

# Learning That Lasts: Educating for the New Basics

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November 15, 2003

The Collaboration for the Advancement of  
College Teaching & Learning  
Bloomington, MN

# Many Learners Today

- Learners need preparation for seeking their education across different settings and institutions
- Learners are having to understand and use integrated and autonomous learning processes more fully during and after college
- Each student needs sophisticated learning outcomes once developed by a few

# Educators' Classic Questions

- **Who is learning?**
- **Who is learning for?**
  
- **What ought to be learned?**
- **What can be learned?**
- **What are learners learning?**
  
- **How and why does learning happen?**
- **When and where does learning happen?**
- **What can be learned about lasting learning?**

# *Who is learning?*

- first-generation
- direct from high school and working adults
- commute from and remain in local metropolitan area
- employed before, during, and after college
- more women and minorities
- low financial contribution from family
- high debt on graduation

# Who is teaching?

- students
- professors
- teachers
- advisors
- administrators
- department heads
- student services personnel (and librarians!)
- IT personnel
- educational researchers
- trustees and boards

# Educators' Classic Questions

- What ought to be learned?
- What is deep and expansive, responsible and purposive learning?  
What learning is lasting?

# Minnesota Transfer Curriculum: Goal Areas

- Written and Oral Communication
- Critical Thinking
- Natural Sciences
- Mathematics/Symbolic Systems
- History and the Social Behavioral Sciences
- The Humanities—the Arts, Literature, and Philosophy
- Human Diversity
- Global Perspective
- Ethical and Civic Responsibility
- People and the Environment

# Examples from Sets of Outcomes for Business and Management

1. Accurately uses theoretical frameworks from functional business areas to interpret and analyze business situations and effectively communicate the analysis in a variety of business contexts
2. Takes initiative in identifying and solving problems or pursuing opportunities for organizational growth or improvement
3. Uses organizational and management theory to interact effectively in organizational contexts that require leadership of groups or other types of interpersonal interactions

(cf. Alverno College Business and Management Faculty, 2002)

# What Students Ought to Study

This course is an introduction to key concepts in business and management, and presents a problem-defining framework and case-analysis for analyzing situations managers face.

# What Students Ought to Learn

➤ Learning outcomes that reflect how students think and understand and what they are able to do with what they know

“Each student will be able to analyze and apply techniques that contribute to effective management”

# What Learning Ought to Last

❖ *Broad learning outcomes for general education and for major programs of study*

“Facilitate effective interpersonal and inter-group strategies in cross-cultural interactions”

*Management* “Use appropriate interpersonal and organizational theory to deal with interpersonal, team, stakeholder, and professional situations to inform, persuade, and influence with professional integrity”

# Read One Five-Year Alumna Case

➤ Program Coordinator (Michelle)

OR

➤ Manager (Jennifer)

Question: What is deep and expansive,  
responsible and purposive learning?  
How do you know?

# The New Basics

- Learners who continually change roles and responsibilities bring forward complex performances in dynamic, novel settings. In performing, effective learners integrate what they know, understand, think, feel, intend, and value. Effective learners are disposed to perform a pattern of evidence-based actions that reflect their judgment in a situation.
- Effective learners understand and use integrated and autonomous learning processes more fully during and after college. Students with widely diverse backgrounds, preparation, and experiences develop the tangible and intangible qualities and capabilities that colleges/communities once fostered in a few.

# Alverno Five-Year Alumna Ability Factors

➤ **Collaborative  
Organizational  
Thinking and  
Action**

➤ **Balanced Self  
Assessment and  
Acting From  
Values**

➤ **Developing  
Others and  
Perspective-  
Taking**

➤ **Analytic Thinking  
and Action**

# Data Sources for Formal Research

- Battery of human potential measures
- Studies of student/alumna perspectives
- Surveys, questionnaires
- Progress on performance assessments
- Studies of alumna performance
- Studies of outstanding professionals who are *not* Alverno alumnae

**Educators integrate four ways of knowing about learning to create an educational theory of learning that lasts:**

- formal research
- collaborative inquiry on campus and with consortia of institutions
- review of literature and practice
- learning by educating

