

"A truly good book teaches me better than to read it. I must soon lay it down, and commence living on its hint. What I began by reading, I must finish by acting."

Henry David Thoreau, American editor and philosopher

How to Use This Book

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What is Process Education?

Have you ever thought much about learning? Not about wanting to learn or what you're learning, but how learning actually happens? Have you ever thought about thinking? Though these might seem to be odd questions, they are at the heart of your role as a student and affect who you are and who you hope to become, throughout the course of your life.

Psychologists have thought a lot about how we think. Educational psychologists have applied much of their work to the process of learning, which has led to the development of many different strategies for encouraging, facilitating, and improving learning.

As a student in college, you are certainly learning, but you are most likely not aware of the theories and practices behind the scenes. You probably assume that your instructors or professors know how to make you learn. Well, this book was written with a different idea in mind.

With this book, you become the master of your learning experience and the person in charge of your own learning. It might help to think of yourself as an "athlete of learning." As a student, you are in training to strengthen and hone your ability to learn. You will have to exercise your learning muscles and practice new learning techniques in order to become a better learning athlete. You're not on your own; you have professors and instructors who act as coaches to facilitate your growth and improvement. This book is a kind of training manual for the athlete of learning. But the bottom line is that just as no one else can exercise for a runner, no one else can do your training for you. It will provide you with the knowledge and tools you need in order to become a top-notch learner.

The underlying ideas covered in this course are based on a successful educational approach called Process Education™. The basis of Process Education is the assumption that every learner, regardless of current ability, can improve his or her ability to learn. This is done through the use and improvement of learning skills. You, as a learner, can improve your learning skills by applying processes, methodologies, and other tools to your learning challenges. Also central to Process Education is the concept of assessment, especially self-assessment, as a way to monitor and improve your performance as a student.

You'll find these core elements of Process Education used throughout this book. The information on the next few pages will provide an overview of how these different pieces fit together, and give you insight into how this book is designed and how you can use it to achieve maximum impact as an athlete of learning.

GLOSSARY

Process Education

learning activity

critical reflection

The Concepts, Processes, and Tools listed on these two pages are fundamental to Process Education and underlie the design and contents of this book.

Learning Skills

Remember when you learned how to ride a bike? Riding a bike is certainly a skill. So is juggling, texting, speaking a foreign language, and dancing the tango.

The skills covered in *Foundations of Learning* are a bit different; they're learning skills. They are the skills used in the process of learning, and which aren't limited to a single situation or context, but apply across many different context. When you improve your learning skills, you increase your ability to learn.

Process educators have classified learning skills in four domains: cognitive (dealing with thinking), social (dealing with people), affective (dealing with emotions), and psychomotor (dealing with motor skills). In Appendix B, more than 200 skills within the cognitive, social, and affective domains are identified. For this course, we will focus on 25 of these:

Learning Skills for <i>Foundations of Learning</i>	
COGNITIVE	<p>Observing—seeing details in an environment/object</p> <p>Recording—writing out information</p> <p>Outlining—identifying primary and secondary groupings</p> <p>Identifying assumptions—examining preconceptions/biases</p> <p>Inquiring—asking key questions</p> <p>Exploring context—seeing the relationship of parts to the environment</p> <p>Interpreting—adding meaning for better understanding</p> <p>Using prior knowledge—integrating unprompted knowledge</p> <p>Transferring—using ideas in a new context</p> <p>Validating—using alternative methods to test results</p> <p>Clarifying expectations—defining proficiency level</p>
SOCIAL	<p>Attending—mindful focusing by a listener</p> <p>Checking perceptions—feeding back implied meaning</p> <p>Defining purpose—specifying outcomes for a message</p> <p>Taking an interest in others—enjoying personal differences</p> <p>Being non-judgmental—responding with an assessment mindset</p>
AFFECTIVE	<p>Observing self—noticing one's actions</p> <p>Listening to self—being conscious of one's point of view</p> <p>Believing in oneself—developing and maintaining self-esteem</p> <p>Collaborating—working together for mutual benefit</p> <p>Being curious—wanting to find out more</p> <p>Managing resources—applying assets and means to important goals</p> <p>Prioritizing—addressing what is most important</p> <p>Persisting—continuing despite difficulties</p> <p>Committing to future—engaging life goals</p>

Processes

A process is a series of actions that add value to a result. Processes are the foundation of the learning you will achieve by using this book. Learning is itself a process. Other examples of processes are: information processing, reading, writing, utilizing technology, and assessment.

