and August, when hot weather shortens the temper.

The Asian-Indian population of the U.S. is affluent and growing. Asian Indians often work as professionals and entrepreneurs. All Indians are keenly interested in financial security, good value, and shopping around. The best way to reach them is to support their communities and traditions.

Business travelers who drive account for 62 percent of all business travel.

Tomorrow's elderly will have fewer living biological children and more stepchildren.

Births to unmarried teenagers are up because of Hispanic migration, not moral decay. When immigrants from Latin-American countries come to the United States, they bring traditional fertility patterns with them, including early family formation and common-law marriages.

Rising economies in developing countries attract the attention of many U.S.-based businesses.

Public libraries are meeting the prospect of a paperless society by providing CD-ROM reference sections, putting card catalogs on line, and joining the world on Internet. Public schools contain 62 percent of the nation's libraries.

The 72 million children of baby boomers form a huge generation that will come of age in the next five years. They will be the first generation to accept mixed races, "nontraditional" families, and gender-bending sex roles as mainstream. Unlike the original baby boomers, most will think their parents are cool. They will also cope with stark economic divisions based on high-tech skills. The next baby boom's proportion of the total population rivals that of the

original boom. Children and teens aged 18 or younger are 28 percent of the total population; the original baby boom, now aged 31 to 49, is 30 percent. From 1950 until 1969 the average family's economic situation was improving. The poverty rate for children dropped from 27 percent to 14 percent. During the 1970s, the proportion of children in poverty fluctuated between 14 and 17 percent. For the next baby boom, however, the years of their birth have coincided with steadily increasing poverty among children, with rates rising from 16 percent in 1977 to 23 percent in 1993. While 18 percent of white children are poor, 46 percent of black children live in poverty. Education is still the ticket out of poverty, and the members of the next baby boom generation value education even more than their parents did.

### **Kappan**

#### **School and Family In the The Postmodern World - David Elkind**

Schools have continued in the historical trend of gradually assuming parental functions. Our schools today are providing much more in the way of child care, education for children with special needs, child support services, sex education, drug education, values education, and parent education. However education reform geared toward improving academic performance simply ignores the many new functions the schools have assumed over the past half century.

#### **Some Reactions to What We Have Learned - Seymour Sarason**

In summarizing or reacting to several articles in the September issue, the author cites five major perceptions regarding reform of education. First, changing one aspect of the educational system is extraordinarily difficult. Second, the "system" is allergic to change. Third, we however have learned much already especially about the nature and context of productive learning. Fourth, the professional preparation of educators is manifestly inadequate in inculcating the spirit, the substance and the

complexity of the reform effort. Fifth, the initial object of change is not the students, the classroom, or the system; it is the attitudes and conceptions of educators themselves.

### **27th Annual Poll of the Public's Attitudes Toward the Public Schools**

People continue to rate the schools in their communities much higher than they rate the nation's schools. Almost two-thirds of the public school parents assign a grade of A or B to the school their oldest child attends. Lack of discipline and lack of financial control are viewed as the major problems facing the schools. People view the lack of parental control and the breakdown of family life as the major causes of what they see as an increase in school violence. There continues to be strong public support for the introduction of higher academic standards. The desire for a constitutional amendment permitting spoken prayer in the schools continues to be strong.

### **Change**

#### **Improving Productivity: What Faculty Think About It - And Its Effect on Quality - William Massy and Andrea Wilger**