# Educators' Classic Questions

- **How is deep and durable learning educationally constructed as a part of the person—as part of one's identity as a professional? as a learner?**

**(domains of growth)**

# Domains of Growth

## ➤ Reasoning

(classical liberal arts education)

(Critical Thinking)

## ➤ Development

(value and service education)

(development of the person)

(Integration of Self in Context)

## ➤ Performance

(professions education)

(alumna Ability Factors)

## ➤ Self-Reflection

(residential education)

(perspective on own learning and growth)

(identity as learner, performer, contributor)

# Domains of Growth



**Reasoning**

**Performance**

**Development**

**Self-  
Reflection**

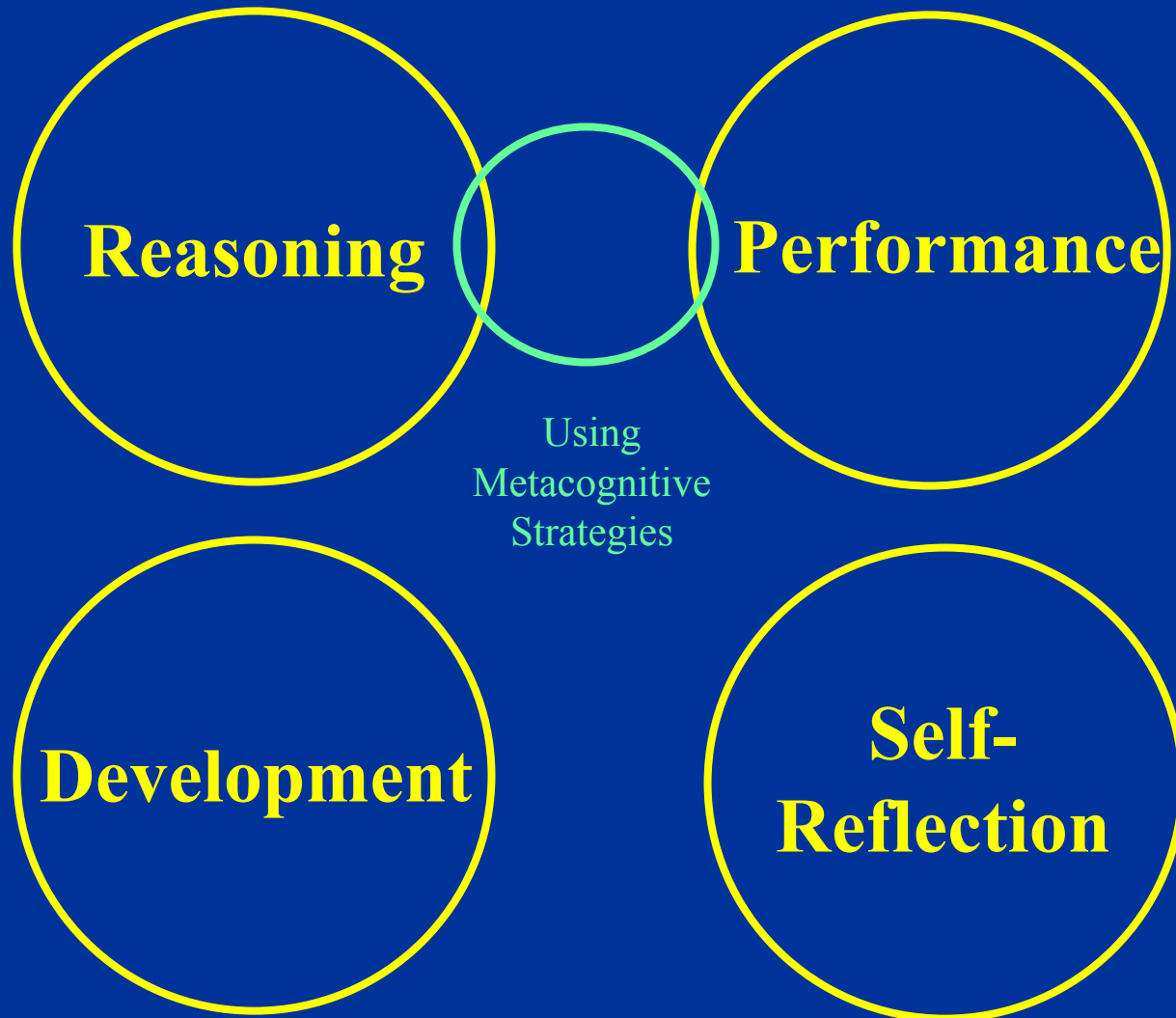
# What and How I Learn

- At this conference I learned that...  
(I had this new insight, or challenge to my thinking, or shift in my assumptions)
- As an educator, this new insight could lead me to...
- I learned this new insight by...
- I think this new insight will become lasting if I...

**Can learners construct complex rationales for these questions? If so, their learning is more likely to last.**

- **What do I know, and how can I do what I know? (Using Metacognitive Strategies)**
- **What am I able to do across settings, and how can I improve? (Self Assessing Role Performance)**
- **Who am I, and who should I become? How and why am I committed to others and to making a personal contribution? (Engaging Diverse Approaches, Views, and Activities)**

