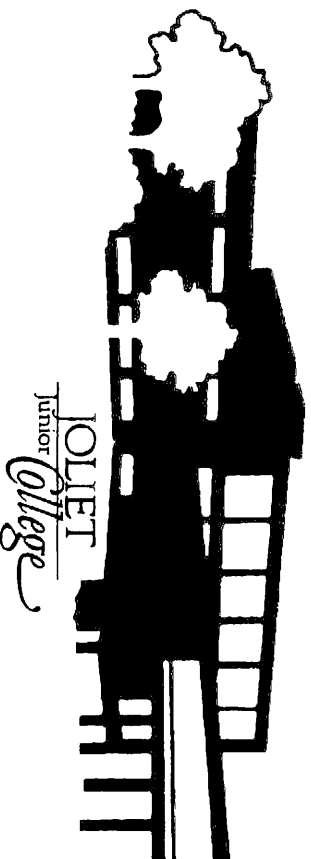


A LEARNING RESOURCE FOR PLANNING AND BENCHMARKING



NOVEMBER 1995 TO
JANUARY 1996

During a period of fundamental change, it is typically more dangerous to stand still than to risk change. Colleges and universities should not delude themselves with the comforting thought that "this too shall pass." After all, even the Industrial Revolution did not alter the basic patterns and cadences of academic life. However, the tools of the Industrial Age did not fundamentally affect knowledge work as will the tools of the Information Age. Academic work in the sciences, the professions, and other applied disciplines clearly will be transformed. Even the traditional, contemplative disciplines, the arts, and music will discover that the digitization of text and video will revolutionize both aspects of their core disciplines and their relationships with other disciplines. New, hybrid disciplines may emerge.

Individual colleges and universities will miss the opportunity to serve Information Age knowledge workers if they do not transform. But institutions that do not provide at least some transformed options will risk losing competitive advantage in appealing to traditional students as well. Even traditional undergraduates at iconographic liberal arts colleges will want to utilize network scholarship to enrich their undergraduate learning and developmental experiences. Moreover, these students will demand that their experiences prepare them for a lifetime of perpetual scholarship in pursuit of fused work and learning opportunities. Preparing graduates for just-in-time learning and network scholarship, and the integrating of timeless and timely knowledge, is a challenge worthy of American higher education on the brink of the 21st century.

Michael Dolence and Donald Norris from [Transforming Higher Education](#).

ENVIRONMENTAL SCANNING

Office of Institutional Research and Planning

ENVIRONMENTAL SCANNING

Trends from Naisbitt's Monthly Newsletter

1. 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 reduced 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.
2. Voice recognition technology is turning up in a growing number of offices. Instead of speaking to a telephone operator, 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.
3. 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 therefor become part of it, in coming years.
4. 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.
5. Effective businesses usually are willing to make whatever changes are necessary to reach out to new markets: They know that if they don't, their competitors will. It shouldn't be surprising, therefore, that more executives think it takes a diverse work force to understand and appreciate diverse markets at home and around the world. Most corporations, however, talk a better game than they walk.
6. More auto buyers are turning to sport-utility vehicles — tough vehicles that can go off-road or through water.
7. Not long ago, weeks or even months would elapse between the time consumer behavior was recorded and the time the data became available. Those days are nearly gone, thanks to powerful data systems that gather and report information faster. Example: American Express now uses powerful computers and software to track and compile its members' purchasing habits. The information enables the company to aim special offers at customized groups, tailored by demographics, geographic locations, and lifestyles. Such specialized marketing programs now take just days to put together, instead of months. Getting more data may be easier, but the information itself is getting more complex. Information-based marketing has exciting potential, but it brings pressure for speed, accuracy, and fairness. It will take time to develop.
8. Researchers are developing hologram techniques that could make it easier to design products, store data, or study an object.
9. As consumer tastes break down into ever-narrower categories, mass marketing is quickly turning into micromarketing. Instead of selling

- one basic product all over the country, marketers sell specialty products in individual markets.
10. Only about 5 percent of persons over age 65 now live in nursing homes at any time. Yet in a few decades, the need for elderly care will become acute. The number of persons aged 85 years and older, about 3 million in 1992, is expected to grow more than 88 percent by the year 2010.
 11. As more museums convert paintings to digital formats and offer on-line collections, the supply of digital art to view will grow vastly over the next few years.
 12. Information within an organization should flow quickly, in multiple directions, to tell everyone what he and she wants to know. Only 31 percent of 1,500 North American managers rate upward communications in their companies as good or excellent. And only 19 percent of the managers say they take into consideration information from their workers when making policy. Research shows that only one third of workers believe that their companies listen to or act on employees' suggestions. Not acting on employee suggestions and ideas can be worse than not asking for them at all. Some experts believe that large corporations place too much emphasis on newsletters, magazines, and videos developed by central management. These methods tend to be one-way and aren't direct enough to answer many workers' questions. A better way is to give information to managers and supervisors so they can answer questions at team meeting.
 13. Major trends in 1995: a) the modernization of Asia: China, Thailand, Malaysia, and Vietnam; b) improving internal communications and work force diversity; c) consumer emphasis on value; d) concern about crime, new immigrants, movement into more rural areas; e) businesses realizing enormous savings through relocation; f) use of Internet and other data communication capabilities and the flood of information; g) use of telemedicine, gene therapy and the toll of depression; h) trend toward year-round school calendars and school-to-work transition programs; i) environmental technology; j) music provided by new technology advances; and k) changes in home finance: cash cards and banking with home computers.
 14. Look for globalization to accelerate in the coming years — a massive megatrend produced through the interaction of several smaller trends. Those smaller trends are from nation state to business state; bureaucracy to entrepreneurship; from passivity to interactivity, from status quo to flexibility; from being there literally to being there virtually. It is not necessary or even desirable for the world to become completely electronic. The point is that high tech enables high touch — human relationships across oceans and continents that make global business easier.
 15. The media universe has changed: The money is in controlling a number of specialized audiences, not just one broad, general audience.
 16. Private school tuition and fees are out of reach for most families and are rapidly increasing. More families are using financing and loans to pay for private primary and secondary education. About 15 percent of school families receive awards that average \$6,000.
 17. Attracted by low labor costs, foreign companies have poured \$4.5 billion in capital into the Czech republic since 1990. While the Czech people are hungry for the jobs and consumer goods from other countries, they fear losing too much influence to outsiders.
 18. Alternative medicine's growing acceptance among the American public is forcing governmental bodies to officially recognize its therapies and claims: Washington state is requiring health insurers to include such treatments as acupuncture and massage therapy; in Seattle the nation's first government subsidized natural health clinic is being created; U. S. Dept. of Agriculture has issued new dietary guidelines emphasizing vegetables more than ever before. The growth of alternative medicine is a "high touch" reaction against the high tech orientation of modern medicine; also it is an example of the overall trend from institutional help to self-help.
 19. Inner cities are looking to new planning for revival: privatizing more functions; an idea called New Urbanism that includes the creation of friendly, useful neighborhoods that mix varied income levels and integrate housing, shopping, offices, schools and recreation.

