

Syllabus
Applying the Scholarship of Teaching and Learning to Enhance Classroom Effectiveness
Spring 2011 - CT 916 (1 credit)

Prerequisite: Seminar in College Teaching helpful but not required

Session Dates: February 8 – April 6, 2011

Instructor Information

- Email: dvescio@worcester.edu
(I respond to all email within one working day – and most of the time sooner.)
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- Office Hours: M,W 7.15 P.M - 8.00 P.M. (online via email and chat) and by appointment

Course Description

This course explores best practices associated with effective teaching and learning in face-to-face, hybrid, and online courses. The course will examine research in the scholarship of teaching and learning (SoTL) applied to our classrooms to improve our teaching and student learning. Participants will examine Chickering and Gamson's *"Seven Principles for Good Practice in Undergraduate Education,"* which focuses on critical variables which positively impact student learning outcomes (i.e., developing reciprocity and cooperation among students, communicating high expectations, delivering prompt feedback and respecting diverse talents and ways of learning). Such best practices are applicable to courses in any discipline and for students at any level; the goal of the course is to provide participants the opportunity to apply specific teaching and learning strategies to courses that they currently teach (or might teach in the future). The emphasis of this course is distinctly practical, as readings and discussions will focus on how we might adopt (or adapt) best practices strategies into our courses. This course is offered completely online, with ample opportunity for discussion, collaboration, and exchange of ideas. Minimum technology prerequisites: the ability to send and receive email, and the ability to navigate to websites.

Course Location: All course activities and interaction will be online

Course Time: All course interaction, excepting one simple assignment, will be conducted asynchronously--this means that you can work at times most convenient for you

Course Week: Our course week runs Wednesdays through Tuesdays

Course Texts and Readings: All readings will be available online

Technology Literacies

- send and receive email messages and attachments;
- browse websites and download simple files;
- consistent access to a reliable internet connection, and
- willing spirit to try a few new technologies at an introductory level

Time Commitment

- Assume approximately two-three hours/week of active work in the course
- All but one activity will take place in an asynchronous fashion--in other words, you will be able to participate in most activities at a time convenient for you.
- There will be multiple scheduled opportunities to participate in optional synchronous activities

Participation Expectations

- Participation is demonstrated through regular and thoughtful interaction in discussion board, blogs and email activities
- Daily participation in the course is much more preferable than batching activity on the day that an assignment is due.
- Discussion board/blog posts should demonstrate some engagement in the discourse:
 - **Really Bad:** "Ditto"
 - **Not So Good:** "Great thought, Jim!"
 - **Much Better:** "Jim, I thought that your analysis of the no significant difference debate missed an important point, that technology-based pedagogies assume a certain level of economic resources. While I agree with you in that technology-based pedagogies..."

Due Dates and Disaster Recovery

- Unless otherwise indicated, all assignments must be completed by 11.59 P.M. of the published due dates.
- Plan ahead and make local copies in Word or another format of all materials submitted or posted online in the event of systems failure.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact the instructors as soon as possible via email or telephone.
- If you experience recurrent technical problems that prohibit you from completing multiples assignments, you may be asked to re-enroll into the course at a future date.

Evaluation

1. Regular and thoughtful participation in online discussion: 20%¹
2. Blog and Wiki Participation: 20%²
3. Weekly Assignments and Discussion Board Participation: 20%³
4. Personal Portfolio: 40%⁴

¹See **Participation Expectations**, above

²A blog is a type of online journal; you'll make two to three entries per week on topics of interest to you. The entries can be short, very informal, and even point to other online resources, such as video, etc. A wiki is a collaborative online journal that we will use to gather ideas and strategies that would be of use to faculty who wish to consider the Seven Principles in their own teaching and learning.

³Each week, you will complete short writing/response activities and participate in online discussion forums. These transactions should be considered as informal writing opportunities that enable you to share/test out ideas, concepts, strategies, etc.

⁴The following items to constitute your teaching portfolio:

- ~1,000 word personal narrative on the relationship of the Seven Principles with your current *or anticipated* teaching philosophy and practice.
- Representative assignments that demonstrate the seven principles in use
- Review and assessment of a course lecture/presentation (instructor will provide representative examples, or student may identify their own example)
- Annotated Bibliography (a listing of web-based resources that would be of use to faculty who wish to implement the seven principles within your specific discipline)

Course Topics and Readings

Note Regarding the Readings:

The readings listed below should be considered provisional in that they may be adjusted to meet the needs and interests of the participants. Regard them as additional descriptions of the issues that we'll touch on in this course.

