Framework for Implementing Process Education

(Concept Map For Process Educators)

Process Education occurs when learners, educators, curriculum, and administrators interact in a system that produces continuing growth, empowerment and improvement of every aspect of the system (see Overview of Process Education). The system is characterized by five, interacting developmental pathways, all of which lead to empowerment. The first three pathways address learner development and focus on the growth of knowledge ("Learning"), learning skills ("Learner"), and self-development abilities ("Self-Grower"). The fourth and fifth pathways address the professional development of faculty and institutional development, respectively. Common to all the pathways are quality assessment and evaluation of outcomes, undertaken in the context of learning communities and an enriched learning environment. Understanding the framework will enable you to use the Faculty Guidebook efficiently and effectively.

Process Education System Characteristics

THE FIVE PATHWAYS

The five developmental pathways associated with Process Education can be followed by moving vertically through the "Concept Map for Process Educators" (Figure 1). Each pathway is associated with a sentence that begins with the "Mentor" and ends in "Empowerment."

<table>
<thead>
<tr>
<th>Growth of Knowledge</th>
<th>&quot;Mentors use assessment guided by quality measures to lead learning communities that create enriched learning environments supporting learner development to facilitate the construction/deconstruction of knowledge validated by evaluation of outcomes leading to empowerment.&quot;</th>
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</thead>
<tbody>
<tr>
<td>Growth of Skills</td>
<td>&quot;Mentors use assessment guided by quality measures to lead learning communities that create enriched learning environments supporting learner development to facilitate the growth of learning skills/processes validated by evaluation of outcomes leading to empowerment.&quot;</td>
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<tr>
<td>Self-Development (Becoming a Self-Grower)</td>
<td>&quot;Mentors use assessment guided by quality measures to lead learning communities that create enriched learning environments supporting learner development to facilitate the development of Self-Growers validated by evaluation of outcomes leading to empowerment.&quot;</td>
</tr>
<tr>
<td>Professional Development of Faculty</td>
<td>&quot;Mentors use assessment guided by quality measures to lead learning communities that create enriched learning environments supporting professional development of faculty who use instructional design grounded in educational research and learning theory validated by evaluation of outcomes leading to empowerment.&quot;</td>
</tr>
<tr>
<td>Institutional Development</td>
<td>&quot;Mentors use assessment guided by quality measures to lead learning communities that create enriched learning environments supporting institutional development aligned with learner-centered education validated by evaluation of outcomes leading to empowerment.&quot;</td>
</tr>
</tbody>
</table>

The superscripted numbers associated with each concept in the map point the reader to relevant sections of the guidebook. Therefore, once a reader has chosen a pathway for development, s/he can quickly locate relevant sections in the Guidebook.

Learner Development: Knowledge, Learning Skills, Self-Development

Process education tracks growth of both mentors and learners through behaviorally-anchored stages of performance. (see Performance Levels for Self-Growth)
Growth of Knowledge (see Bloom's Taxonomy – expanding its meaning in FGB)

Process education facilitates (and requires) the growth of disciplinary knowledge of BOTH the learner and the process educator. In addition, the process educator develops knowledge about teaching and learning. An important consideration in the most fundamental pathway is that learning requires BOTH the construction of new knowledge as well as the deconstruction of misconceptions (see Overview of Learning Theory). Well-constructed knowledge is characterized by meaningful linkages between concepts and experiences that lead to comprehension and long-term retention.

Growth of Skills (see Classification of Learning Skills, Performance Levels For Learners)

Focusing on the development of skills as well as knowledge (see Knowledge Table For Process Education), it continually develops students' ability to cope with increasingly high demands ACCELERATES the construction of knowledge. The development of the affective domain helps students visualize and become committed to learning goals and overcome emotional barriers to learning. The development of the psychomotor and cognitive domains provides students with ever-increasing confidence that they are capable of achieving more and more ambitious learning goals. The development of the social domain provides a network of support, both for the learning process and for the goal itself.

Self-Development (see Becoming a Self-Grower)

When learners (students, faculty and administrators) focus on becoming Self-Growers, growth of knowledge and learning skills is ACCELERATED through the use of reflection, metacognition, self-assessment, and methodologies (see Accelerator Model). As a result of its focus on self-development, Process Education engenders transformative growth as people climb through the levels of knowledge, performance, and empowerment. Qualitative changes occur that enable them to see the world – and themselves, in a different way.

