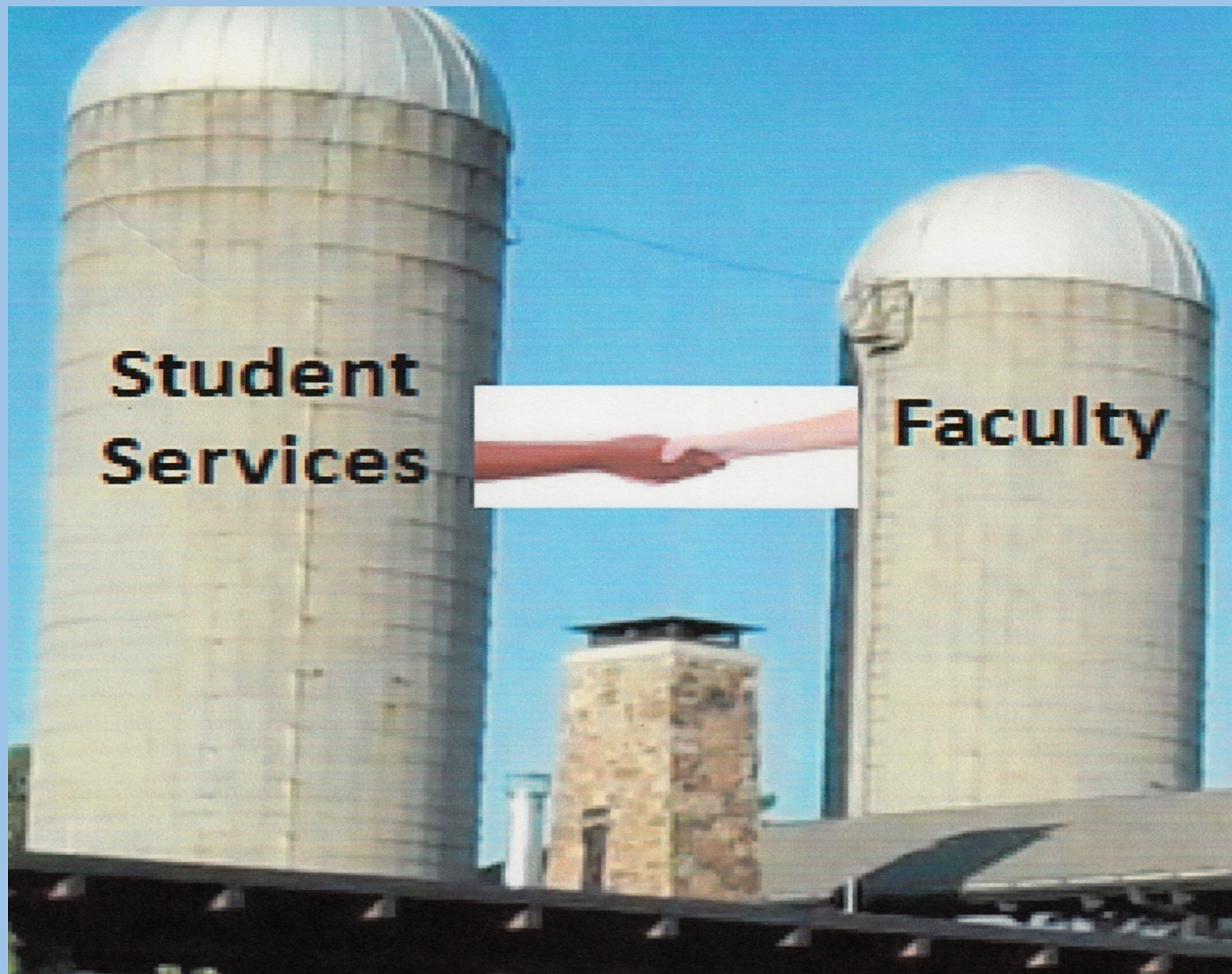




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“Academic learning and personal development are intertwined reciprocal processes that could just be called learning, and indeed, learning is inherently developmental and personal.”