All readings will be provided to the participants at least one week in advance in electronic format.

The readings contain both contemporary articles and articles that are considered as classic treatments of a specific topic.

Regard the readings as an opportunity to provide you with a background and vocabulary that can assist you in our discussion of how we want to approach our teaching. In other words, course reading should always be contextualized within *application* of specific concepts.

Finally, your instructor—me!—is very sensitive to the fact that all of the participants in this course are extremely busy with their own teaching and/or research. The volume of reading assigned each week will be manageable—promise!

Week One (February 8): What are the Seven Principles?

Primary Readings

- **Seven Principles for Good Practice in Undergraduate Education**

Chickering, Arthur W.; Gamson, Zelda F.

Seven principles that can help to improve undergraduate education are identified. Based on research on college teaching and learning, 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; and (7) respects diverse talents and ways of learning. Examples of approaches that have been used in different kinds of college in the last few years are described. In addition, the implications of these principles for the way states fund and govern higher education and for the way institutions are run are briefly discussed. Examples of good approaches include: freshman seminars on important topics taught by senior faculty; learning groups of five to seven students who meet regularly during class to solve problems set by the instructor; active learning using structured exercises, discussions, team projects, and peer critiques, as well as internships and independent study; and mastery learning, contract learning, and computer-assisted instruction approaches, which required adequate time on learning. (SW)

- **If Technology Is the Hammer, Where's the Nail?**

Revak, Marie

Suggests ways of using technology for the "Seven Principles for Good Practice in Undergraduate Education" published by the American Association of Higher Education (encourage contacts between students and faculty; develop reciprocity and cooperation among students; use active learning techniques; give prompt feedback; emphasize time on task; communicate high expectations; and respect diverse talents and ways of learning.)

- **The Art of E-Teaching**

Hoskins, Barbara J

Today, teachers are facing a new generation of students known as the Millennials, or the digital generation. They have grown up with the Internet, cell phones, and multiple methods of electronic communication; however, they learned in traditional classrooms where they were required to disconnect. Faculty members generally fall into the Baby Boomer generation or into Generation X. They have watched technology evolve from the days of radio and vacuum tubes, through multiple generations of microcomputers, to information at one's fingertips. Like their students, most of them learned in a traditional classroom with a standard lecture format. In this article, the author describes three qualities that are needed to be an e-teacher and discusses the seven principles of good practice which help teachers explore the transition from being an excellent traditional teacher to an excellent e-teacher. The seven principles are (1) encourages contact between student and faculty; (2) develops reciprocity and cooperation among students; (3) encourages active learning; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. These seven principles apply equally well in the traditional classroom and in the electronic classroom.

- **Chickering and Gamson's Implementing the Seven Principles: Technology as Lever**

<http://www.tltgroup.org/programs/seven.html>

- **A Brief History of the Seven Principles for Good Practice in Undergraduate Education**

Gamson, Zelda F.

Week Two (February 15): Encourage Contact Between Students and Faculty
Primary Readings

- **Connecting and Communicating with Students on Facebook**

Miller, Sarah Elizabeth; Jensen, Lauren A.

Facebook is a social network that connects people with other people. Librarians have created Facebook Groups to share ideas and to debate how to use this resource as a potential marketing and/or reference tool. Based on conversations among these librarians, it appears that student response to library outreach on this medium is lackluster at best, with a few students requesting books here and others asking reference questions there. In this article, the authors suggest that to really connect with students on Facebook, librarians have to realize that most of them read information that Facebook puts in front of them, not what they seek out on their own. They recommend a more powerful approach to social networking called Friend and Feed and discuss four Facebook applications to grab students' attention: (1) My Profile; (2) Notes and Posted Items; (3) Albums; and (4) Events. Facebook is about making connections. If this tool is going to work for their library, librarians have to make connections with others and develop them with the strategies discussed in this article

- **Faculty Can Adjust Communication Environments to Improve Interaction with Students: The Theories That Drive the Environment**

