



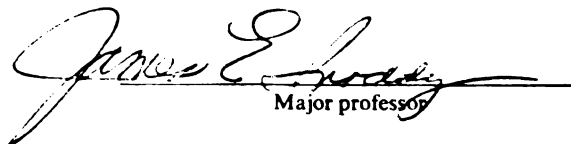
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A CONNECTED CLASSROOM IN AN ADULT  
B.A. DEGREE-COMPLETION PROGRAM - PERCEIVED EFFECTS ON  
THREE WOMEN'S DEVELOPMENT

VOLUME I

By

Barbara F. Cherem

A DISSERTATION

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## ABSTRACT

### A CONNECTED CLASSROOM IN AN ADULT B.A. DEGREE-COMPLETION PROGRAM - PERCEIVED EFFECTS ON THREE WOMEN'S DEVELOPMENT

By

Barbara F. Cherem

This research focused on how three women negotiated a high relationship-oriented classroom, a "connected classroom," and what type changes occurred in them over their year-long degree-completion program. Through observation, interviews and document analysis, certain patterns emerged related to these adult students. The researcher became a participant observer for the last seven months of the Management program. This case study examines a connected classroom most particularly as it affected three women students.

Central to the research was Belenky, Clinchy, Goldberger and Tarule's research findings in Women's Ways of Knowing (1986). In reflecting on Perry's study of male college students in the 1950s, Belenky et al. state differences in women students from Perry's males.

For women, confirmation and community are prerequisites rather than consequences of development (Belenky et al., 1986, p. 194).

One of the findings was that the distinctive contribution which this connected classroom provided was as much due to its value-driven curriculum, as to its connected cohort group format. The values-driven curriculum

of a Christian, liberal arts college was the kind of setting to explore areas of communicative learning -- "values, ideals, moral issues, social, political, philosophical, psychological, or educational concepts, feelings and reasons" (Mezirow, 1991, p. 75). The discussions facilitated transformational learning in certain students such as Jan and Guy who had a "public voice" and verbally participated in group discussions.

Women students were more often "at-risk" from graduating in this classroom. Women students typically entered with the minimum amount of credits. Students who were more role restrained and time-bound than others (had low power-to-load ratios), no matter their grade point average or academic competencies, were less likely to fulfill the 124 graduation credit requirements. Less academically talented students who were single-minded, such as Lynn, met graduation requirements more easily than an academically talented student such as Jan who maintained a balance of commitments. This extra burden may have been instrumental in the lack of evidence that women benefited greatly from this connected classroom and for the reality of less attachment than their male counterparts. They may have been too stressed to make maximum benefit of growth opportunities. I concluded that many women students were typically challenged prior to adding the student role and, for this reason, the cohort's support became more critical to their program completion and graduation.

Implications of this research reach beyond the specific

college of this study to adult development and adult learning. Support mechanisms such as the existence of a long-term cohort become powerful resources for adults, especially for women's retention, graduation, and ability to make enduring changes in areas important to adults.

## ACKNOWLEDGEMENTS

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Of the many friends and colleagues who supported my work, there were three to whom I am particularly indebted, my family. Mariah, Max and Gabe provided lots of encouragement. Gabe "picked up my slack," initiated help and spurred my discipline. He also provided professional help without which I would not have completed the process as easily.

To maintain participants' confidentiality, I can not name the 11 members of "Jackson #04," but to them and their major professor, "Stan," special thanks. The time and interest which "Jan," "Lynn" and "Ginny" contributed is testimony to the fact that there are busy students who are still willing to extend themselves for another. They are representative of the many first-generation college students who graduate from the Management of Human Resources. Their personal histories do not hold college graduation as a certain expectation. They struggle to combine their efforts as parents and workers with that of students. For eight years I have been interested in these students, so thanks to them for giving me the opportunity to do this in-depth study of them and their experience in the program.

Thanks also to my committee members who each contributed helpful feedback. My chairman, Dr. James Snoddy, spent many hours editing this lengthy document. To Jim, I am grateful for his even-keeled assistance and especially for his assistance in the document's clarity. Dr. Lynn Paine provided me with several lengthy discussions, setting foundational directions and posing important questions. To Dr. Howard Hickey, I am especially grateful for encouragement and a very careful reading on the first draft. Both Howard and Lynn provided many fine comments which were incorporated in the final write-up. Dr. Frank Fear, Community Development Chairman, also gave from his busy schedule to pose high-minded questions relative to research approaches. He and Lynn suggested the adding of

the final implications-reflections chapter. Thanks to all these busy professors, for their sincere helpfulness.

Colleagues also provided various kinds of support. Spring Arbor College has an abundance of people who are helpful and many helped me in this effort. Brenda Loucks did beautiful work on all the tables, appendices, table of contents and bibliography; many revisions never seemed to try her patience. I am also grateful to Pat Bailey who did a careful review of all the study's interviews and provided me with her impressions from a clinical social worker's perspective. This confirmed the reliability of my own impressions. George Kline, Dean of Alternative and Continuing Education, was always gracious and supportive, as he is to all ACE staff and faculty to more fully serve ACE students. The Library staff are an extraordinarily helpful group who assisted me in many ways. Dee, David, Karen, Marilyn, Angie and Kathy, your sincere professional help is appreciated. May and Deb at Mailing and Duplicating made difficult work easier through their speedy and effective assistnace on copying this lengthy document.

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# **CHAPTER 1 -DESCRIPTION OF THE PROBLEM**

Chapter 1 of this dissertation contains a statement of purpose, the research setting, history and background of the research problem, and the importance of the research project. A definition of terms completes Chapter 1.

## **Statement of Purpose**

Non-traditional aged adults are increasingly entering higher education, particularly female learners who wish to receive an undergraduate degree. Though Malcolm Knowles (1980) has contributed much to the practice of adult education and popularized the concept of andragogy, there is still a vital need for research which addresses the question: "How do classroom practices and structures facilitate adults' development?" This research project is focused on women's development and grows out of researchers' suggestions that a "connected classroom" may be especially healthy for facilitating women's development. Of special significance then is how adult women students negotiate a "connected classroom".

The "connected classroom" is one in which there is a set of relationships intentionally built between learners themselves, between the learners and the instructor, and between ideas and students' lives. It is similar in its mutuality and reciprocity to Knowles' concept of andragogy which is a student-centered classroom particularly appropriate for adult learners. This type of facilitative classroom flows out of the concepts of andragogy. Though the facilitative classroom and the connected classroom are not identical, both do

attend to classroom climate and processes; they are both classrooms which are not exclusively content-focused. They both rely heavily on the students as co-experts in the classroom and relationships are intentionally built. The use of the term "connected classroom" is used in this study because such a classroom is derived from the research on women's ways of knowing (Belenky et al., 1986). This project is particularly focused on women's development as it is influenced by participation in such an educational setting.

The term "connected" classroom comes out of the research by Belenky, Clinchy, Goldberger and Tarule (1986) who found that such a classroom can be crucial to women's learning and development. In Women's Ways of Knowing (Belenky et al., 1986), the authors discuss the importance of relationships to women's learning. Women's Ways of Knowing references William Perry's research on learning and change with college undergraduates in the 1950s. Perry discovered some important levels of change in his longitudinal interviews, chiefly with white males from elite institutions like Harvard. Basically, Perry's early work affirmed that students earn the privilege of having their ideas respected (1970). Quoting Perry in Women's Ways of Knowing, Belenky et al. (1986) make a significant distinction of what makes a classroom change-stimulating and for whom. These distinctions seem largely based on gender.

"Having proved beyond a reasonable doubt that he has learned to think in complex, contextual ways, the young man is admitted to the fraternity of powerful knowers" (Perry as cited in Belenky et al., 1986, p.33). He becomes one of "them". Belenky et al. (1986) claim that this way of

knowing may well describe men's experience but it does not capture women's.

Belenky et al.'s research with 135 women discovered general patterns that stressed differing ways of knowing. Their longitudinal interviews included many races, classes, ethnicities and "unschooled" as well as college-educated women. They claim "For women, confirmation and community are prerequisites rather than consequences of development" (Belenky et al., 1986, p. 194). Clearly, both the "connected" classroom and Knowles' facilitative "andragogical" classroom offer something special to adult women; both stress relationships. The connected classroom of this study is one example of such a connected classroom. It is a classroom designed with Knowles' andragogical principles in mind. In other words, learners are engaged as active co-experts and relationships are stressed.

More than just personal relationships between students and with instructors are intentionally fostered. Relationships are also intentionally fostered between students' ideas. Students connect to one another's ideas and connect ideas to their lives. That is, students make connections and draw relationships between ideas as they might apply to their lives. Both the curriculum and the instructors stimulate such relational linkages, such relationships being explicitly articulated in the structured written curriculum.