Institutional and faculty productivity are not synonymous. Administrative and support-service productivity, part of institutional productivity, rivals faculty productivity in importance. Administrative and support services, whose costs have risen sharply in recent years, can account for up to one half of institutional expenditures; their productivity can and should be improved. Conventional productivity-improvement methods do not work in academic departments. Faculty resist their application. New approaches must be invented. Faculty view productivity in terms of results, increasing output; research and publications are the outputs most frequently maximized; productivity improvement is associated with measurement; faculty economize in their own activities; faculty tend to "satisfice" their teaching, whereas they maximize their research efforts; faculty see themselves as guardians of educational quality, but they do not focus on the kinds of

processes the modern quality literature cites as needed to assure quality; in academic terms, this literature points to student-centeredness, attention to the teaching and learning process, and gaining the feedback needed to assure educational "fitness-for-use;" instead, education is delivered in isolated segments (courses) according to traditional methods and standards. There is clearly dissonance between the stakeholders' concern about cost and insistence on effective teaching and faculty focus on maximizing a traditional system. The key to solving this problem is in influencing all involved to buy into modern quality principles.

#### **Skills, Innovations, and Values – Future Needs for Postsecondary Education - Michael McPherson and Morton Schapiro**

The most striking movement among middle-income students has, in fact, been within the public sector, with a sharp decline in the share of middle-income students at public two year institutions offset by growth in the share of middle-income students at public four-year institutions. We find increasing representation of low-income students at public two-year colleges and the declining representation of middle- and upper-income students there. Private universities are pulling away from private colleges in their ability to attract high-income students.

Continuing rapid technical change implies that the trend toward an increasing need for postsecondary education is likely to continue, and thus the economic payoff for higher levels of education is likely to continue to be high for the foreseeable future. Our nation is likely to require high levels of investment in human skills.

Right now, the nation seems to be withdrawing from its historical commitment to investing in higher education, as governments press for short-term savings.

#### **Building Bridges Between Cooperative and Collaborative Learning - Roberta Matthews, James Cooper, Nell Davidson, and Peter Hawkes**

In colleges and universities throughout the country, efforts are under way to transform the classroom from a lecture-based experience to a more active and demanding one for students.

Cooperative and collaborative learning both represent radical departure from the values and styles of more traditional college classrooms. Both have decided to hand over some of the teacher's traditional authority to the students. Some other commonalities: learning in an active mode is more effective than passively receiving information; the teacher is a facilitator; teaching and learning are shared experiences between teacher and students; balancing lecture and small-group activities is an important part of a teacher's role; participating in small-group activities develops higher-order thinking skills and enhances individual abilities to use knowledge; accepting responsibility for learning as an individual and as a member of a group enhances intellectual development; developing social and team skills through the give-and-take of consensus-building is a fundamental part of a liberal education; belonging to a small and supportive academic community increases student success and retention; and appreciating ( or at least acknowledging ) diversity is essential for the survival of a multicultural democracy.

### **Assessment Update**

#### **Assessing General Education Using Aggregated Student Course Ratings - Dennis Holt and Fred Janzow**

At Southeast Missouri State University, all course were evaluated in spring 1994 use the Instructional Development and Effectiveness Assessment (IDEA) student course rating system developed at Kansas State University. The IDEA system uses ten learning outcome objectives to which the instructor assigns a degree of importance. An IDEA survey form is used to get student responses regarding their progress on the ten learning objectives. From the results of this input, statistical calculations are made and related to a host of variables with the output being 1) measures of effectiveness

of the general studies program and 2) a diagnostic report available for each instructor.

#### **Assessing Employer Needs Through the Use of Focus Groups - Sara Morris**

Community colleges that offer one- and two-year technical and vocational programs have a responsibility to keep in touch with the human resource needs of local employers. Asheville-Buncombe Technical Community College NC uses focus groups to identify employers' concerns about trends and issues of the various economic sectors at work in the community. The focus groups include employers for all types of business and industry. The results of the group input are shared with the college planning committee and the college as a whole.

#### **Bulletin – of the American Association of Higher Education**

##### **Bowling Alone - Interview with Robert Putnam**

The author has written about declines in social group activity (churchgoing, union membership, PTA membership, Bob Scouts, etc.). PTA membership has dropped from 12 million in 1964 to 7 million. We have a problem of civil disengagement.

