

The Philosophy of Process Education

The articulation of Process Education has evolved over time and reflects a synthesis of the change processes taking place in higher education. Process Education includes: active learning, student-centered learning, mentoring, assessment, use of technology and the learning paradigm. A concise definition for Process Education (PE) is as follows:

an educational philosophy which focuses on building students' learning skills (in all domains) and developing "self-growers"

Philosophy

Process Education is a philosophy rather than a particular method or set of methods. Each *process educator* must choose how to best implement the philosophy by customizing an approach (from a broad set of techniques, processes, and tools) to suit his or her own unique context and learning environment to produce successful students.

Learning Skills

Classification of Learning Skills for Educational Enrichment and Assessment identifies 15 key processes and more than 275 specific skills from four domains: cognitive, social, affective, and psychomotor. Building students' proficiency with skills from this extensive classification is a primary objective of process educators to advance learner performance.

Self-grower

Learners can be described according to their level of performance in the learning process. The two endpoints on this continuum of performance are *trained individuals* and *self-growers*. Self-growers are high performing individuals who have a highly developed set of skills across all domains and are set for life success.

About Pacific Crest

Pacific Crest is an educational consulting and publishing company working to improve the quality of educational outcomes by focusing on five key processes—teaching, learning, mentoring, curriculum design, and assessment.

During the past 20 years, Pacific Crest has visited more than 1,800 colleges and universities, facilitated faculty development events for more than 15,000 faculty across all disciplines, and publicly demonstrated process-oriented teaching and learning with more than 20,000 students in classroom situations.

Pacific Crest

906 Lacey Ave., Suite 211 Lisle, IL 60532
(630) 737-1067 inquiries@pcrest.com www.pcrest.com

Process Education Teaching Institutes

Since the first Teaching Institute in 1991, Pacific Crest has facilitated more than 100 teaching institutes. These institutes focus on improving key processes, essential to quality education, through the implementation of practical techniques, tools, and strategies which support the philosophy of Process Education. Participants experience the institute from three different perspectives; that of student, educator, and researcher, and realize how faculty success improves student success

Pacific Crest's **Learning Outcomes for a Teaching Institute** will help participants to:

- incorporate more **process approaches** in their teaching.
- value their role as **mentors**.
- integrate new and improved **student learning** techniques and tools.
- implement new and improved **teaching** techniques and tools.
- incorporate existing process **curricula** and learn to design process curricula for use in their own courses.
- value the importance of self-assessment in the growth process and design strategies to make more use of specific **assessment** tools with students and themselves to increase student success.

Kettering University

Kettering University is a highly acclaimed technical school with a unique co-operative learning program. Established in 1919, when the school was known as General Motors Institute (GMI), Professional Cooperative Education at Kettering University integrates theory and practice through the planned alternation of class study with paid, career-related work. The work component of the program represents a substantial portion of students' curricula, and each students' level of professional responsibility normally increases as they complete advanced course work.

Directions to Kettering from either North or South:

- Exit from I-75/US-23 onto Corunna Road (exit 118)
- Turn left (East) onto Corunna Road (M-21)
- Go to the first traffic light (Ballenger Highway)
- Turn left (North) on Ballenger. Continue North to Sunset Boulevard, the fourth traffic light. Sunset is between McLaren Regional Medical Center and the Mott Park Golf Course and goes only to the right
- Turn right (East) onto Sunset, which becomes Third Avenue
- Follow Third Avenue past the river to the first traffic light (Chevrolet Avenue). Kettering University Campus Center is on the right
- Turn right on Chevrolet and park in the lot in front of the Campus Center (if this lot is full you may park in the lot located behind the Recreation Center and Thompson Hall using the Third Avenue entrance)

Pacific Crest Teaching Institute

*Improving Learning, Teaching and
Student Success through the
Implementation of Process Education*



May 4 through May 6, 2006



Institute Theme Areas

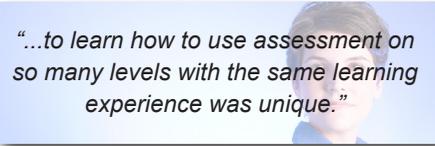
The activities during the Teaching Institute provide participants with a greater understanding and skills in the following areas:

- articulating and implementing the philosophy of Process Education,
- student learning processes,
- teaching and facilitation,
- self-assessment and assessments of student learning outcomes.