Methodologies

Methodologies organize processes and are an invaluable tool for performing complex actions. You can think of a methodology as a recipe. Have you had friends over for dinner and wanted to fix them something special? You may have depended on a recipe to help you make that perfect meal. To get it right, you followed each step very carefully. A dish can be ruined if the eggs are beat too much or if an ingredient is added before beating, rather than after!

In this book, we'll cover eight methodologies which are critical to your success as a student. They are similar to recipes; each lays out a series of steps for you to follow to help you become better at some aspect in the process of learning. We introduce these methodologies in order to provide you with the tools you need to become more adept at performing the associated activities, each of which is especially critical for college students. Here are those methodologies and the chapters in which you will encounter them:

Reading Methodology (Ch. 3)

Learning Process Methodology (Ch. 4)

Problem Solving Methodology (Ch. 5)

Personal Development Methodology (Ch. 7)

Information Processing Methodology (Ch. 8)

Writing Methodology (Ch. 11)

Communication Methodology (Ch. 12)

Assessment Methodology (Ch. 13)

Assessment

Assessment is a process used for improving quality. Sounds simple, doesn't it? But, who performs an assessment and when? And how? Throughout this book, you will learn to perform assessments, using the SII Method of Assessing. This type of assessment has three parts: **Strengths**, **Areas for Improvement**, and **Insights** (SII). You will be encouraged to assess yourself, your own work, and the work of your peers. Your professor or instructor will be using assessment as well. But don't worry; assessment is about *improving* quality, not **judging** it.

Rubrics

Starting with the first chapter, we'll be talking to you about levels of performance and levels of learning. You'll be asked to identify your current level and the level toward which you are moving. How will you be able to make those determinations? Throughout the book, you'll be provided with tools called rubrics. These are tables or charts which describe the characteristics of different levels of performance. We think you'll find them very helpful and informative.

Collaborative Learning

What kind of learner are you? As a child, you probably learned from watching and playing with other children. In a future job, you will most likely work on project teams. As a student you can increase and improve your learning by working with others. You'll notice that many of the activities in the book involve working as part of a team. We have no doubt that you'll find that teamwork skills are beneficial to you not only as a student, but in your professional (and personal) life as well.

Structure of this Book

Our goal for this book is to engage you, as a learner, in the active, exciting, and rewarding process of learning. Learning is not a linear pursuit and being a student involves multiple roles and dimensions. One way to begin to get a handle on this complexity is to view it in terms of the learner, the learning process, and the learning environment. None of these can truly be separated from the others, but it is a useful way to view the contents of this book and course. Most of the chapters deal with how a learner uses and improves the learning process and many of the chapters examine how a learner fits into and can take advantage of the learning environment. We have taken into account that students are also people who exist outside of classrooms and the problems

that students face aren't limited to those assigned as homework. You are a whole person, with dreams, fears, and hopes. What we offer in this book will make you a more successful student, but can also serve you well outside the classroom and beyond your college years.

Chapter 1	Improving Performance
Chapter 2	Strengthening Identity
Chapter 3	Reading Methodology
Chapter 4	Learning to Learn
Chapter 5	Problem Solving Skills
Chapter 6	Context of Performance
Chapter 7	Addressing Personal Obstacles
Chapter 8	Living in the Information Age
Chapter 9	Time Management
Chapter 10	Finding and Using Sources
Chapter 11	Writing in College
Chapter 12	Communication and Teamwork
Chapter 13	Assessment for Self-Improvement
Chapter 14	Continuing the Journey...

