

The Learning Revolution and The Learning College

Terry O'Banion



Every few hundred years throughout Western history, a sharp transformation has occurred. In a matter of decades society altogether rearranges itself - its world view, its basic values, its social and political structures, its arts, its key institutions. Fifty years later a new world exists . . .our age is such a period of transformation.

Peter J. Drucker, 1992



It is a safe prediction that in the next 50 years, schools and universities will change more and more drastically than they have since they assumed their present form more than 300 years ago when they organized themselves around the printed book.

Peter J. Drucker, 1992



The Learning Revolution



The Learning Revolution places learning first by overhauling the traditional architecture of higher education.



U.S. vs. JAPAN: SQUARING OFF FOR A TRADE WAR?

BusinessWeek

FEBRUARY 28, 1994

A MCGRAW-HILL PUBLICATION

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THE LEARNING REVOLUTION

New information technologies are helping education come alive — at home and at school PAGE 80

SPECIAL REPORT



FEB. 28, 1994

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A World-Wide Revolution

- **Learning Centered Education in Ontario Colleges - 1995**
- **The Learning Age : A Renaissance for a New Britain - 1998**
- **The Learning Revolution: Australia 1999**
- **The Bologna Process**



Community College Strategic Plans

- **Becoming a Student-Learning Centered Organization**
Waukesha County Technical College
- **Moving Toward a Learning College**
Sinclair Community College
- **Learning in the New Century**
Community College of Denver
- **Learning First**
The Community College of Baltimore County



ACPA

If learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criteria by which the value of student affairs is judged.

**The Student Learning Imperative
1994**



NASULGC

- Our institutions must become genuine learning communities.
- Our learning communities should be student centered.
- Our learning communities should emphasize the importance of a healthy learning environment.

**Kellogg Commission on the Future of State
and Land-Grant Universities 1997**



Southern Association of Colleges and Schools

The institutional community will engage in a comprehensive and informed analysis of the state of the institution in order to determine the level of quality and the commitment to the process of improving the quality of the institution's programs and services, with a special focus on student learning.

Principles and Requirements for Accreditation
September 25, 2000



Accrediting Associations

- **Middle States—**”standards consistently emphasize student learning.”
- **Western—**”commitment to a mission that emphasizes successful student learning.”



Western Association of Schools and Colleges

Over the last six years, we realized that, with regard to educational effectiveness, we needed to focus more on student and organizational learning and on learning results, not just assessment processes and activities.

Ralph Wolff, 2008



**Proposal for an Alternate Self-Study
at
Valencia Community College
September 2000**

**Becoming a More Learning-Centered College:
A Systems Approach to the Design,
Implementation and Evaluation
of Institutional Change Strategies**



Putting learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education on most campuses.

**Wingspread Group on Higher Education
*An American Imperative, 1993***



What Are These?

- Research
- Teaching
- Service



In my Department It Is Difficult for a Person to Achieve Tenure if He or She Does Not Publish

“Strongly Agree”

	<u>1969</u>	<u>1989</u>
All Respondents	21%	42%
Research	44	83
Doctorate -Granting	27	71
Comprehensive	6	43
Liberal Arts	6	24
Two-Year	3	4

The Carnegie Foundation
for the Advancement of Teaching



Research and publications have become the primary means by which most professors achieve academic status.

Ernest Boyer, 1990



The Course Grade

The course grade is an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.

Paul Dressel, 1983



Education for an Agricultural Economy

Everyone recognizes the academic calendar for what it is: a relic of an agrarian society in which all able-bodied men and women were needed in the fields at certain times of the year.

Clara Lovett, 1995



Education for an Industrial Society

- **America's schools still operate like factories, subjecting the raw material (students) to standardized instruction and routine inspection.**

Alvin & Heidi Toffler, 1995

- **There is a time when the operation of the machine becomes so odious, makes you so sick at heart, that you can't take part; you can't even tacitly take part and you've got to put your bodies on the wheels, upon the levers, upon all apparatus and you have got to make it stop.**

Mario Savio, 1964



Tradition as a Barrier

- After some two decades of trying to find answers to the question of how to provide education for all the people, I have concluded that our commitment to the lock-step, time-defined structures of education stands in the way of lasting progress.

K. Patricia Cross, 1984

- Higher education is a thousand years of tradition wrapped in a hundred years of bureaucracy.