Process Education

Participants will :

- learn about the philosophy of Process Education; that it is a philosophy (rather than a set of methods) which is based on a set of core principles and its relationship for improving student success.
- be introduced to the *Classification of Learning Skills*; a valuable resource which identifies 15 key processes and more than 275 specific skills fundamental to learning and student growth.
- learn about the levels of learner performance and the characteristics of a *self-grower*.
- understand the importance of assessment and self-assessment with respect to successfully implementing Process Education to increase student success rates.

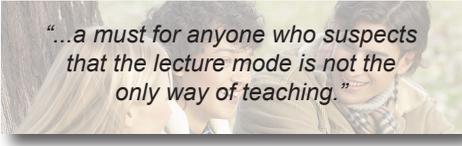


"...to learn how to use assessment on so many levels with the same learning experience was unique."

Assessment

Participants will:

- learn to articulate and distinguish between measurement, assessment, and evaluation, including their similarities and differences.
- utilize and implement a learning assessment journal.
- be introduced to various forms of assessment including real-time, summative, formative, and self-assessment.
- study an Assessment Methodology and models for effective assessment design.
- learn to use a practical and powerful assessment tool called SII.
- explore designing a Quality Enhancement Plan (QEP) central to student learning and success.

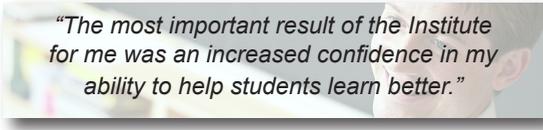


"...a must for anyone who suspects that the lecture mode is not the only way of teaching."

Teaching and Facilitation

Participants will:

- learn ways to create greater student ownership of the learning process.
- meet high expectations.
- be introduced to a facilitation methodology that helps educators get the most from student-centered, active learning classes.
- be introduced to constructive intervention techniques and learn ways to enhance the productivity of cooperative teams.
- appreciate the importance of the affective domain in learning and address dealing with learner frustration.

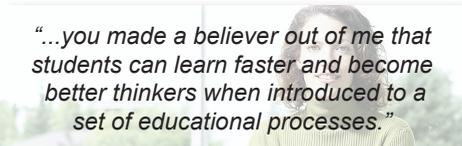


"The most important result of the Institute for me was an increased confidence in my ability to help students learn better."

Curriculum Design

Participants will:

- be introduced to the concept of a *knowledge table* as means to categorize the content of a course.
- learn to apply a learning methodology when designing curriculum to enhance the quality of student outcomes and success.
- model creating an activity for use in an active learning environment; focusing on how to design the basic components of an activity.
- learn how to develop and structure critical thinking questions in a manner which supports guided-discovery learning.
- be given an overview for designing a process-oriented course.
- have the opportunity to explore sample curricula from various contents areas focused on student success..

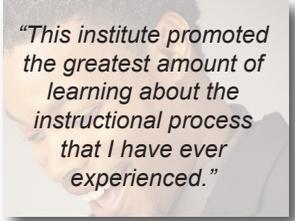


"...you made a believer out of me that students can learn faster and become better thinkers when introduced to a set of educational processes."

Institute Schedule

Day One

Overview of the Institute
Overview of Process Education (PE)
Team Goal Setting
Levels of Learner Knowledge
Learning Process Methodology
Creating a Productive Learning Environment
Managing Learner Frustration
Consulting/ Q & A session



"This institute promoted the greatest amount of learning about the instructional process that I have ever experienced."

Day Two

Knowledge Tables
Team Reflection/Discoveries
Assessment and Evaluation
Assessment Methodology
Classroom Assessment Techniques
Facilitation Methodology
Modeling a PE Learning Environment
Consulting/ Q & A session

Day Three

Team Project (based on Team Goals)
Overview of Designing a Course
Designing a Student Success Course
Designing a Quality Enhancement Plan
Exploring Sample Curricula
Consulting/ Q & A session
Assessment of the Institute

Registration Information

Dates: May 4-6, 2006

Fee:

A fee of **\$550/person** includes registration, institute materials, and continental breakfasts and lunches.

Multiple-person discount: \$450/person for a team of three from the same institution attending the same event.

Attendees must make their own overnight accommodations. Kettering University is approximately 2 miles from downtown Flint, Michigan.

Payment method:

(1) purchase order, or (2) check made payable to:

Kettering University

How to register: contact

Sue Scherman
(810) 762-9500, ext. 9686
1700 W. Third Avenue
Flint MI 48504