— Komives & Schoper, *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience*



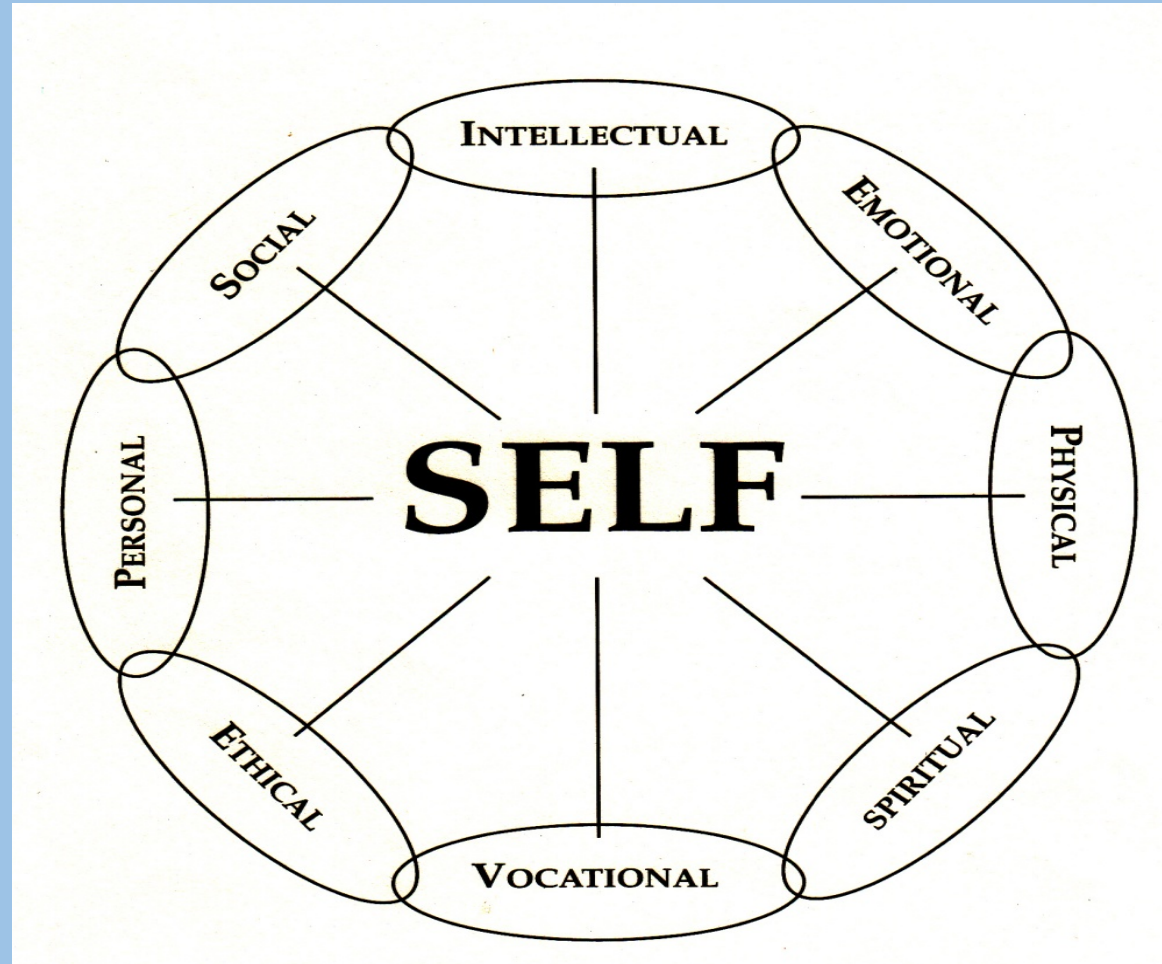
“Learning is *developmental*, a cumulative process involving the whole person, starting from but transcending personal concerns and interests.”

—*Powerful Partnerships* (AAHE, ACPA, NASPA)





# Major Components (Elements) of the Self Where Student Learning & Development May Take Place



“The evidence strongly suggests that these outcomes [of a college education] are interdependent, that learning is holistic rather than segmented, and that multiple forces operate in multiple settings to shape student learning in ways that cross the cognitive-affective divide.”

—Pascarella & Terenzini, *How College Affects Students*, Volume 2



# From Teaching to Learning: A New Paradigm for Undergraduate Education (Barr & Tagg)

The Instruction Paradigm → The Learning Paradigm

- \* Offer courses & programs → Create powerful learning environments
- \* Staff serve/support faculty  
& the instructional process → All staff are educators  
who produce student  
learning & success