20. The total economic power of the Overseas Chinese (ethnic Chinese living and working outside the country) outranks every nation except the U.S. and Japan. It's hard to overstate how different the Chinese way of doing things is from Western methods. Accounting principles and controls, as known in the U.S., don't exist in China. Businesses must often deal with unpredictable government officials, and contract disputes are not uncommon. The U.S. must respect China and the Overseas Chinese, or it will become a bystander in a Chinese-dominated world. The Asian ascension, led by China and the Overseas Chinese network, is a trend that will transform the world.

American Demographics

Not only are teens trendsetters for one another, they are also trendsetters for the population at large. Blue jeans and rock music are just two examples of what can happen when teens embrace an idea. Teens influence extends beyond fashion and culture. Younger children look up to teens to identify and adopt the latest fashion, and adults often watch teens to spot what's "in." Nearly half of teens earn money through odd jobs. Only one-third get an allowance.

Social marketers use the tools of selling to promote good nutrition, regular checkups, and other positive behavior. Instead of preaching, they try to understand and change the complex motivations that lie behind risky activities like smoking and unsafe sex. Social marketing could have a strong future internationally and in the U.S. In many countries, social marketing tools are now being used in ways that were unheard of 15 years ago. One marketer is currently involved in boosting parent participation in public schools in Nicaragua and Haiti.

The impending 50th birthday of the oldest baby boomers is just a media event. But boomers' midlife crises are real, and they will create huge business opportunities. Freed from the responsibilities of their 40s, boomers will create an adventurous life stage called "midyouth" that will push traditional ideas of a "mature market" into oblivion. The increased educational level of the boomers will revolutionize the midlife market. In the next few years, baby boomers will take over the reins of power in the corporate world and at more levels of government.

Kappan

Reflections on Multiple Intelligences - Howard Gardner

Multiple intelligences theory is based wholly on empirical evidence and can be revised on the basis of new empirical findings. Along with school reformers, I am convinced that schools attempt to cover far too much material and that superficial understandings (or nonunderstandings) are the inevitable result. Once a reasoned limitation of content is determined, then it becomes possible to approach those topics in a variety of ways. Such pluralistic approaches should be encouraged. We note that children do not all learn the same way; with a variety of approaches, more children are reached. Children also find that they can show their knowledge about something in more than one way.

Untracking and Students' Futures: Closing the Gap Between Aspirations and Expectations - Renee Smith-Maddox and Anne Wheelock

The pressure to eliminate tracking emanates from many studies that have shown that the practice has negative consequences for the future educational opportunities and schooling outcomes of many children. These negative consequences disproportionately affect low income, African-American and Latino children. Three principles guide all efforts to untrack schools: untracking seeks ways to reduce the isolation of student groups from one another; second, it seeks to expand access to valued knowledge to all students; third, it extends high expectations to all students by showing them how to succeed and by providing them with the information and support structures to do so.

Culture, Community, and the Promise of Rural Education - Paul Theobald and Paul Nachtigal

The work of the rural school is no longer to emulate the urban or suburban school but to attest to its own place. To move in this direction will mean reexamining and changing how we live our lives, how we educate our children, how we engage in politics, and how we go about collective problem solving. To appreciably attend to the "needs" of students, schools must contribute to the re-creation of communities. Understanding one's place ought to be the chief curricular focus of the school. This approach promotes the time-tested learning power of combining the intellect with experience. The study of place addresses the shortcomings inherent in our overly

specialized, discipline-based view of knowledge. It has significance for resocializing people into the art of living well where they are. And knowledge of place is intertwined with knowledge of self.

Race and Intelligence: What Are the Issues? - Mano Singham

If we wish to disentangle the real science from the wishful thinking of those who seek to promote a particular ideology or social policy, it is essential that we understand the rules (and limits) of scientific logic and inference and how to apply them. Books like The Bell Curve are merely saying that the people and groups who dominate our society do so because of their intrinsic ability and merit, that this is the way things were meant to be, and that they and those like them should be benefitted even more. When has it ever been an act of courage to assert that those in power have the natural right to that power?