Professional Development of Faculty

A fundamental strength of Process Education is its scientific, systems approach to faculty development. Whenever an educational problem is encountered, Process Education requires educators to collaborate to (a) elucidate the dimensions of the problem; (b) generate explicit goals; (c) develop understanding; (d) design systematic methodologies (see Learning Processes Through the Use of Methodologies, Learning Process Methodology, Assessment Methodology, Facilitation Methodology, Methodology For Course Design, Methodology For Program Design), and; (e) identify qualitative and quantitative indicators of change; (f) design a system for continual improvement that incorporates all these components. This approach is goal-directed, systematic and strategic and provides a unique and powerful framework with which to synthesize what we know about teaching and learning in a way that continually improves educational practices, learning processes, and knowledge.

Institutional Development

In a 1995 editorial in Change Magazine, authors Robert Barr and John Tagg noted “A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything. It is both needed and wanted.” The new learning-centered paradigm is at the heart of the Process Education philosophy as can be seen from the centrality of assessment (that provides feedback for growth), learning communities and enriched learning environments (that use an array of continuous quality improvement approaches to continually enhance the learning experience and learning outcomes) and outcome evaluation that feeds back into assessment for quality improvement. Through strategic planning, institutional assessment, program design and
assessment, process educators are able to design instruction that meets the global needs of all their stakeholders.

CENTRAL THEMES

Learning Communities

It is the intense collaboration of many minds that makes the Process Education approach particularly robust. After all, it is such collaboration that transforms personal knowledge into "true knowledge."9 10 In Process Education, learning tools and curriculum are constructed collaboratively, faculty collaborate to peer-mentor each other's growth as teachers, and students often learn together in groups (see Overview of Learning Communities). Documented results of the community/cooperative approach to learning include improved academic achievement, improved behavior and attendance, increased self-confidence and motivation, and increased liking of school and classmates.11

Enriched Learning Environments

In Process Education, an ENRICHED LEARNING ENVIRONMENT12 is founded on three principles: 1) honoring and respecting a learner's current knowledge, needs, abilities, and attitudes;13 2) sustaining HIGH EXPECTATIONS for ongoing growth and attainment (see Methodology For Creating A Quality Learning Environment),14 15 and; 3) systematic and scientific improvement of education as the process educator designs increasingly effective and efficient instruction by:

- Learning and applying new theories (from psychology, sociology, education, management, and other disciplines), skills and methods to improve teaching and learning;
- Researching and improving current practices;
- Aligning curriculum, instruction, and assessment.

Assessment (see Overview of Assessment)

Assessment is central to process education because it is this process that provides the data required to make rational, strategic changes. In essence, assessment is the CQI engine for the process education framework.

It is through self-assessment and metacognition16 that individuals can be taught to regulate their behaviors using strategies such as predicting outcomes, planning ahead, apportioning one's time, explaining to one's self in order to improve understanding, noting failures to comprehend, and activating background knowledge (see SII of Assessment Reporting, Overview of Performance Based Measurement).

Evaluation of Outcomes (see Overview of Evaluation)

Evaluation determines the quality of the outcomes for process education. The outcomes of each of the five paths - knowledge, learning ability, self-growth ability, faculty knowledge and performance and institutional achievement - are evaluated to determine the extent to which educational goals and institutional mission are achieved. Evaluation assures the accountability of higher educators and communicates achievement to our stakeholders while providing data for ongoing change and improvement.

Closing Thoughts

In "The Learning Paradigm College" John Tagg challenges us to reconstruct higher education so that its focus is on learning, rather than instruction.17 Such a reconstruction would be transformative, requiring the rethinking of every aspect of the educational system. Although he
clearly discusses the criteria for such an institution, he consciously avoids prescribing a solution: he leaves that up to the reader. Process Education, centered on learning and empowerment, represents a comprehensive solution to the educational problem Tagg poses. Guided by the Framework for Process Education, and by working through the modules in the Guidebook, educators will discover a thorough, systematic, and evidence-based approach to educational transformation and the realization of a Learning Paradigm College.

References

15 Dweck, Carol S., Self-theories: Their role in motivation, personality, and development, Psychology Press (Philadelphia, PA), 1999