The unit of analysis in this study will be three women selected from a Spring Arbor College's Management of Human Resources (MHR) class cohort group. The purpose of this study is to further illuminate

whether, and in what ways, the assertion suggested by Belenky et al. (1986) is true that the connected classroom would well serve women students.

If Belenky and others are correct in the importance of confirmation and community to women's development, then should such a program as the MHR program give us examples of women-at-exit who clearly have experienced significant change? Subsidiary questions relate to how this connected classroom functioned and facilitated change, how change occurred, and what kinds of changes occurred in the three women students. More specifically are questions relating to how the women students will describe the impact of the program on themselves. What meaning will they have made out of this cohort group experience and the attendant relationships, feedback and support? Will their initial motive for entering have changed by exit? How will some of the program's distinctive reflective processes have affected them?

### **The Setting**

Spring Arbor College is a four-year Christian liberal arts college located in southcentral Michigan. It is accredited through the North Central Accrediting Agency. In 1982, Spring Arbor College (SAC) began serving adults in a year-long B.A. degree-completion program. This program entitled the Management of Human Resources (MHR) has served over 2000 adults since 1982. It has grown from one center in Jackson to four other cities in southcentral and southeastern Michigan (Lansing, Grand Rapids, Detroit, and Flint).

Spring Arbor College's Management of Human Resources program has students studying together over a year's time in cohort groups. They

attend one night a week, typically from 6-10 p.m. Time studies show approximately 20-25 hours are spent weekly on program work between class meetings (Cherem,1987). That is, students typically spend that amount of time on program work outside of class.

Students must have 62 transferable semester credits from accredited institutions to enter the year-long program. Since students will earn 32 credits in their year's coursework, they are potentially short a maximum of 30 credits to be eligible for graduation (124 semester credits). The potentially deficient year of credits (30 credits) may be earned through a portfolio process. This portfolio has two sections which may generate credit: a professional-technical section (licensures, C.E.U.s, etc.) and life-learning experience papers (papers written according to an experiential learning model which are submitted to faculty in appropriate disciplines who decide on equivalency of learning to their course in the discipline).

In this manner, students are able to complete their degree during one year. They attend class one night weekly, study from 20-25 hrs. weekly between sessions, do a project thesis at their work sites, and prepare a portfolio. The retention rate in the curriculum year of study is 86%, while the overall graduation rate is 58%.

The program is intentionally designed to build relationships between students and utilizes them as co-experts. Those in the groups often bond with one another in a way that causes them to want to see one another even after their study is completed. Most groups have occasional class reunions, a phenomenon not common among busy adult learners who have studied in other settings.

In a recently completed study on student perception of the Management of Human Resources' (MHR) impact, over 100 MHR students in 9 groups described their growth in varied areas at both midpoint and exit (Cherem,1990). They describe interpersonal areas as those in which they experience the greatest growth for themselves from their entry to their exit. These include growth in personal relationships, perception of self and of others. In alumni surveys, MHR alums select personal friendships as the "one thing that stands out most about their experience at SAC" (Cherem,1990). In nine questions on the 1990 alumni survey, alums select interpersonal areas as areas of significant impact.

This study was conducted at one of the college's five regional centers, the Jackson Center. The group which I will name "Jackson '04" began meeting 25 weeks prior to my joining the class as a participant observer in August 1990. The group ended in March 1991, so that participant observation extended over 7 months, one evening per week. The group was facilitated by an experienced major professor, who has taught in the Management of Human Resources (MHR) program since the program's inception in 1982.

Major professors are those instructors that take major responsibility for the instruction of a group. They teach approximately 60% of the curriculum over the group's year of study. The criteria which I felt important in the selection of a group included that it was a cohesive group, had an experienced instructor, and was of typical size.

Staff in the program deliberately set aside time to assist a group in "bonding", that is becoming familiar with one another, and hopefully,



building a sense of group. This "bonding" is done through a variety of activities which include socializing, self-disclosure and some group goal-setting. This group was perceived by staff as having "bonded". That is, they did things together outside of class time, and functioned with familiarity and feelings for one another. They helped one another and were described by two staff as a "close" group, a cohesive group. This group fulfilled all but one of the three criteria. It had fewer members than is typical, since 15 students is average in MHR groups and this group had only 12 members.

When I joined the group, they were studying Effective Interpersonal Communication with an adjunct instructor who was also their academic coordinator. He taught the first and fifth (final) week. This proved to be a timely module in which to join the group in that I immediately met and interacted with each member. The major professor returned the second week to complete the middle three weeks of this five week module. The group's membership changed after Effective Interpersonal Communication due to the fact that semester break followed that module.

Since all students are evaluated at this mid-point break, 25 weeks into the program, one student who had fallen behind, was asked to take a "time-out" until work was caught up. He could rejoin a later group once requirements from the first half of the program were completed.

Therefore the group lost a member. After the two week break, Statistics began with another adjunct professor as well as two new students who had missed the Statistics module from an earlier group. One of these two students had "dropped back" from an earlier group and

would become a permanent member of this group. The other had merely missed the Statistics module with his own group, so he was attending his own group while also making up the Statistics module. Thus the group's membership shifted around the time of my entry. The group settled at 12 members including me, a participant observer. The students also knew that I was an employee of Spring Arbor College. I will discuss my relationship more thoroughly in Chapter 3. I was readily accepted as a part of the group.

The classroom is on the second floor of the Jackson Library's Audio-Visual Building on Michigan Avenue and Blackstone. The conference-style classroom has 7 foot rectangular tables arranged in a U-shape. The open end of the U acts as the front, with overhead and white marker boards situated there. There is also a small circular table at this end of the room. The major professor for this group rarely sat at the circular table, preferring to sit at the ends of the long student tables, although adjuncts and guest speakers always chose the circular table which seemed to signify a separate position, one of clear authority.

There is a break-room where snacks and soft drinks are available. Bathrooms are available nearby. The reception area is at the top of the stairway with this room straight ahead beyond the reception area. A second classroom is adjacent to the right of this classroom, while a third classroom is at a right angle to it. There was always at least one other class going on while our class met, and sometimes all three classrooms were filled. Though breaks never occurred together, they

sometimes overlapped. Groups did not intermingle very freely.

Our class took one break of about 1/2 hour around 8:00, though this varied with instructors. The students had elected two class representatives, and one of these class representatives facilitated the listing of teams to bring in dishes weekly. Two class members teamed up to prepare class break meals on a rotating basis; the complete class list of teams was cycled through before the cycle repeated itself. I was immediately added to this meals list, which also listed class members' birthdays, addresses and work and home phone numbers.

The last seven months of the year-long Management of Human Resources program was selected for two reasons.

1. The focus of this study was not on how a connected classroom was forged. The assumption was that the MHR group within which three women were studying had forged "connectedness" by the time this study began. How the women negotiated the program and perceptions of their changes were best studied when students have been in such a setting for a period of time.
2. Though there are reflective processes and insight instruments in the early months of MHR, the culminating event is the Philosophy of Life presentation. This paper and presentation ends the last module (unit of study) entitled "Values: Personal and Social". Students are asked to draw on earlier work in modules on management, human resources development, adult development, systems and biblical perspectives. Since these final two nights of meeting have both the "Philosophy of Life" presentations and the results of their year-long project thesis

work, these final weeks are meaningful ones for MHR groups. A study of changes in women and their perception of the program's meaning to them needed include these potent final weeks.

In summary, SAC offers the MHR program, and MHR has a class in the Jackson center. The particular group in which I did this study has 12 members, 7 women and 5 men. I named them "Jackson 04". Within this Jackson-based group there were 3 women with whom I worked (observe and interview) over a period of 7 months. This is the context within which this study was conducted.

### **History and Background of the Problem**

In Beer and Darkenwald's 1989 study on gender differences in adult student perceptions of college classroom social environments, they state that there is very little research on adult classroom environments. They continue that the nature of the classroom social climate affects not only the learning outcomes but also the persistence of adults in educative activities. "A climate that is not appropriate for adults will not facilitate learning or lead to satisfaction with the learning experience" (Beer & Darkenwald, 1989, p. 33). Their empirical research on differing perceptions of an adult classroom based on gender was a unique contribution to a scarce body of adult education research on such issues.

