Active Learning and Student Motivation	Learner-Centered – Partnership vs. Authority	Motivational Theories

2. APA Citation:

- Brown, Paul. Roompact: Developing a Co-Curricular Learning Model: A Compendium of Blog Posts on Residential Curriculum and Curricular Approaches. 2ndEdition, PRC, Chicago.

3. Goal of the chapter or book
- Roompact is a residential life and technology company that created this book as a place to discuss the history of the curricular approach and the components of creating a curricular approach on campus through developing an educational priority, learning goals and outcomes, rubrics and sequencing learning, facilitation guides, and assessing the learning of outcomes.

4. Main ideas
- 10 essential elements of a curricular approach (8-31)
- The 11'th missing element is customized student learning. If the curricular approach moves beyond the "one size fits all" approach to programming, learning must be open and on the student's level. (32)
  - Technology
  - Teacher-centric (33)
    - Place the teacher at the center of the learning process, "Sage on the Stage" Mentality. Teacher possesses knowledge and provides it to students
  - Peer-to-peer models of education
    - Experiential education utilizes peer interaction, discussion and activities to make learning more tangible and hands on. Teacher and student lines are blurred as everyone is viewed as possessing and contributing to the group's construction of knowledge (33).
  - Moving away from strict 15-week classes, monolithic degree requirements, and classroom constraints
- Developing an educational priority → based in the mission, context and values of the institution, should be a broad statement about what your division or department aims to teach.
- Educational priorities are about students: statements about what students will and should learn as a direct result from participating in an opportunity
- Developing a "cascade" or "waterfall" that maps back to educational priority.
  - Educational Priority → Learning Goals → Narrative → Learning Outcomes → Learning Strategies → Facilitation Guides → Assessment
  - Nested Structure (50)
  - From Broad to Specific. By the time you get to learning Outcomes there should be some sort of measurable item to assess (50)
  - Rubrics to measure learning, sequenced learning over time (54)

5. Other sources I would like to look at:
Lichterman, H.L. (2016). Organizational Perspective on implementing the residential curriculum approach: an ethnographic case study. (Doctoral Dissertation). Retrieved from http://scholarcommons.sc.edu/etd/3817