

***Plenary Session:
Moral Rehearsals for Life-Long Learning***

Anne Colby and Tom Ehrlich
Carnegie Foundation for the Advancement of Teaching
and
Marcia Mentkowski
Alverno College

AAC&U pre-meeting symposium
***No Longer Optional:
Educating for Personal and Social Responsibility***
January 23, 2008

Dimension 5 of the Core Commitments
“key dimensions” of personal and social
responsibility

***Developing competence in ethical and
moral reasoning: developing ethical
and moral reasoning in ways that
incorporate the other four
responsibilities; using such reasoning
in learning and in life.***

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Assessing Ineffable Outcomes

Marcia Mentkowski, Alverno College website: <http://depts.alverno.edu/ere/>



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**Building on
our heritage**

Educators share a value system laced with respect for engagement in learning that leads to taking personal and social responsibility.



We challenge assumptions

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AAC&U Essential Learning Outcome

Personal and Social Responsibility, including:

- Civic knowledge and **engagement**—local and global
- Intercultural knowledge and **competence**
- Ethical reasoning and **action**
- Foundations and **skills** for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

The National Leadership Council for Liberal Education & America's Promise. (2007). *College learning for the new global century* (p. 12). Washington, DC: Association of American Colleges and Universities.

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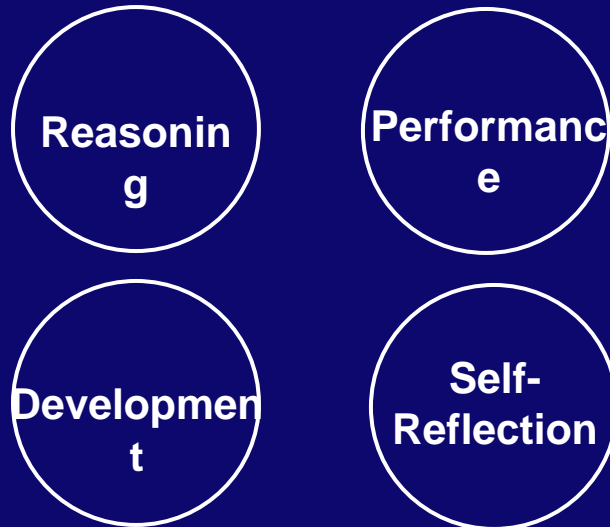
Finding: Students were coming to college expecting to do something with what they know.

	During	→	After
<div style="border: 1px solid white; border-radius: 50%; padding: 5px; display: inline-block;">Traditional View</div>	Liberal Learning Values Professional	→	Career and Values Values
<div style="border: 1px solid white; border-radius: 50%; padding: 5px; display: inline-block;">Research Finding</div>	Career Values Professional	→	Liberal Learning Values → Career and Values Values

Liberal arts values attached to career values during college and influenced career and professional values after college.

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Educational Theory of Learning That Lasts: Domains of Growth