Roger Moe, 1994



Traditional Limits

Time - Bound

- class hours
- semester course
- school year

Place-Bound

- classroom
- library
- campus

Bureaucracy-Bound

- linear/sequential
- credit/grade
- ADA/FTE

Role-Bound

- lecture
- expert
- sole judge



Mission of the University

- “Institutions of higher education must maintain their unique roles in society—as extraordinary places where *teaching, learning, and research* can unfold...”

James Bess, 2000

- “It doesn’t take a Ph.D. to know that a college or university fulfills its multiple missions—*student learning, discovery of new knowledge, and community engagement*—chiefly through its faculty.”

Berberet & McMillin, 2002



Perspectives from Lumina

- **Oddly enough, the concept of learning—a subject that seems critical to every discussion about higher education—is often overlooked in the modern era.**
- **For us, learning doesn't just matter. It matters most of all.**
- ***It's the learning, stupid.***

Jamie Merisotis, 2009



A Learning College for the 21st Century

**The Learning College places
learning first and provides
educational experiences for
learners anyway, anyplace,
anytime.**



Palomar College – California

Our new vision statement reflects a subtle but nonetheless profound shift in how we think of the college and what we do. We have shifted from an identification with process to an identification with results. We are no longer content with merely providing quality instruction. We will judge ourselves henceforth on the quality of student learning we produce.



Viterbo College

Viterbo College will maximize faculty–student interaction, integrate technology as a learning tool into the classroom and enhance student learning through peer interaction and individualized learning. Not only will students be challenged to learn, but also challenged to assume responsibility for developing their own learning styles and techniques. Viterbo will be a learning-centered institution with the paradigm shifting from instruction to learning.



University of Colorado

The University of Colorado is committed to transforming the university into a premier learning institution for the 21st century through the Total Learning Environment initiative:

- Supporting innovations in learning and creative scholarship
- Being more responsive to students and other constituents
- Using technology to improve learning, teaching, and research
- Enhancing the university's infrastructure



NORTHERN KENTUCKY UNIVERSITY

Northern Kentucky University will become a preeminent, learner-centered, metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region and of the Commonwealth.

- The University offers a responsive, secure environment for learning enhanced . . .
- . . . as it continues to build a tradition of undergraduate research and community-based learning.
- We are committed to placing the learner at the center of all that we do.
- . . . we are a community of learners capable of adaptation and improvement based on new knowledge and insights.



University of Wisconsin - Madison

Mission, Vision, Priorities

Mission:
To create, integrate, transfer and apply knowledge

Vision Themes



Priorities

Maintaining
Our Research
Preeminence

Reconceptualizing
Undergraduate
Education

Updating the
Wisconsin Idea

Joining the Global
Community



Chaffey College – California Faculty Profile

- **Learner-centered, able to facilitate the learning process; to inspire, motivate, and enable students to succeed**
- **Appreciation and respect for students and their role and responsibility in the learning process**
- **Commitment to develop learning outcomes and to design alternative approaches to learning**
- **Commitment to integrating new technologies into the learning process**





CATALOG 2007-2008



CELEBRATING
125
Years

Chaffey  College

*Learning is our business...
your success is our goal!*

Visit our website at www.chaffey.edu



CALIFORNIA STATE UNIVERSITY – SACRAMENTO

Sociology Department's Electronic Portfolio

- Demonstrates department's competency, accountability, and efforts to improve
- Basis for program review that makes student learning its primary focus
- Includes department's:
 - ✓ Assessment plan
 - ✓ Learning goals
 - ✓ Examples of instruments to measure student learning
 - ✓ Representative samples of student and faculty work
 - ✓ Evaluation results and reflection on those results

www.csus.edu/soc/portfolio



CENTER FOR ACADEMIC TRANSFORMATION

www.center.rpi.edu



Key Concepts

- Research Centered
- Teaching Centered
- Learner Centered
- Learning Centered



Does this action improve and expand student learning?



**How do we know this action
improves and expands student
learning?**



Goose bumps marched the length and breadth of my body and the back of my neck tingled as I knew for the first time that learning itself could carry the sting of divine inextinguishable pleasure.

**Pat Conroy
My Losing Season**



Terry O'Banion
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Ancora Imparo
“Still I Am Learning.”