Stowell, Jessica

Higher education faculty can be more effective by recognizing what causes immediacy and approach-avoidance behavior in their surroundings, what nonverbal signals they are sending, and how to control their environment, thereby enhancing their interaction with students. This paper examines immediacy theory, approach-avoidance theory, color theory, light theory, and the Asian art of placement, viewing how they explain behavior, especially in college and university environments

- **Feelings from the Back Row: Negotiating Sensitive Issues in Large Classes.**

Brooke, Corly Petersen

A college teacher can anticipate discomfort when topics such as human sexuality are in the course syllabus and can take creative steps to promote open and civil discourse. One teacher's experiences have resulted in incorporation of a sensitive-issues statement in the course syllabus, advance preparation for special events and visitors, and techniques for assessing student needs and facilitating open conversation.

Week Three (February 22): Develop Reciprocity and Cooperation Among Students
Primary Readings

- **Enriching Spaces in Practice-Based Education to Support Collaboration while Mobile: The Case of Teacher Education**
Morken, E. M.; Divitini, Monica; Haugalokken, O. K.
Practice-based education is gaining a growing popularity in fields as diverse as, for example, software engineering, pedagogy and medical studies. In practice-based education learning takes place across different learning arenas and requires cooperation among all the actors involved in the learning process. However, mobility of students across these arenas impact deeply on cooperation patterns, and therefore on the learning process. In this paper we investigate the usage of shared display systems to promote cooperation among students in practice-based education. Our focus is on teacher education and the paper is based on our experiences with the teacher education programme at our university. Based on our observations of students out in practice, we discuss the importance of common spaces and the role of bulletin boards of different types. We then define high-level requirements for a shared display system to support practice-based education and we illustrate the main concepts with a demonstrator. Strengths and weaknesses of our approach are pointed out through an evaluation of the demonstrator.
- **Training Synchronous Collaborative E-Learning**
Bliesener, Thomas
In order to promote cooperation among students who work separately on their computers at home, the University of Essen has developed training courses with experienced tutors to teach students the required sensitivity and practical skills for tele-collaboration in small groups. A core problem in synchronous collaborative e-learning with speech exchange and application sharing is posed by the fact that acoustical signals in the boxes as well as visual content on the monitor of the remote site significantly differ in quality and timing from the ones on the sender's site. Moreover, users have little awareness of this fact. This chronic source of misunderstandings, inefficiency, and fatigue can be counteracted by a range of measures including features of the conferencing systems, add-on devices, simulations, and a training laboratory which allows syntopical monitoring of the two distant sites at once.
- **Teaching Partner-Focused Questions to Students Who Use Augmentative Communication to Initiate and Lengthen Their Communication Experiences**
Moore, Sondra; Rettig, Michael A.
Students that use augmentative communication often have a hard time breaking into conversations, initiating conversations and then being able to sustain a conversation. Students that use augmentative communication (ACC) need training in not only the use of the machine but in social communication rules, and in strategies on how to bypass functional limitations in the augmentative device. Just giving them the device will not make them competent communicators. This study involved procedures to teach students partner-focused questions in an attempt to increase the use of their ACC devices in social communication with others. The training provided to participants in the use of partner-focused questions did increase the number of such questions these students