How I Confronted HSPS (Hyperactive Superficial Principal Syndrome) and Began to Deal with the Heart of the Matter - Kim Marshall

After trying for many years to come up with a system of teacher evaluation that he could live with and that his staff would not dread or resent, the author boiled it down to the essentials: teachers need reassurance and constructive criticism, both based on specific examples. He uses five minute visits - frequent, random and unannounced. Five key areas that the author worked on: one, the quality of the feedback to the teachers; two, see teams of teachers (e.g. all second grade teachers) all on the same day; three, try to get the teachers to use the video camera as a tool for observation and feedback; four, experiment for an entire cycle on one particular aspect of the classroom - e.g., participation by special education students; five, have the feedback become part of a more intensive and focused evaluation process that involves in-depth supervision and evaluation of a limited number of teachers (say, one third of the staff) each year; and, six, support regular visits and feedback with more detailed dialogue about what students are supposed to be learning.

Assessment Update

Improving Classroom Assessment to Improve Learning: Guidelines from Research and Practice - Tom Angelo

When faculty "do assessment," they are usually motivated by a laudable personal and professional commitment to understand and improve learning.

Assessment for those who make such a commitment is an intrinsically rewarding activity. The use of Classroom Assessment as defined by Angelo and Cross is spreading and includes "the adaptation and development of simple tools to get feedback on students' learning. From this feedback, adjustments are made in the classroom. Three different research studies indicate the positive effects on teaching and learning behavior and on student and teacher satisfaction. However simple exposure and episodic use of CATs (classroom assessment techniques) does little to change the deeper habits of teaching and learning. Very few teachers systematically record and make use of the insights gained from their use of CATs over time, and fewer still apply what they are learning to revise their syllabi and exams. Students also find it difficult to build CATs and lessons learned from them into their repertoires of learning and study skills, or transfer CA strategies in one course to another. The impact of CA appears to be fairly wide, but not particularly deep or long lasting. One research suggests that workshops on CA should not just include the whats and hows, but also the whys — the theory- and research-based underpinnings. Also CA is rarely intentionally connected to and embedded in the larger instructional systems of departments and institutions. Thus there is a need to connect CA practice to research on learning; CA needs to be connected to the department and the institution; and CA programs need to be embedded in and connected to the institutional culture; be a long-term effort; supported by a range of incentives, intrinsic and extrinsic; benefit from strong, stable, and continuing administrative support; led by well-respected, competent individuals (solid credentials and interpersonal skills), usually senior faculty; and assistance to faculty to adapt CA to their disciplines, courses, and students.

Electronic Classroom Assessment Techniques - Anita Gandolfo and Curtis Carver

Technology can take Classroom Assessment beyond the classroom, delivering information about student learning to the instructor while simultaneously providing students with feedback on their learning, and helping to shape the instructional moment in ways not previously possible. At the United States Military Academy, a system for electronically assessing student learning outside the classroom, in the barracks, as part of regular class preparation. The system includes the use of a variety of traditional testing methods — multiple-choice, true-false, etc. — as well as CATs such as One-Sentence Summaries, Minute Papers, etc. Assessment tabulation is automatic, with results calculated and summary information provided in real

time. The instructor receives the aggregate of student responses (by section) prior to the next class meeting. Modification in subsequent instruction can then be made if necessary.

How Standards-Base High School Assessment Can Affect Admission to Colleges and Universities - Jerry Griffith

Cooperation between high school and university faculties can create a single set of content standards to serve as requirements for both high school graduation and university admission. In Colorado, over the past five to six years, in the high schools, standards of mastery of specific subject matter have been developed and performance-based assessments of student learning have been implemented. As a result of these changes, Colorado's traditional college admission "index" credentials, that is, GPA, class standing, SAT and ACT scores, have been made optional or eliminated. Admission officers at four-year institutions are currently forced to develop individual contracts with cutting-edge school districts to admit their students who lack traditional index measures.

Bulletin — of the American Association of Higher Education

Student Collaboration - Donald McCabe and Sally Cole

The business community and the larger society has sent repeated messages that collaboration and teamwork are valued activities. Corporations say they want to hire people who can work together in teams; students often agree, arguing also that they can learn more together. There are problems when students collaborate on academic assignments where the instructor has specifically asked for individual work. In a 1992 survey, more than half of MIT undergraduates acknowledged that they had collaborated on homework assignments even when the instructor asked for individual work; copied homework assignments that would be graded; allowed other students to copy their homework; collaborated on the correct approach to assignments. Fewer than one in five MIT students felt that collaborating on homework when this was prohibited was "serious." In contrast, three in five members of the MIT faculty believed that such collaboration constituted serious cheating. Proactive approaches, designed to motivate students to pass up opportunities to engage in unpermitted collaboration, present a challenge. They assume that students are capable of ethical decision making and they encourage the development of those skills. A good starting point is a healthy

discussion of this topic at the start of each term. One instructor requires students to document any help they have received on an assignment and who provided it. It allows the instructor to understand the true progress of the students and also it teaches students to acknowledge their sources. Students may need instruction in the methodology and art of collaborative learning. Collaboration is clearly helpful to learning and should be widely encouraged, but the limits of collaboration must be clear.

Reassessing (And Defining) Assessment - Tom Angelo

A second draft definition: Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumption, and create a shared academic structure dedicated to assuring and improving the quality of higher education.