# Using Metacognitive Strategies

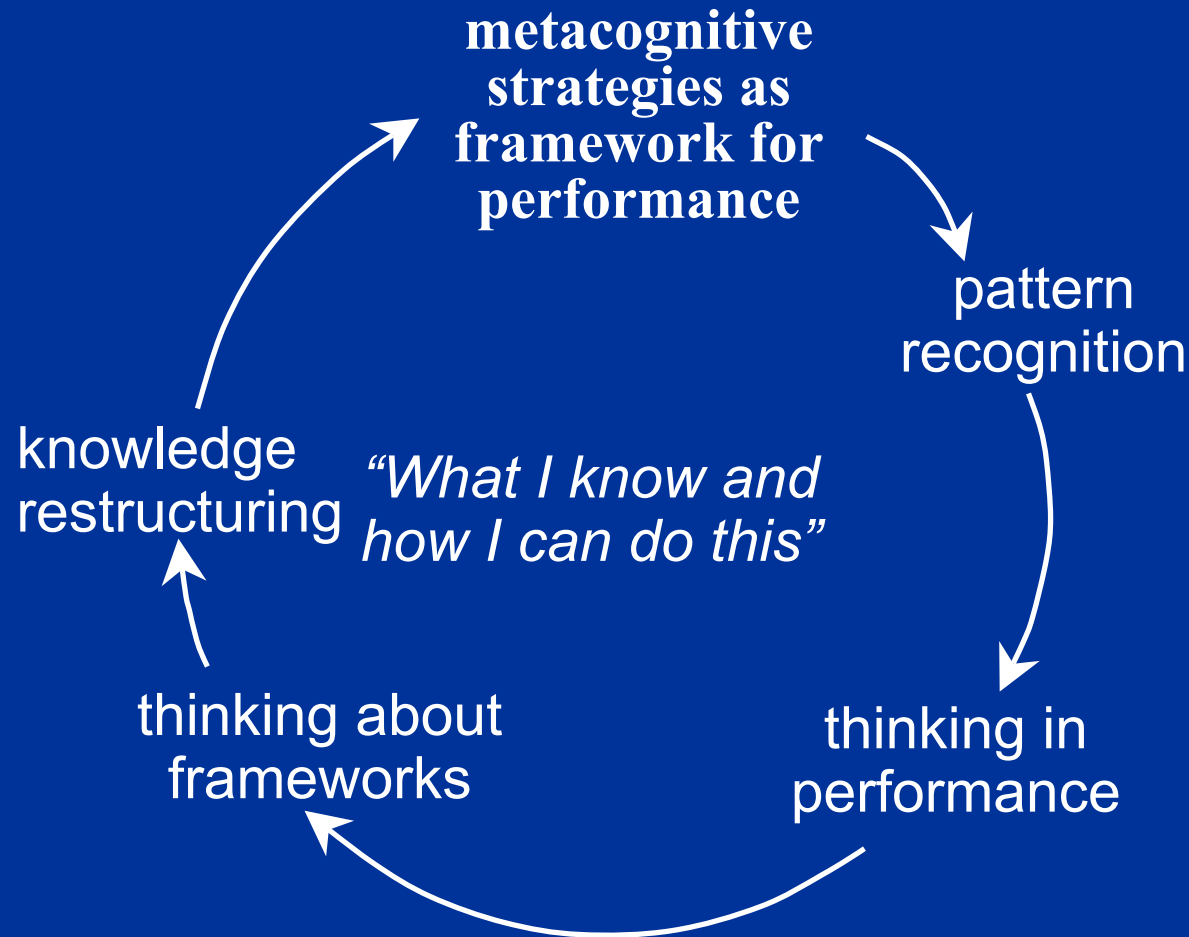


(Mentkowski & Associates, 2000)

# Transformative Learning Cycle

- Student capacity for reasoning, for using metacognitive strategies that restructure their knowledge and enable them to think while they are performing, is essential to learning that lasts.