Although such empirical research is important, it suggests further research of a different kind. A significant amount of study has been devoted to the phenomenon of the reentry woman who returns to college

to complete her interrupted education. These studies suggest that differences exist between male and female norms, values, expectancies, and resulting needs (Bardwick, 1971; Belenky, et al., 1986; Deauz, 1985; Gilligan, 1982; Goldberg, 1982; Lott, 1985; Mezirow, 1978, cited in Beer and Darkenwald, 1989, p. 35). Research on gender differences has investigated the societal influences that result in differing developmental patterns for men and women and the distinctive life experiences that produce different perspectives on interpersonal relationships and values.

Numerous studies have indicated that certain attributes are more characteristic of women than men. Women demonstrate a greater interest in personal relationships and intimacy, are more affiliative, and manifest a greater need for friendship, cooperation, and helpfulness (Bardwick, 1971; Belenky et al., 1986; Friedman, 1980; Gilligan, 1982; Knapp, 1981; Lipman-Bluman & Leavitt, 1976; Lott, 1985; Spenner & Featherman, 1978; Williams, 1977; Worrell, 1980, cited in Beer and Darkenwald, p.35).

The study of women's development is in the early stages of theory-building. While little agreement has been reached with respect to gender differences, the investigations of Gilligan (1982) and Belenky et al. (1986) have broadened the conceptualization of cognitive-moral development. These two research works in particular begin to suggest there are two equally valid ways of acquiring knowledge, a "separate" way of knowing and a "connected" way. Their findings indicate that women describe their most meaningful learning as that learned through connections, involvement and caring.

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In a Wellesley College Work-in-Progress document, Miller cites the growing body of research that suggests that "an inner sense of connection to others is a central organizing feature of women's development" (Miller, 1988, p. 3).

This sense of connection to others may assist students in the classroom. Some educational administrators believe that cohort groups studying together can impact all students' retention, due to such support offering a connection to others.

Richard Potter, a Central Michigan University (C.M.U.) administrator in adult programs, believes that cohort groups have benefits for students. C.M.U. has one of the largest off-campus programs in the United States. Potter claims their use of cohort groups helps their adult student retention. The close relationships act as a support to students often stretching to complete their B.A. Such support is particularly critical to students who are also full-time workers and parents (parents to either their children or to their own parents). From Potter's perspective, the use of cohort groups helps retention (Potter, 1988). Even with retention studies of traditionally-aged, on-campus students, the literature suggests a sense of community and student feelings of "fit" to that community as critical to students staying (Tinto, 1987; Moors and Klas, 1989).

In one respect the background of the problem in this study is relatively short. Certainly the research separating women's developmental cycles from men's is rather recent. It was in the 1980's that research studies began to emerge which separated human development by gender. Ethnicity and class distinctives in human development are even newer

in adult development research. There is little written in English on non-Western people's development. The recent research on American women contains patterns indicating that relationships are important to women; they are important in their learning as well. The literature review in Chapter 2 will amplify this point.

### **Importance**

Josselson's 1990 book on women's identity development stresses the importance of caring relationships to women.

It is difficult to describe the importance or role of working in women's lives. In studies of men (Vaillant, 1977; Levinson, 1978), the vicissitudes of career dominate the psychological world. Relationships are clearly present, but sound a subtheme of harmony, perhaps a steady counterpoint, clearly in the background. For women, the opposite is true. As they recount their history, group their lives into "chapters" or stages, their relational history provides the central thread and lines of demarcation. Their careers are there but largely in the background, at least through their early thirties (p.184).

As this quote indicates and the next chapter will establish, relationships are important to women. How important then is a relational classroom setting, one which builds relationships to ideas and between learners? It is important to examine how a non-traditional classroom affects certain learners. Are there more or different kinds of changes in such a classroom for women than for men? What implications might such a classroom have for teaching-learning relationships generally?

Additionally, there is a body of research that claims men and women switch at mid-life in their major motivation. Women become less nurturing and more achievement-oriented, while men become less



achievement-oriented and more nurturing (Krupp,1982). The last line of the quote from Josselson suggests that though relationships of care may be pervasive for women early-on in their lives, these may not hold as strongly for women at or after mid-life. Therefore, will the two women who are past 30 years not value the high relationship nature of this connected classroom?

How are three women impacted by a connected classroom program?  
What meaning and outcomes ensue? Those who work with adults in educational settings need research that answers some of these questions as they relate adult development in women as learners.

### **Definitions**

**academic coordinator** - a faculty/administrative person who coordinates students' project theses and acts as a division chair in relationship to their teaching faculty. Acts as a liason to campus on student problems or concerns.

**change** - refers to any movement that occurs over time, as distinguished from "development" which presumes a positive direction to the movement.

**co-experts** - adult students are sometimes used as "experts" like the designated teacher. As experienced adults, the teacher uses their expertise in the class along with his/her own expertise .

**cohort** - a group of students who begin a program and move through different units of study (modules) together over an extended time period (i.e. year).

**connected classroom** - a classroom in which confirmation (affirmation) and community are valued. A connection between content and the learners is intentionally sought; there is an emphasis on relationships, both personal relationships as well as the manner in which ideas relate to the learner. This connected classroom differs from a more traditional higher education classroom which is more content and task specific with lecture as the main mode of instruction.

**Management of Human Resources (MHR)** - the adult degree-completion program at Spring Arbor College which is the focus of this study. It is a management degree with heavy emphasis in the

liberal arts.

**module** - a four to six week unit of study in which students meet in a four hour block of time. The MHR program has 10 modules of study over 52 weeks.

### **Summary**

This dissertation research was a qualitative study which focused on three women's perceived changes while experiencing a connected classroom. A Spring Arbor College's Management of Human Resources' (MHR) group was the setting, with a Jackson group of 12 members becoming the focus. What effects the connected classroom had on the three women students will be the focus of this dissertation. This will be from the women's perspectives, as well as that of other students in the class, instructors, MHR administrators, a long-term friend not in the class, and the author who acted as a participant observer for the final seven months of the year-long program. How the women affected the class and negotiated the program were also observed. A description of what one connected classroom looks and feels like will also be a part of the contribution to adult education.

Observations, interviews and document analysis were the data collection methods. Emerging patterns were identified throughout the research process.

Limitations of the study will be discussed in Chapter 3-Methodology. It is hoped that this research contributes something significant to the body of knowledge on women's ways of knowing and the effects of classroom practices on such learners. The teaching and learning connection in classrooms serving adults should be strengthened and some greater illumination offered as an outcome of this research.

## **CHAPTER 2 - REVIEW OF THE LITERATURE**

The review of literature is organized under two major headings. This research study emerges out of an absence of research on college study and student change, particularly as student change in college relates to gender. This study integrates across these areas. This chapter will review these areas in an effort to set the research background against which this study is conducted. These areas and subdivisions are:

- A. College study and student change.** How do students interact with and help create their college experience? Schema for understanding student change.
  - 1) Perry's Schema for Studying Intellectual and Ethical Development in Students.
  - 2) Loevinger's Ego-Identity Stages in Adults.
  - 3) Factors in the College Environment which Seem to Influence Student Attitude and Values.
  - 4) Ethical Decision-making and Student Change.
  - 5) College Study and Adult Student Change.
    - a. SAC's Management of Human Resources Study and Adult Student Change.
    - b. Adults' Receptivity and Likelihood of Change in College.
  - 6) Emotional Support - Adult College Students' Special Need Enabling Development .
- B. Gender and College Study**
  - 1) Gender Differences.
  - 2) Repercussions of Gender Differences on College Classrooms.
  - 3) The "connected" classroom and its suitability to the adult female student's development.

### **Section 1: College Study and Student Change**

In a study of the collegiate experience on the growth of students, Boivan (1989) states that "little is known about the collegiate experience on the growth of students" but that "the consensus of findings suggest that the essence of the college experience is change" (p.1). Boivan quotes Feldman and Newcomb (1970) in their call "for increased research about college students to ascertain and judge the effects of the collegiate experience and noted the imperativeness of determining how institutions influence the course of a person's development" (p.1). This section explores research on college study and student change, by moving from a general investigation of research related to student change and college study and then focusing more particularly on the **adult** college student and change.

This section begins overviews two of the most reputed models for student development in the educational literature: Perry's Research on Intellectual and Ethical Development and Loevinger's Stages of Ego Development. The section ends with research specifically focused on factors in the college milieu which seem to influence student changes.

#### **Perry's Schema for studying Intellectual and Ethical Development in Students**

Since William Perry was one of the first widely-known researchers to systematically explore college students' development, this section begins with his research and his consequent schema for student

development.

