

Process Education

Presented to NCCU New faculty

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By

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PE Faculty Learning Community

Definition of Process Education

[PE-NEU Web Site ED3900](#)

1. What is Process Education ?
2. The components of Process Education(see PE Website-Learning Objects)
3. How PE aligns with the QEP
4. The PE Learning Community and the components they used during the Spring Semester 2009
5. Faculty Pilot Training
6. Lessons Learned from the Pilot Training

Overview of Process Education

Applying this philosophy in the contexts of:

teaching
learning
mentoring
curriculum design
assessment
administration

is key to improving the quality of educational outcomes.

The need for change in education

LED TO

Process Education™

a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development.

Performance Equation

The Performance Equation

$$\begin{array}{l} \text{IDENTITY} \\ \text{LEARNING SKILLS} \\ \text{KNOWLEDGE} \\ \text{CONTEXT} \\ \text{PERSONAL FACTORS} \\ + \text{FIXED FACTORS} \\ \hline = \text{PERFORMANCE} \end{array}$$

previous



next



PE Learning Tools

Student Tools used in PE



- *learning journals*
- *methodologies*
- *study groups*
- *peer assessments*
- *peer tutoring*
- *portfolios*
- *Internet*
- *software tools*
- *mentors*
- *learning assessment journals*
- *interactive learning systems*
- *self-assessment papers*
- *life vision plan*
- *undergraduate research*
- *learning communities*



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The PE Learning Objects (Components of PE)

- [Overview of Process Education](#)
- [Compass of Education](#)
- [Team Roles](#)
- [Learning Outcomes](#)
- [SII Method of Assessment](#)
- [Assessment and Evaluation](#)
- [Learning Process Methodology: An Example](#)
- [Classification of Learning Skills](#)
- [Performance Model: An Example](#)
- [Performance, Criteria, and Measurement](#)
- [Course Design Method](#)

Components that the Team Adopted

Four components of Process Education used most often during Spring 2009












1. Team Roles Methodology
2. SII (Strengths, Improvement and Insights)
3. Reading Methodology- Content
4. Journal Reflection Methodology

Team Roles

Captain Conflict Resolver Optimist Planner Recorder Reflector Skeptic Spokesperson Spy Technology Specialist Timekeeper

Performance Criteria for Team Roles

Use the menu bar at the top to navigate through team roles.

<p>Spokesperson</p>  <ol style="list-style-type: none"> 1. Speak for the team when called upon to do so. 2. Ask questions or request clarification for the team. 3. Make oral presentations to the class for the team. 4. Give the Recorder's Report to share the team's discoveries and insights. 5. Collaborate periodically with the Recorder. 6. Contribute to the group as an active learner. 	<p>Captain</p>  <ol style="list-style-type: none"> 1. Facilitate the team process, keeping it engaging and meaningful for all team members. 2. Make sure each member has a role and is performing within that role. 3. Ensure that all team members can articulate and apply what has been learned. 4. Manage time, stress, and conflict. 5. Accept accountability for the overall performance of the team. 6. Contribute to the group as an active learner. 	<p>Reflector</p>  <ol style="list-style-type: none"> 1. Assess performance, interactions, and the dynamics among team members, recording strengths, assignments, and insights. 2. Be a good listener and observer. 3. Accept accountability for the overall quality of the Reflector's journal. 4. Present an oral Reflector's Report positively and constructively if asked to do so. 5. Intervene with suggestions and strategies for improving the team's processes. 6. Contribute to the group as an active learner. 	<p>Planner</p>  <ol style="list-style-type: none"> 1. Review the activity, develop a plan of action, and invite the team to create task commitments. 2. Monitor the team's performance against the plan and report deviations. 3. Contribute to the group as an active learner.
<p>Technology Specialist</p>  <ol style="list-style-type: none"> 1. Use the available technology tools for the team activity. 2. Listen, converse, and collaborate with team members, synthesize input, try suggestions, and be follow directions for the technology. 3. Refine information from various sources, manage the available resources and information. 4. Help team members understand the technology and its use. 5. Be willing to experiment, take risks, and try things. 6. Contribute to the group as an active learner. 	<p>Recorder</p>  <ol style="list-style-type: none"> 1. Record group ideas and conversations at the beginning of a task or activity. 2. Starting an activity, record and collect important information and data, integrating and synthesizing different points of view. 3. Document group decisions and discoveries legibly and accurately. 4. Accept accountability for the overall quality of the Recorder's Report. 5. Control information flow and articulate concepts in alternative forms if necessary. 6. Contribute to the group as an active learner. 	<p>Skeptic</p>  <ol style="list-style-type: none"> 1. Question and check the assumptions that are being made. 2. Determine the focus or nature of the quality to be being met at the expected level. 3. Be constructive in helping the team improve performance. 4. Contribute to the group as an active learner. 	<p>Optimist</p>  <ol style="list-style-type: none"> 1. Focus on why things will work. 2. Keep the team in a positive frame of mind. 3. Look for ways in which team discoveries can be applied or used to the team's advantage. 4. Contribute to the group as an active learner.
		<p>Conflict Resolver</p>  <ol style="list-style-type: none"> 1. Make sure that team members are respectful to each other. 2. Assume that each team member is heard and acknowledged, and ensure that issues between people do not go ignored. 3. Check that decisions made by the team are consistent with the team's desired outcomes. 4. Contribute to the group as an active learner. 	<p>Timekeeper</p>  <ol style="list-style-type: none"> 1. Observe the time necessary for the activity and for record the time allocation announced by the Reflector. 2. Keep track of the elapsed time for various tasks and notify the Captain when the agreed upon time has expired. 3. Contribute to the group as an active learner.
			<p>Spy</p>  <ol style="list-style-type: none"> 1. Eavesdrop on other teams during an activity to gather information and seek clarification of other team. 2. Relay information that can help the team perform better. 3. Contribute to the group as an active learner.