Why Distance Education? - Steven Gilbert

The new interest in distance education arouses both unrealistic hopes and unfounded fears. Distance education is any form of teaching and learning in which teacher and learner are not in the same place at the same time, with information technology their likely connector.

Distance Education: The Options Follow Mission - Susan Rogers

The underlying assumption of an institution's approach to distance learning is that the evolving technological alternatives must be responsive to educational needs. It also accepts the theory that there is no single, perfect technological solution to all distance learning problems. A combination of technologies and approaches seeking to support instruction, not replicate the classroom, provides the best, most cost-effective approach. The key to future success in establishing alternative learning environments will be the ability to connect appropriate technological solutions to instructional problems and the varied needs and capabilities of both learners and instructors.

Educational Leadership

The Road to Classroom Change - Thomas Guskey and Kent Peterson

Before school-based decision making can change teaching and learning for the better, we must make some changes in the reform itself. Governance structures must be altered to give administrators, teachers, and parents real power and authority if they are truly to work together to make major changes in established educational practices. Implementation is made all the more difficult when overall goals remain unclear. School-based decision making is a process that defines how decisions should be made. It does not, however, prescribe what issues should be addressed. A clear mission is a key factor in school effectiveness. There is a need to invest in high-quality professional development, and make significant changes in the way these activities are planned, organized, and carried out. Also reward accomplishments, large and small.

Finding Time to Learn - John O'Neil

Seeking better instruction and improved student outcomes, a number of high schools are exploring alternatives to the traditional schedule. Wasson High School in Colorado Springs is one of a growing number of high schools adopting so-called block schedules. Although there are numerous variations, the key component is the provision of longer class periods. Under Wasson's 4x4 plan, for example, students take four 90-minute classes each day. Classes meet daily in the longer format, so courses that used to last a year now are finished in half that time. In schools using block schedules, many educators say that overall school climate improves as students and teachers spend more concentrated time with one another.

Pushing the Envelope in Supervision - Daisy Arredondo, Judy Lechner Brody, Diane Power Zimmerman, Cerylle Moffett

Exactly how do people learn? Thanks to learning theories developed relatively recently in what has been called "the cognitive revolution," educators know a great deal about the learning process. Yet there is, in schools today, a "monumental use-of-knowledge gap." We want both supervisors and teachers to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to a collaborative culture that promotes learning and

growth for everyone involved. In helping teachers use programs or approaches more focused on student learning, it is helpful to look at supervision as teaching, and to think of teaching, in turn, as facilitating learning. The supervisory process is at its best when it encourages reflective practice, which is at its best when there is identification of discrepancies between beliefs and actions. The supervisor and the teacher must function as equal partners in the process of reflective inquiry.

Change

From Teaching to Learning - A new Paradigm for Undergraduate Education - Robert Barr and John Tagg

We call the traditional, dominant paradigm the "Instruction Paradigm." Under it, colleges have created complex structures to provide for the activity of teaching conceived primarily as delivering 50-minute lectures — the mission of the college is to deliver instruction. Now however, we are beginning to recognize that our dominant paradigm mistakes a means for an end. The shift to a "Learning Paradigm" liberates institutions from a set of difficult constraints. For many of us, the Learning Paradigm has always lived in our hearts. As teachers, we want above all else for our students to learn and succeed. But the heart's feeling has not lived clearly and powerfully in our heads. Now, as the elements of the Learning Paradigm permeate the air, our heads are beginning to understand what our hearts have known. None of us yet put all the elements together in a conscious, integrated whole. Structures reflecting an old paradigm can frustrate the best ideas and innovations of new-paradigm thinkers. As the governing paradigm changes, so likewise must the organization's structures. Under the Learning Paradigm, the faculty and the institution take an R. Buckminster Fuller view of students: human beings are born geniuses and designed for success. If they fail to succeed, it is because their design function is being thwarted.

Linking Service-Learning and the Academy - Edward Zlotkowski

The service-learning movement will only succeed in achieving a permanent and influential place at the academic table if it makes some important strategic adjustments. The surge of interest in community and public service is at a critical juncture. Waves of interest only have a few years to become institutionalized — or they recede with the tide to the next idea that comes along. Community service in the context of academic courses and seminars — often termed

“service-learning”—is valuable for two fundamental and interrelated reasons: 1) service as a form of practical experience enhances learning in all areas of a university's curriculum, and 2) the experience of community service reinforces moral and civic values inherent in serving others.

What We Know About Cheating In College - Donald McCabe and Linda Klebe Trevino

The climate or culture of academic integrity found on a campus may be the most important determinant of the level of student cheating on that campus. Some strategies recommended to enhance the level of academic integrity include: promoting student discussions of the value of academic integrity, and informing students of the campus policies on academic integrity and involving them in the judicial process.

Innovation Abstracts

The Reflective Retreat - Tony Sanco, Richland College, Dallas County Community College District, TX

The reflective retreat at Richland College is a professional development activity for administrators, instructors, staff, and students interested in improving their communication skills, especially in multicultural situations. Personnel are granted professional leave to attend with 25 to 40 people usually attending a retreat. Two types of activities fill the majority of retreat time. The first is the group session, led by an experienced facilitator in group dynamics. The second is the reflective writing sessions, which give participants opportunities to process and synthesize information received at the retreat.