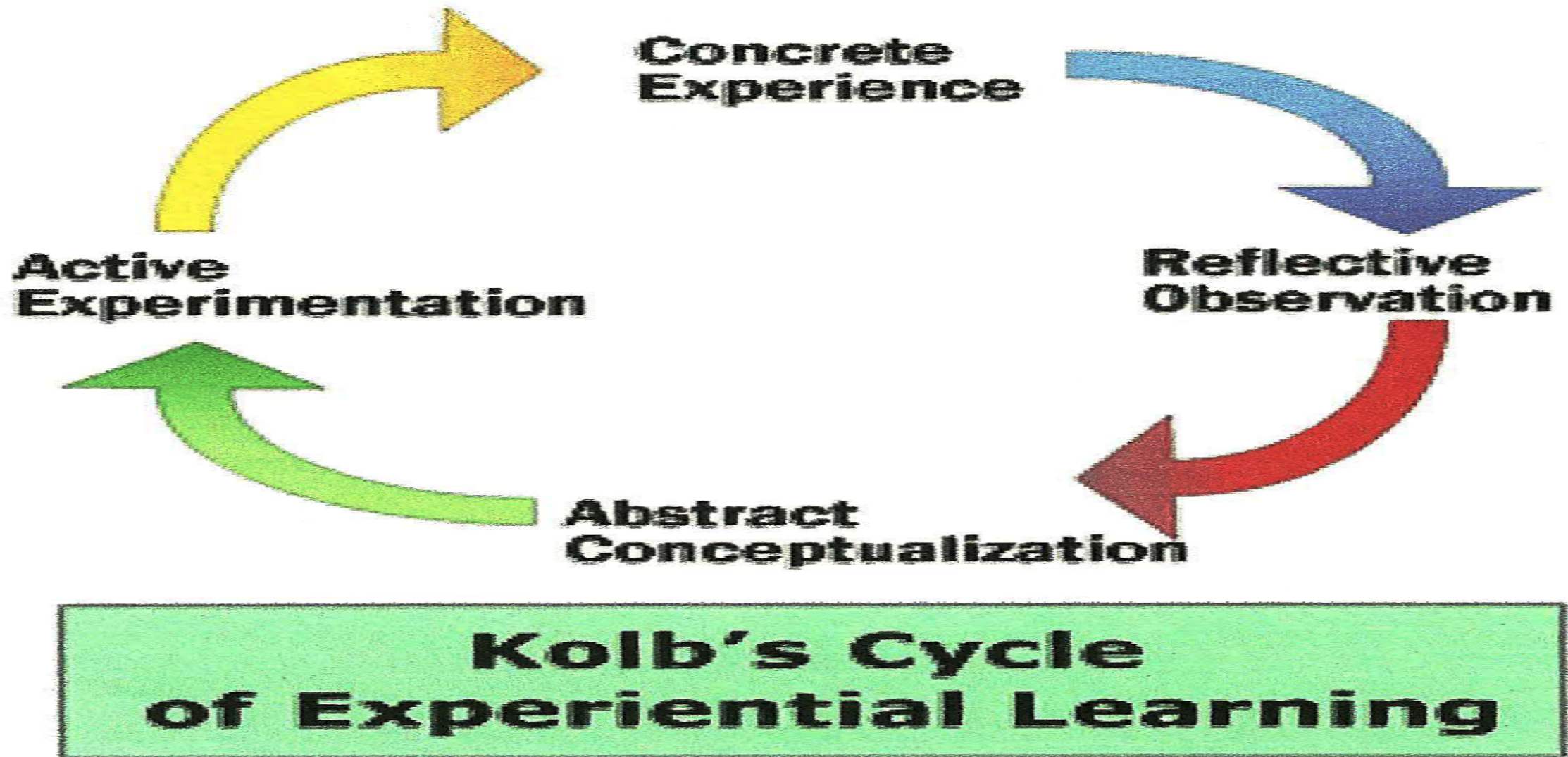
“The language, self-perceptions, and behaviors of ‘service’ point us in the wrong direction. Until we adopt the language of ‘education,’ we will be perpetually peripheral.”