If you want to know why democracy works in some places and not in others, de Tocqueville was right...it's the strength of civil society. If we ask why some places have a stronger civil society than others the answer gets more complicated. People in Minnesota are the most trusting people in the United States. They are also among the most intense joiners. And they are the most likely to turn out to vote. There is a need to acknowledge that connections matter.

**Read My Lips:  
The Academic Administrator's Role In the  
Campus Focus on Teaching - Joan DeGuire  
North**

Teaching is considered private. Scholarship is considered public. The academic dean needs to make teaching public: spend time on looking at and giving attention to teaching, talk about teaching in public, thanking people for good teaching, get media coverage for teaching, use resources to support teaching, and discuss teaching with the faculty.

**Educational Leadership**

**What Do Students Want ( And What Really  
Motivates Them?) - Richard Strong, Harvey  
Silver, Amy Robinson**

Students who are engaged in their work are energized by four goals - success, curiosity, originality, and satisfying relationships. Students and teachers were asked: what kind of work do you find totally engaging? How do we define engagement? Phil Schlechty (1994) says students who are engaged exhibit three characteristics: 1) they are attracted to their work, 2) they persist in their work despite challenges and obstacles, and 3) they take a visible delight in accomplishing their work.

**Punished by Rewards? A Conversation with  
Alfie Kohn**

In classrooms where students can make choices about learning and have tasks of worth to explore, the need for punishments or rewards declines sharply. Both rewards and punishments are ways of manipulating behavior that destroy the potential for real learning. There are at least 70 studies showing that extrinsic motivation -- including A's, sometimes praise, and other rewards -- are not merely ineffective over the long haul but counterproductive with respect to the things that concern us most: desire to learn, commitment to good values, and so on. Rather than looking at youngsters deserving a reward, we should look at them as deserving an engaging curriculum and a caring atmosphere.

**Picture This: An Arts-Based Literacy Pro-  
gram - Beth Olshansky**

When children's stories are driven by rich visual images, their writing is transformed in many wonderful ways. A program called Image-Making Within the Writing Process first asks each child to create a personal portfolio of hand-painted, textured papers. Research has shown that adding a rich visual and sensory component to the writing process not only dramatically enriches children's story-making, but it also enhances their finished pieces.

**Future Shock Is Here - Ron Brandt**

While new technology is springing up around us, only a few teachers in a relatively small number of schools possess the equipment and knowledge to have their students use this new technology. The vast majority do not have access to the newest technologies--and even those who do tend to use them in conventional ways.

**On Technology Schools: A Conversation  
With Chris Dede**

If technology is simply used to automate traditional models of teaching and learning, then it'll have very little impact on schools. If it is used to enable new models of teaching and learning, models that can't be implemented without technology, then I think it'll have a major impact on schools. And if it's used to enable models of teaching and learning that extend beyond the walls of the school into the community, into the workplace, into the family, then it will also have an enormous impact on education and learning.

I find some new technologies unappealing. I get more excited about some of the innovations that we're seeing with World Wide Web. Here, people are using "netcrawlers" like Netscape or Mosaic not only to reach data that wasn't at their fingertips before, but to reach interlinked information. In other words, when they find one piece, they're linked to other things they might want to know. I get excited about telepresence and virtual communities.

Many of the things that we've been talking about - collaborative learning, constructive learning, and apprenticeships - are not new concepts in learning. But they've never been sustainable. Teachers who try them usually burn out. Why? Because they didn't have the infrastructure that supported them. Technology can help establish a supportive infrastructure that makes it possible to use those powerful models without burning out.

A lot of my own research right now is in the area of immersive distributed virtual environments. Some of it is like virtual reality, where people are wearing computerized clothing, and their nervous system is placed inside an artificial universe. Through their visual sense, through their auditory sense and their haptic sense, they experience something that's not possible to experience in the real world. A colleague and I are building virtual "universes", where you can personally experience what it is like to be a charge in an electromagnetic field, or a ball in a world without friction and gravity, or a molecule that's about to bond on the quantum level.