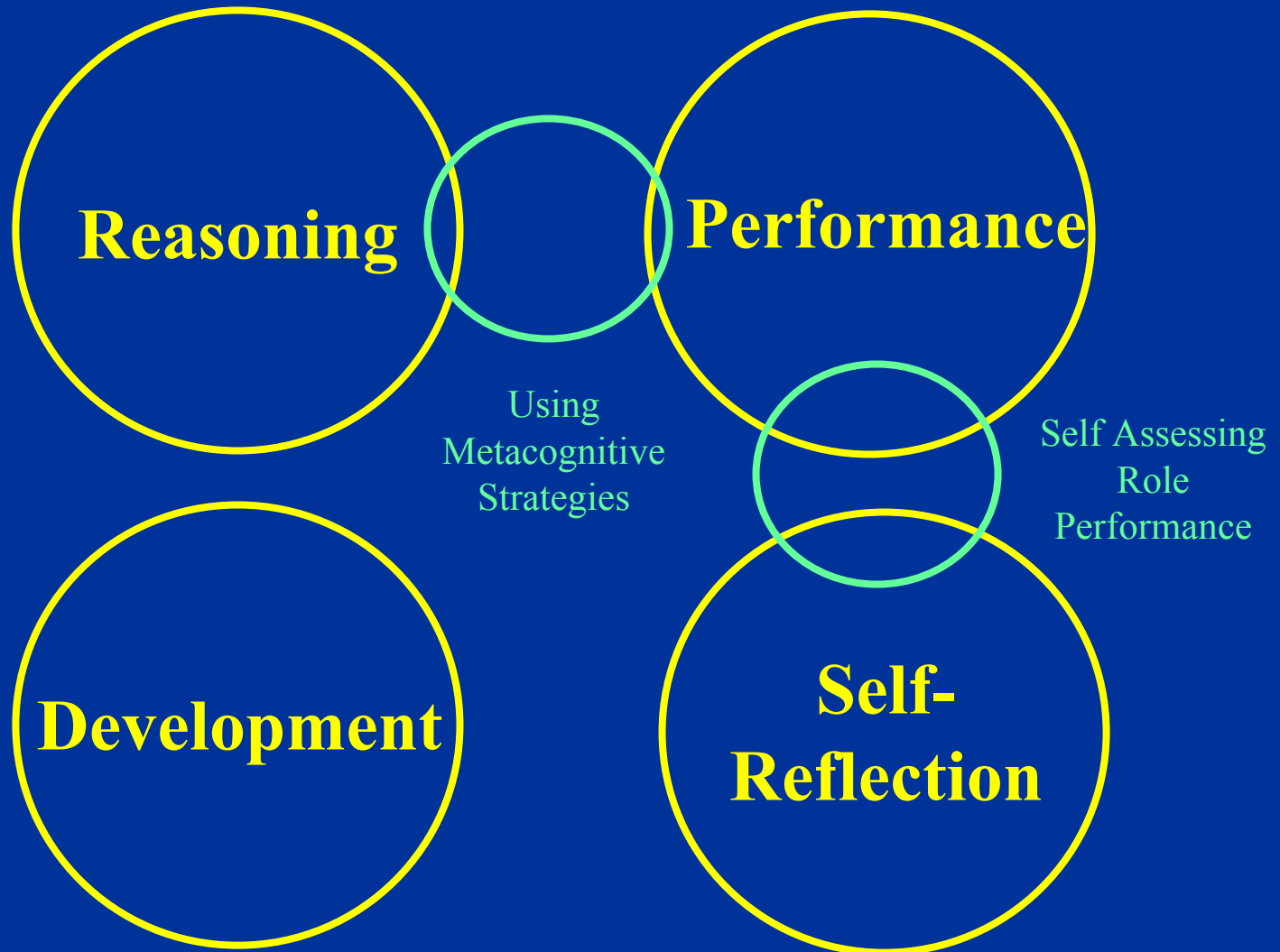
# Using Metacognitive Strategies



# Finding

- curriculum abilities/learning outcomes are process models for faculty and students to construct learning and performing, and gradually become meta-cognitive
- students ultimately expressed their own personal, independent stance on how the curriculum abilities were integrated

# Self Assessing Role Performance



# Transformative Learning Cycle

- Student capacity for self assessing role performance, using criteria and standards from diverse sources, is essential to learning that lasts

# Finding: Five-Year Alumna Performance

(Ability Factor II)

- accurate self-assessment of abilities
- commitment to improve
- reflective thinking
- reflective valuing
- diagnostic adjustment

# Self Assessing Role Performance



(Mentkowski & Associates, 2000)

**A Music student reflecting on her creating of a performance of a flute sonata by Bach:**

“Since there were no dynamics indicated in the score, I used my study of music history, especially reading performance-practice treatises from the period, to help me determine appropriate locations and degrees of dynamic change.”

## An English literature student:

“By the time we studied *Othello*, I feel I was able to demonstrate how a text shapes my expectations and interpretations as a reader. I found myself using my prior knowledge of Shakespeare’s use of language, tone, irony, foreshadowing; and passages I was marking followed a common theme.”

## **A psychology student:**

“This project showed me two important things for future academic work. The first was, it taught me how to make connections where there aren’t any. I made connections from animal-assisted therapy and developmental theories on my own. I wasn’t very confident in my ability to do this and I think that was apparent...”

(Gramling, 2000, p. 31)

