"Applying Chickering's Seven Learning Principles in our Mason Digital World"

Or,

"If I only knew then what I know now"

Steve Brown, Assistant Professor
Dept. of Health Administration and Policy
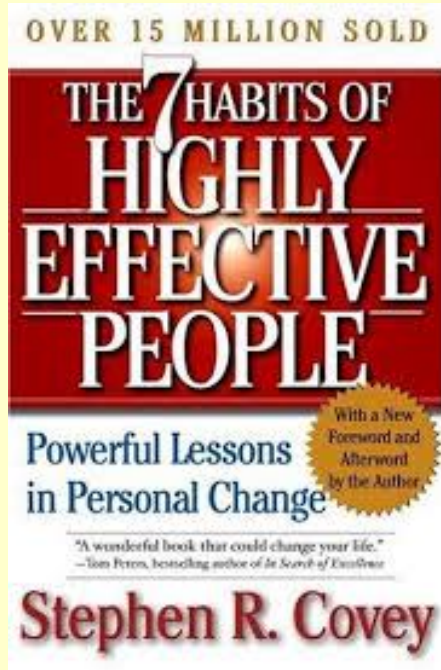
INNOVATIONS in Teaching & Learning

9th Annual Theme: "Learning in a Digital World"
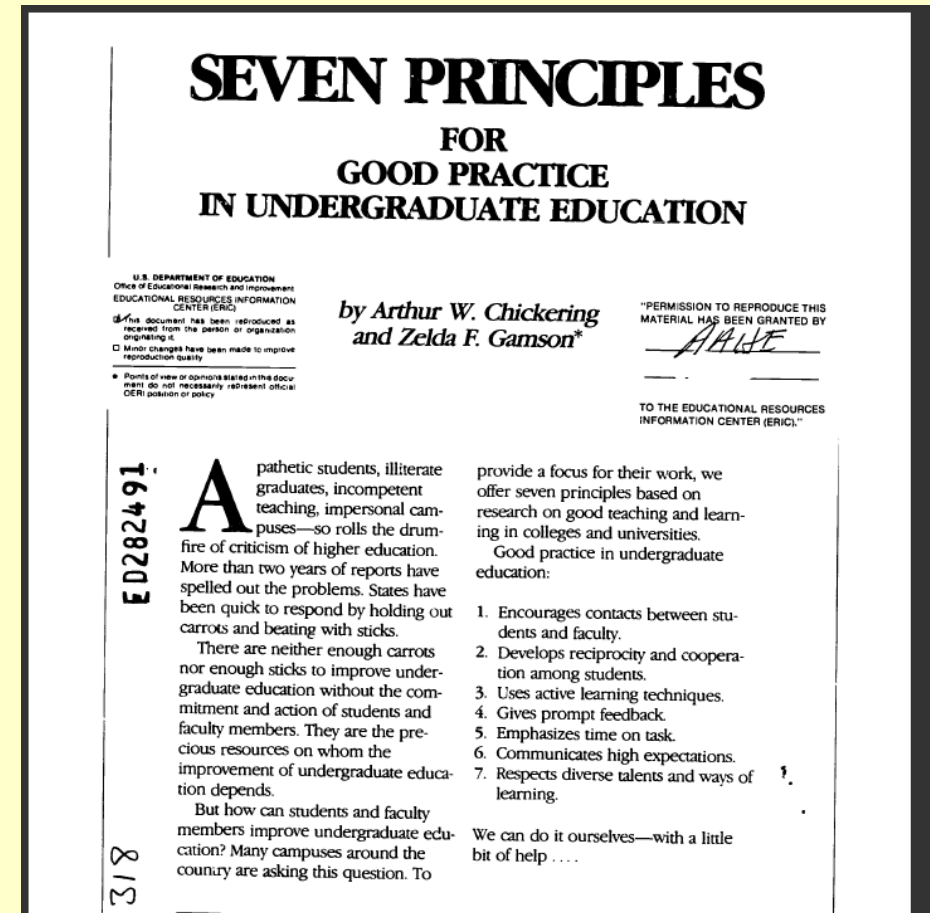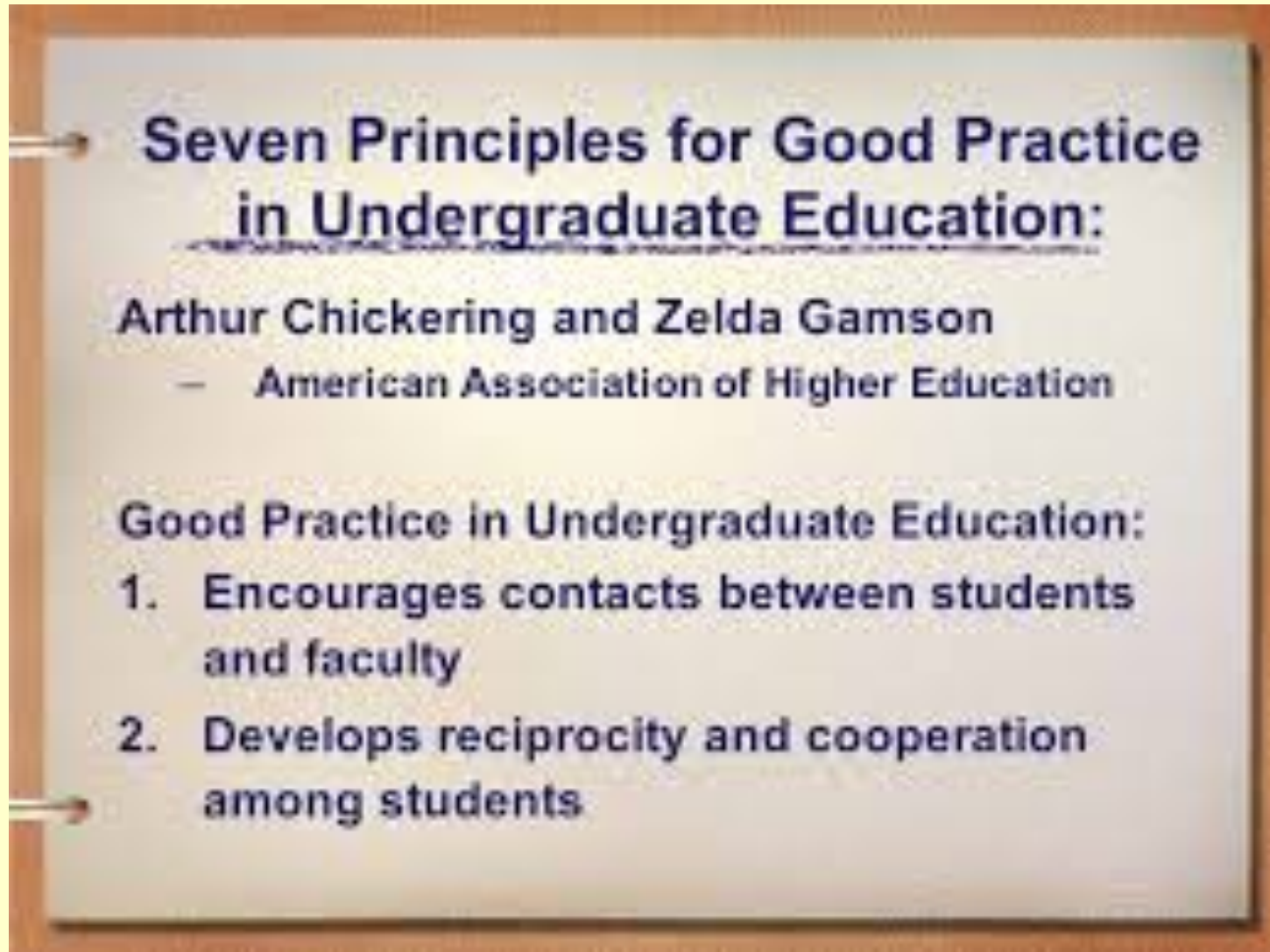
"7"?