William Perry and his associates studied the intellectual and ethical development of Harvard and Radcliffe college students (Perry, 1968). For educators, the work has the advantage of having been created as part of research on how students experience the educational process. Perry interviewed college students from the classes of 1958, 1962, and 1963 at the end of each of their 4 academic years. Out of 140 participants, there were 112 males and 28 females; 84 finished the 4-year sequences. The interviews used an open format, beginning with: "Why don't you start with whatever stands out for you about the year?" The interviews were intended "to obtain from the students their own reports of their college experience, in their own terms" (Lasher, Moore and Simpson, 1980, p.21).

Though the students were chiefly white males and all students were from prestigious universities, Perry's research is still widely cited since the 20 years when it was conducted. It has become important work as student development specialists often look at students through the lens of the Perry model.

Perry found that even in the relatively homogeneous setting of Harvard and Radcliffe Colleges, individuals varied widely in development and that these differences were associated with how they experienced educational situations. Perry found nine differing positions of intellectual and ethical development. He formulated a stage- developmental scheme on which a narrative follows. Table 5 is a schema of Perry versus Belenky et al.'s ways of knowing. In Perry's earlier stages of development (pre-relativistic positions

1-3), students expected educators to know answers to fundamental problems; educators had authority . These students had difficulty handling ambiguity. For them, clear and authoritative answers exist somewhere.

Students at the middle developmental levels (relativistic positions 4 and 5) tended not to believe in the existence of authoritatively correct answers except to rather limited and technical questions. Discussion was interesting to them, but no answers were possible , thus much apathy, despair and meaningless occurred for them.

Students at the higher developmental levels (post-relativistic positions 6-9) discovered that personal commitment is necessary and possible without possessing clear answers to fundamental questions. Further, these students discovered that personal commitment actually produces meaningful and effective answers to many questions. For these students,

college education took on a new meaning; it was viewed as a way to develop and test one's evolving commitments. Thus, their participation became qualitatively different as it became organized by their senses of individual purpose ( Lasher, Moore and Simpson, 1980, p.22).

Perry's work is important for many reasons, not the least of which is that he first documented that students do not experience the same classroom and/or instructor similarly. His work helps us see how traditionally-aged male students make sense of themselves within a campus educational context.

Another researcher, Jane Loevinger, provides even more current

research (1976) reflecting some similar findings to Perry's, but also with its own distinctive insights to male and female adults as college students.

### Loevinger's Ego-Identity Stages in Adults.

Loevinger and her associates have developed a procedure to systematically describe the ways that persons make sense of themselves and their relationships with others. They have identified ten different stages of such sense-making. When arranged in the appropriate order, the stages display an apparently systematic progression from patterns that are simple and rigid to forms of sense-making that are more flexible, highly differentiated, and organized. Further, these ten levels appear to constitute a developmental sequence. These levels are called "ego" stages and describe a person's central ways of making sense of his/her world. The overall mental process through which a person creates and maintains a frame of reference for understanding events and for acting in the world is Loevinger's definition of "ego".

Loevinger's theory can be tested because she has a direct measure of ego development (Loevinger and Wessler, 1970), the validity of which is supported by a variety of accumulating evidence such as Hauser's work (cited in Lasher et al., 1980).

The ten measurable levels have been placed as a series of seven major stages and three transition stages, each of which reflects a discrete and relatively stable pattern of interpersonal and intrapersonal functioning ( See Table 1).

Table 1

**Loevinger's Ego Stages**

- \* *Self-Protective/Conformist* (Delta/3). This is a transition state between the self-protective stage and the conformist stage. Its characteristics have not been well differentiated at the clinical level, but it appears as a distinct clustering of responses on the sentence completion test.
- \* *Conformist* (I-3). Persons at this level seek to conform to the wishes of others, seek acceptance from others, and orient their own behavior primarily in terms of others' expectations. At this level, a new relation to oneself emerges. One's desires are inhibited in order to conform to others' expectations. Nonconforming desires are often sources of feelings of shame and are usually kept secret and actively suppressed or repressed.
- \* *Self-Aware* (I-3/4). This is currently regarded as a transition state, but it is so widespread and so stable that it may in the future be reclassified as a full developmental stage. This state is marked by a desire for others' approval for one's own independent actions. One deeply needs approval and respect from others; at the same time, there emerges a new awareness of oneself as a unique individual in the world and a new desire to express that uniqueness in actions and achievements. Loevinger states that "most of the late adolescent and adult population in urban United States are at the Conformist Stage or the Conscientious State or squarely between them" at the I-3/4 state (Loevinger, 1976, p. 417).
- \* *Conscientious* (I-4). Relationships with others at this stage take on new qualities of responsibility, mutuality, and concern for open communications. One has a new capacity to take responsibility for one's own life and goals. One can act toward one's goals without being overly concerned with the acceptance and respect of others. Shame at offending others is replaced in this stage by a sense of guilt when one does not live up to one's own standards.
- \* *Individualistic* (I-4/5). This is another transition state. It is characterized by relationships with others that incorporate all the responsibility and mutuality of relationships at the conscientious level, but this stage adds a concern for others' personal growth and for respecting others' inner and outer freedom. There is an increasing awareness of oneself as a growing person. Self-fulfillment begins to be valued on a par with achievement in the world.
- \* *Autonomous* (I-5). Interpersonally, at this stage there is a deepening of the qualities manifested in I-4 and I-4/5, with a clearer understanding of how to respect and to further the development of others. Intrapersonally, there is a new awareness of oneself as ambivalent and as characterized by psychological multiplicity and inner conflict. This new awareness of one's inner life results in turning inward to address psychological needs. by dealing with these needs and coming to continually deepening self-understanding, persons characterized as I-5 develop a new sense of wholeness and an ability to express their needs more fully in their activities in the world.
- \* *Integrated* (I-6). This stage is empirically rare. Loevinger notes that in most groups no more than one percent of the members would be best characterized by this stage (Loevinger and Wessler, 1970). With the responsibility and respect characterizing interpersonal relationships at stages I-4 and I-5, there emerges a new valuing of the preciousness of all life and a sense of the rarity and specialness of each human being. The inner life of persons at this stage is characterized by the creative integration of inner multiplicity and the ability to live in ways which further inner depth and integration. This stage may characterize persons such as those described by Malsow (1970) as "self-actualizing."

Note. "Adult Development and Approaches to Learning", by Lasher, H., and Moore, I., and

Simpson, E. Sept, 1980



This ego development construct was created through extensive clinical studies and the use of a projective test, which has been carefully correlated with clinical observations. The projective test is a pencil-and-paper test involving a 36-item sentence completion exercise. The system of scoring completions was developed through a process of comparing responses to the test with the results of extensive clinical evaluations of the research subjects (Loevinger and Wessler, 1970). Hauser subjected the test to a number of reliability and validity studies, as well as reported its use in a variety of other research programs (cited in Lasher et al., 1980). Loevinger's research and the subsequent stages which emerged were based on both male and female subjects, not the more biased all male samples on whom Perry based his theory of learning and change.

To summarize Loevinger's stages, the stages describe movement from three self-protective stages through a transition stage to the conformist stage and on to the self-aware, conscientious, individualistic, autonomous and integrated stages. Loevinger estimates, and the 1974 Harris poll (cited in Lasher et al., 1980) confirms, that about 60% of adult urban Americans fall in one of three middle stages: conformist, self-aware and conscientious. Loevinger's work has important relevance to education because it demonstrates that learning is an intensely personal enterprise in which an individual's developmental stage is central to virtually all that occurs.

Both Weathersby (1977) and Donnelly (1979) claim that :

Studies show that adults at varying ego stages construe their experience in very different ways. Education is no exception. Depending upon ego stage, adults differ in the sorts of relationships they attempt to create- and do create - with peers and teachers. Adults differ in the role they expect knowledge and education to play in their lives. And they differ in how they cope with the stresses of the educational process (cited in Lasher et al.,1980, p. 21).

Understanding such schema as Perry's and Loevinger's is helpful for our study of adult college students and their potential for change in a particular college program. Of equal importance to this study, however, is an examination of the research literature which bears on college study and what general factors do stimulate change, any sort of change. Probably because intellectual change is assumed, most of the literature addresses changes in attitude and values. Again, we begin first with research on young college students and then move to a smaller body of recent research related to adult college students.

#### Factors in the College Environment which Seem to Influence Student Attitudes and Values

Reporting on the key factors impacting on the college student, Korn's study ( cited in Boivan,1989) suggests that an understanding of the interaction of the individual with the environment is necessary in comprehending change in students.

Certainly the previous research by Perry and Loevinger would support such a personalized and dynamic approach to examining learning and student change. In the area of attitude and values changes, certain factors in the college milieu have been identified as common and potent sources for impacting students. It appears that non-classroom

factors affect attitude and values more than other factors.

