



# RE-VISIONING LEARNING

## A Liberal-Education Approach

# STRATEGIC DIRECTION: A Liberal-Education Approach to Student Learning

The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. Such an approach supports respect for individuals, cultural differences, and alternative views.

*LCC Strategic Directions*

# A LIBERAL EDUCATION

- empowers individuals to deal with complexity, diversity, and change
- provides broad knowledge and in-depth study in a specific interest
- develops a sense of social responsibility.
- develops transferable intellectual and practical skills
- applies knowledge and skills to real-world settings.

*Association of American Colleges & Universities*



# College Projects Related to CORE Outcomes





*Sun Light # 2* Acrylic on wood panel 22" x 30"

There is no  
power greater  
than a  
community  
discovering  
what it cares  
about.

When you are no longer my students in the company of others, I hope that you can know, do, or feel these things . . .

# KEY TERMS

LIBERAL EDUCATION

LEARNING OUTCOME

*CORE* LEARNING OUTCOME



# The Changing Nature of LIBERAL EDUCATION

*aacu.org*

	Liberal Education in the 20 <sup>th</sup> Century	Liberal Education in the 21 <sup>st</sup> Century
What	Intellectual/personal development Option for the fortunate Viewed as non-vocational	Intellectual/personal development Necessity for all students Essential for success in a global economy and informed citizenship
How	Studies in arts and sciences General education in first years of college	Studies emphasizing essential learning outcomes at progressively higher levels of achievement
Where	Liberal arts colleges or colleges of arts and sciences in larger institutions	All schools, community colleges, colleges, and universities, across all fields of study



WHY

# CORE LEARNING OUTCOMES?

- Reference points for students in primary areas of competence *[Degree Qualifications Profile]*

OR

- Goals that speak to students' highest aspirations *[Mary Brau]*

# Lane's CORE ABILITIES



Communicate  
effectively

Think  
critically and  
solve  
problems  
effectively

Understand  
relationship  
between self  
and  
community

Explore  
academic  
disciplines

# LEARNING OUTCOMES

- To know
- To comprehend
- To apply
- To analyze
- To synthesize
- To evaluate





# Let's re-vision our CORE

- What to keep
- What to add/subtract

# CORE OUTCOME VISIONS

## AAC&U

- Knowledge of human cultures & the physical & natural world
- Intellectual & practical skills
- Personal & social responsibility
- Integrative & applied learning

## Degree Qualifications Profile

- Broad, integrative knowledge
- Specialized knowledge
- Intellectual Skills
- Applied learning
- Civic learning

## Lane's Original Core

- Communicate effectively
- Think critically & solve problems effectively
- Understand relationships between self & community
- Explore academic disciplines

## Adapting Lane's Core?

- Communication
- Critical thinking & problem-solving
- Developing an ethical & global perspective
- Social engagement & citizenship
- Integrated and applied knowledge

# COMPARING AAC&U and DQP

## AAC&U

- Knowledge of human cultures, physical, and natural world
- Intellectual/practical skills
- Personal & social responsibility
- Integrative & applied learning

## DQP

- = Specialized knowledge
- = Intellectual skills
- = Civic learning
- = Broad integrative knowledge + applied learning

# What are we looking for?

**Align with best  
practices**

**Reflect LCC values**



# Can we keep it SIMPLE?

## ALVERNO

- Communication
- Analysis
- Problem-solving
- Valuing
- Social interaction
- Developing a global perspective
- Effective citizenship
- Aesthetic engagement

## VALENCIA

- Think
- Value
- Communicate
- Act

# Institutional Support for Core Outcomes

## ALVERNO

- *The eight abilities are the foundation of the Alverno experience. The eight abilities will prepare you for a demanding and rapidly changing world. [They] model the real world—a world where there are no letter grades and where learning comes from actually doing a task, versus simply reading about it. You demonstrate what you have learned until you master the content.*

*Alverno College, Milwaukee, WI*

## VALENCIA

- ***Learning** by committing to Valencia's core competencies—Think, Value, Communicate, and Act—and the potential of each person to learn at the highest levels of achievement for personal and professional success. They enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry.*

*Valencia College, Orlando, FL*

But do core outcomes have a place in my everyday work with students?



# THEORY into PRACTICE:



- Making abstract concepts concrete
- Gaining practical ideas from colleagues who have used core learning outcomes in their teaching

# The COMMUNICATING EFFECTIVELY Rubric

CRITERIA	Exemplary	Proficient	Marginal	Unacceptable
<b>Organization</b>	Logical, purposeful, coherent	Some logic, clear transitions	Lacks logical organization, disjointed	No discernable organization
<b>Support</b>	Varied appropriate support	Appropriate but limited support	Weak or inappropriate support	Lacks evidence, fails to attribute sources
<b>Content</b>	Engaging, provides insight	Clear, accurate information	Somewhat inaccurate or unclear	Confusing or misleading
<b>Technique</b>	Free of technical errors, creative, nuanced	Errors, but not to interfere with meaning	Repeated errors obscure message	Errors make understanding impossible
<b>Presentation</b>	Style enhances message, elegance	Style supports effectiveness	Style supports <i>and</i> undermines effect	Style obstructs effectiveness
<b>Purpose</b>	Purpose may be subtle but easily understood	Purpose can be discerned with effort	Purpose is vague or unclear	Purpose is not at all apparent