The Magic of Seven (7):

Seven hills of Rome

OVER 15 MILLION SOLD
THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE
Powerful Lessons in Personal Change
With a New Foreword and Afterword by the Author
"A wonderful book that could change your life."
—Tom Peters, bestselling author of *In Search of Excellence*
Stephen R. Covey

Seven Deadly Sins
by Bibleinfo.com
Lust Gluttony Greed Sloth Wrath Envy Pride

2012 SEVEN SISTERS Championship
TRADITION CONTINUES...

SEVEN BRIDES FOR SEVEN BROTHERS
JANE POWELL HOWARD KEEL

BARNARD
SMITH COLLEGE
RADCLIFFE INSTITUTE FOR ADVANCED STUDY HARVARD UNIVERSITY
VASSAR
WELLESLEY W
MOUNT HOLYOKE
BRYN MAWR COLLEGE

Another "7"?

Another "Seven"

Seven Principles for Good Practice in Undergraduate Education:

Arthur Chickering and Zelda Gamson

— American Association of Higher Education

Good Practice in Undergraduate Education:

1. Encourages contacts between students and faculty
2. Develops reciprocity and cooperation among students

SEVEN PRINCIPLES
FOR
GOOD PRACTICE
IN UNDERGRADUATE EDUCATION

by Arthur W. Chickering and Zelda F. Gamson*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
AAHE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A pathetic students, illiterate graduates, incompetent teaching, impersonal campuses—so rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:

1. Encourages contacts between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Uses active learning techniques.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

We can do it ourselves—with a little bit of help . . . .