Oral Grammar and Written Grammar: The Place of Grammar In the Developmental Writing Class - Marilyn Cleland, Purdue University Calumet, IN

The traditional curriculum concentrates on sentence and paragraph exercises; its aim is to help students acquire standard grammar and formal development. In short, it strives for formal correctness. But many of us have known for years that this curriculum does not work. The students do not become better writers. The developmental writing student brings an aural/oral mode of knowledge to the writing task. There is a need to be aware of this mode and that the student often has a problem of doing that writing that recognizes and accounts for the distance from audiences and readers that such writing imposes and which the writer, paradoxically, must overcome by more writing, that is, writing to set the stage or

context. We cannot begin our teaching of writing by discussing grammar and punctuation. We cannot require oral writers to switch to a written grammar while they are still writing oral transcriptions. We must first immerse them in writing, in a recursive process of drafting and revising, acting not as correctors but as readers, showing them real readers' needs.

Integrating Study Skills Into the College Curriculum - Grace Kannady, Kansas City Kansas Community College

My hunch is that many students enroll in general education courses not only to struggle with what to learn but also with how to learn. After participating in an experimental one credit course on study skills, the author redesigned a general psychology course by integrating a metacurriculum of study skills: time management, test-taking skills, textbook reading, notetaking skills, and learning preferences.

Learning Mathematics by Helping Others - Jacqui Wozniak, Brevard Community College, FL

The author incorporated a service learning option into College Algebra, giving his students an opportunity to become volunteer tutors serving students in Intermediate or Elementary Algebra courses. The student tutors showed a significant (25.3%) increase in average test scores after taking part in the service learning option.

Grading Collaborative Activities - Roger Phillips, Alpena Community College, MI

Grading the team's project for quality and allowing team members to grade each other for relative contributions to the task is a workable strategy.

A Well-Designed Plan: The Key to an Award-Winning Wellness Program - Tom Crum, Chattanooga State Technical Community College, TN

Through using the Health Intervention and Evaluation Strategy (HIES), a comprehensive planning model, the college found a structure, a consistent sense of direction, and a well-designed plan. Various components make up the overall plan: analysis of current behaviors; assessment of the work environment as well as existing perceptions and attitudes; strategic planning involving prioritizing needs and interests, setting goals and objectives including related measures; an implementation plan; and finally an evaluation plan.

Thanks, Mitch - Charlotte Pfeiffer, Abraham Baldwin Agricultural College, GA

From a troubling incident involving the delivery of a speech by Mitch, the author conceived of a "combination" class, a double period credit class for English 101 and Speech 108 (public speaking). The course allows the student to focus on his/her strength: written or oral, and use that to achieve competence in both areas. All students write the equivalent of 16 or more essays. During the six quarters that this course was taught, every student passed the departmental essay examination - an essay graded by two other instructors.

Leadership Abstracts

Regarding Technology - Larry Johnson, League for Innovation in the Community College

Students coming to a community college expect to see technology put to extensive use. Technology is now being seen as a medium for instruction: tutorials, practice software. More recently, experiential activities and simulations have begun to be developed using multimedia techniques. The new educational technology applications is pointing toward a shifting of the control over learning to the student. Community colleges need to confront and deal honestly with the structural changes that must take place if they are to be successful in the inexorable move to more and more integration of information technology.

Endowed Chairs for Instructional Leadership - Paul Gianini, Valencia Community College, FL

The purpose of Valencia's endowed chair program is threefold: to recognize and promote teaching excellence at the college; to spotlight outstanding members of Valencia's teaching faculty; and to provide the college with financial resources needed to support teaching excellence. Half of the interest generated by an endowment is awarded to the faculty member as an extra stipend; the other half is applied to activities such as student instructional projects; field trips; acquisition of resource material; and study stipends for professional renewal.

The Teaching Professor

More on the Power of Those Out-of-Class Experiences

It is a well-established fact that what happens to students outside the classroom stands to positively impact the overall effects of the college. A substan-

tial body of evidence documents, for example, that participation in extracurricular activities, living on campus, and being able to converse with faculty and peers are positively related to persistence and satisfaction. One researcher found that for 40% of the students what happened outside of the classroom, was the most significant of all their educational experiences. The category of out-of-class experiences mentioned by the greatest number of students involved specific leadership responsibilities, activities in which they performed such tasks as planning, organizing, managing, and decision-making - 85 %. This was followed by interaction with peers (79 %); academic-related activities (79%) and institutional ethos(60%). - from George Kuh, the Journal of Higher Education.

How to Form Groups? - James Brickell, David Porter, Michael Reymolds, and R. D. Cosgrove in the Journal of Engineering Education

In setting up groups, the following research may be useful. In terms of individual grades in the course, group composition made no difference. However when GPAs were different but interests shared and when GPAs were the same but interests differed, group grades were higher (at statistically significant levels) than when students self-selected other group members.

"Why Do I Need to Know How to Write Well?"

Michael Abbott has four answers: it can make you famous; it can make you feel better; it can make you famous; it can make you rich.

Moderate Teaching: Nontraditional Teaching Within the System - James Ellason

According to Steven Braye, we have the power to transmit knowledge to passive students or to challenge students to create knowledge for themselves; there is not neutral ground. The author disagrees with this dichotomy. He argues that there is a middle ground: recreating old knowledge to develop problem-solving skills.

Deep or Surface Learning? - Steven Dowd, University of Alabama at Birmingham

In deep learning, the student works to make sense of what was learned by integrating and analyzing information, leading to the formation of internalized constructs. What brings about deep learning? The authors lists the following: the instructor encouraged intrinsic motivation; developing connections between new and old learning; the use of active versus

passive learning; using interactions with others as a means of learning; and an integrated and well-structured knowledge base, rather than the learning of unconnected items. The author has reduced his lecture hours by half, and substituted question and answer sessions for lectures. The same material is covered, but the method is interactive, not passive lecturing.

