Learning Outside of the Classroom

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Welcome and introductions
Revisiting our title and purpose
Brainstorming
Cognitive development
The concept of a learning partnership
Situating learning in your experience
Wrap-up and next steps
Brainstorming

What are some of the struggles you face when working with students? What does “doing more with less” mean to you?
Perry’s Model of Intellectual and Ethical Development

- **Dualistic Thinking**
  - Students generally believe knowledge is certain and unambiguous: black/white, right/wrong
  - Questions have immutable, objective answers
  - Students generally believe authorities possess valuable wisdom that contains eternal truths
  - Certainty yields to uncertainty and ambiguity

- **Multiplicity**
  - Students come to believe that where uncertainty exists, knowledge and truth are essentially subjective and personal
  - Students come to recognize that mere opinion is insufficient because specific criteria helps evaluate the usefulness and validity of knowledge claims:
    - methodology
    - empirical evidence
    - explanatory power
    - predictive power
    - logical consistency
    - positive vs. normative conclusions
Contextual-Relativism

- Students come to believe that even where uncertainty exists, people must make choices about premises, frameworks, hypotheses, and theories to apply; policy conclusions are not self-evident.
- Students may come to recognize that even in a world of uncertainty, they must make choices (whether about ideas, hypotheses, theories, or policies). These choices require methods of critical thinking.

Context-Appropriate Decisions

- Students may come to acknowledge that choices require analysis and values.
- Knowledge, theories, and methods are imperfect and uncertain, thus personal choices require acknowledging personal responsibility that follows from personal values.
A Learning Partnership

- What does it mean to partner with students to impact their learning?
- The role of reflection
Learning Partnership

Challenge

- Portray knowledge as complex and socially constructed
- Validate learners capacity to know
- Self is central to knowledge construction
- Internal identity

Support

- Situate learning in learner’s experience
- Define learning as mutually constructing meaning
- Share Authority → Mutual and expertise relationships
Assumptions and Principles

- **Assumptions**
  - Knowledge as complex and socially constructed
  - Self is central to knowledge construction
  - Authority and expertise are shared in the mutual construction of knowledge among peers

- **Principles**
  - Validate learners’ capacity as knowledge constructors
    - Helps students realize they can go back to the “potter’s wheel”
  - Situate learning in learners’ experience (rather than experience of authority)
    - Gives students a context to bring their identity to learning
  - Define learning as mutually constructing meaning
    - Supports learners’ participation in the construction of knowledge
Activity

- Think about an interaction you have with students
  - What is the interaction?
  - What is the context (advisor, conduct, supervisory, etc.)?
  - What are the goals for this interaction?

- Reflection and share
Wrap-up/Q&A
Other Programs  Academic Affairs Institute

Please check out the other programs in the cosponsored institute!

All programs take place in Gaylord National-National Harbor 5

Academic Affairs Institute-I: The Student as Client
- Monday, March 30; 8:45 AM - 10:00 AM

Academic Affairs Institute-II: Inclusion of International Students in the Discourse
- Monday, March 30; 10:15 AM - 11:30 AM

Academic Affairs Institute-III: Building an International Garden
- Tuesday, March 31; 8:45 AM - 10:00 AM

Academic Affairs Institute-IV: Learning Outside the Classroom
- Tuesday, March 31; 1:15 PM - 2:30 PM

Academic Affairs Institute-V: Dealing with Different Student Populations
- Wednesday, April 1; 8:00 AM - 9:15 AM