Week Five: Chapter 6 Reading Guide

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Chapter 6 Reading Guide

1. Given that individual students don’t develop at the same pace, can you assume that growth is always in a forward direction or equal in all areas of development? Explain. pp. 158-159

2. Briefly summarize Chickering’s Model of Student Development. pp. 160-162

3. List Perry’s four stages of Intellectual Development and describe the characteristics of each. 163-166

4. Explain the course climate continuum. pp. 170-173

5. What impact do the following course climate factors have on student learning?
   - *Stereotypes*  pp. 174-175
   - *Tone*  pp. 176-177
   - *Faculty-Student and Student-Student Interaction*  pp. 177-178
   - *Content*  p. 179

What is the most important implication of course climate? p. 180

Think It Over

The authors’ state: “Students’ current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.” Which of these factors has the greatest negative impact on student learning in your target course? What can you do to lessen the negative impact? pp. 156-158

At what stage of Social Identity Development are the *majority* of students in your target course? Is this appropriate? If not, what could you do to help students move into a more appropriate stage? pp. 166-170

Is your target course culturally neutral? What evidence do you have to support this belief? pp. 169-170

Given that “course climate does not have to be blatantly exclusive or hostile in order to have a marginalizing effect on students,” what features of your course (stereotypes, tone, faculty-student and student-student interaction, content) might inadvertently marginalize some students? Explain. pp. 170-179

Of the strategies that promote student development and productive classroom climates noted on pages 180-186, which do you already employ in your target course? Which should you add to increase student learning?