Education Update: publication of the Association for Supervision and Curriculum Development

Charter Schools Take Hold

Charter schools are public schools and publicly funded, yet they operate much like private schools. Largely independent of their local school districts, they are exempt from most of the rules and regulations that other public schools must follow. The dozen or so schools in Minnesota, for example, are experimenting with multi-age classrooms, community-based learning activities, business internships, interdisciplinary and multicultural curriculums, culminating demonstrations, "computer-infused" teaching, and year-round education. Under most charter laws, charter schools may be founded by parents, teachers, community groups, businesses, and other organizations. First, they must win the approval of a sponsor, which may be the local school board, a county or state board, or a university. Nineteen states have legislation allowing charter schools. There are about 200 such schools nationwide. Some characteristics of these schools: they are small (mean size of 287 students; excluding California, a mean of 140 students); two thirds serve a cross-section of students, with half designed to serve those at-risk; the academic focus most commonly cited is an integrated interdisciplinary curriculum; leased commercial space. Many charter schools are motivated by a desire to meet the needs of students who are not well served by the regular system.

Multi-year Education: Reaping the Benefits of "Looping"

Reducing the apprehension about the new school is just one of the benefits of multi-year programs, often referred to as looping. A class that loops stays together for at least two years, sometimes more. The strong interpersonal relationships students build with their teachers and their peers, and the opportunity for teachers to better customize curriculum and instruction, are reasons why looping can improve student learning. One instructor comments: "We're

always talking about individualizing instruction, but you can't individualize instruction until you know the individuals."

Student-Directed Learning: Balancing Student Choice and Curriculum Goals

When given the opportunity, students can and do, take ownership of their learning. Providing such opportunities, however, can prove challenging for teachers who must also ensure that students meet academic objectives established by their districts or states. A teacher who promotes student-directed learning will allow the children choice within a range of potential objectives. Example: one language arts objective for 2nd graders in the St. Paul public school district stipulates that students be able to speak on a variety of topics, to demonstrate reading comprehension skills, and to write and create. One teacher planned an activity to meet these outcomes while also providing for choice. Students were required to independently research topics related to the theme, "Piece by Piece We Build Our Community." Through their in-depth study, they became experts on their chosen topics and then taught the class what they'd learned. The students met district objectives by learning how to find information, interview experts, and demonstrate that they understood what they had read. Student-directed learning requires a tremendous shift in the way teachers think about how to teach. It also challenges the teacher to model what a learner is when what the students are learning on their own is outside the existing knowledge of the teacher.

Certificate of Initial Mastery - On Its Way for Illinois?

The Certificate of Initial Mastery (CIM) system would certify what has been learned rather than seat time. The standard of accomplishment would be held constant; the time taken to achieve it would vary. The CIM would be awarded on the basis of the quality of several years of student work collected in a portfolio, uniting thinking and doing, and requiring students to acquire a deep mastery of the core academic subjects as well as the capacity to apply what they know to the complex problems that characterize modern life and work. The CIM is intended to be the foundation for a three tiered system of national education and training standards. The second tier would be a series of skill standards for clusters of occupations requiring broadly similar skills. This tier would be developed by groups of

employers assembled by the National Skills Standards Board. Schools would work hand-in-hand with employers to provide instruction leading to second tier certificates. The final tier would be individual job skill standards set by individual firms, unions, trades, and professions.

Community College Journal

A Learning College for the 21st Century - Terry O'Banion

In The Monster Under the Bed, Davis and Botkin declare: "Over the next few decades the private sector will eclipse the public sector and become the major institution for learning." Community colleges are often the first institutions of higher education to feel the impact of change because they are positioned so closely to main street values in American society. These colleges are in the vanguard of exploring new approaches to learning. The learner-centered system will result in greater opportunities for students who will be empowered to serve as navigators of their own learning paths. Faculty and staff at one community college have ferreted out the previous emphasis on teaching and instruction in all their official and unofficial documents and now emphasize learning in all their communications. A major goal of a learning college is to create as many learning options as possible in order to provide successful learning experiences for all learners. To "manage" the activities and progress of thousands of learners engaged in hundreds of learning options at many different times, in many different levels, in many different locations, the learning college will rely on expert systems based on early developments such as General Motors Computer Aided Maintenance System or Miami-Dade Community College's Synergy. Without these complex systems, the learning college cannot function. These learning management systems are the breakthroughs that will free education from the time-bound, place-bound and role-bound systems that currently "manage" the educational enterprise. "Wonderful teachers" and "great administrators" will be of no use in the learning college unless they can deliver special skills and abilities required by learners.

Catalyst: Voices of Chicago School Reform

Board Asserts New Power over Schools

When the Legislature overhauled the Chicago School Reform Act last spring, it gave the new School Reform Board of Trustees more authority to hold the schools accountable. Three recent actions reflecting this authority recently occurred: one, visits to 149

schools, that failed to meet state achievement goals for the past three years, by "intervention teams" from the central office; information gathered by the teams will be useful as the administration plans to pair up the schools with universities and other institutions to help them improve; two, a new "educational crisis" policy has been enacted that allows for swift action against seriously dysfunctional schools; and, three, a new system of performance reviews for all schools has been developed replacing the state's Quality Reviews.