# General Education PROJECTS

Locate or design an assignment that

1. *teaches* students how to communicate effectively

2. *assesses* students' ability to do so

- In ART
- In WRITING
- In SOCIAL SCIENCE

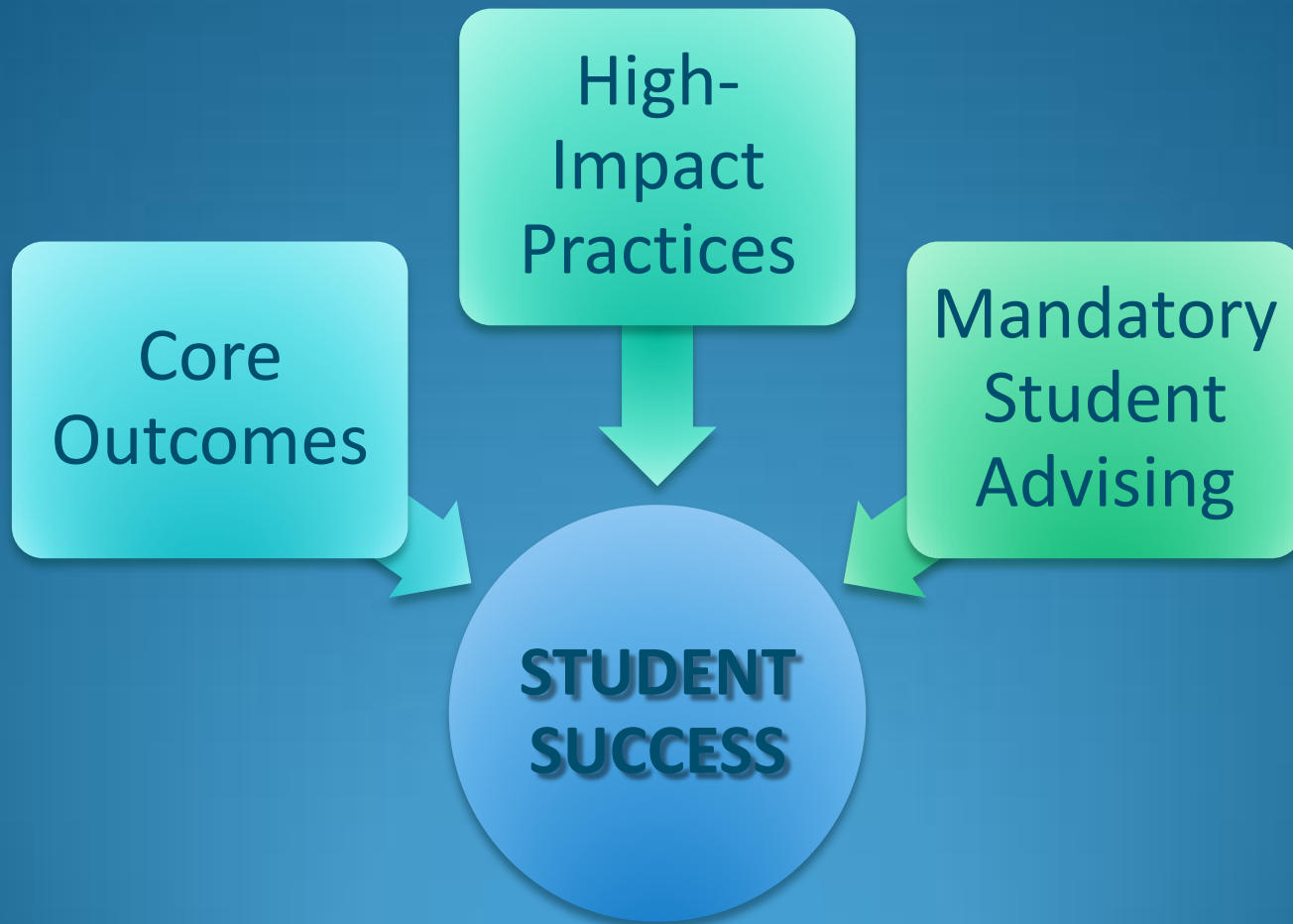
# Using CORE OUTCOMES

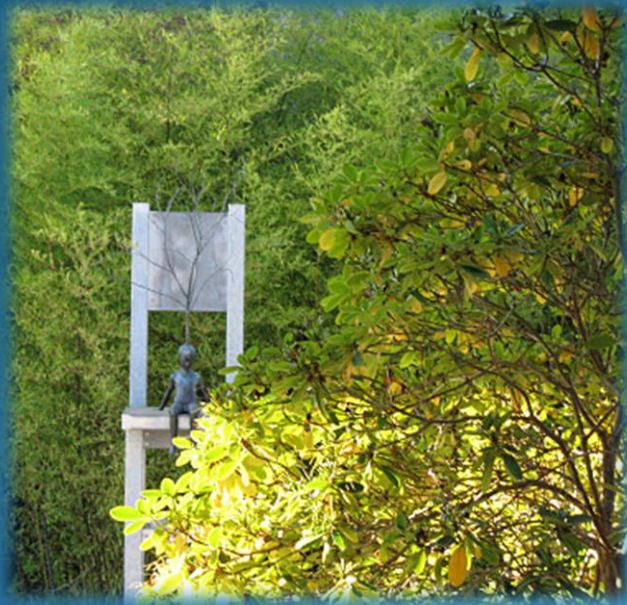


- Pick an outcome.
- Pick a program/activity/practice.
- Develop a sequence for communicating the goal and achieving the outcome.



# WHAT'S NEXT? Lane's Roadmap





**OUTCOMES  
RE-VISIONED:**  
**Can we apply this  
to our work  
with students?**

Coming SPRING, 2012



**ENGAGING STUDENTS  
IN CORE OUTCOMES**