



## Slide 2

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**LP2** Share with you some of my own personal journey over the past year that has led me to really examine my role as a teacher but also to think about the power that I, and all of us, have, to try to honor Palmer and Zajonc's call to transform the academy.

Speak mostly as a faculty member, because that is what I know, but I want also to make what I say relevant to the many educators, across campus, in student life, the library, and academic resource centers. IN my capacity as director of our teaching center....

Lisa Perfetti, 3/13/2011

## Slide 3

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**LP1** Lisa Perfetti, 3/17/2011

**Palmer and Zajonc ask:**

“How can higher education become a more multidimensional enterprise, one that draws on the full range of human capacities for knowing, teaching, and learning; that bridges the gaps between the disciplines; that forges stronger links between knowing the world and living creatively in it, in solitude and community?” (p. 2)

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**Countering the crippling myth of “objectivist” education:**

“When we honor the hidden aquifer that feeds human knowing, we are more likely to develop a capacity for awe, wonder, and humility that deepens rather than diminishes our knowledge” (22).

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**Four “relational” principles behind an education for integrative learning**

- 1) ontological reality
- 2) epistemological necessity
- 3) pedagogical asset
- 4) ethical corrective

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**1) Ontological reality**

- We now see our reality as made up of networks, relationships, vs. an “atomistic” view of the world
- Our organization of knowledge should mirror this new understanding of reality.

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**2) An epistemological necessity**

- We should get “intimate” with what we study, rather than keep it at a distance.
- Like McClintock, who won a Nobel Prize because she could “empathize” with maize: she had “a feeling for the organism.”
- Aldo Leopold’s eloquent essay, “Thinking Like a Mountain”

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**3) A Pedagogical Asset**

- Relationships between students and between the students and the teacher are key.
- Deep learning goes beyond facts; it involves grappling with different viewpoints and taking risks.
- “Learning spaces need to be **hospitable** spaces not merely because kindness is a good idea but because real education requires rigor” (29).

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**4) An Ethical Corrective**

- Restoring the subjective dimension of learning brings back an investment in developing an ethical framework.
- Caring about poverty, homelessness, or other issues that should call up in us a moral response.
- Aldo Leopold “We grieve only for what we know.”

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**Integrative Learning on Your Campus**

- Introduce yourself to members at your table:
  - 1) What is your current role as an educator and what key experiences, influences, or aspirations brought you to be where you are today?
  - 2) To what extent would you say your institution “draws on the full range of human capacities for knowing, teaching, and learning; that bridges the gaps between the disciplines; that forges stronger links between knowing the world and living creatively in it?” In what way is your institution trying to achieve this vision of integrative learning?

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**One Challenge: Preparation of the Professoriate**

- “My job is to teach critical thinking. I don’t deal with student emotions because that’s the job of counselors.”
- The first day of class should send the message: “This class is serious: be prepared for hard work.”
- “Teaching ethics shouldn’t be the job of the college. That’s the proper responsibility of parents.”
- “Students should realize it isn’t always about them. They need to develop some curiosity about things that might not have a direct effect on them.”

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**Slide 12**

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**LP7** Lisa Perfetti, 3/17/2011

## What we know about the biology of learning

Zull, *The Art of the Changing the Brain*

Ambrose et al., (2010) *How Learning Works: 7 Research-Based Principles for Smart Teaching*

- Prior knowledge is key for developing new knowledge
- Motivation is important
- Fear and stress impede learning
- Integration is not automatic: it requires reflection

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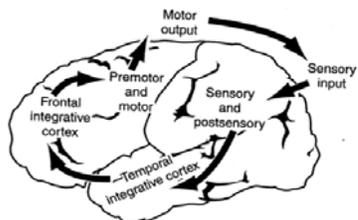
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## Information processing in the brain



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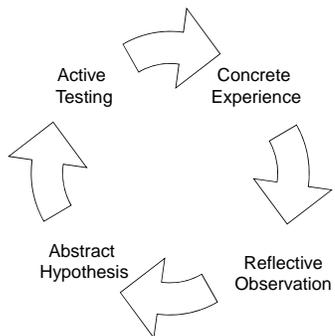
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## Kolb's Learning Cycle



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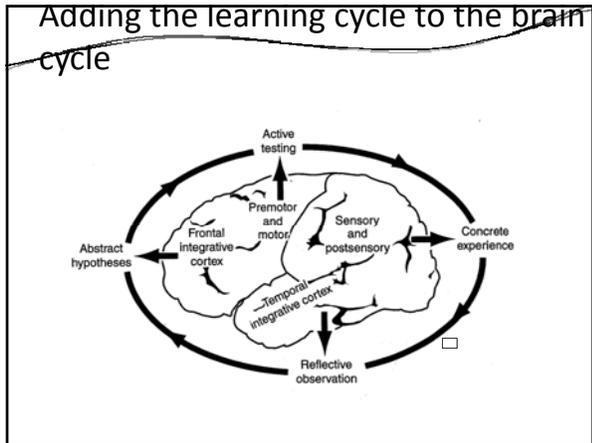
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### Returning to the Big Questions in my first year seminar

- Course engagement instead of participation
- Get concrete before you get abstract
- Embrace the making of errors
- Allow for the personal: connect it to the theoretical

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### Student comments that inspired me:

*As we switched from lecture to small group work to individual work, I found myself wanting to interact with my peers and my teacher to learn more.*

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*By discussing these topics and looking at these resources, I am able to connect what we read and write about to real life. It makes our work seem more significant. There were moments in class when I was really touched by what we were discussing, such as the white-nose syndrome that has killed a large portion of the bats in my area.*

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LP4  
*The trip to the community garden was when the class was reading *Second Nature*, which is a book about gardening. My family grows flowers at my house, but helping plants vegetable seeds and knowing they will grow into food was just a powerful thing. LP3 made me better understand Pollan's love of gardening. Gardening is like another form of creation.*

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*But more importantly, this class has increased my desire to learn more and be active in my community and my country. I was challenged with questions that made me uncomfortable and made me realize that I can do something instead of nothing.*

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## Slide 20

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**LP3** Lisa Perfetti, 3/13/2011

**LP4** I share these comments not to show off and convince you what a great teacher I am. In fact, I thought it was interesting that despite these touching comments, the student rating of the course was no higher than when I taught it for the first time without this consciousness. Either I didn't do it enough, or the emphasis of the course, still on writing, was still something that they weren't convinced that they had made enough progress on. My real point is in showing how these comments can inspire us to want to do better and to make sure we are always trying to get students to have feelings like this.

Lisa Perfetti, 3/13/2011

## Transformative Conversations



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## A transformative conversation...

- Comes as much from process as from content
- Has a diverse group of conversation partners
- Uses “inquiry as a way of being”—founded on honest and open questions
- Cultivates the possible
- Moves from stories to ideas

(from Heart of Higher Education, chapter 6)

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## Bringing our “hearts” to institutional change:

“higher education...needs to have people who are so devoted to the educational enterprise that they have a lover’s quarrel with the institution whenever they see it fall short of that potential...” (21).

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## Stories about students

- Think of an exchange you have had with a student that led you to feel your institution had in some way failed to deliver on the student's desire for a meaningful education. What could your institution be doing better to help such students engage in big questions that matter to students—and to you?
- Now imagine a transformative conversation that could take place on your campus. Who could be invited? What "honest and open" questions could be asked to generate a conversation in the spirit of inquiry?

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