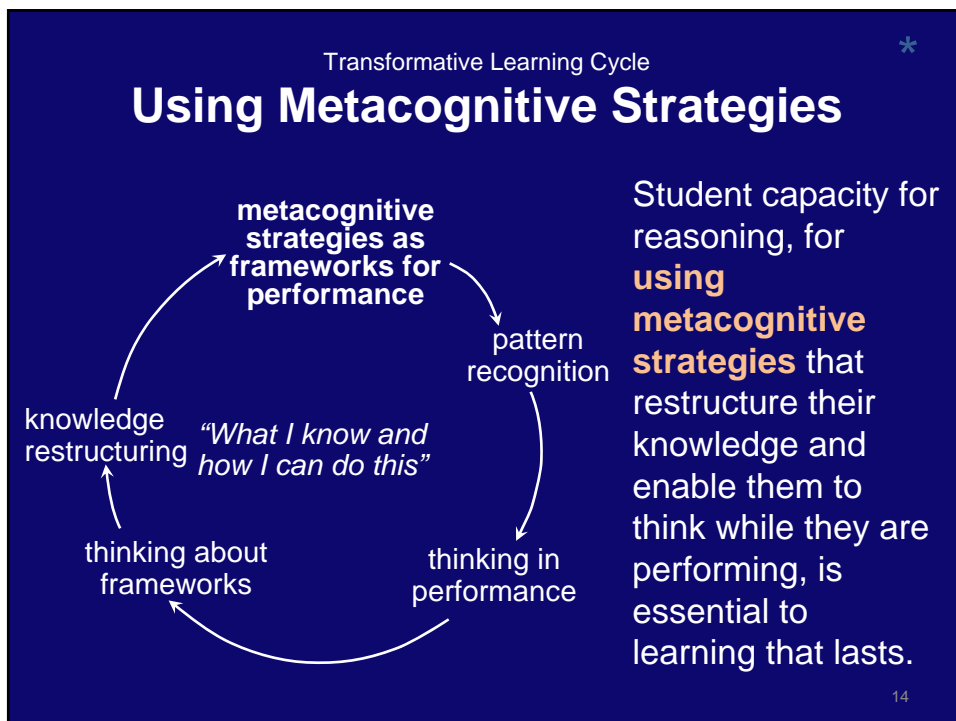
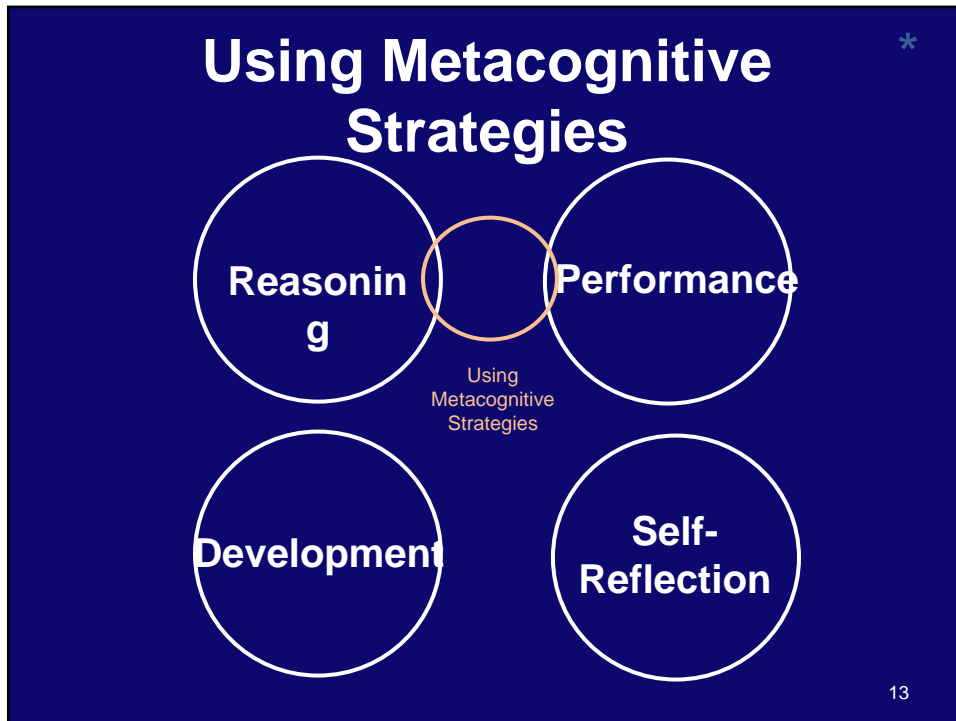
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What is “Performance” as a domain of growth?

- By performance we denote an individual’s discretionary and dynamic action in an ambiguous situation that effectively meets some contextually conditioned standard of excellence.
- Such multidimensional performance goes beyond technical or narrowly specified task performance.
- Performance entails the whole dynamic nexus of the individual’s intentions, thoughts, feelings, and construals in a dynamic line of action and his or her entanglement in an evolving situation and its broader context.
- Such a context may be within or across work, family, civic, or other settings.

