

Concrete sequentials rule!

Joust, Round Table 2008
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Characteristic	Impact	Your action plan?
WHO WE ARE AS LEARNERS:		
Extraordinary development of one of more of the five physical senses	Use that sense to advantage in the Program: if visual, read; if auditory, record on tape or listen to material on CDs, etc.	
Use photographic memory to remember details	May not be able to rely on memory for the Leadership Program's huge volumes of work – need systems to support our memory. Write reflections as you read rather than try to remember your thoughts	
Separate facts, data, and activities into right/wrong, black/white	May need to be able to see the grey area, not be so categorical	
Apply literal meaning to verbal statements	Ask questions to be sure to have the same understanding (of requirements, timelines, etc.)	
Approach tasks without knowing the big picture	May get lost in the weeds, not know when to stop – set parameters early with advisor and follow through	
Delay gratification until the project is finished	May not want to submit work until it is perfect; submit anyway to get feedback from faculty (and maybe avoid going too far down the wrong path) – get gratification at milestones along the way	
Plan time and activities well	This is a good thing for success in the Program!	
Patient, prudent and practical	Also good. And we need to get definitions, practical tools from those AR folks who don't seem to need them	
WHAT CS LEARNERS WANT/EXPECT		
Concrete examples and objects, not theories and abstractions; prefer actual, not contrived and simulated, experiences.	Learn the theories and then apply them in your work to get actual experience; write up (reflection) your experience of applying the theories; get evidence (papers, testimonials); submit for feedback; add to portfolio.	
Information to be presented in successively connected parts – structure!	Not all information can be presented and assimilated the way we want it to be – Program is not linear and we may be working on several competencies at the same time - so we need to develop systems to manage the information our way, create our own structure	

Characteristic	Impact	Your action plan?
Teachers who maintain the teacher/learner, superior/subordinate roles	Andrews' faculty feels differently about this: they perceive us as their equals. Need to understand that we all bring our own expertise to the Program. Requirements are sufficiently fluid to allow us to make the knowledge base relevant to our field.	
Directions given in a step-by-step, detailed order, curricula that is down-to-earth, practical and presented in a logical manner	Not likely to happen to our high level of need. Develop your own steps (in a way that makes sense to you), get clearance from the faculty (that the steps are appropriate, the learning adequate, any suggestions for improvement) then go for it.	
Objective rewards ("good job" stickers, gold stars), recognition, acceptance, and support	"Success" in the Program = graduation (and that can take a while). Develop your own rewards system for e.g. courses completed, papers submitted, competencies signed off. We are grown-ups ... get your recognition from within, your support from your Regional Group	
Immediate and consistent correction when errors are made, verbal encouragement not necessary	Submit your work, even if it's not up to the high standard you want for it. Request "correction" guidance.	
Environments with minimal distractions	We love ORDER! Need to organize and find a place for stuff, consistent ways to manage it, specific "Ph. D. times" (that your family can respect), and a tidy, well-organized corner somewhere to work	
WHAT CS LEARNERS DISLIKE:		
Too many options to choose from	Decide your own options. Make a plan, submit it for feedback, amend as necessary and implement. Know how to start (textbook on a subject and then follow-up with more in-depth articles), when to stop.	
Working with people who do not take their duties and assignments seriously	Does your Regional Group have a charter? A code of conduct? A way to resolve issues? When you send work to faculty members: use "read receipt;" ask him or her to tell you when you can expect to hear back (with feedback); follow-up	