

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

Proposed Core Objectives*

UEAC 4.16.10

Critical thinking skills

- ▶ to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication skills

- ▶ to include effective written, oral, and visual communication

Empirical and Quantitative Skills

- ▶ to include applications of scientific and mathematical concepts

Teamwork

- ▶ to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Social responsibility

- ▶ to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities

Personal Responsibility

- ▶ to include the ability to connect choices, actions and consequences to ethical decision-making

* UEAC core curriculum revision recommendations are not official until approved by the Coordinating Board. Current core curriculum standards apply.

[REDACTED]

10/7/09

Harvard Business Review Case 1 Analysis

CareGroup

Introduction & Case Background:

CareGroup is a group of health-care professionals that provides a vast amount of health services to the Eastern Massachusetts area encompassing community hospitals, academic and community health centers, and physician offices. CareGroup was formed on October 1, 1996 as a result of a three-way merger between: the Beth Israel Hospital, the Deaconess Hospital, and the Mount Auburn Hospital. At one point CareGroup was made up of five total medical centers, but after a couple other mergers it was back to three main ones with over 13,000 employees and 2,000 medical staff. On November 1, 1998 John Halamka was named the CIO of CareGroup during an ongoing \$41 million project dealing with the "Y2K" problem. After taking over the IT organization Halamka realized that each of the hospitals and medical centers were running their own, unique, legacy systems that each medical center had used for years. By 2002, John Halamka was able to have all of the medical centers running on a common system that had Meditech software featuring e-mail, networking, PC's, web enabled applications, and information systems. CareGroup was able to store and utilize all of their data over their network, servers, and systems since they now had the most advanced data center in the health care industry.

Problem Identification:

In the summer of 2002, Cisco performed an analysis of the CareGroup overall network and their results showed that nothing seemed to be wrong. However, on November 13, 2002, CareGroup's network collapsed unexpectedly and thus was deemed to be "out of spec" because they had not been updating their network with the newest technologies and they did not utilize efficient topologies with their network designs.

Important Factors & Analysis(SWOT Analysis):

Strengths

CareGroup was able to demonstrate several strengths with this catastrophic situation. First off they had already developed the most sophisticated network, e-mail system, voice/wireless system, data center, and web infrastructure in health care. This enabled CareGroup to store all data and records in their systems while diminishing their staff. But they lacked the foresight to continue to innovate the systems and provide a proper backup plan for the systems and network.

CareGroup showed great flexibility when the network went down by being able to develop protocols on how the medical centers would continue to run. CareGroup was able to show great

awareness and teamwork by going to an all paper based documentation system, establishing the command centers, and developing a system of "runners" to retrieve and deliver supplies, rather than just being closed down until they got the network back running. This opened CareGroup's eyes and showed that they should implement a more solid backup plan for future issues.

Weaknesses

CareGroup employed very poor network topology infrastructure with the utilization of so many network segments. Rather than revamping the entire network CareGroup tried to get by with combining the networks of several medical facilities together by using multiple bridges, switches, and routers. Not implementing a strategic design of newer routers to replace the old bridges and switches led to the eventual downfall of the network and caused it to become "out of spec."

Opportunities

As a result of this problem CareGroup developed a new perspective on how valuable their network and information systems are to them as a medical center. This eye-opening experience should convince CareGroup to take care of this investment and continue to update it with the top notch technology it should have. With Cisco supporting the network now CareGroup should be able to turn the network and systems into valuable assets and core competencies as they continue to develop.

Threats

CareGroup should not rely so much on component redundancy because they were basically running an all or nothing system; either it was all up and running or when it went down none of it was running. Being a medical center they have backup generators for when the power goes out so they should implement a different method that would allow for critical and emergency systems to continue to operate in case of another disaster. You do not want to make a mistake with someone's life because you do not have access to their information in your systems.

Alternative Strategies:

Hire an outside company, like Cisco, to configure and implement something as vital as your network; especially if you are running a medical center that has people's health and lives at stake in some instances. This would benefit everyone involved in the situation because CareGroup would be gaining top of the line systems and a network that would allow them to become more efficient and innovative. However, a system as advanced and large as what CareGroup developed would cost much, much more than what they paid to develop it in-house.

Additionally, CareGroup could reconfigure the core network themselves and save a lot of money by not having to pay Cisco. If CareGroup would have been more progressive in the beginning and implemented more redundancy within the network along with the most up to date hardware then they may not have had this network failure.