Feldman and Newcomb (1970) found that residential arrangements in which students locate themselves have ongoing impacts, reporting that in some cases

this takes the form of forces promoting attitude change on the part of certain of the members, while in other cases, the reciprocal influences of members on one another reinforces and strengthens existing orientations (cited in Boivan, 1989, p. 2)

In fact, Chickering (1975, Chap. 11) suggests that the "impact of roommates and residence hall associates are **primary** forces influencing the change in student attitudes and values."

Research has increasingly established that any **change in attitudes or values** while in college are not necessarily the direct result of academic learning nor directly related to interaction with faculty, but rather tend to be associated with a variety of value-laden experiences. This is further evidenced by Pascarella's (1985) findings that

interactions with faculty failed to have consistent effects on the measurement of student development of attitudes and values and that structural factors had only modest and indirect impacts. However, interactions with social and academic systems did, in turn, rectly influence student development (cited in Boivan, 1989, p.2) .

Chickering (1975, Chap. 12) found those influential factors to changes in student attitudes and values to be: instructional goals set forth by faculty members, the degree to which questions of value and attitudes are raised by particular subject matter or by teachers themselves,

and most importantly, the humanizing of values. Similarly, Feldman and Newcomb (1970) found "course content to have more impact on attitudes than interaction with faculty" (cited in Boivan, 1989, p. 3). Dressel and Lehman (1965) did find that especially in the last two years, "courses and instructors do have some impact on attitudes and values, though the other (peer group and non-academics) are more influential" (Boivan, 1989, p.2).

Though research can point to student changes through a student's four years of study, it is difficult to attribute student change to the college as the effector of that change. Nonetheless, there does seem to be some preliminary evidence that at least where changes in student attitudes and values are concerned, the classroom environment (class goals, a discipline's values questions, and a class's humanizing of values) and peer interactions are more potent sources for effectuating changes than either the faculty or structural factors.

There may be some self-selection against those for whom structural factors are potent. There is a large body of research which states that the degree of campus "fit" to the student, the development of a sense of connection with the student, is the most important factor of a student staying at a given college (Tinto, 1987). Without this sense of connectedness, students tend not to persist. They quit college entirely or go elsewhere. Thus, the more structural features of a campus climate may not surface as potent to effectuating attitudinal or values changes by senior year due to the fact that the college only

retains those who already fit existent structures. The four-year follow-up study has perhaps lost those students for whom structural factors were potent.

Of course, the "fit" of a student to a college isn't merely constituted from structures; it is equally the "fit" of peers and other aspects of college climate. However, the structure could potentially be a potent source of change for those non-persistors, who are no longer in the study by study's end. Despite this potential for erroneous conclusions as to the most potent sources of change as they relate to students' college career, faculty seem to be a less potent source than conventional wisdom would suggest. Faculty are the most surprising omission from the list of sources for student attitude and values changes.

Only the indirect influences of faculty seem to influence college students' values. These indirect influences are in the faculty's goals and humanizing of the classroom climate, not in direct faculty interaction or modeling. There seems to be no indication that the personal aspects of faculty are a consistent source of values changes in students. Rather, it is faculty's professional interaction in the classroom through the manner in which they set goals or direct discussions on content that is value-directed which seem somewhat influential on students' values, though not nearly so influential as peers and the non-academic areas of college life.

To further pursue one of the two areas Perry explored, ethical development, this literature review turns to an even more focused

study of college and its relationship to student changes in ethical arenas. If such changes were to be optimized, one might think this would best occur at a value-laden private college. Specifically, the following study was conducted at three evangelical colleges (i.e. Wheaton, Messiah, Houghton).

### **Ethical Decision-Making and Student Changes --The Christian College.**

Buier, Butman, Burwell and Van Wicklin (1989) were part of the Christian College Consortium, a group of thirteen evangelical liberal arts colleges, who were

deeply concerned about how best to establish the kind of academic and social community that will challenge and nurture young adults as they move towards self-chosen commitments. Faculty and staff members are increasingly discussing what it means to assume the important role of mentor as these 'novice adults' search for a faith by which to live. ( Buier et al., 1989, p. 69)

In the past two years these consortium schools have implemented an "ethic across the curriculum" ( p. 69) . Though there is no consensus on what theoretical approaches might best facilitate the development of moral maturity, the major focus in Buier et al's research study has been on cognitive-developmental theory, particularly on moral reasoning. This is the internal decision-making process that precedes moral action. Although this is only one aspect of "being ethical", the researchers have found careful consideration of this dimension helpful to their research design. Aspects of cognitive reasoning appear to be scalable, and thereby measurable.

In Buier et al.'s multi-year, cross-sectional and longitudinal study,

both a quantitative and qualitative impression was gleaned on three issues. The four researchers then attempted to draw academic and developmental implications. The three areas on which their research focused were how students think about right and wrong, attribute meaning to their lives, and view the learning process.

Marcia's work on identity is the most interesting portion of their research findings. Marcia has conducted much research over the past two decades on identity, especially in relation to adolescents and young adults. Basically, his research has generated four identity positions; each relates to whether an individual has faced a crisis and/or a commitment in the areas of work, politics and religion. Dependent on having faced and/or resolved these crises, a person is categorized as being in one of four stages. These stages are: **diffusion** (neither faced a crisis nor made a commitment), **moratorium** (faced crisis though made no commitment, akin to Perry's relativistic position), **foreclosure** (faced no crisis but made a commitment, usually simply adopted parents' choices) and **achievement** (faced crisis and made commitment). Obviously, the achievement identity stage is the most highly developed.

The 1989 study on students' moral and ethical decision-making at three Christian liberal arts colleges reflected that there was much less diffusion among seniors than freshmen.

Unfortunately, the data also suggest that a significant minority of the seniors are in a state of foreclosure (more than 33%) but for many others...More than half of the seniors are in the more developmentally advanced moratorium and identity achieved statuses. This suggests that more seniors

are in the process of searching for their own ideological or occupational commitments (moratorium) or that they have acquired such commitments after a time of personal crisis and exploration (achievement). Such findings would suggest that their beliefs are less transient, and more deeply incorporated and personalized ( Buier, Butman et al., 1989, p.76).

Although these were encouraging findings for these three liberal arts colleges, there were less encouraging areas. This was particularly true in the interview questions related to sociopolitical ideology.

More than half the seniors were diffused politically, suggesting they had "little understanding or appreciation of current political issues or world events" (Buier et al., 1989, p. 76) ; another significant portion of the senior samples were politically foreclosed. The researchers continued,

This political wasteland was all too evident on the videotaped interviews. Questions about political ideology were often met with an embarrassed laugh and/or quick confession of ignorance ( Buier et al., 1989, p.76).

These patterns were again shown on the Rokeach Values survey (Rokeach,1973) where student samples

not only did not hold values related to society as priorities but were not even aware of, to any large degree, causes for concern in the world around them. Perhaps this suggests that students at Christian liberal arts colleges place higher priority on immediate friends and family, and lower priority on broader social values such as a world at peace, national security and equality. Such observations parallel the concerns raised by Bellah, et al (1985) in their critique of contemporary American society (Buier et al., 1989, p.76).

Students hold personal values but don't feel a need to, or are unaware of the need to, apply these to contribute to a larger community's well-being.



How representative is this group of young students to young college students generally? Though this study is still in progress, the authors' preliminary findings suggest that "students at Christian colleges are graduating with similar beliefs and comparable growth as college students in general, and are leaving with almost the same values as they brought with them when they arrived" ( Buier et al., 1989, p.76).

In this particular study, researchers found little effect on students' values that was attributable to the distinctive Christian emphasis. Student value changes were likely more attributable to the self-selection of students who came to such colleges than to anything that the college itself had done. If there is such little change in students over four years at three colleges whose central mission centers around communicating about and having an impact on students' values, is it likely that public universities affect students' values in a more significant and/or consistent manner?

I do not think it's such a jump to assume that this is unlikely. Does such an impact become even less likely with older adult students?

Not to be left with the position that college has no real impact on student attitudes or values, we need remember that there was movement by a majority of students over time in a developmentally advanced direction.

How much of this change is attributable to the college experience,

however, remains questionable. Bowen's landmark study (1980) provides some insight on this issue, at least as change is related to traditionally-aged college campus students.

Attempts to show that specific institutions have specific effects on their students have usually failed, but the effects of attending college generally - any college - are more positive.

Apparently the college experience produces people who are somewhat more independent, more tolerant, more open to new experiences, less rigid, and less prejudiced...As far as we can tell, this kind of change is not much more likely to occur in one kind of an institution than another, though a few well-known liberal arts colleges seem a little better at producing it (Spaeth and Greeley, 1970 cited in Bowen).