Rogers, G., Mentkowski, M., & Reisetter Hart, J. (2006). Adult holistic development and multidimensional performance. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 497–535). New York: Oxford University Press.

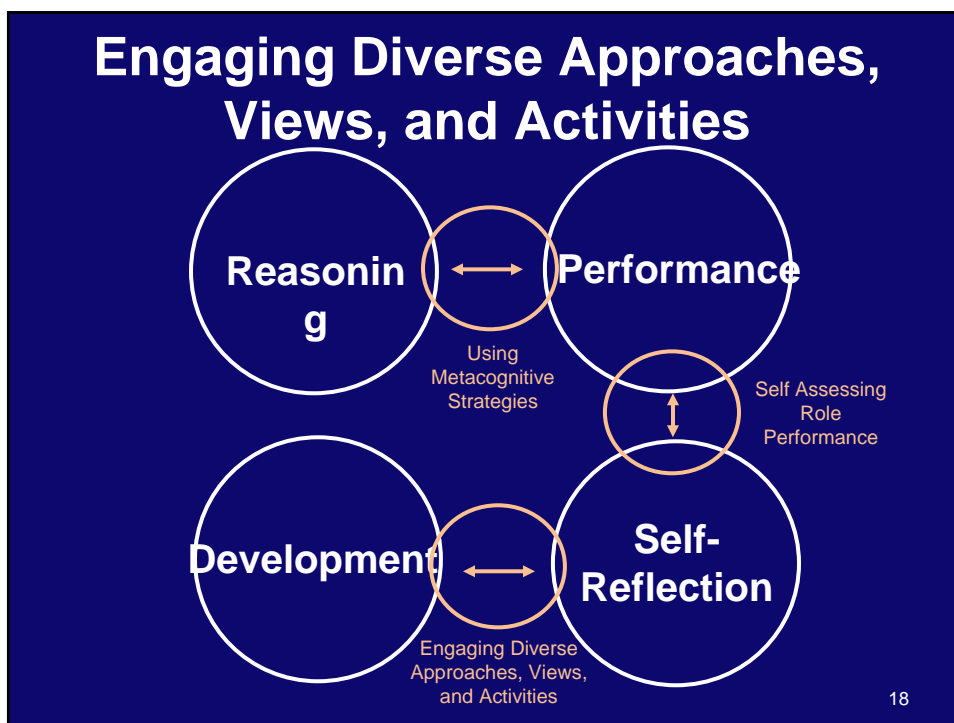
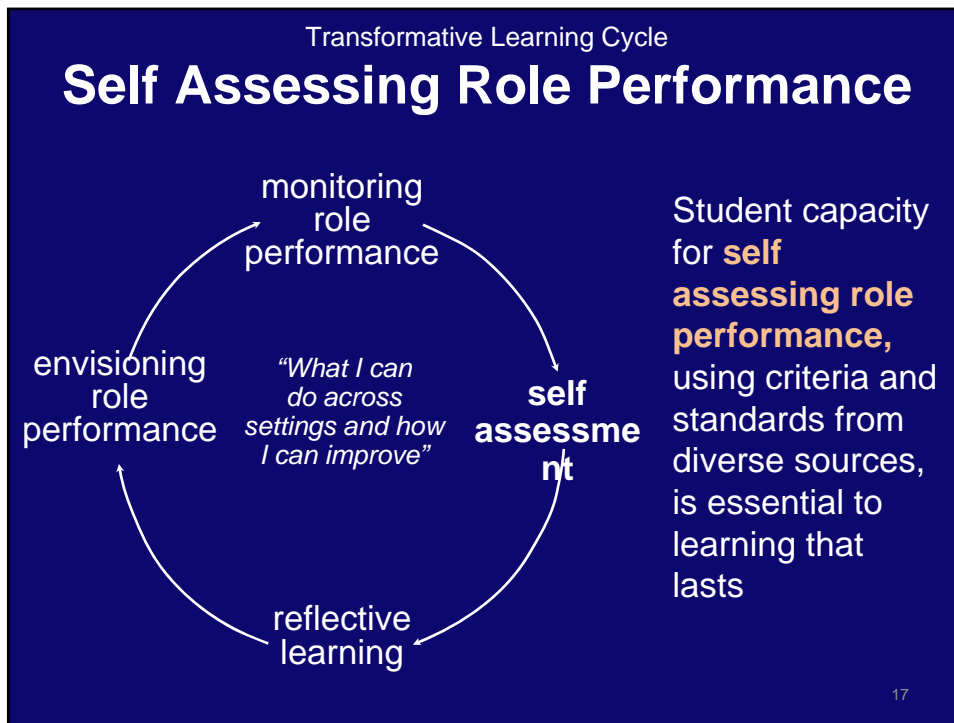
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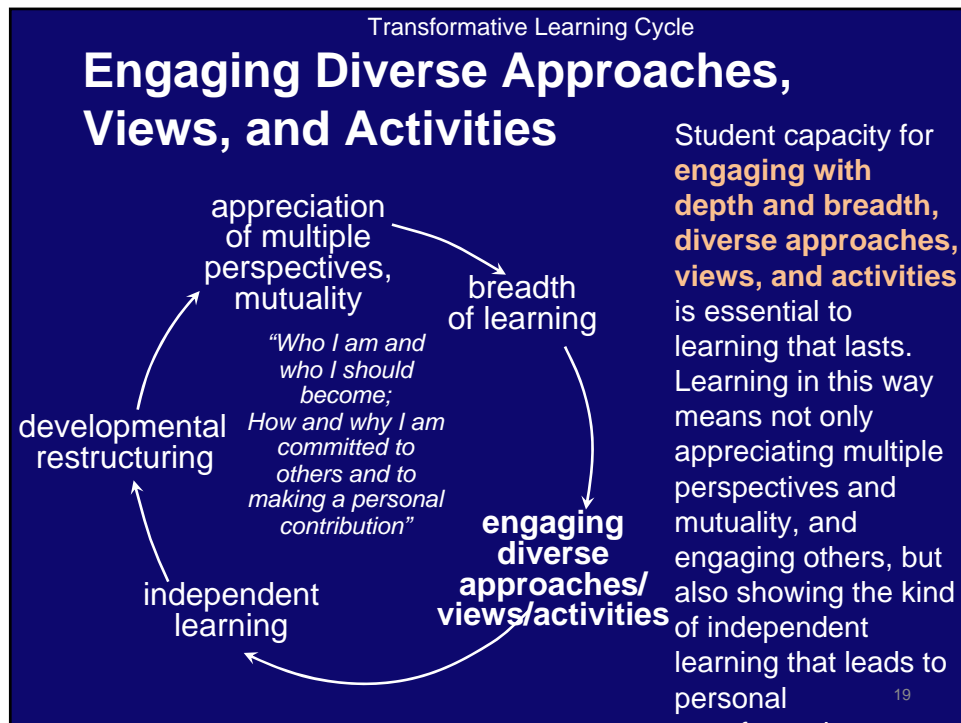




**Please Read
“Program Coordinator”
Michelle
OR
“Manager”: Jennifer**

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Taking Personal and Social Responsibility is learned when:

- Faculty and student affairs personnel assist students to connect their feedback with a student's self assessment of his or her own **performance**.
- Faculty and student affairs personnel assist students to engage in and reflect on diverse approaches, views, and activities to stimulate **development**.
- Students develop commitment with integrity when educators take responsibility for providing opportunities for students to integrate their own value frameworks with those of the liberal arts, professions, and education in actual performances.

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