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Developing Learning Communities: Seven Promising Shifts and Seven Powerful Levers

Thomas A. Angelo

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Developing Learning Communities
Seven Promising Shifts and Seven Powerful Levers

A Plenary Session
at the
POD Network's 1996 Conference

Saturday, October 19, 1996
8:45 to 9:45 a.m.

Thomas A. Angelo
Associate Professor & Coordinator
Higher Education Program
The University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
Phone 305/284-2968 email <TANGELO@UMIAMI.IR.MIAMI.EDU>
Seven Promising Shifts in Academic Culture

From a culture of largely unexamined assumptions to a culture of assessment and evidence

From a culture of implicitly held individual goals to a culture of explicit, broadly shared goals

From an academic culture focused primarily on teaching and teachers to one focused primarily on learning and learners

From a teaching culture which ignores what is known about human learning to one which applies relevant knowledge to improve practice

From a narrow, exclusive definition of scholarship to a broader, inclusive vision of scholarship

From a culture that emphasizes and privileges individual struggle for private advantage to one which encourages collaboration for the common good and individual advancement

From a model of higher education as primarily a quantitative, additive process to one that is fundamentally qualitative and transformative
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SELECT REFERENCES

I. From a culture of largely unexamined assumptions
to a culture of assessment and evidence


II. From a culture of implicitly held individual goals
to one of explicit, broadly shared goals

Brigham, S. "Future Search: A Participative Approach to Developing Campus Visions." Washington, DC: AAHE Quality Initiatives (paper available from AAHE)


III. From an academic culture focused primarily on teaching and teachers
to one focused primarily on learning and learners


IV. From a teaching culture which ignores what is known about human learning
to one which applies relevant knowledge to improve practice


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SELECT REFERENCES, CONTINUED

V. From a narrow, exclusive definition of scholarship to a broader, inclusive vision


VI. From a culture that privileges individual struggle for private advantage to one which encourages collaboration for the common good


VII. From a model of higher education as primarily a quantitative, additive process to one that is fundamentally qualitative and transformative