Differences among institutions may be modest but institutional averages may obscure individual differences which may be great. In other words, average changes on various cognitive and affective variables may be negligible, but there well may be significant differences occurring when students are examined as whole persons. Another possibility for not noting much inter-institutional change in students is the kind of research done prior to the last 15 years. Significant differences would be easy to overlook with the crudeness of the measurement methods. Important variables could have been unwittingly ignored or some recognized variables were not measured properly. Nonetheless, Table 2 overviews the average student changes noted in the research literature in certain domains prior to 1977. The table is reproduced from p.221 of Bowen's text.

**Table 2****Summary of Estimated Average Changes in Individuals Resulting From College Education\***

<i><b>Descriptive Term</b></i>	<i><b>Personality Dimension</b></i>	<i><b>Estimated Overall Change Expressed in Standard Deviation Units</b></i>
Not Ascertainable	Intellectual integrity, wisdom morality.	
Negative Change	Religious interest.	-.10 or less
No Change	Human sympathy toward individuals.	-.09 to +.09
Small Increase	Mathematical skills, rationality, creativeness, refinement of taste and conduct, consumer behavior, leisure.	.10 to .39
Moderate Increase	Verbal skills, intellectual tolerance, esthetic sensitivity, life-long learning, psychological well-being, human sympathy toward groups, citizenship, economic productivity, health.	.40 to .69
Large Increase	Substantive knowledge, personal self- discovery, family life.	.70 to .99
Very Large Increase	None.	1.00 or over

\* Reprinted from Bowen (1980) p. 221, Table 37.

What are the implications of this research on student change for college programs focused towards adult learners? Certainly in the values and identity areas, we should be able to assume that adults are less often identity diffused. Most adults who come to college have had or still have some occupation, have faced questions of political ideology, if only at

election time, and have also faced some philosophical, if not religious, dilemmas in their lives. Would adults therefore, be more "identity achieved" than younger students? If so, would we expect less changeability over their college study than with younger students? Or would they typically need spend less energy on such identity issues and thereby be capable of greater growth along other dimensions? Would the chief areas of change be academic, changes in intellectual development, as opposed to attitude and values areas?

What follows is a look at the literature as it relates to adult college students and areas of growth and/or change. These questions and others will be addressed and attempts made to draw some insights from the research literature.

### College Study and Adult Student Change

Life is just going by so fast, you don't take the time to stop unless something like this (interview) puts the brakes on and says, 'Okay, where are you really at? Where were you at eighteen months ago, and how have you changed over that time frame?' You just don't take the time to sit down and think about that because you've got too many other things going on. (Zachary, 1990, p. 5)

It is a significant movement from the general literature on college and student change to college and adult student change. This sub-section begins with Spring Arbor College's research on adult learning in academic areas and is followed by other college's program research. All this serves to illustrate the more unique nature of "college" for adults

and the consequent difficulty of presenting any uniform "college experience" when discussing college and the adult learner. The one outcome of the research that could be generalized most particularly to the adult college student is discussed. This is the special need for emotional support. This Literature Review's Section 1 ends with the more limited research on adult attitudes and/or values changes .

Though conventional wisdom has often held that "old dogs don't learn new tricks" or, adults will likely experience less change in college than younger students, Spring Arbor College's research on adult learning demonstrates differently.

#### Spring Arbor College's Management of Human Resources Study and Adult Student Change.

Spring Arbor College, the setting for this study, has conducted research on adult learning and the liberal arts in their year-long, degree-completion program in the Management of Human Resources . The American College Testing service offers a Comprehensive (COMP) objective short form test of 2 1/2 hours of six liberal arts areas. The American College Testing service's Comprehensive exam has been utilized by hundreds of colleges over the past five years for measuring liberal arts areas. The test is pencil scored but consists of video, audio and graphic components. Its validity is well-documented and reliability in the range of acceptability.

For over 100 adult Management students tracked from entry-to-exit

over a four year period, Spring Arbor College found statistically significant changes in two liberal arts areas. These two areas are communicating and functioning in social institutions (systems thinking). A third area, solving problems, is nearly at the statistically significant level (.05). Since the curriculum has many activities which repeatedly address these areas, Spring Arbor College administrators have not been surprised by these findings.

Such research does confirm the potential impact of a relatively short academic program on adults' intellectual skills. The remaining three areas which show no statistically significant change from entry-to-exit are: Clarifying Values, Using the Arts, and Using Science and Technology. The first two areas are addressed in the Management of Human Resources curriculum to a very limited degree obviously with no statistically significant differences shown from entry-to-exit on the COMP. Using Science is not addressed at all in the curriculum.

Spring Arbor College on-campus students have also taken the American College Testing service's ACT-COMP exam of the liberal arts, and their scores tracked from their freshman to senior year. Not only do these younger students have mean scores at exit which are lower than the adult off-campus students, but their total score gains are lower in most of the six liberal arts areas (See Table 3).

Table 3

**ACT-COMP Test of the Liberal Arts**

All Entering Student Scores Entering Junior Scores in Adult Programs Compared to National Group of Sophomores and SAC Freshmen

	National 4 Yr. Inst. Sophomores N = 1,049	PEP* Entry 1988 - 89 Freshmen N = 109	MHR Entry 1987 - 89 Freshmen N = 109	SAC On-Campus 1986 Freshmen N = 229	S.D.***
Total COMP (Includes 3 Process Areas**)	181.1	180.4	186.5	171.8	
Functioning within Social Institutions	60.7	61.0	61.6	56.8	7.3
Using Science and Technology	61.8	61.4	61.6	58.6	6.9
Using the Arts	58.9	58.5	58.9	56.2	6.1
Communicating**	50.8	48.0	49.9	47.9	8.7
Solving Problems**	74.4	75.6	75.9	70.7	7.2
Carrying Values**	35.9	36.8	36.6	33.2	6.2

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## Exiting Seniors Scores in Adult Programs Compared to Seniors Nationally and S.A.C. On-Campus Seniors

	National 4 Yr. Inst. Seniors N = 16,447	PEP Exit 1988 - 89 Seniors N = 28	Entry- Exit Gains	MHR Exit 1988 - 89 Seniors N = 62	Entry- Exit Gains	SAC On-Campus 1986 - 87 Seniors N = 70	Entry- Exit Gains	S.D.***
Total COMP (Includes 3 Process Areas**)	181.4	189.2	8.8	185.8	.7	180.1	8.3	
Functioning within Social Institutions	60.8	63.2	2.2	63.5	1.9	60.9	4.1	6.9
Using Science and Technology	61.8	64.7	3.3	62.9	1.3	61.9	3.3	6.0
Using the Arts	59.2	61.6	3.1	59.8	.9	58.6	2.4	6.8
Communicating**	50.4	52.1	4.1	52.0	2.1	49.5	1.6	6.8
Solving Problems**	74.5	76.6	1.9	76.3	1.4	73.2	1.6	6.6
Carrying Values**	36.5	38.5	1.7	36.5	.1	35.4	1.4	6.2

Note. Two points raw score growth is considered statistically significant.

\* PEP - Prisoner Education Program; \*\* Three process areas included in COMP total; \*\*\* Standard Deviation

2/90, Revised 10/91

This would suggest that the off-campus adults are just as capable of change and growth as the younger on-campus students, at least as the American College Testing (ACT) service's COMP exam measures growth in the six liberal arts areas. This favorable comparison exists beyond merely younger Spring Arbor College students. Spring Arbor College adult Management senior students' scores are also at or above ACT's national norms for seniors in the six areas of the COMP exam. This is true both in terms of score gains, as well as absolute exit scores. If the Spring Arbor College research is at all representative, we see that adult students are capable of showing academic gains in a relatively short period of time. Younger campus students show 4.5 points gain in solving problems, but this is over four years as opposed to the adult students' 1.4 points gain in the same area in only one year. The adult Management students have consistently demonstrated statistically significant growth in a short period of time in communicating and functioning in social institutions (systems thinking) over four years' of tracking them in Spring Arbor College's Management of Human Resources program. Since these, along with solving problems, are areas which the curriculum repeatedly addresses, it suggests the potential potency of such a controlled curriculum on targeted areas of desired outcome may be great.

Equally, longitudinal testing in Spring Arbor College's prison program at the State Prison of Southern Michigan has shown similar gains over time in the liberal arts. These male adult inmates show high exit



scores similar to the Management of Human Resources adult students. However, they entered college study with lower scores than the Management students. Score gains are more significant for the male inmate students. These results suggest the potential that exists among adult learners for growth in certain educational domains.

