

And The Learning College



Within the context of their missions, learning colleges

- Focus on learners
- Document learning results
- Strive for learning and teaching excellence
- Continually improve effectiveness
- Place learning first in every policy, program, and practice
- Measure the improvement and expansion of learning
- Design for the convenience of the learners rather than for the convenience of the institutions and their staff members

Key Learning College Principles

(Based on Terry O'Banion's *Launching a Learning-Centered College*)

WIDS Tools

I. Create substantive change in <u>individual</u> learners.	The WIDS Learning Design Model
II. Engage learners in the learning process as <u>full partners</u> who must assume primary responsibility for their own choices and learning experiences.	Syllabus and Learning Plan Design
III. Create and offer as many options for learning as possible.	"Web-friendly" Software <ul style="list-style-type: none"> • Export course and program design to HTML and then to MS Word
IV. Assist learners to form and participate in collaborative learning activities.	Learning Plans <ul style="list-style-type: none"> • Learning activities selected by learning style, focus (teacher-centered or learner-centered), cycle, group size, purpose (to inform or cause practice) • Performance-based syllabus
V. Define the roles of learning facilitators in response to the needs of the learners.	The WIDS Learning Design System <ul style="list-style-type: none"> • WIDS workshops and professional development course • Learning plans • Teaching plans
VI. Document results.	Establish Learning Outcomes <ul style="list-style-type: none"> • Exit Learning Outcomes at the "macro" level: program outcomes, general education outcomes, and core abilities • External standards • Competencies with clear performance standards • Occupational duties and tasks (DACUM) • Performance assessment tasks with scoring guides