Week Four (March 1): Encourage Active Learning

Primary Readings

- **Using Teaching Teams to Encourage Active Learning**
Gueldenzoph, Lisa E.
This article discusses the use of teaching teams to encourage active learning in a business communication class. The author offers examples of short activities that can be used to help create an active learning environment. Some of these favorite activities include homework reviews, the value line, 3-2-1 processor, and muddiest point. In each of the examples, students actively participate in the learning process, take ownership for the information, and collaborate to understand and become knowledgeable about the content. The varied use of team activities as state changes during a class session helps students stay focused and involved. This result is well worth the instructional effort needed to prepare and manage an active class.
- **Meeting the Challenges of Active Learning in Web-Based Case Studies for Sustainable Development**
Hutchings, Maggie; Hadfield, Mark; Howarth, George; Lewarne, Steven
Teaching staff, designing conventional courses in higher education, must make decisions about selecting content and activities to engage students in learning. When the Internet is chosen as the principal delivery vehicle it presents particular challenges for the design of active learning. Further challenges are added when working with a complex, multidisciplinary subject, with no unique solutions for the learner. This paper examines strategies employed in designing case study material to encourage active learning in sustainable development. Significant elements for successful practice are identified in the application of key learning design principles to meet the challenge of Web design for active and constructive learning. Principles of variety, action, application, interaction, feedback, scaffolding and evaluation are offered
- **Using Clickers to Support Information Literacy Skills Development and Instruction in First-Year Business Students**
Stagg, Adrian; Lane, Michael
Course-integrated information literacy (IL) instruction can be enhanced via the use of student response devices, or "clickers". The first phase of this study focused on how first-year undergraduate students perceived the use of clickers as a mechanism to encourage active learning and engagement in order to establish a baseline of information seeking behaviour and to actively engage students in the learning process. Data collected within IL classes and subsequent surveys of student perceptions are examined with discussion on the implications for future practice and research. Our findings from this first phase of this study through the quantitative data collected with clickers indicate that first year business students have shortcomings in information literacy and can improve their information literacy skills in relation to research and assignment work in their formal assessment. Furthermore the use of clickers are positively viewed by undergraduate students and postgraduate students as a technology which can facilitate active learning and engagement if used appropriately with clearly aligned learning objectives
- **Seven Principles for Good Practice in Legal Education: Principle 3: Good Practice Encourages Active Learning**
Hess, Gerald F.
One of a series of articles on principles of good practice in legal education, this article focuses on the importance of encouraging active learning. Considers why active learning is important, identifies barriers to active learning, and suggests some active learning methods in legal education, including Socratic dialog, discussion, writing, simulation, use of computers, and real-life experiences

Week Five (March 8): Give Prompt Feedback

Primary Readings

- **Instructor Feedback: How Much Do Students Really Want?**

Ackerman, David S.; Gross, Barbara L.

Marketing students expect feedback on papers and assignments; and many professors expend much time and effort providing individualized and substantive comments in response to student work. Doing so is challenging and time consuming when faced with large class sizes, high student-faculty ratios, and communications-intensive courses.

Furthermore, instructors observe that though students often express desire for feedback, some do not appear to use it. The results of this study suggest that when an instructor provides a lot of feedback, as opposed to a small amount of feedback on an assignment, students receive it negatively. The results also suggest that students respond no more positively than when offered no feedback comments at all. Results suggest that if an instructor wants students to be receptive to the feedback provided because they believe it is fair, because they like the instructor, or because they feel the instructor has a positive impression of them, the instructor should provide only a modest amount of feedback or a moderate number of clear and specific feedback comments. Alternatively, an instructor who wants to offer students a greater amount of feedback needs to allow them to revise and resubmit their assignments.

- **Formative Feedback: Involving Students as Partners in Assessment to Enhance Learning**

Fluckiger, Jarene; Vigil, Yvonne Tixier y.; Pasco, Rebecca; Danielson, Kathy

Planning time for giving students effective feedback is an important and challenging aspect of the teaching and learning process. In our article we describe and analyze how we engage students as partners in providing formative feedback in time for students to modify their own thinking or behavior to improve learning. We have found ways to provide formative feedback more frequently and to involve students in providing effective formative feedback to each other. The four techniques we describe are the following: a) three-color group quiz with feedback on product, process, and progress; b) midterm student conferencing; c) shared revision of student generated questions and statements; and d) timely feedback using collaborative assignment blogs. These techniques give feedback in time for revisions to occur, provide scaffolding for learners, inform instruction, and most importantly, involve students as partners in assessment. These pedagogical strategies show that the resulting benefits of improved instruction, enhanced student learning, and better student products are worth the time and effort and contribute to a productive classroom climate where the focus is on learning more than on grading. Formative feedback involving students as partners is a key strategy to enhance the teaching and learning process

- **Generating Dialogue in Assessment Feedback: Exploring the Use of Interactive Cover Sheets**

Bloxham, Sue; Campbell, Liz

Theoretical approaches to understanding student engagement with assessment and feedback are increasingly emphasizing the importance of dialogue in recognition that learning tacit knowledge is an active, shared process. This paper evaluates an experimental approach to providing feedback which was designed to create a dialogue between tutor and student without additional work for staff. Tutors on an outdoor studies degree attempted to set up a dialogue with students by providing written feedback in response to students' questions about their work, requested on their assignment cover sheets. Data were collected in the form of their feedback questions, interviews with students and a focus group of staff. The data indicate that the approach encouraged students to think about their writing but that students' limited understanding of staff expectations and standards limits their ability to initiate a meaningful dialogue with their tutors. More positively, the research suggests that if staff capitalize on and develop existing peer discussion of assessment, it may provide an important foundation for the greater challenge of entering into a dialogue with academic staff.