### **Innovation Abstracts**

#### **Interviewing ESL Students to Learn Research Skills - Richard Cummins, Columbia Basin College, WA**

To enhance the teaching of research skills in a composition class, interviews were set up between students in the class and selected ESL students. The composition students were provided seven pages of questions to choose from or to use as a foundation for their own questions. The library of questions was drawn from experts on thinking, writing, and Bloom's taxonomy. The composition students had a rich experience in terms of thinking experiences that honor and encourage the free exchange of ideas, could serve as a preparation for the increasingly globalized economy, and promoted lifelong learning techniques, including information retrieval and document analysis.

#### **Teaching the Big Picture - Norvell Northcutt, Austin Community College TX, Sue Darby,**

#### **U. of Texas at Austin, Leann Ells, U. of Texas TX**

Many instructors use the traditional individual project assignment. The authors use a collaborative approach, in which all class members work as part of a team on a comprehensive project. A qualitative research class was organized into micro-teams; these teams coordinated their efforts as part of an integrated 16-member macro-team working on a common research problem. The course instructor assumed a dual role: instructor and client. The instructor hired the class as a team of researchers to examine his institution's office of institutional effectiveness. The class interviewed the instructor/client to determine the research objectives and major questions to be answered. A general design for data collection and analysis was the next step; there was then training in developing interview protocols and leading focus groups. After the project was underway, each session was conducted according to a work schedule developed by the coordinating committee.

#### **Visual Poster as Reading Quiz - Debra Johanyak, U. of Akron-Wayne College, OH**

Taking a fairly complex section of readings, which had been overwhelming to many students, the instructor had the students take one reading, evaluate it carefully, find the main ideas or topic areas of the article, and make a poster explaining their understanding of the major ideas.

#### **Institute for InterCultural Understanding - Richard Bucher, Baltimore City Community College**

This institute was established in 1990 to prepare students for 21st century challenges. Key strategies: celebrating diversity and cultivating community must be pursued together; institutional commitment is essential; misconceptions of diversity need to be challenged; a research agenda needs to be developed to assess campus climate and determine ways to improve; and partnerships within and between institutions need to be explored and cultivated.

### **Homegrown Composition - Joanne Johnson, Jefferson Community College, NY**

An honors composition course was set up to get the students out of the classroom and into their community and write about their own community to assist a mythical person who was writing to them to get information about the community: housing costs, schools, business regulations, social possibilities, medical care, whether the person's family would be accepted in the community, etc. A written reply was requested to be made within one week. Other letters would arrive from friends of the mythical first writer asking for other community information. Six different letters, six different assignments, six different modes of writing, but all involve problem solving, original research, direct contact with a wide variety of community resources, as well as traditional instruction in writing.

### **Using E-Mail as an Evaluation Tool - Mary Gene Ryan, Alken Community College, SC**

In the past, the instructor had used one minute essays to get student feedback on how their learning was progressing. Data processing staff provided access to E-mail as a device for students to respond to assessment questions. Students seemed to benefit from reading one another's responses to the questions. Several of them mentioned in class discussions that they had never looked at a certain issue from a point other than their own.

### **Update - Newsletter of the Association for Supervision and Curriculum Development**

#### **Designing Performance Assessment Tasks**

Creating effective assessment tasks requires thinking through curriculum content to establish learning outcomes, then designing performance activities that will allow students to demonstrate their achievement of these outcomes, and specifying criteria by which they will be evaluated.

It is argued that the curriculum be designed backward from the assessment tasks. This is a challenge for educators, but the approach promotes reflection on all the larger issues of teaching.

#### **Understanding the Brain**

Learning has always been brain-based - by necessity - but understanding exactly how educators interact with the brains of their students has been largely a matter of guesswork. Technological advances in recent years have allowed scientists literally to see how the brain works, in ways previously unimagined.