## **A chemistry student:**

“I learned that chemistry requires a higher proportion of analysis than of performing the actual procedure in the laboratory. I saw that even when a protocol is followed completely, results do not occur as expected. Therefore, analysis is needed...when the protocol accomplishes the desired results. This is so the actual mechanisms are learned and can be applied to future use.”

“One of the challenges for some students in the performing arts is to articulate their *observations* and *interpretations* in written or spoken form. Some find this difficult because they are more accustomed to the nonverbal languages of their respective art forms. In their performances they express meaning through a variety of forms...Self assessment...requires that students...‘reflect out loud,’ whether orally or in writing, so that they become more conscious of the various components of their performance.”

(Chenevert, Deicher, Riordan, & Runkel, 2000, p. 130)

# Self Assessment is developmental

- **Beginning:** Reports own actions, thoughts, feelings
- **Intermediate:** Stands back at critical points to reflect on a performance
- **Advanced:** Maintains balance between personal distance and personal engagement

# Engaging Diverse Approaches, Views, and Activities



(Mentkowski & Associates, 2000)

# Transformative Learning Cycle

- Student capacity for engaging with depth and breadth, diverse approaches, views, and activities is essential to learning that lasts. Learning in this way means not only appreciating multiple perspectives, and engaging others, but also showing the kind of independent learning that leads to personal transformation.

# Finding

- A student's capacity to commit with integrity and to appreciate diverse human relationships is essential to learning that lasts.
- Demonstrating collaborative learning helps learners to restructure their relationships and to create interdependent commitments.