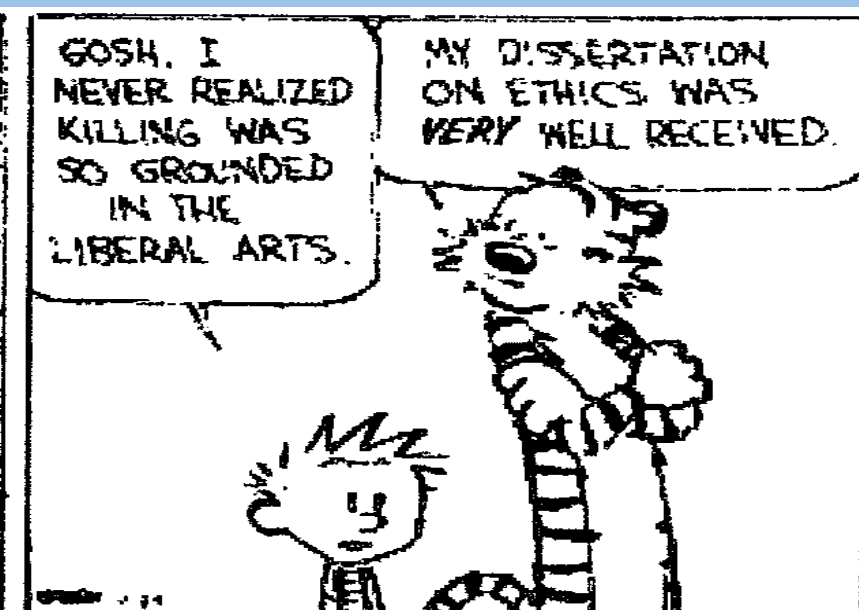
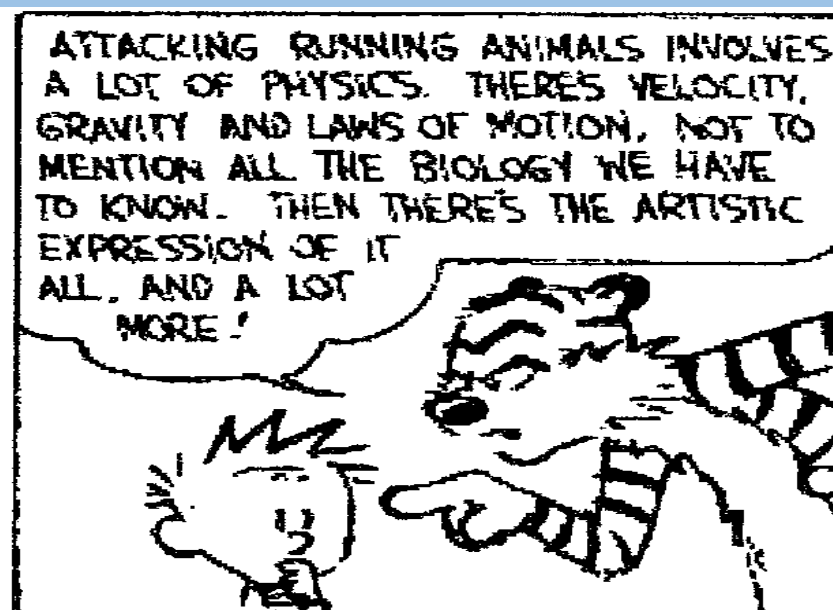
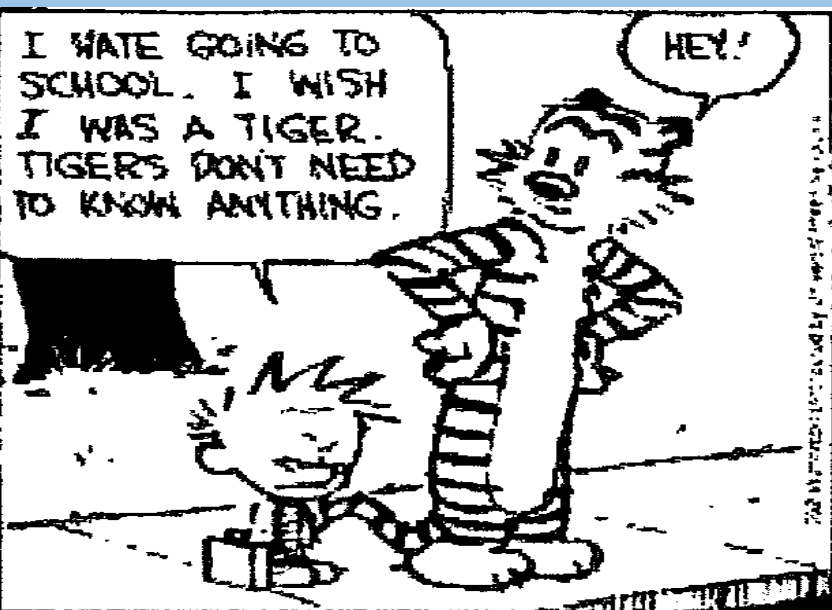
—Schlossberg, Lynch, & Chickering (1989). *Improving Higher Education Environments for Adults*











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