Learning to read requires a child to develop new connections between brain regions that process oral versus written language. Children develop strategies for doing arithmetic problems very early (such as finger counting, or counting up from the larger of two addends). They learn a new strategy best when they are presented with problems that fit the strategy. This technique works better than waiting until children reach an impasse with their current strategy, suggesting that instructors should teach various arithmetic strategies and show students how to self-monitor the use of these strategies in problem solving.

The complexity of the brain's learning means that educators should, according to expert Renate Caine, "orchestrate complex experiences. This is where the gap is. It's between the holistic or complex view of learning, and the more specific, direct-intervention type of approach."

#### **Year-Round Education**

The traditional school calendar is so familiar as to seem almost a law of nature. Yet many schools are abandoning it. Year round education can take three forms. In a "single track" approach, the summer vacation is simply broken into several shorter vacations (called intersessions), which are spaced at intervals throughout the year, perhaps one each season. In the "multi-track" approach, the student

population is divided into two or more equal groups. Some attend school while others are on vacation. This approach allows a school to accommodate more students than it was built to hold. A third approach - the rarest in practice - is to extend the school year beyond the traditional 180 days. Students could spend as many as 247 days in the classroom.

### **Leadership Abstracts**

#### **Can Community Colleges Do The Job? - Robert Gordon**

In order to participate effectively in the private sector training market, colleges must move from those learning services that are given uniformly to groups to those that are customized, individualized, and tailor-made for all students. Colleges must learn to adopt a larger world view. Community colleges must move away from catering to the comfort level of staff and faculty. They must meet the needs of their client base. The colleges cannot serve the needs of everyone. They must abandon weak areas, focus on what they do well, and develop specialized niches. At the same time, institutions can remain comprehensive by working with other colleges. Colleges cannot afford to hire clones of their existing faculty. They must hire people for tomorrow. Colleges must maintain extensive, ongoing professional development of current staff.

#### **The Evolution of Community College Workforce Development Programs - James Jacobs**

Stage One: centers of knowledge, with little attempt to relate training and educational courses to other problems of modernization such as technology transfer and quality issues.

Stage Two: enshriners of technology, began with the creation of customized training accompanied by a proliferation of new "advanced technology centers."

Stage Three: partners and facilitators, noting that small and medium-size companies tend to learn best from one another; community colleges are well positioned to broker such learning.

### **The Teaching Professor**

#### **Coping with Teaching Anxiety - Lou Tillson, Rachael Chipps, Kristin Chaudoin, Bridget Miller, Scoot Shultz, MJ Wagner, and David Yastremski, Murray State U. KY**

Give yourself permission to be a less-than-perfect teacher.  
Share yourself with students.  
Know your material well.  
Make them start thinking at the beginning of the period.  
Have informal conversations with students.  
Take some deep breaths.  
Picture the best and think positively.

#### **Collaborative and Cooperative Learning: Definitions and Differences - Celeste Brody**

Cooperative learning and collaborative learning both define learning through joint intellectual effort. Both promote and rely on a variety of small group structures, including pairs, dyads, and other group configurations of generally between four and six students.

Cooperative learning owes its origins to basic education, where it has been practiced and where much of the research documenting its effectiveness exists. The teacher plays key roles in managing the classroom experience and in assessing both the social and academic goals of the group activities. Individual students are held accountable for outcomes.

Collaborative learning traces its origins to the "social constructivism" movement. Students learn complex processes through active engagement in holistic, meaning-centered endeavors. Knowledge is socially constructed, thus collaborative learning challenges the theory and practice of the status quo. Collaborative learning rests heavily on notions of interdisciplinary contexts for dialogue.