Recommendation:

CareGroup did a lot of things right but made a couple of mistakes that were pretty costly. They did the right thing by developing the systems in-house, but they should have hired an outside company to revamp their network infrastructure. Or at the least they should have had a company assess their network infrastructure before they went live with everything. "In one night, they did a month of work" (John Halamka). This shows the expertise that Cisco had in this matter. Also, CareGroup should have had a more extensive backup plan ready to go in case of emergencies because CareGroup just let Cisco run their "CAP Process." Having emergency networks and systems in place to keep the medical centers still functioning is essential for CareGroup if they want to continue to be successful and ensure safety.

Works Cited:

McFarlan, Warren F.; Austin, Robert D. 2005. CareGroup. Pages 1-22. Harvard Business School

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

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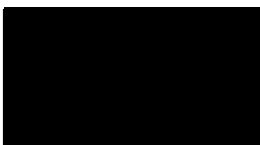
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Issue Paper:
Marijuana Legislation



Issue

The question of whether or not a person has the right to consume whatever substance he or she pleases has been debated for centuries. When our government attempts to control the sale and consumption of a drug by outlawing the drug, is it an overstep by a limited government or simply public protection? There are many drugs that have an illegal status in the United States. The focus of this study will be marijuana. Currently, recreational use of marijuana is illegal in every state of the United States. Medicinal marijuana is legal in Alaska, Arizona, California, Colorado, Hawaii, Maine, Maryland, Michigan, Montana, Nevada, New Mexico, Oregon, Rhode Island, Vermont and Washington. In these states marijuana is prescribed by physicians to relieve pain, most often for cancer patients undergoing chemotherapy.

The issue of legalizing marijuana has gained great publicity with an increase in the number of states placing the issue on ballots. States including Illinois, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, and South Dakota have propositions to legalize medicinal marijuana pending. In November Californians voted on Proposition 19, if passed would have legalized possession of marijuana for personal use without a prescription and enabled the state to collect taxes from subsequent activity. This bill would not preclude federal law. The Proposition failed by a margin of seven percent. The Proposition may have failed but, succeeded in showing the changing public sentiment toward a drug once feared. California is on the forefront of the issue of marijuana. A bill signed in October will make the possession of less than ounce of marijuana only a civil infraction rather than a criminal misdemeanor. The bill takes effect in January of 2011. There are many reasons behind California's progression which will be explained in further detail.

Interest Groups

There are various groups who are affected by the legality of marijuana both in a negative and positive manner. The interest groups of this issue are as general as the American taxpayer, to specific as a people diagnosed with cancer. Advocates for the legalization of marijuana include California Young Democrats, the National Association for the Advancement of Colored People, United Food and Commercial Drug Workers, and the National Organization for the Reform of Marijuana Laws. The NAACP has found evidence that more blacks are arrested for possession of marijuana than whites even though whites smoke at a lower rate. The unions would like to organize the workers of a potential marijuana marketplace. Physicians and patients with chronic pain have a huge influence on the issue as seen in the numerous medicinal usage propositions that have been passed. Marijuana offers an alternative free from side effects customary in pain relievers. Marijuana is also cheaper.

Groups against the legalization of marijuana include Law enforcement, Mothers Against Drunk Driving, Drug Free America Foundation, apartment and rental owners, and competitors such as beer companies and pharmaceutical companies. MADD would prefer to not have another legal substance on the market that could impair drivers. The largest threat to the legalization of marijuana is the competition. Products like beer, tobacco, and pharmaceutical drugs can all be substituted by marijuana. Simple economics shows that substitutes are negatively correlated. If the public buys more of one product they will buy less of another if they are not complimentary products. This is a concern for competitive industries because marijuana is such an easy and inexpensive crop to grow, meaning if legalization would come to fruition marijuana would be dirt cheap.

Institutions

Legislation under consideration in Congress regarding the use of marijuana for medicinal and personal use has not gone far. Congressmen rather jeopardize their re-election over such a controversial issue. Most of the legislation is being considered and passed by states. States will be the institutions that

pressure Congress to pass legislation on the use of marijuana. States like California have great incentives for legalization. The costs of enforcing the laws that make possession illegal are staggering. Legalizing marijuana would not only save state and local government money, but would create the opportunity to make money by placing a tax on the product. California is pushing the legalization of marijuana, not because they are a state of care-free “hippies”, but because the state’s economy is in critical condition and desperately needs a new source of revenue.

Law enforcement is against legalization because the money it would save states, translates to a reduced workforce. These jobs would not be lost, but transferred to a new industry of marijuana cultivation and distribution.