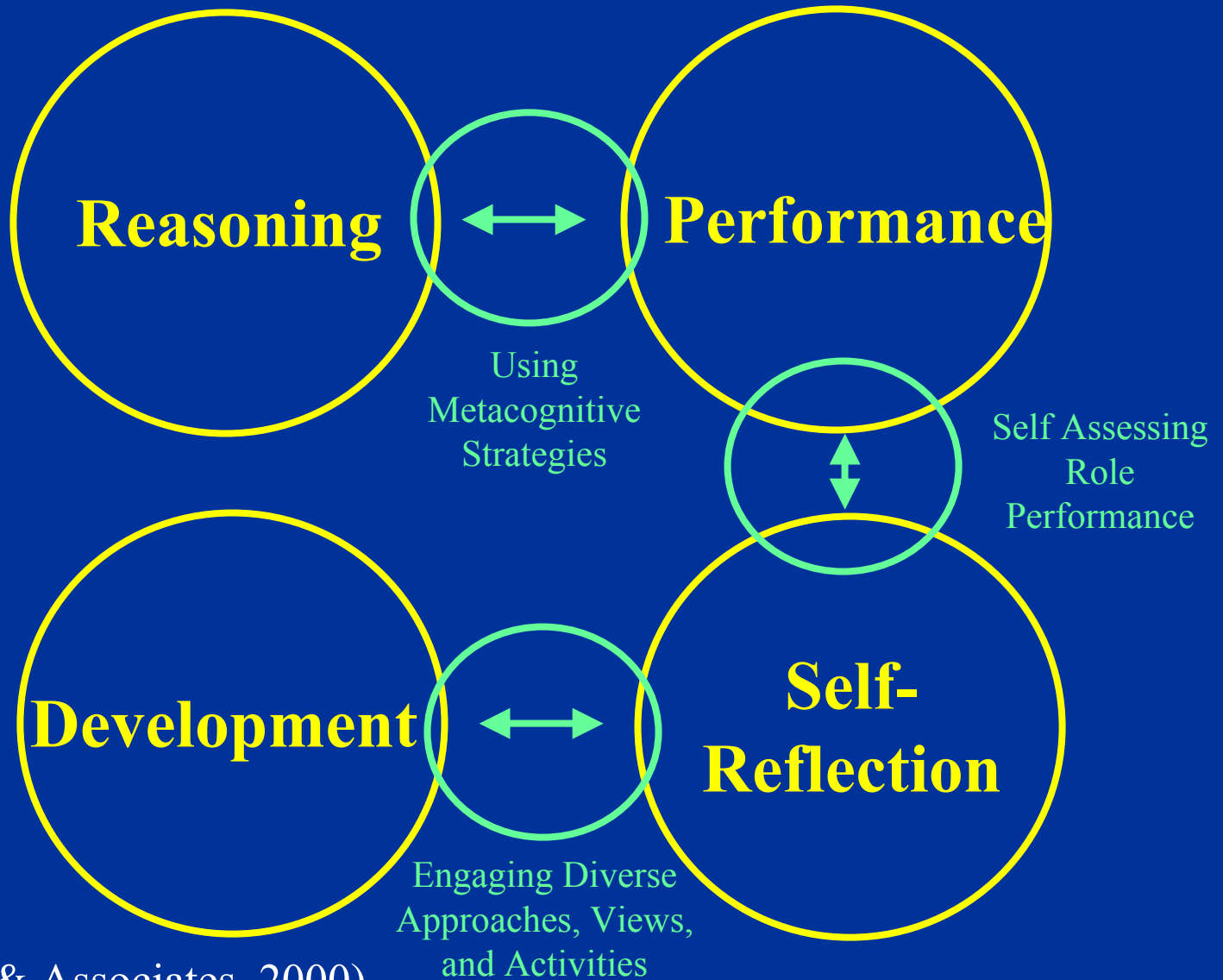
# Engaging Diverse Approaches, Views, and Activities



(Mentkowski & Associates, 2000)