## **Radical Teaching: An Introduction - Steve Braye**

As teachers, we need to recognize that our "differences" in teaching styles tend to be more cosmetic than substantive and that most, if not all, of these styles rely upon a single theoretical base: a traditional theory of teacher control. We need to change the way we conceive and approach the classroom. If we establish and follow a teaching approach that allows and encourages active, engaged students rather than passive, obedient ones, the classroom may become a vital site for generating, rather than merely transmitting, knowledge. Radical teaching strives to destroy this pedagogy of domination and control. Radical teachers believe we should empower students to understand, value, and participate in democratic spheres.

## **Encouraging Intellectual Development**

William Perry has developed a schema outlining intellectual development. Students start as dualists, thinkers who equate truth and knowledge. Learning is taking notes, memorizing. As multiplists, the students then see knowledge as a matter of opinion, with one pretty much as good as another. At some point, students arrive at a state of relativism, during which they learn to weigh evidence and evaluate the merit of various positions. Students come to know that what one knows is colored by one's perspective, assumptions, and methods of inquiry. Finally students use knowledge, integrate it with their own experiences and perspectives, and come to their own unique and personal world view. Robert Kloss proposes that instructors need to keep expectations high so that students can achieve understanding. Intellectual development is a possibility for all students.

## **Books Dealing with Trends and Change**

### **Getting Things Done When You Are Not In Charge - Geoffrey Bellman**

You are not in charge. Whether you are a manager, administrator, professional, or supervisor, your job supports the decisions and goals of other people.

### **Cornerstones for succeeding in a support position:**

1. Understanding the job of helping others succeed: pull out those unique aspects of your support role, study them, and learn how you can become more effective. We want the people we serve to be very aware of all we have to offer so we learn more about our specialty from more and deeper angles.
2. Leading when you are not in a position of authority: all of us have the possibility of leading, especially on a small scale. Leading requires you to take action toward your vision or articulate it to others. We can lead from the middle.
3. Understanding how change works and how to influence it: the key elements are WANT, IS, PLAYERS, AND YOU. YOU brings the IS and WANT closer together and YOU work to involve the PLAYERS.

### **An Action List for Leading Change**

1. Write a white paper about what you want your department to be five years from now.
2. Involve others in your department in a discussion of "what we would really like to accomplish around here!"
3. Ask a valued customer what he/she thinks your function should be doing in the organization, then tell them what you think you should be doing.
4. Never let a month go by without pursuing at least one innovative project.
5. If you have people who report to you, ask each of them to come up with one creative objective for the coming planning period.
6. Ask the people who work for or around you to assess you as a leader for change.
7. Ask your boss to assess you as a leader for change.

8. Isolate one leadership behavior you believe you need to develop further and publicly commit to doing it differently.
9. Get yourself put on the next staff meeting's agenda to lead a discussion on one of the department's nagging problems.
10. Talk with other support professionals about why they work for this company in this capacity.

### **The Wisdom of Teams - Jon Katzenbach and Douglas Smith**

The authors found a lot of common sense in what makes a team perform. They also got involved with exploring why it is so difficult to apply common sense about teams: 1) a demanding performance challenge tends to create a team, 2) the disciplined application of "team basics" is often overlooked, 3) team performance opportunities exist in all parts of the organization, 4) teams at the top are the most difficult, and 5) most organizations intrinsically prefer individual over group(team) accountability.

The most important uncommonsense findings were: 1) companies with strong performance standards seem to spawn more "real teams" than companies that promote teams per se, 2) high-performance teams are extremely rare, 3) hierarchy and teams go together almost as well as teams and performance, 4) teams naturally integrate performance and learning, and 5) teams are the primary unit of performance for increasing numbers of organizations.

Key lessons learned about teams: 1) significant performance challenges energize teams regardless of where they are in the organization, 2) organizational leaders can foster team performance best by building a strong performance ethic rather than by establishing a team-promoting environment alone, 3) biases toward individualism exist, but need not get in the way of team performance, and 4) discipline - both within the team and across the organization - creates the conditions for team performance.

