

Education as Development: Implications for Curriculum, Cost-Benefit Analyses, and Assessment

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Liberal Education

Why the Business Model does not work

Business Model

- Product
- Consumer
- Producer
- Financing
- Marketing
- Pricing
- Liberally Educated Students
- Students (Parents?)
- Faculty-Academic Deans
- Advancement VP
- Public Affairs Office
- Financial Affairs VP

Liberal Education as Product

NOT

- Future Human Capacity: Potential vs. Product
- Individuality: Differences are Critical
- Developmental Transformation: Process

Future Human Capacity

- A liberally educated person is not a finished product-
 - This education is a continuous process
 - Liberal education is a capacity for thinking and acting that includes creating what does not yet exist and being able to respond to what has not yet happened

Individuality

- Not a uniform result
- Students have different capacities and start at different points of development
- The “end product” is not going to be the same in each case, and the process of development is going to differ from person to person– In fact, differences are INCREASED by the process

Developmental Transformation

- Do not know the final form of the “product”
- The process of education includes the slow growth of capacities
 - Knowledge and cognitive skill
 - Self-directed decision-making
 - Commitment to effective, altruistic action
- Growth occurs over a long period of time
- The “end result” is not known at the point where formal education traditionally ends



Education as Development

- Process of gradual growth in capacity that is age-related and sequenced
- Effects of development are delayed and unpredictable
- Financing is an investment in the future

Implications: Curriculum

- Developmentally appropriate sequence
 - Begin with other-directed learning and move towards self-direction
 - Freshman programs; middle level experiences; Senior Experiences
- Increased emphasis on post-graduate programs and community engaged learning

Implications: Cost-Benefit Analysis

- Investment in future as cost-benefit analysis
- Perhaps lowering costs by shortening time of residential experience

Implications: Assessment

- Needs to measure capacity, not “learning outcomes”
- Needs to be delayed in its orientation