Back to Basics? Wowed by Traditionalists, Wooed by Progressives, New School Bosses Pick Their Way toward Educational Policy

As the new leadership pointed to a focus on achievement in core subjects - language arts, math, science, and social studies, representatives of just about every point of view voice agreement on some fundamentals: children need basic skills and analytical skills; there is no one right way to teach; different children respond to different approaches. And both the direct instruction and progressive camps share a disdain for what goes on in the classroom. According to teacher surveys conducted by the Consortium on Chicago School Research, the average Chicago teacher emphasizes facts over discourse, and relies heavily on worksheets, textbooks and short-answer questions. Teachers don't spend enough time teaching. They spend a lot of time telling children things. They need to set up things for children to learn from.

Postsecondary Education Opportunity

The disparities in education attainment for young adults based on family income are huge, persistent, growing and nearly as wide as these disparities have ever been. By age 24, a person whose family falls in the top quartile is ten times more likely to have received a bachelor's degree than is another person whose family income falls in the bottom quartile. By the 1990s we have achieved greater inequality of higher educational attainment that has existed at any time in the last 25 years of reported Census data.

The Metropolitan Life Survey of the American Teacher 1984 to 1995

1. Overall, teachers today express a great deal more personal satisfaction with their jobs than they did eleven years ago, and they are much more likely to say they would recommend teaching as a profession.

2. Teachers are nearly twice as likely today as they were in 1984 to say their jobs permit them to earn a decent salary and they are more likely to say they feel recognized by good performance.
3. When asked why they enjoy their profession, teachers more often mention the young people they work with and, as in 1984, teachers overwhelmingly agree with the statement, "I love to teach." This is true for teachers in urban as well as suburban and rural schools.
4. Today many more teachers believe the teachers, academic standards and general curriculum in their schools are of excellent quality.
5. Teachers continue to be confronted with many of the same societal problems they faced a decade ago. In many cases these problems have grown worse, and teachers working in urban areas are most likely to believe their problems have worsened: drinking, drug abuse, teenage pregnancies were seen as problems and on the increase.

Books Dealing with Trends and Change

Values-Based Leadership: Rebuilding Employee Commitment, Performance, and Productivity - Susan Smith Kuczarski and Thomas Kuczarski

Not long ago, religion, schools, communities, and families created universal values and norms that carried over into organizational life. Now, these institutions are relatively weak and our values have eroded and changed. This values erosion has occurred in our work lives as well.

The authors focus on the notion of anomie, the lack of purpose, identity or values in a person or in a society. We are basically told, "Keep your mouth shut, do your job, and collect your paycheck." It is the same as telling your spouse to "Pay the bills, raise the kids, and make sure your love one." Callous. That same callousness is exactly how millions of employees are treated in organizations. Our work organizations perpetuate an attitude of entrapment. Workers are undermotivated and stifled. The lack of norms and values and ineffective leadership are negatively impacting their organizational performance and U.S. competitiveness. Anomie means alienation; it leaves individuals feeling isolated, disillusioned and disjointed. Anomie stems from groups and individuals that lack cohesive social and interpersonal guidelines for interaction. The authors provide a survey instrument to determine the extent to which an organization is infected by anomie. The key to addressing anomic problems is the individual, espe-

cially the leader in an office or department. Once an institution's leadership is able to open up, become more vulnerable, express emotion and feelings and describe its own norms and values, the anomic problems will begin to subside.

Factors that increase job satisfaction:

1. Leaders who set the example
2. Visibly practiced norms and values
3. Greater responsibility
4. Lower turnover
5. More direct, yet constructive confrontation
6. Personal values linked to job
7. Increased motivation and trust
8. Values training and discussion
9. Recognition and fairness
10. Pluralism and diversity demonstrated

Peoplequity is a new concept that future values-based organizations should consider. Peoplequity is the economic value of people. The authors develop a table documenting in dollars the economic value of people. The four criteria used to develop the peoplequity value are years of experience in related field; cumulative net profits generated from all organizations previously served; value of skills — both functional and leadership; and concrete, finite accomplishments that relate to projects impacting bottom-line profit performance.

The authors outline systematic approaches for developing the identification and prioritization of individual values held by employees and the same for small groups and customers. A system for keeping these values in the minds of the employees is also described.

Initiatives to be supported by a values-based leadership:

1. Build personal relationships
2. Know the personal goals of each group member
3. Have a feel for group members
4. Allow for group conflicts
5. Manage learning
6. Share responsibility
7. Use teaming
8. Communicate two-ways
9. Link internal culture with external performance
10. Display passion and support diversity

Emotional Intelligence - Daniel Goleman

The last decade, despite its bad news, has seen an unparalleled burst of scientific studies of emotion. Most dramatic are the glimpses of the brain at work,

made possible by innovative methods such as brain-imaging technologies. They have made visible for the first time in human history what has always been a source of deep mystery: exactly how this intricate mass of cells operates while we think, feel, imagine and dream. New insights now provide for a challenge to those who subscribe to a narrow view of intelligence, arguing that IQ is a genetic given that cannot be changed by life experience, that our destiny in life is largely fixed by these aptitudes. This position is inadequate to address such challenging questions as: What can we change that will help our children fare better in life? What factors are at play, for example, when people of high IQ flounder and those of modest IQ do surprisingly well? The author would argue that the difference often lies in the abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself. And these skills can be taught to children, giving them a better chance to use whatever intellectual potential the genetic lottery may have given them.

The author describes the development of the human brain from an evolutionary framework. It is noted that the higher centers of the brain do not govern all of emotional life; in crucial matters of the heart—and most especially in emotional emergencies—they can be said to defer to the limbic system (the part of the brain that rings the brain stem). Because so many of the brain's higher centers sprouted from or extended the scope of the limbic area, the emotional brain plays a crucial role in neural architecture. As the root from which the new brain grew, the emotional areas are intertwined via myriad connecting circuits to all parts of the neocortex. This gives the emotional centers immense powers to influence the functioning of the rest of the brain—including its centers for thought.