We believe that teams - real teams, not just groups that management calls "teams" - should

be the basic unit of performance for most organizations, regardless of size. In any situation requiring the real-time combination of multiple skills, experiences, and judgements, a team inevitably gets better results than a collection of individuals operating within confined job roles and responsibilities.

Six things necessary for good team leadership: 1) keep the purpose, goals, and approach relevant and meaningful, 2) build commitment and confidence, 3) strengthen the mix and level of skills, 4) manage relationships with outsiders, including removing obstacles, 5) create opportunities for others, and 6) do real work.

If you are in a position to help teams you are not a part of, start with the pseudo-teams that plague all organizations. Insist that they make a real choice between a working group and a team. Nothing is more discouraging than being on a pseudo-team. Nothing is more impressive when higher management does something about it.

Celebrate the victories of the teams in your organization.

### **Creating Minds - Howard Gardner**

Gardner goes through an anatomy of creativity as seen through the lives of Freud, Einstein, Picasso, Stravinsky, T. S. Eliot, Martha Graham, and Gandhi. Each typifies one of the seven intelligences. The organizing themes throughout the book are the relation between the child and the adult creator(master), the relation between the creator and others, and the relation between the creator and his or her work.

The author looks to recreate the mental model, the representational map, that each individual formed about the chosen creative task. At first accepting the common language or symbol system of the domain. each creator finds soon enough that it proves inadequate in one or more respects. He or she will probably try minor changes at first. Yet characteristically, the creator finds further change necessary - whether because the creative individual is dissatisfied

with an ad hoc solution or because the particular problem can be solved only by a fundamental reorientation or because of some other factor(s) depends on the particular circumstances. Now are troublesome times. No longer do the conventional symbol systems suffice; the creator must begin, at first largely in isolation, to work out a new, more adequate form of symbolic expression, one equal to the problem or product in all its complexity. During this time, the creator must trust his or her own intuition and must be braced for repeated and unrequited failures.

During the time of breakthrough, the creator required both affective support from someone with whom he or she felt comfortable and cognitive support from someone who could understand the nature of the breakthrough. In general, the creators were so caught up in the pursuit of their work mission that they sacrificed all, especially the possibility of a rounded personal existence.

Each of the seven modern masters in this work uniquely exemplified a link between the child-like, in general, and the most advanced thinking in his or her domain. The defining characteristic of the modern way of thinking involves a revisiting of the mind of the child at the cusp of formal schooling - the child aged four to seven.

### **Delivering Knock Your Socks Off Service - Ron Zemke**

Companies that emphasize service have started to make more money than companies that didn't. In talking to customers, use "I" instead of they or we. Keep service personal. Customers evaluate service on five factors: reliability, responsiveness, assurance, empathy, and tangibles.

**Reliability:** keeping the service promise. Promises can and should be managed. Fix promises when they break.

**Responsiveness:** timeliness has always been important. Acknowledge waiting customers and keep them informed.

**Reassuring:** competence, not just a smile. Knowledge and know how are key: product knowledge, company knowledge, listening skills, and problem-solving skills.

**Empathetic:** treat customers as individuals. Empathy means acknowledging and affirming another's emotional state.

**Tangibles:** physical expressions or supports for service. Tangibles help convey the value of the service transaction's intangible aspects. They're an important way for you to educate your customers and help them evaluate the quality of the service you've provided. Never give something to customers you'd be reluctant, embarrassed, or even angered to receive yourself.

The ten deadly sins of customer service: "I don't know", "I don't care", "I can't be bothered," "I don't like you," "I know it all," "You don't know anything," "We don't want your kind here," "Don't come back," "I'm right and you're wrong," and "Hurry up and wait."

Three ways to make the customer right; 1) assume innocence, 2) look for teaching opportunities, and 3) believe your customer.

The best customer service people are always in training; technical skills, interpersonal skills, product and service knowledge, and customer knowledge.