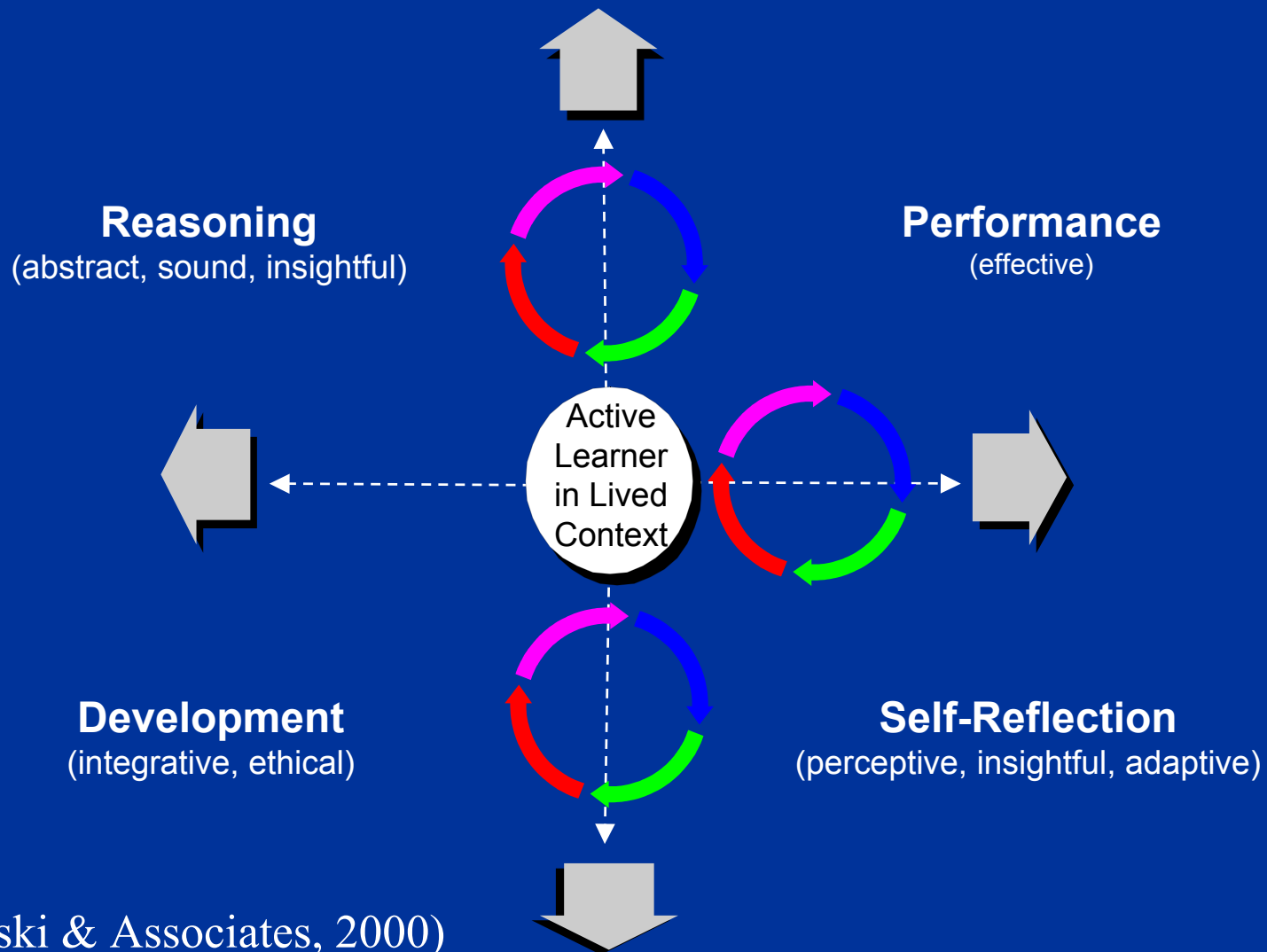
# Finding: Student and Alumna Perspectives

- engaging the liberal arts led to a sense of growth as a person
- engaging a range of learning approaches supported development of independent learning
- engaging multiple perspectives led to appreciating them



(Mentkowski & Associates, 2000)

# Transformative Learning Cycles Integrating Domains of Growth



(Mentkowski & Associates, 2000)

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# Educational Theory

## *Learning That Lasts is:*

- integrative
- experiential
- self-aware and reflective, self assessed and self-regarding
- developmental and individual, transitional and transformative
- active and interactive, independent and collaborative
- situated and transferable
- deep and expansive, purposeful and responsible

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Mentkowski, M. (2003, November). *Learning that lasts: Educating for the new basics*. Plenary address at the annual conference of The Collaboration for the Advancement of Teaching & Learning in Higher Education: The New Basics, Bloomington, MN.