The Cooperative Institutional Research Program (CIRP) is a survey used with freshman nationally and is used at Spring Arbor College with both on and off-campus Spring Arbor College students. It too reveals differences between adult and younger students. Over four years' time, adult management ( Management of Human Resources) students have consistently rated themselves relative to their peers on 15 competencies. Adults rate themselves higher on thirteen of the fifteen areas.

The two areas on which younger students rate themselves higher are foreign language and mathematics. Adults rate themselves higher on all other areas such as: self-confidence, writing and speaking, many of these statistically significantly higher (See Table 4 ).

**Table 4**

**Comparison of Spring Arbor College On-Campus Freshmen and MHR Students on Self Rating of Abilities Relative to Peers (CIRP Freshmen Survey, 1986).**

Question: Rate yourself on each of the following traits as compared with the average person your age.

<u>Self Rating</u>			
<u>Group with Highest Rating</u>	<u>Ranked Order</u>	<u>Chi-square<sup>a</sup></u>	<u>Probability</u>
MHR	Academic ability	22.092	.001
MHR	Self-confidence (social)	18.055	.01
MHR	Popularity	16.153	.01
MHR	Leadership ability	18.46	.001
MHR	Drive to achieve	15.36	.01
SAC - Freshmen	Learn foreign language	13.469	.05
MHR	Self-confidence (intell.)	12.945	.05
	Writing ability	9.309	NS .10
	Artistic ability	7.838	NS .16
	Mathematical ability	5.865	NS .31
	Physical health	3.048	NS .38
	Emotional health	2.28	NS .52

<sup>a</sup> DF = 5

Though there is much research on adults which suggests certain adults lack self-esteem and confidence in academia, especially reentry women (Frieze,1978; Caracelli,1988) the Spring Arbor College adult sample does not reflect such insecurities. Perhaps this is because Spring Arbor College 's Management of Human Resources program requires adult students to be employed . Employment assists in providing feelings of competency and confidence (Coleman and Antonucci, 1983 cited in Grottkau,1987). In fact Sales' research found that women who have held a job and reentered school even "have fewer adjustment problems" than those who enter college after only holding the homemaker role ( cited in Frieze, 1978, p. 20).

In that Management of Human Resources admits employed women students, these women are probably a bit unrepresentative of the adult reentry woman on whom much of the research literature focuses. Research on adult female students has characteristically focused more on the homemaker wanting to earn a degree and enter or reenter the workforce. Although with the last decade's explosion of women working outside the home, the characteristics of adult women seeking formal education may be changing (Caracelli,1988). Campbell's 1981 research hints at these generational differences.

Whereas women in the 1960's were concerned with making the initial move from homemaking to paid employment, women today are couching their decision to return to college in terms of selecting 'a more appropriate, satisfying or promising career path'.  
( cited by Caracelli,1988, p.3)

Viewed from a life-cycle perspective, single and married women who return to higher education in their 20s and early 30's face different

psychological barriers from those who return in their 40's or later (Caracelli, 1988, p.3).

In fact, the average age for Management of Human Resources students is 37 years, so the Management of Human Resources studies are typically dealing with an older female student. This woman rates herself high against her peers on the same 13 areas of competency that the entire adult Management of Human Resources sample does. They rate themselves higher than younger Spring Arbor College students, as well as higher than ACT's total sample of younger entering students. In these areas and for this selection of adults, there are few gender distinctions. This is unlike what is typically indicated for female students. Typically, female students are less confident than male students; this is not true for the older Management of Human Resources female students.

These two studies indicate that it is possible for some adult college students to experience academic growth in a shorter time frame than younger college students. They also indicate that certain populations of female students have just as high self-esteem and confidence in their abilities as students as their male classmates.

In other Spring Arbor College research done only with adult students, adults' self-perceptions are surveyed over time. In mid-program and exit assessment surveys, Management of Human Resources adult students select writing as both their major area of growth as well as an area of high absolute competency. Writing is the one area, from the

over 30 areas solicited, that students believe they have experienced the greatest growth (Cherem,1991).

As part of a larger, American College Testing Comprehensive (ACT-COMP) follow-up survey, phone interviews and written assessments from both students and their instructors confirm writing as students' area of greatest growth.

In surveys conducted a year after students' graduation, alumni also select writing as the area in which they have experienced the greatest growth. "Interpersonal insights" and "respect for others" are two other consistent areas of high growth as perceived by students in various surveys.

There is a heavy demand for writing skills in Management of Human Resources and a writing sample is a criteria for entrance. Much challenge and support for writing exists in various aspects of Management of Human Resources. Because a project thesis is a requirement for graduation, it is doubtful an adult can graduate without rather good writing skills.

The challenge/support ratio, which Kniefelkamp (1981) describes as optimal for student development, seems to be present in Spring Arbor College's Management of Human Resources adult program in the areas of problem-solving, systems thinking (functioning in social institutions), and writing (part of communicating area). Not only are these areas repeatedly addressed and challenged throughout the curriculum, but much support is afforded students in these three areas. Results seem to

indicate there has been significant student growth in these three areas.

Academically therefore, we observe changes in adult students in Spring Arbor College's adult program. This program serves older, employed adults. What does the literature on other adults and their college experience indicate? What kinds of changes might we anticipate for adults as opposed to those indicated for younger students?

#### Adults' Receptivity & Likelihood of Change in College.

Though college is never an agreed-upon entity for younger students, it certainly has more consensus and homogeneity than college for adults. Historically, "College" is assumed as being located on a campus, with hour block classes over 10-15 weeks with differing instructors, and students (ages 17-22) who likely live in dormitories or student apartments.

One of the difficulties of looking at the "college" experience for adults is that it tends towards greater diversity than is true for on-campus programs with the more common historic representation of "college" outlined. Almost all adult programs are non-conventional, and therefore it's difficult to speak of "college" for the adult; it is a singularly unique experience dependent on the particular adult college program, its delivery mode, location and curriculum. Very specified market segments of adults are frequently the target of college programs targeted and marketed for "adults".

To illustrate this diversity, let us revisit an area of some competency and growth for Spring Arbor College's Management of Human Resources adults--writing.

A researcher at Empire State (1980) studied thousands of adults over about five years. This research attempted to determine certain class, gender, race or occupational differences among adult learners at their institution. An interesting finding was that older men were the least secure about their writing skills. This insecurity in writing was especially descriptive of older, lower-income males. This concern about writing became an area which could provide threat and retreat or, if supported appropriately, opportunity and significant growth.

There is a lot of research which exists on the potential for growth when there is the optimal match of challenge and support (Knefelkamp, 1985). Over-challenge produces retreat and no developmental change, whereas over-support produces no developmental change. Knowing the anxieties of particular adult learners, such as Empire State's older, lower-income males, can assist in transforming them from potential overchallenged "dropouts" to appropriately challenged and competent writers. This potential exists in all areas of development according to Knefelkamp (1985). A familiarity with Knefelkamp's work, as well as the repercussions her work has for college study to affect adult student development will help in understanding how support is critical to the adult student's development.

### **Emotional Support - Adult College Students' Special Need Enabling Development**

Research indicates that adults show special receptivity to change due to the fact that many adults reentering college are in a transition (Aslanian & Brickell, 1980). By their nature, role transitions pose potential challenges since they disrupt established patterns of behavior and require personal adjustment (George, 1980; Jacobi, 1987 cited in Aslanian, 1980). Thus, many adults reenter college with challenges related to transitions prior to even meeting challenges from academics.

A transition is a time of unrest and questioning. It is a time of vulnerability and great potential. Old commitments and methods just do not feel right (Atchley 1975; Krupp 1981; Levinson et al. 1978 cited in Krupp, 1982, p.145). This may well be why adult students can potentially be ripe for dramatic change, that is, if they are not overchallenged when adding the student role and its demands. Support can provide the needed balance from challenge reaching overchallenge.

Further evidence for the importance of support most particularly to women is referenced in Beer and Darkenwald when they state that "previous research has found that women need a supportive social climate to enhance growth and learning" (Mezirow, 1978, cited in Beer and Darkenwald, p. 41).



These adult students then frequently present special opportunities for colleges to affect adults' growth and development. This can only constitute an opportunity however, if adult students' uniqueness is recognized. Only then can an appropriate challenge/support ratio be negotiated.