Information

There is a great battle for influence in the marijuana issue. Anti-drug campaigns by the Office for Drug Control Policy stress the dangers of marijuana such as, impaired judgment and short-term memory loss. These side-effects can also be experienced by the consumption of alcohol so, why is one legal and the other not legal? Well alcohol was once outlawed in the 1920s but, was a horrible disaster that resulted in higher crime rates. Alcohol became an underground industry run by mafias and criminals, much like the current underground drug industry. Outlawing a substance does not deter consumption. If consumption has been proven to not be deterred by laws and enforcement, then it is not financial responsible to continue to fund anti-drug policy.

There would be consequences to legalization much like those associated with alcohol. The social costs must be compared to the money saved deemed worth-while. Is an increase in traffic fatalities comparable to millions in revenue? This moral issue has already been determined by the federal government through the legality of alcohol.

Conclusion

The United States is on a steady path to federal legalization with the increase of the number of states passing medicinal usage provisions. Also, incentives are on the rise with the state of the economy leaving state and federal governments desperate for revenue. In the next two years more states will legalize the use of medicinal marijuana and the long-term effect of these changes will be recreational use no longer a crime. There will be positive and negative effects if this were to occur. Dependency could harm society and lead to harder drug usage.

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ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

America's Great Challenge



Texas A&M University



America's Great Challenge

The definition of effective teaching is teaching that brings about an increase in student learning. I want to become an effective teacher, and through my experiences in teaching, formal education, and insight given to me from experienced teachers, I feel I am well on my way. The purpose of this paper is to explain the six elements of effective teaching and how they can bring about increases in student learning. These six elements are: goals, planning, management/discipline, teaching styles, legal liability, and advocacy. I believe a rich understanding of these elements will make me a more effective teacher and aid in my overall teaching career.

I have a set of goals in my own teaching that I feel are important in my philosophy, and can keep me on course during each of the lessons I teach. My goals for physical education are: help students understand the importance of physical education, give students a positive social network, stop the spread of obesity, give students realistic nutritional knowledge, and make America the best it can be.

I believe, first and foremost that students must have a rich understanding of physical activity and the positive effect it can have on their lives. This effect stretches much further than the physiological benefits, but also reaches into a positive social life for my students as well. Physical education can act as a setting where students can find valuable, positive relationships in their lives. When my students begin to understand why physical education is important, I will then be able to do my part in stopping the spread of obesity in this country. Every teacher makes a difference, and while I know I will not be able to change the whole country, I can help the students I come in contact with.

The culmination of these goals will lead to my ultimate goal of making America the best it can be. I love this country and its roots in freedom and personal liberties, and I want my students to understand that they are the next generation of American citizens. In order for them to make the most of the amazing opportunities afforded to them in this country, I feel it is my duty to give them the proper knowledge to help them become physically fit. All of these goals will give me direction in designing a curriculum and keep me focused on why I chose to become a physical educator. I think having these goals will make me a better teacher and bring about an increase in learning among my students, because they will know I am committed to their well being at all times.

It is unrealistic for me to think I will go into a classroom, teach a lesson, and see an increase in student learning without planning. My health teacher, E.B. [REDACTED] [REDACTED] [REDACTED] November 1, 2009) once told me that “a poorly planned lesson generally leaves the teacher more tired than the students”. As a student who is not all that far removed from high school, I have personally seen teachers not plan for a complete lesson and spend the second half of a class period trying to discipline students leaving the teacher exhausted.

In planning an effective physical activity lesson, I believe a teacher first has to consider the situation. This sounds simple, but it is an aspect of teaching that physical educators should spend time on and make careful considerations including maturity level of students, availability of space and equipment, and amount of time to be spent on each activity. Anspaugh and Ezell (2007) place a great importance on the determination of what to teach saying “social mores of the community, student interest, and health needs must be considered” (pg. 29). I believe that determining what to teach will aid my goal of helping students understand the importance of physical education because it takes into account the students’ interests. Knowing the interests of

the students will help me design a physical education curriculum that can show them the importance of activity. This will also help me design engaging lessons for the students that will bring about an increase in learning.

Every great teacher always has solid classroom controls that are consistent and reinforced throughout the school year. In order to be an effective teacher, I believe it is imperative to have classroom management techniques and strategies. For a physical educator, classroom management is an even greater priority because of the size of most public P.E. classes.

Physical educators see a large number of students that they get for a short period of time. Darst and Pangrazi (2009) say that "successful teachers organize students quickly for instruction" (pg. 148). Effective teachers maximize time on task, and for a physical educator, this means time performing activity. Students who spend less time having to organize themselves will spend more time in physical activity. I believe in a system that has the students in a set order they are to sit when they enter the gym. I observed this technique at South Knoll Elementary School and found it effective in managing the students in a 2nd grade P.E. class.