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Assessments

SII-type assessments provide a helpful format:

S **Strengths** of the performance (things done well)

I (Areas for) **Improvement** in the performance and how they might be made

I **Insights** that might help the assessee in other contexts



Aligning Process Education With
Quality Enhancement Plan-Learning Outcomes
“Communicating to Succeed”

1. Students will create written documents that are well organized, well-developed, that present and prove a clear thesis, and that reflect appropriate use of language given a specific discipline, audience, and purpose(**Journal Reflections-Portfolio evidence**)
2. Students will demonstrate both oral and written critical thinking and analytical skills and appropriate use of technology consistent with assignment objectives(**SII Methodology as part Performance Equation**)

QEP Learning Outcomes Conti.

3. Students will create written documents that engage cross-disciplinary ideas and audiences in order to broaden their thinking about their own disciplines and career paths
(Reading and journaling-Portfolio Evidence)
4. Students will confidently and articulately conduct oral presentations that are organized, developed, that present and prove a clear thesis, and that make appropriate (Self Grower Paper as Hallmark Project- Performance Equation-Portfolio Evidence)

Faculty Pilot Training

Faculty Pilot Training was diverse from departments and schools across campus in undergraduate and graduate programs:

- BRITE
- Modern Foreign Languages
- Psychology
- English
- School of Business
- Nursing
- Physical Education
- School of Education

Pilot Training Implementation (Faculty Learning Community)

- PE Faculty Learning Community was established after the training by Pacific Crest in December 2008
- FLC identified 4 PE components to incorporate in one or more of their courses, during the spring, summer and fall of 2009 for data collection purposes to measure the impact of PE process as a means to increase student achievement at NCCU
- Data will be shared during August Faculty Institute

Lessons Learned from the Pilot Training

- About 10 faculty members are actively participating as PE Faculty Learning Community and are very enthusiastic in continuing with the PE as a means to implementing QEP
- Insights from PE Faculty Learning community :
 1. PE is an appropriate tool to implement NCCU-QEP and will provide the framework for an effective implementation
 2. We can start by incorporating the Pilot training with QEP Fellows in the next training
 3. Process Education Conference July 8-10, 2009, in Gaston, North Carolina – Committee representation if registration cost can be off set

Lessons Learned Continued

- PE Faculty Learning Community has enhanced collaboration of faculty across the university
- PE Faculty Learning Community has identified collaborative research activities involving measurement of its implementation