

Learning Objectives and Outcomes	New Definition of Learning	Student as center of learning experience
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## 2. APA Citation:

Keeling, R. P. (ed.). (2006). *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*. Washington, D.C.: ACPA, The Association of College and University Housing Officers International, Association of College Unions International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.

## 3. Goal of the chapter or book

Learning reconsidered 2 provides a blueprint for incorporating student affairs work into the holistic learning of the student. "...the integration of learning must embrace out-of-classroom experiences as well as all aspects of the formal academic curriculum" (Learning Reconsidered, 1).

## 4. Main ideas

- Our current model of learning is accurate and incomplete. Focuses on a positivist model that looks at learning as objectively and does not take into consideration the learner, their experiences, background, culture, views, beliefs, etc. We need a constructivist focus that also addresses the issues of constructing meaning and the role that the learner plays in the entire process (LR, 3-4).
- Learning is a flowing process that requires learners to analyze, acquire and place information into pre-existing conditions (LR, 5).
- Impossible to separate learning/development (LR, 5), and transformative learning requires the learning as a whole being (LR, 6).
- Institutions are learning environments and should use the entire academic environment (including the co-curricular environment) as a learning experience and therefore should map out how that learning is important through the use of learning goals and outcomes (LR, 6).
- Mapping the framework is crucial for connecting all learning environments where learning occurs with learning opportunities (LR, 11).
- Need for Accountability and Accreditation has led to assessment to ensure that the students are learning outside the classroom (LR, 17-18).
- Clearly defined outcomes that are assessable are necessary to provide that accountability (LR, 19).
- The importance of linking student outcomes with strategic planning endeavors of the department and institution (LR, 55).
- Utilizing a new method for professional development of student affairs professionals. (LR, 59).
- Creating a culture of collaboration and moving outside of "siloed learning" (LR, 72).
- "Learning Reconsidered is an introduction to new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education – a holistic process of learning that places the student as the center of the learning experience" (LR, 73).

## 5. Other sources I would like to look at:

Jernstadt, G. (2005). *Learning, teaching and the brain*. Hanover, NH: Dartmouth College.

Blooms Taxonomy.

Marcia Baxter Magolda's principles of self-authorship.

Kolb's learning cycle.