Another goal of mine with physical education is to give students a positive social network. There is an attitude among physically active people that I believe is more conducive to happiness in life than with people who are sedentary. By running a P.E. class with discipline and order, a physical educator can give an example as to how an active, disciplined person may run their lives. I personally used physical activity throughout my life as a way to meet people and find friends, and I believe my network of friends helped me stay away from negative influences while growing up.

Another critical aspect of an effective teacher is their ability to vary teaching styles in order to maximize student learning. In physical education I believe it is important to deliver

content in various forms, because it keeps the material interesting for the students. Teachers who are in complete control of all the instruction generally are in complete control of all the assessment. Teachers in full control often have to work harder to get less learning from their students. I feel it is best for a physical education teacher to act as a facilitator rather than a drill sergeant.

My favorite teaching styles are the practice style (stations) and the inclusion style (students select their entry level). I think the practice style is effective because it gives the students maximum time performing activity. Students simply look at a poster board at each station or watch the demonstration by the teacher and spend the rest of the time in activity. Inclusion style is very effective for students because it lets them select their own level of entry for a task. When students select their own level of entry, they can become more proficient at a skill because they enter at a level they do not have to be embarrassed about. This can lead to an increase in learning, because the students are expected to make improvements based on their personal skill level and this can boost their confidence by giving students the best chance to succeed.

Darst and Pangrazi (2009) argue that a combination of styles is effective, because it reaches more students and by using different styles for different parts of a lesson or unit, it may be possible to provide better learning opportunities for students. One of my goals is to stop the spread of obesity in this country, and if I can reach more students by varying the styles of teaching then I feel that I can make a contribution to this far reaching goal.

The most important legal term a physical educator needs to know is negligence. P. J. [REDACTED] ([REDACTED] October 23, 2009) defined negligence as an unintentional tort that causes injury to a person or property. The majority of Law suits brought on to a physical

educator are negligence cases and the degree of care that the law requires. P.J. [REDACTED] defined The Legal Standard on a negligence case as: "How a reasonable person of ordinary sense, using ordinary care or skill, would react under the same or similar circumstances". To me this means that I need to be aware of any possible causes of injury to my students that can be avoided. Any teacher will say they care about the safety of their students, but it is important that we take the necessary precautions to keep our students safe, and to stave off possible lawsuits.

Prevention is the number one way I will keep students safe in my classes. This is where another effective teaching element comes into play, and this element is planning. I must be mindful of any potential accidents that may occur in every situation I put my students in. When planning lessons, I must take into account all aspects of the class I am teaching, including skill level, age, size of group, and facilities in order to prevent harmful accidents. My main goal in teaching is to increase student learning, and in order for students to learn they must feel as if their teacher is providing them with a safe learning environment.

Another effective element of teaching that I believe may sometimes be overlooked is advocacy. Advocacy in the world of physical education is promoting the cause we stand for. My cause in physical education aligns with my goal to help stop the spread of obesity in this country and make students knowledgeable of the positive effects that accompany physical activity. I think a major responsibility of today's physical educator is to inform his or her community of the positive effects of physical activity. This can be accomplished in a number of ways, but I think advocacy can most effectively be accomplished with the parent teacher relationship. The teacher must convince the parent that what their student is learning in P.E. class is worthwhile to the child's overall well being. This means the physical educator must be a knowledgeable professional, and do the best possible job at making physical activity enjoyable

for the students. If the child goes home every day and complains about their P.E. class to his or her parents, it will make advocacy of physical education very tough.

Corbin (2002) describes the job of the physical educator to “help the public understand that adopting a physically active lifestyle is the key to future fitness and health”. He claims that we must get the parents on the side of physical educators because P.E. class alone is not the answer to the problems we face. Corbin says “we can teach children to be active, but parents must help in this effort by giving their children the opportunity to be active daily”. I need to be aware of the immense challenge this country faces in regard to fitness levels, and do everything in my power to get the parents on my side.

The elements of effective teaching mentioned in this paper will provide me with a strong foundation to take into my teaching career. I know teaching is not easy, but with an understanding of the process involved with effective teaching I will be able to make my personal goals a reality. President John F. Kennedy began to take notice of the trend in America that was leading its people away from physical activity describing Americans as becoming soft. America is the most powerful country in the world in terms of economic and military strength, but when it comes to the overall health of the country in relation to the rest of the world we are not anywhere near the top of the list. Kennedy states that if we do not stress the importance of the American citizen’s physical vigor than “We will be unable to realize the full potential of our nation” (Kennedy pg. 1). I believe physical educators in our country have a great responsibility to this country to develop curriculums and units that help students become active throughout their life span. I believe it is time to change this perception of physical education that portrays it as a blow off class. Health is a student’s true wealth, and getting them to understand that should be important to every physical educator.

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FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