In a sense we have two brains, two minds—and two different kinds of intelligence: rational and emotional. How we do in life is determined by both. Each is a full partner in mental life. When these partners interact well, emotional intelligence rises—as does intellectual ability. The old paradigm held an ideal of reason freed of the pull of emotion. The new paradigm urges us to harmonize head and heart.

The strategy used in many schools that are putting Howard Gardner's model of multiple intelligences into practice revolves around identifying a child's profile of natural competencies and playing to the strengths as well as trying to shore up the weaknesses. A child who is naturally talented in music or movement, for example, will enter flow more easily in that domain than in those where she is less able.

Knowing a child's profile can help a teacher finetune the way a topic is presented to the a child and offer lessons at the level—from remedial to highly advanced—that is most likely to provide an optimal challenge. Doing this makes learning more pleasurable, neither fearsome nor a bore. "The hope is that when kids gain flow from learning, they will be emboldened to take on challenges in new areas," says Gardner, adding that experience suggests this is the case.

More generally the flow model suggests that achieving mastery of any skill or body of knowledge should ideally happen naturally, as the child is drawn to the areas that spontaneously engage her—that, in essence, she loves. That initial passion can be the seed of high levels of attainment, as the child comes to realize that pursuing the field—whether it be dance, math, or music—is a source of the joy of flow. And since it takes pushing the limits of one's ability to sustain flow, that becomes a prime motivator for getting better and better; it makes the child happy. This, of course, is a more positive model of learning and education than most of us encountered in school. Who does not recall school at least in part as endless dreary hours of boredom punctuated by moments of high anxiety? Pursuing flow through learning is a more humane, natural, and very likely more effective way to marshal emotions in the service of education.

By the end of the century, a third of the American workforce will be "knowledge workers," people whose productivity is marked by adding value to information. While people have always worked in tandem, with knowledge work, teams become the work unit rather than the individual himself. And that suggests why emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come. As knowledge-based services and intellectual capital become more central to corporations, improving the way people work together will be a major way to leverage intellectual capital, making a critical competitive difference. To thrive, if not survive, corporations would do well to boost their collective emotional intelligence.

The author concludes with some discussion of emotional literacy and with references to courses that serve to develop such literacy. Reference is made to the Self Science Curriculum. Its main components are: self-awareness, personal decision-making, managing feelings, handling stress, empathy, communications, self-disclosure, insight, self-acceptance, personal responsibility, assertiveness, group dynamics, and conflict resolution.

Managing In A Time of Change - Peter Drucker

Drucker first discusses the need for and structure of a theory of business. A theory of business has three parts: first, the assumptions about the environment of the organization: society and its structure, the market, the customer, and technology; second, the assumptions about the specific mission of the organization; and third, the assumptions about the core competencies needed to accomplish the mission.

The theory of business must fit reality. The assumptions in the three areas must fit each other. The theory of business must be known and understood throughout the organization. The theory has to be tested constantly.

The five deadly business sins: one, the worship of high profit margins and of "premium pricing;" two, mispricing a new product by charging "what the market will bear;" three, cost-driven pricing; four, slaughtering tomorrow's opportunity on the altar of yesterday; and five, feeding problems and starving opportunities.

Teams are tools. As such, each team design has its own use, its own characteristics, its own requirements, its own limitations. Teamwork is neither "good" nor "bad" nor "desirable"—it is a fact. Whenever people work together or play together they do so as a team. Which team to use for what purpose is a crucial, difficult, and risky decision that is even harder to unmake. Managements have yet to learn how to make it.

Executives have become computer literate. The younger ones, especially know more about the way the computer works than they know about the mechanics of the automobile or the telephone. But not many executives are information-literate. They know how to get data. But most still have to learn how to use data.

The new jobs require qualifications the blue-collar worker does not possess and is poorly equipped to acquire. The new jobs require a good deal of formal education and the ability to acquire and apply theoretical and analytical knowledge. They require a different approach to work, a different mind-set, and a habit of continuous learning. Knowledge work is not experience-based; it is learning-based. Knowledge workers will not be the majority in the knowledge society, but in many countries, if not most developed countries, they will be the largest single group in the population and the workforce. And even if outnumbered by the other groups, knowledge

workers will be the group that gives the emerging knowledge society its character, its leadership, its social profile. They may not be the ruling class of the knowledge society, but they will be the leading class.

We should be talking about knowledges, rather than just knowledge. The knowledge of the knowledge society is fundamentally different from what was considered knowledge in earlier societies, and in fact, from what is still widely considered knowledge. The "traditional" knowledge had little to do with one's life work. It focused on the personal or the person's development. In the knowledge society, however, knowledge basically exists only in application. As such this knowledge is highly specialized. Thus the notion of knowledges. This shift from knowledge to knowledges offers tremendous opportunities to the individual. It demands that for the first time in history that people with knowledge take the responsibility for making themselves understood by people who do not have the same knowledge base. It requires—and preferably early—how to assimilate into their own work-specialized knowledges from other areas and other disciplines. Knowledge to be productive in a knowledge society requires: one, knowledge workers work in teams; and two, knowledge workers have to have access to an organization.

We will have to redefine what it means to be an "educated person." Increasingly an "educated person" will be somebody who has learned how to learn and who throughout his or her lifetime continues learning, and especially learning in and through formal education.