ED282491
3/8

AAHE Bulletin/March 1987

So who is Arthur?

Arthur W. Chickering

Professor Emeritus of Education

Mason faculty member 1986 -- 1996

What did he write?

SEVEN PRINCIPLES
FOR
GOOD PRACTICE
IN UNDERGRADUATE EDUCATION

*by Arthur W. Chickering
and Zelda F. Gamson**

ED282491
318

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AAHE Bulletin/March 1987

Implementing the Seven Principles:
Technology as Lever
By Arthur W. Chickering and Stephen C. Ehrmann

From the October 1996 AAHE Bulletin.

In March 1987, the *AAHE Bulletin* first published "Seven Principles for Good Practice in Undergraduate Education." With support from Lilly Endowment, that document was followed by a Seven Principles Faculty Inventory and an Institutional Inventory (Johnson Foundation, 1989) and by a Student Inventory (1990). The Principles, created by Art Chickering and Zelda Gamson with help from higher education colleagues, AAHE, and the Education Commission of the States, with support from the Johnson Foundation, distilled findings from decades of research on the undergraduate experience.

Several hundred thousand copies of the Principles and Inventories have been distributed on two- and four-year campuses in the United States and Canada. (Copies are available at cost from the Seven Principles Resource Center, Winona State University, PO Box 5838, Winona, MN 55987-5838; ph 507/457-5020.) — Eds.

Since the Seven Principles of Good Practice were created in 1987, new communication and information technologies have become major resources for teaching and learning in higher

AAHE Bulletin/October 1996

Can you summarize?

American Association of Higher Education (AAHE)   https://www.aahea.org/index.php/aahea-bulletin

Applying the Seven Principles for Good Practice to the Online Classroom

Oliver Dreon PhD

Almost 25 years have passed since Chickering and Gamson offered seven principles for good instructional practices in undergraduate education. While the state of undergraduate education has evolved to some degree over that time, I think the seven principles still have a place in today's collegiate classroom. Originally written to communicate best practices for face-to-face instruction, the principles translate well to the online classroom and can help to provide guidance for those of us designing courses to be taught online.

1. Encourage contact between students and faculty. Students need to know how to contact their online instructors and should be encouraged to communicate with us when needed. In my online courses, I identify multiple means of contacting me (email, Skype, Twitter, etc) and clearly post times when I'll be available to chat during online office hours. While few students utilize the online office hours I provide, offering this time communicates to students that I am available if they need assistance and that I value this interaction.

Do you agree that they apply today? Let's keep score for each: No = 0 Somewhat = ½ Yes = 1

1. Encourages Contacts Between Students and Faculty

"Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement".

Use Bb -- Go Mobile

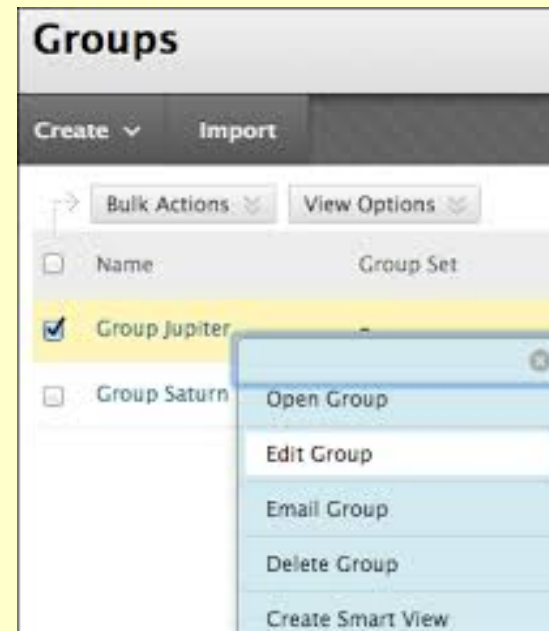**Blackboard "Thumbnails" aka "Avatars" and Class Introductions**

2. *Develops Reciprocity and Cooperation Among Students*

"Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated".

3. *Uses Active Learning Techniques*

"Learning is not a spectator sport. Students do not learn much by just sitting in classes listening to teachers . . . They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives".

Discussion Board

Reflective Writings

And there are some Videos in the "Places for the Lifelong Learner" activities

lynda.gmu.edu
lynda.com You can learn it.

