Process Education: A Brief Overview

Process Education™ is a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development.

●●●●● Principles of Process Education™ ●●●●●

FACULTY PERFORMANCE FACULTY PERFORMANCE FACULTY PERFORMANCE

1 Faculty must fully accept responsibility for facilitating student success.

2 In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.

3 Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.

4 A Process Educator can continuously improve the concepts, processes, and tools used by doing active observation and research in the classroom.

STUDENT PERFORMANCE STUDENT PERFORMANCE STUDENT PERFORMANCE

1 Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability.

2 Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, life-long learner.

3 An empowered learner is one who uses learning processes and self-assessment to improve future performance.

4 To develop expertise in a discipline, a learner must develop a specific knowledge base in that field, but also acquire generic, life-long learning skills that relate to all disciplines.

How to Create a Process Education™ Learning Environment

1 Establish initial respect.

2 Start with no prejudging.

3 Obtain shared commitment.

4 Foster and support risk-taking

5 Permit the learner to fail.

6 Set high expectations.

7 Establish clear performance criteria.

8 Implement a quality assessment system.

9 Document performance.

10 Continually challenge performance.

Learn more about Pacific Crest and the promise of Process Education™ at:

www.pcrest.com

Processes and Tools

FACULTY PROCESSES

mentoring	designing a syllabus
assessment	building knowledge maps
evaluation	constructing methodologies
communication	designing performance criteria
facilitation	developing performance measures
planning	producing a quality
peer coaching	learning environment
curriculum design	

STUDENT PROCESSES

|	
writing & reading	using tools
communication	critical thinking
information processing	problem solving
literary analysis	personal development
mathematical reasoning	creating a life vision
language development	self-assessment
self-management	journal writing
teamwork	research

FACULTY TOOLS

facilitation	active learning
cooperative learning	constructive interventions
journal writing	guided-discovery learning
technology	applied critical thinking
project work	structured self-reflective thought
problem-based learning	open-ended labs

STUDENT TOOLS

portfolios	mentors
study groups	life vision plan
learning journals	undergraduate research
methodologies	learning assessment journals
peer assessments	interactive learning systems
peer tutoring	self-assessment papers
Internet & software tools	learning communities
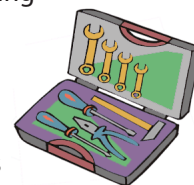
Assessment

The purpose of evaluation is to judge the level of quality of a performance.

The purpose of assessment is to provide feedback in order to elevate performance.

In the traditional educational model, the focus is upon evaluation—an educator judges a student's efforts against an objective criteria. The outcome is a grade or rating on a continuum between success and failure. While this does provide a useful "snapshot" of performance, it does not encourage the growth of that performance.

In the model of Process Education™, through the careful use of assessment, students can continually improve the quality of their performance. A useful assessment provides information about a performance: its strengths, areas for improvement and important insights.

Levels of Learner Performance

The aim of Process Education™ is to move individuals along the continuum from *Trained Individuals* towards *Self-Growers*.

Trained Individuals have developed a specific knowledge base, with specific skills for a specific context.

Learned Individuals have acquired a broad base of general knowledge and can apply it to related contexts.

Lifelong Learners have developed the skills and motivation to self-facilitate their ongoing learning & can apply it to a variety of contexts.

Enhanced Learners have developed a higher level of performance skills and actively seek new knowledge and contexts for application in a constantly changing environment.

Self-Growers continually develop by using strong self-assessment skills to improve future performance.

This highest level of learner performance denotes those who:

- Seek to improve their own learning performance.
- Create their own challenges.
- Serve as a leader and mentor to others.
- Take control of their own destiny — "there are no bounds."
- Self-assess and self-mentor to facilitate their own growth.