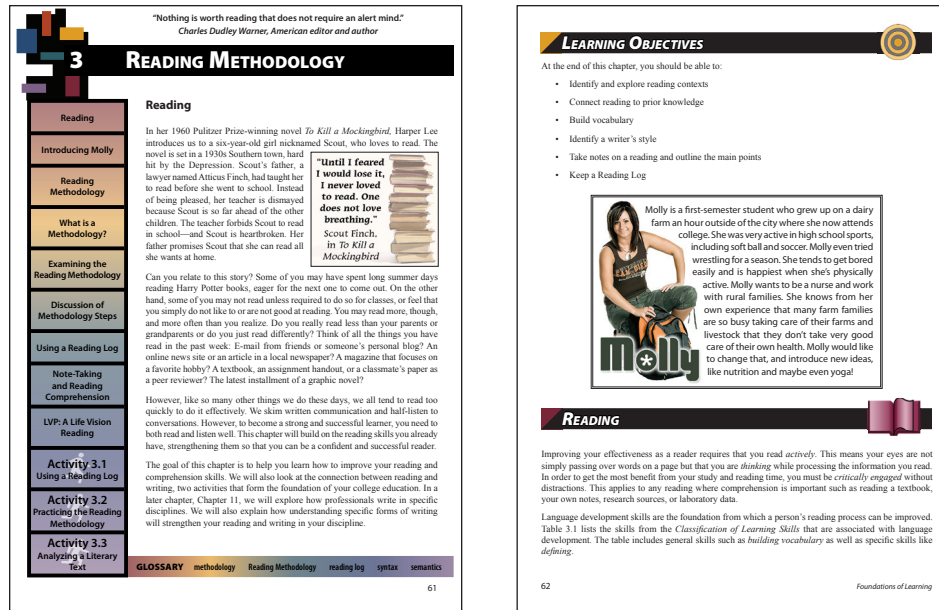
Appendices in *Foundations of Learning* include:

- A Glossary
- B Comprehensive Listing of Learning Skills
- C Index

The scope of this book goes far beyond what is contained between the front and back covers; there are additional course resources available online. The online content has been carefully designed and structured to match the printed book, but also offers additional activities, more information about the model students (each of whom have their own web site), links to online resources, blank forms, etc.

Structure of a Chapter

There are certain pieces that every chapter contains. These chapter components generally appear in the same order, with some minor exceptions. This makes the book easier to use, by keeping a reliable structure in place, even as new content is introduced.



The first two pages of every chapter include the following components:

Chapter Contents

The contents of each chapter are listed in the column on the left-hand side of the first page. They are not comprehensive, but do list the major chapter sections, in order.

Introduction to the Chapter

The text on the first page introduces the ideas that will be covered in that chapter.

Glossary

The words found at the bottom of the first page alert you to new terminology that is used throughout the chapter. The definitions for each of these terms appear in Appendix A.

Student Profile

Learning is sometimes a lonely enterprise and it is often helpful to have examples and models to help you learn. With these thoughts in mind, we've introduced a model student for each chapter. These students are not perfect and have a variety of challenges they're struggling to overcome in their new role as college students. You'll be able to watch and learn from them as they move through the course and work with the content in *Foundations of Learning*. Want to get to know them better? They each have a web page available on the resources web site.


Learning Objectives

Appearing on the second page of every chapter, the learning objectives let you know what you should be able to accomplish or know by the time you have finished working with the contents of that chapter.

Reading

Beginning on page two, this is where the primary information is located in each chapter and really just means "everything between the Learning Objectives and the end-of-chapter Assessment."


CRITICAL REFLECTION



LIFE VISION PORTFOLIO

Coping

Think of a life situation you are currently facing or have recently experienced. Select one aspect of the coping process that you want to deal with the situation. Then select one aspect of the coping process in the space below, share your thoughts about how your strength helps the other skill could be even more helpful.




Connecting a Reading with Your Life Vision

Read the opening paragraph of an article related to your life vision. This is the opening paragraph of an article related to your life vision. This is the opening paragraph of an article related to your life vision. This is the opening paragraph of an article related to your life vision.

WHAT DO YOU THINK?

Review your two educational goals from Chapter 1. Compare them against the list of criteria on the opposite page. Rewrite your goals so that they meet all these criteria. Don't assume you've met the criteria; be sure to actually compare them against the list.




A Second Example of Using the Reading Methodology

Scenario: Molly's Political Science professor has given his students the assignment of reading a daily newspaper, either online or in print. He suggested that students look for an article that relates not only to what they see in the news but also to their daily life. He enjoys beginning each class with a 5-minute news report, and he encourages his students to share their thoughts on the news. She is going to use the Reading Methodology to help her as she

Examining the Reading Methodology

The Reading Methodology is a valuable tool that you can use to improve reading comprehension. In addition, there are some guidelines that you can adapt to various reading situations. If you want to see improvement in your reading, you should be prepared to practice using the Reading Methodology often enough to get proficient with it. Realize, however, that not every step is required for all reading contexts. Try to use all the steps in the methodology in all contexts to lead to frustration and discourage you from using the methodology. Initially focus on using the Reading Methodology in academic reading situations where you are in an especially useful and appropriate goal to follow.