- **Is It Worth the Effort? How Feedback Influences Students' Subsequent Submission of Assessable Work**

Crisp, Beth R.

This paper explores the extent to which students appear to their assessors to act on feedback they have received, and questions the assumption that providing feedback alone is sufficient to effect higher standards of work by students.

Feedback provided to 51 undergraduate social work students, on two consecutive assignments involving a similar task, was examined to ascertain the number of problem areas noted from seven predefined categories. While the greatest increase in marks was associated with the greatest reductions in the number of problem areas identified in the comments, overall two-thirds of all students (66.7%) were awarded marks for both assignments within four percentage points. As such, this study found only limited support for the idea that students respond to feedback by making changes which are consistent with the intent of the feedback received. Hence the assumption that providing feedback alone is sufficient to effect higher standards of work by students was not supported. These findings invite educators to critically reflect on their own practices in providing feedback to students

Week Six (March 15): Emphasize Task on Time
Primary Readings

- **Time and Learning Efficiency in Internet-Based Learning: A Systematic Review and Meta-Analysis**

Cook, David A.; Levinson, Anthony J.; Garside, S

Authors have claimed that Internet-based instruction promotes greater learning efficiency than non-computer methods. Objectives Determine, through a systematic synthesis of evidence in health professions education, how Internet-based instruction compares with non-computer instruction in time spent learning, and what features of Internet-based instruction are associated with improved learning efficiency. Data sources.

- **Effects of Various Methods of Assigning and Evaluating Required Reading in One General Education Course**

Hilton, John L., III; Wilcox, Brad; Morrison, Timothy G.; Wiley, David A

Different approaches to creating out-of-class reading assignments for university general education courses might affect the amount of time students actually spend reading. Five instructors of a required religion/philosophy class used different approaches to assign out-of-class reading. Subsequently, their students (n = 504) were surveyed about their reading completion, their motivation to read, and ways that out-of-class readings affected their learning and personal study habits. Results showed that students who were assigned to read for a specific number of minutes outside of class completed the task more consistently than those who received other forms of reading assignments. Results also indicated that students who were graded on their outside reading completed it more frequently than those who were not graded.

- **Time Students Spend Reading Threaded Discussions in Online Graduate Courses Requiring Asynchronous Participation**

Brown, Abbie H.; Green, Tim

The authors report the results of a study that provides bases for comparison between the time necessary to participate in courses delivered asynchronously online and courses delivered in a traditional classroom setting. Weekly discussion threads from 21 sections of six courses offered as part of online, degree-granting, accredited, graduate programs were examined. The purpose of this research is to determine whether students are spending more or less time participating in an online course than in a traditional classroom.

