

**First in 2009 Coordinating Council
Student Ambassador Team
*Engaged Learning Model***

Styles of Learning:

- **Empowered** - learning that allows students to take an active role in their education
- **Informed** - learning that draws upon and relates to all aspects of social and academic life
- **Responsible** - learning where students take an active and purposeful role in furthering their education

Learning Style	What we have...	What we could have...	Actions Steps
Empowered	Some faculty members who give of themselves beyond the call of duty	All faculty members who give of themselves beyond the call of duty	
	Faculty who share knowledge with their students	Faculty and students who share knowledge with each other	
	Opportunities for self-directed learning (i.e. Summer Scholars, Honors Thesis, Independent Study, etc...)	An environment where all students can take advantage of self-directed learning opportunities	
	Select use of discussion and seminar formats in classes	Regular and broad use of discussions in class	
	Some faculty members are resigned to passive teaching methods because students accept it	All faculty members who “notch it up” to expect more of students academically so their students respond	
	Courses that start slowly with explanation of the syllabus and other class business procedures	Courses that begin with active learning instruction and professor expectations that result in student involvement	
	Students who pursue a “check-list” education focused mainly on completing the requirements toward graduation	Students who pursue a “passion-list” education that allows them to explore their academic options	
	Some students who meet the challenge to do their best intellectual work	All students who meet the challenge and contribute their highest level of work	

Informed	Professors who place their priorities on conveying large <i>quantities</i> of content information	Professors and students who place increasing priority on high <i>quality</i> learning and the use of the knowledge they acquire	
	Overlaps in prerequisite information in some courses that results in student boredom and disengagement	Classes that immediately build on previously acquired knowledge	
	Students who feel that college life is “under the bubble”	Students who recognize that college is full of real world experiences that need to be interpreted and analyzed	
	Unequal distribution of student involvement	Equal distribution of student involvement where all students are engaged in the co-curricular process	
	Students who do not have a concept of the progression of their learning	Students who know they will progress by expanding horizons, exploring leadership, and launching service into their learning	
	Students who work to obtain a desired grade	Students who work towards mastery of course content beyond their graded achievement	
	Students and faculty who receive limited feedback on their course performances	Students and faculty who receive constructive written and verbal feedback about their weaknesses and strengths	

Responsible	Select opportunities for applications of classroom learning (e.g., Over the Rhine, Laws Hall, Urban Leadership Experience)	Opportunities for active application of what is learned in all academic areas	
	Students whose curricular experiences are the only part of learning that is purposeful and planned	Students who are consistently purposeful with learning; in and out of the classroom	

	Select students who take advantage of research opportunities, study abroad, internships, etc.	Undergraduate students who actively seek out and engage in these extra curricular opportunities to enhance their academic experience	
	Students who perceive that it is the responsibility of the faculty to stimulate their learning and its application to practice	Students who take responsibility for their participation in learning and its translation to practice	
	Students who seldom acknowledge the contributions of their professors who go the extra mile in fostering deeper learning	Students who acknowledge the extra efforts of their professors	
	Constant and intense coursework that has left students burned out because balance, reflection, and engagement have been lost	Course calendars that have “active rest” periods that allow students to fully engage in all forms of learning	

* “Type of Learning” reflects the 2002 *Greater Expectations* Report, AAC&U

** “What we have” and “What could be” is from the Appreciative Inquiry model