Molly's Notes

I will gain information about local, national, and world events that connect with my class and my life. I'll read one article completely. The professor said the task should only take fifteen minutes. It's the main section of the paper to select which article is of most interest to me. I will begin reading an article on health care legislation.

Sandra on coping:


I have to say that I think I have accept injuries as just part of my life. I didn't get dealt the H I do get frustrated when I have trouble hearing or the situation is what it is. I watched a couple of up with "what life" (what if my convey had left been sitting in the next truck, etc.) and that's I don't get anywhere, trying to reverse the past I need to work on having faith in people. I do everything myself, because it's tough it is where my family really helps, though I goodness of people when I'm around my it but it's still a challenge.



Methodology


Step	Action	Explanation
1	Establish purpose	Determine why you're reading the material.
2	Set objectives and criteria	Determine what you want or need to get from the reading.
3	Estimate time involved	Decide how long you want the level of difficulty and how long it will take you to do the reading.
4	Read critically	<p>Carefully read and ask questions which involve:</p> <ul style="list-style-type: none"> understanding vocabulary (keep a dictionary nearby to look up unfamiliar words and write down definitions so you can refer back to them) determining the author's purpose, intended audience, and the genre or type of writing as you read writing by taking notes and highlighting important passages, annotating in the margins and marking difficult passages asking questions and forming opinions by jotting down questions you have, as well as the opinions you form as you read
5	Assess and reread	Assess your progress. Reread to clarify questions and ensure that objectives are met.
6	Synthesize information	Integrate new information with your existing knowledge base.

Chapter 1 — Addressing Personal Objectives




Chapter 1 — Reading Methodology

Chapter 2 — Strengthening Identity




Chapter 2 — Reading Methodology

Chapter 3 — Addressing Personal Objectives




Chapter 3 — Reading Methodology

Chapter 4 — Addressing Personal Objectives




Chapter 4 — Reading Methodology

Chapter 5 — Addressing Personal Objectives




Chapter 5 — Reading Methodology

Chapter 6 — Addressing Personal Objectives




Chapter 6 — Reading Methodology

Chapter 7 — Addressing Personal Objectives




Chapter 7 — Reading Methodology

Chapter 8 — Addressing Personal Objectives




Chapter 8 — Reading Methodology

Chapter 9 — Addressing Personal Objectives



Chapter 9 — Reading Methodology

Chapter 10 — Addressing Personal Objectives



Chapter 10 — Reading Methodology

Chapter 11 — Addressing Personal Objectives

They provide an opportunity for you to consider how what you've just learned has meaning or implications for you.

These sections are carefully crafted to help you process new information and ways of thinking. The point is not to answer correctly (because there is no right or wrong answer), but to use the prompts as a way to integrate the information into what you already know—to make meaning and sense to YOU. The model students appearing in each chapter struggle with the same prompts and their responses can help as you work to craft your own responses.

As previously mentioned, methodologies are a cornerstone for this book. Each time a new methodology is introduced, it is followed by a discussion of the steps, as well as examples of the model students actually applying the methodology to a real world situation.

Information is meaningless unless it is put into context. Each time an important concept is introduced, it is followed by an example. Our model students do the real work here, sharing their responses, thoughts, goals, plans, and ideas.

Where are you going? What does the future hold for you? How do you plan to get there? What resources do you need in order to get there? Learning is not an activity separate from your life; it is very much a part of not only who you are now, but who you will become over the course of your life. The more that your role of a student and your commitment to learning is integrated into the context of your life, the more valuable it will become. Throughout this book, you will be working on your Life Vision Portfolio, a collection of written work documenting the thinking process involved in developing your own vision of what you want your future self and situation to be. The time you spend now on your Life Vision Portfolio is an investment in your future. Most chapters include a prompt for you to add a section and writing to your Life Vision Portfolio.

Each chapter closes with:

Self-Assessment

This is your opportunity to compare the Learning Objectives with your actual outcomes for each chapter. This is not about a grade, but about improving your performance. As such, you will assess your performance by sharing and describing 1) a strength you exhibited, 2) an area in which you could improve your performance, and 3) an insight you experienced while working through that chapter.

SII SELF-ASSESSMENT

In this chapter, you have learned about the learning process as well as your learning style. Now, answer the following questions in order to track your performance for further improvement. Providing at least three complete sentences in your response to each.