Week Seven (March 22): Communicate High Expectations

Primary Readings

- **Instructors' Self-Perceived Pedagogical Principle Implementation in the Online Environment**
Zhang, Jinsong; Walls, Richard T.
This study explored online instructors' perceptions of their implementation of Chickering and Gamson's Seven Principles and the factors that influenced instructors' implementations. Results reveal that endorsement of the seven principles by online instructors varied significantly from one principle to another. The least-endorsed of the principles was encourage cooperation among students, and the most endorsed was communicate high expectations. Instructional strategies and technology features positively influenced implementations of the Seven Principles, while time and distance negatively influenced the implementations. Significantly more implementation of the encourage active learning principle occurred for participants teaching courses in humanities than for those teaching science and technology.
- **Research on Contextual Effects and Effective Teaching**
Hohn, Robert L.
The paper examines several statements often considered to be basic recommendations emerging from recent research on effective teaching. Each statement is examined in terms of what is known about the effect of context on the particular recommendation. Statements examined are the following: (1) Teachers who set and communicate high expectations to all their students obtain greater academic performance from those students than teachers who set low expectations; (2) Student achievement rises when teachers ask high level questions; (3) Teachers should employ random patterns of calling upon students to recite in order to ensure high rates of attention and continued involvement in the cognitive demands of the lesson; (4) Effective teachers should minimize "call-outs" by pupils to maintain order and to increase academic learning time; and (5) Effective teachers promote self-sufficiency by encouraging students to take responsibility for their own classwork.
- **Expectancy Statements in Meaningful Classroom Learning**
Moore, J. William
While the effects of teacher expectations on learner performance have continued to be of interest to both classroom teachers and researchers, the findings of much of the research have been equivocal. Teacher expectancy statements may affect performance in three rather distinct ways: the past association value of the expectancy statement, the value of the expectancy statement as a sign of approval or disapproval, and the novelty of the expectancy statement. The subjects were 43 eleventh-grade students with a past record of low achievement. These students had been assigned to a special reading program. The six subjects who were, in the opinion of the teacher, the most highly motivated were randomly assigned to each of the six treatment groups. The remaining subjects were then randomly assigned to one of the respective experimental treatment groups. Six treatment groups were formed from all possible combinations of three types of expectancy statements (high, neutral, or low) and two types of feedback, positive or negative. The results concerning how expectancy interacts with feedback in a low achieving group indicate that (1) when it is low, it stimulates effort by making a task seem difficult, and (2) when it is high, it reinforces effort if negative feedback is being received. One implication of these interpretations is that under conditions where a teacher's statements are not credible, expectancy will not have an effect (unless it has discriminative cue value that is independent of its surface meaning).

Week Eight (March 29): Respect Diverse Talents and Ways of Learning

Primary Readings

- **Balancing Unity and Diversity; A Pedagogy of the American Creed**
Titus, Dale
This paper reviews relevant literature to glean lessons from past experience with values education in American schools that can be applied effectively in contemporary classrooms. The paper proposes that, through the judicious application of research, effective strategies can be integrated effectively into educational programs to teach tolerance, respect, and appreciation for diversity. Character education was part of the educational program of most American schools in the early the 20th century, though it had disappeared by the 1950s. A revival of character education during the 1960s focused on two morally neutral programs--values clarification and moral reasoning. Research into the effectiveness of both programs indicates that they had some effect on student thinking but not on student behavior. Recent revival of interest in teaching values and character education focuses on core citizenship values from the perspective of both student and teacher. It appears too that character education is more effective at the elementary than at the secondary level and that democratic values are taught through process as much as content. Finally, 13 effective strategies for teaching democratic values are suggested, including: educate the whole person by focusing on student knowledge, behavior, and feelings; communicate clear, consistent, sincere, high expectation for all students; be a good role model through positive personal example; and involve peers, parents, and community.
- **Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society**
Banks, James A.; Cookson, Peter; Gay, Geneva; Hawley, Willis D.; Irvine, Jacqueline Jordan; Nieto, Sonia; Schofield, Janet Ward; Stephen, Walter G.
Discusses 12 essential principles to help schools teach democratic values in a multicultural society. Derived from findings of the Multicultural Education Consensus Panel to review and synthesize research on diversity, principles are organized into five categories: Teacher learning; student learning; intergroup relations; school governance, organization, and equity; and assessment.
- **Higher Education and the Development of Moral and Civic Responsibility: Vision and Practice in Three Contexts**
Stephens, Jason M.; Colby, Anne; Ehrlich, Tom; Beaumont, Elizabeth
This paper grows out of a project under the auspices of the Carnegie Foundation for the Advancement of Teaching which seeks to strengthen the means for American higher education to prepare morally thoughtful, committed, and socially responsible citizens. This study examines the experiences of three institutions that recognize the importance of developing students' moral and civic responsibility. At California State University at Monterey Bay, moral and civic development are central elements in guiding the university and animate all aspects of the institution. The United States Air Force Academy (Colorado) emphasizes development of character and honor in the context of preparing military officers. Its central goal is to produce Air Force officers of integrity, honor, and mutual respect, who will be effective in working together across differences and capable of making independent moral judgments. The University of Notre Dame (Indiana) emphasizes students' moral and spiritual development. Faculty feel free to discuss moral and civic issues, even in classes not traditionally seen as offering opportunities for such discussions. The study finds a strong movement toward reinvigorating higher education's civic and democratic mission, and notes that increasingly colleges and universities are developing community-university partnerships around schooling, discourse about public issues, youth programs, and the like.