Contribution Margin per Person
($250 per person – $40 per person)

$18,000

$210

Product costing
13m 49s

Break even
6m 28s

Excel Magic Trick 744: Break Even Analysis

lynda.com

Overview   Transcript

GEORGE MASON UNIVERSITY | Department of Health Administration and Policy
College of Health and Human Services

Foundations and Skills for Lifelong Learning

	Exemplary 4	Very Good 3	Good 2	Baseline 1
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside	Reviews prior learning (past experiences inside and outside	Reviews prior learning (past experiences inside and outside	Reviews prior learning (past experiences inside and outside of the

4. *Gives Prompt Feedback*

"No feedback can occur without assessment. But assessment without timely feedback contributes little to learning".

Assignments

Build Content ▾	Assessments ▾	Tools ▾	Partner Content ▾

Making Changes to an Existing Spreadsheet

Enabled: Statistics Tracking
Attached Files: 📄 HAP309F17-SkillBuilding-2ExcelExercise1v1.0.xlsx ▾ (15.605 KB)
📄 HAP309F17-SKILLBUILDING-2SpreadsheetExercisev1.pdf ▾ (128.475 KB)

This assignment from Module 2 will be to modify a spreadsheet that has already been prepared. It has been cross listed here and in the Skill Building

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Accounting Coach® | Search Our Site

Accounting Topics	Test Yourself	Questions & Answers	Bookkeeping Training	Visual Learning	Dictionary of Terms	Business Forms

Quizzes   Exams   Flashcards   Crossword Puzzles   Word Scrambles   Word Searches

Accounting Principles
(Quiz)

More ways to study this topic: Quiz ▾

ℹ️ For multiple-choice and true/false questions, simply press or click on what you think is the correct answer. For fill-in-the-blank questions press or click on the blank space provided.

If you have difficulty answering the following questions, learn more about this topic by reading our Accounting Principles (Explanation).

1. The personal assets of the owner of a company will **not** appear on the company's balance sheet because of which principle/guideline?

   Cost   Economic Entity   Monetary Unit

2. Which principle/guideline requires a company's balance sheet to report its land at the amount the company paid to acquire the land, even if the land could be sold today at a significantly higher amount?

   Cost   Economic Entity   Monetary Unit

Electronic Feedback on their submitted work
(voice or text)

This is not worded clearly to get full credit for the problem.

Here's how I would say it.

This problem is challenges you to think about the contribution margin involved in the procedure performed and to think through the financial impact you will have if the business is accepted. Joe, the manager, can reason from the information given that half of his costs are variable and half are fixed. At the level he is operating now, since his total costs are $50 per procedure, he can estimate that about half of that, or $25, are his variable costs per procedure. He will see that cost for every procedure that he does. The remaining costs are fixed and thus will not change if he brings on the new business. With this information he should reason that the new insured patients will pay $40 per procedure. Subtracting the $25, in variable costs he will have a contribution margin of $15 per patient. Since that is positive and will increase his profits, he should not be worried about losing money, as long as he can accommodate the new business without adding any more fixed costs.

On-line immediate graded practice quizzes

5.   Emphasizes time on task

"Time plus energy equals learning"

YOU REAP WHAT YOU SOW

Have the conversation --

How much time is expected?

6. *Communicates high expectations*

"Expect more and you will get more. High expectations are important for everyone—"

Show them what excellence looks like.

7. Respects diverse talents and ways of learning

"There are many roads to learning. People bring different talents and styles of learning to college".

Discussion Board

Learn. Grow. **Do.**

Actual Student Bb Post:

Lynda.com contains an endless list of topics for anyone to learn more about. Each person that talks to you in the video is well-educated on the topic and knows what they are talking about. I plan to tell my fellow peers about this useful website and tell them to also spread the word about it. I hope to use this service in my future endeavors and graduate school as well.

Here is a video tutorial from Jim and Kay Stice at Lynda.gmu.edu

lynda.com
You can learn it.

lynda.gmu.edu

Accounting Tutorials

Finance for Non-Financial Managers with Jim Stice and Kay Stice

+ Playlist ▾   ⬆ Share   ☰ View Offline NEW   Take a tour

▾ **1. Understanding Finance and Accounting**		10m 42s
🔖 The purpose of finance		4m 11s
🔖 Entrepreneurs, investors, and facilitators		2m 58s
🔖 What is accounting?	👁	3m 33s
▾ **2. Most Common Financial Reports**		14m 36s
🔖 Overview of the financial statements	👁	1m 42s
🔖 Balance sheets	👁	6m 13s
🔖 Income statements		2m 57s
🔖 Statement of cash flows		3m 44s

Jim Stice
Business Professor and Author

lynda.com

Learn. Grow. **Do.**
lynda.gmu.edu

How did we score?

Do you agree that the "7 Principles" apply today?

For each principle, score: No = 0   Somewhat = ½   Yes = 1

Minimum score is 0.   Maximum is a 7.

Is there one takeaway that you can start using in your class?

Thanks for your time and attention

Questions? Comments?