1. What were your **strengths** as you worked to achieve the learning objectives of this chapter?
2. How could your performance in the reflections and activities in this chapter be **improved** to help you meet these objectives?
3. What's the greatest **insight** you've achieved after completing this chapter?

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Foundations of Learning

Each chapter is followed by:

Activities

Each chapter is followed by a minimum of two learning activities. These activities have been carefully structured and planned to help you meet the learning objectives of this course and to help you develop the learning skills that make success (in school, as well as in life) possible. They are a fun way to test drive what you've learned in each chapter. In addition to the activities included in this book, there are more activities available on the *Foundations of Learning* Resources Web site.

ACTIVITY 4.1

Analyzing the Learning Process Methodology

Learning skills: checking perceptions, transferring, and managing resources

WHY

The process of learning is the focal point of this course and essential for success in college and throughout your life. In this activity, we will review sections of the LPM to increase your understanding of each step.

LEARNING OBJECTIVES

Gain a better understanding of the Learning Process Methodology and how it can be used to develop proficiency with completing complex tasks.

PERFORMANCE CRITERIA

Criterion #1: your interpretation of the Learning Process Methodology
Attribute: able to identify key steps of the LPM

Criterion #2: your insights about the Learning Process Methodology
Attribute: articulate, in summary, two strong insights about the process

PLAN

1. Read about the Learning Process Methodology in Chapter 4 of *Foundations of Learning*.
2. Review the two examples of the LPM from the book (the digital watch and Ken's tennis example) and complete the Assessment Column for Ken's example using the form supplied in this activity.
3. Answer the Critical Thinking Questions about the use of the LPM in these examples.

Chapter 4 — Learning to Learn

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Structure of a Learning Activity

Every learning activity included in this book (as well as those available online) follows a dependable flow, which is based closely upon the Learning Process Methodology. Let's take a minute to dissect a typical activity, so you can see not only the *how* of activity structure, but the *why* as well.



Applying the Problem Solving Methodology

Learning skills: *integrating, interpreting, and validating*

The **activity header** provides the location of the activity (5.2 means that the activity is paired with *Chapter 5* and is the *second* activity in that chapter). This is followed by the **title** which gives you an indication of what the activity will require you to do. The next line lists the **learning skills** upon which this activity focuses.



The **Why** statement explains the reason the activity is important and why it has been included as part of this course.



The **Learning Objectives** list what you should be able to achieve or know, once you have completed the activity.



The **Performance Criteria** explain how your success in accomplishing the learning objectives is measured. The Learning Objectives tell you **WHAT** you should be able to accomplish; the Performance Criteria tell you **HOW** that accomplishment is demonstrated and measured. For example, if you had an objective of learning to play the guitar, a criteria for that performance might be that you've learned how to successfully finger a variety of chords. An attribute of that criteria could be that you have the correct finger placement on each string. This is a relatively complex idea, but one with which you will become comfortable. A good way to use the Performance Criteria is to review them as you begin work on the activity, and then again after you've finished. If you've met all the attributes of each criteria, you know that you've performed well.

PLAN



The **Plan** is a comprehensive outline of exactly what it is you are to do in the activity. It also provides any additional explanations you might need in order to begin work on the activity.

CRITICAL THINKING QUESTIONS



The **Critical Thinking Questions** are typically the final piece of an activity. They prompt you to consider, evaluate, solve, compare, and make connections with the information you've been working with in the activity. Be warned, there aren't any yes/no questions; they all require more than a one-word response!

READING



EXERCISES



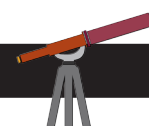
PROJECT



USING TECHNOLOGY



EXPLORATION



Other possible activity components include **Reading/Information/Case Study** (background information you'll need in order to complete the activity), **Exercises** (performance opportunities within an activity), **Project** (instructions for completing a stand-alone work product), **Using Technology** (prompts to locate and use online resources), and **Exploration** (fun 'what-if' prompts that give you the opportunity of pushing your learning and engagement further).

Online Resources

There are many additional resources available for this course. They may be found on the *Foundations of Learning* Resources Web site: www.pcrest2.com/fol/

From time to time you will be directed to use the online resources, as they contain frequently updated references and links to web sites that contain important models and examples. Any resources need for Chapter 10 (for example) will be found on the “Chapter 10” page of the FOL Resources site.

Additionally, the FOL resources site offers activities not included in the print-version of the book, blank forms (those used in this text), links to fun tests and diagnostics, personal web sites for all our model students, and much more!