In determining such a ratio, there are certain things we may assume about adults given their age. McClusky (1970, cited in Krupp, 1982 p.153) conceptualizes this optimal ratio in terms of load and power. He defines "load" as "the aggregate demands and pressures on a person created by self and society. Power is defined as one's abilities, position, resources, and allies. Power is everything one has at his or her disposal for coping with load" ( McClusky, 1970, cited in Krupp, 1982, p.153). Load builds in the first two decades of adulthood, while power does not change appreciably (Lowenthal et al. 1975 cited in Krupp, 1982, p.153). After midlife transition, load lessens but power remains high, almost to death...There is a constriction of life, there is less ego involvement." (Frenkel- Brunswick 1968; Kuhlen 1968; cited in Krupp, 1982, p.153).

Generally, we can assume that adults who have not yet experienced mid-life, will have a power to load ratio which is low. That is, load is higher than power. Or put another way, typically, adults still in their thirties are challenged, perhaps even stressed.

Beyond their multiple roles, they are often motivated by some special transition that's propelled them towards college study. "Transitions bring developmental tasks to be solved. Developmental tasks provide us

with a teachable moment" (Havighurst, 1972, cited in Krupp, 1982, p. 147 ). Due to this unrest there is the special need for support, as life is challenging these students before they initiate classroom challenges.

In Spring Arbor College's Management of Human Resources program, the average student's age is 37 years. Thus, most have not yet experienced midlife, but rather are at this low power to load position. Challenge exists due to multiple roles and the typical students' many responsibilities (load), while many are also at a transition point, another source of potential load.

These factors present special need for support prior to any academic challenges even being presented. The cohort group provides such needed support for these adults, thus recalibrating the ratio and maximizing the college's potential for student development. Research suggests that transitions are less traumatic when a strong social support system is part of one's life (Cobb, 1976; Kahn, 1975; Sharpe and Lewis, 1977 cited in Krupp, 1982, p. 148).

Overchallenge is almost a certainty if students are in transition, or have the low power-to-load ratio described by Krupp as typical of pre-midlife adults. Support then becomes key to optimizing a large number of adult college students' developmental potential; challenge more likely exists before they add the student role.

Yet college instructors think more in terms of content challenge than in terms of support. My observations over twenty years in college settings

as both a student and instructor is that challenge is seen as the lifeblood of academia, especially content challenge. Support is an after-thought, the icing on the cake, not commonly perceived as of equal value to challenge. Knefelkamp's research challenges such a view.

Knefelkamp has identified four variables which are critical for student's development at any age and include: structure, experiential learning, diversity and personalism. Her two decades of research using cognitive developmental models demonstrate that the environment needs to provide sufficient stimulus or disequilibrium to facilitate change (of thinking, roles, skills) and sufficient support to enable the risks of change.

Knefelkamp's process model focuses on how the student interprets and organizes information in the environment. This then is epigenetic, each stage contains the prior one, and Perry and Gilligan are representative researchers and providers of models within this philosophy. Both are cognitive developmental theorists.

This section has thus far looked at adult student change in academic areas. These intellectual areas were ones only tangentially addressed in the literature on younger students. Dominant in the literature on younger students were concerns related to college's impact on student values and attitudes. As we move in to the literature on adult college students, the research is scarce on changes in their attitudes and values. The omission of literature on changes in adults' values and attitudes seems to suggest that adults have themselves integrated and

their values and attitudes established. The focus only on competencies suggests that only these remain to be upgraded through college. Yet, adults can scarcely be involved in life reviews, reflective processes and/or interaction with a heterogeneous group of other students without some suggestion of changed attitudes or values. Certain authors hint at this in their discussions of influencing adults' critical thinking (Brookfield,1987 ; Mezirow,1990).

Reflective processes are common in the adult classrooms. Though this study will examine all areas of change in three women in an adult, "connected" classroom, the literature offers us less in relation to adult students' changes in attitudes or values.

A recent study by Jim Eggert at Michigan State University provided some recent research on this topic of adult students' attitude and value changes. Dr. Eggert examined eight adult programs and linked instructional methodology to student-perceived behavioral changes. Dr. Eggert did find that adults typically did not anticipate as much change in attitude and values as in knowledge. However, adult alumni described themselves as changing in attitude and values due to their educational experience. This was particularly true of Spring Arbor's Management students who anticipated such change less often than other adult students in college programs across southeastern Michigan, but actually experienced more attitude and values change than most others.

In summary, this section has developed a foundation that adult learners are capable of great change due to the college experience. This potential

change is especially likely due to their special receptivity to change, often prompted by being in transition, a common reason for college reentry. This potential will most likely be achieved if a college program for adults offers support as an intentional component of its practice, at least as intentionally emphasized as the challenge of coursework.

As reported earlier, research on adults show them capable in certain college programs of growing in certain liberal arts and skills at least at the level of younger students, and often at even higher rates. The research also shows special risks, for certain populations of adults in certain life roles, such as homemakers, or in certain skill areas, such as writing. Knefelkamp has demonstrated that for adult change to occur, an optimal ratio of challenge- to-support need be present. This optimal ratio seems true for younger students as well. How to operationalize the delivery of this ratio to each individual and thereby maximize the growth opportunities college affords is the unanswered question on which this section ends and the next begins. Since the focus of this study is on women's development, a survey of the literature related to gender and college study is a fitting beginning for section two.

## **Section 2: Gender and College Study**

Section 2 of the literature review will develop areas of particular interest to this study. The research is divided into three areas:

- 1) Gender Differences.
- 2) Repercussion of Differences to College Classrooms.
- 3) The Connected Classroom - Significance to Women's Development.

### **Gender Differences**

Probably the most researched area in adult education related to gender is research on the reentry woman who returns to college to complete her interrupted education. Such studies suggest that differences exist between male and female norms, values, expectancies, and resulting needs ( Bardwick,1971; Belenky, et al., 1986; Deauz,1985; Gilligan,1982; Goldberg,1982; Lott,1985; Mezirow,1978 cited in Beer & Darkenwald,1989).

Researchers on gender differences have also investigated the societal influences that result in differing developmental patterns for men and women and the distinctive life experiences that produce different perspectives on interpersonal relationships and values.

Assessments given to reentry women by career and guidance counselors indicate that returning women : possessed low self-esteem; were frustrated at unmet needs; held fear of family's response to their return; maintained minimal skills development; and evidenced lack of appreciation or awareness of present skills (Barlow-Burgess & Kaufman,1983; Sackett,1983; Reed, 1983 cited in Caracelli, 1988).

Though this is an example of research on a particular type of woman student, numerous studies have indicated that certain attributes are more characteristic of women generally than of men. Seven such studies were cited in Chapter 1.

The study of women's development is in the early stages of theory-building and though such empirical research is important, it

suggests the need for further research of a different kind.

The qualitative investigations of Gilligan (1982) and Belenky, Clinchy, Goldberger and Tarule (1986) have provided such theory-building research. Their work has broadened the conceptualization of women's cognitive-moral development. In particular, these two research works begin to suggest there are two equally valid ways of acquiring knowledge, a separate way of knowing and a connected way. Their findings indicate that women more typically value learning through connections, involvement and caring.

Miller's work at Wellesley (1988), and Josselson's work on women's identity (1990), both cited in Chapter 1, give impressive evidence of this "inner sense of connection to others as a central organizing feature of women's development" (Miller, 1988, p.3).

Since the three women studied in this research are : 24, 32 and 34 years, they are not yet at mid-life, though were in differing other transitions. In a special Fall issue of *Time* on Women, a summary of gender difference says:

Relationship colors every aspect of a woman's life, according to the researchers. Women use conversation to expand and understand relationships; men use talk to convey solutions, thereby ending conversation. Women tend to see people as mutually dependent; men view them as self-reliant. Women emphasize caring; men value freedom. Women consider actions within a context, linking one to the next; men tend to regard events as isolated and discrete (Toufexis, 1990, p.65).

Having established that relationships and connectedness are important, what repercussions does this have for college classrooms and adult

women's college experience?

### Repercussions of Gender Differences to College Classrooms

Beer and Darkenwald (1989) were some of only a few researchers to study the interaction of classroom climate with gender. In their study entitled "Gender Differences in Adult Student Perceptions of College Classroom Social Environments", they found that women perceived more affiliation and a greater degree of involvement in the same classroom than did their male colleagues.

They studied 43 classes with different students and instructors and analyzed within-sex variability, taking care to examine the influence of situational factors such as type of class, proportion of women in each class, and within class differences. Each of these could have an important effect upon the responses and so were controlled in the statistical analyses. They looked at differences in perceived involvement and affiliation in the classes.

Though no differences were discovered related to the proportion of women in the class, there were within-class differences, and significant differences related to the type of class. The math/science classes were perceived as less affiliative than the social science/humanities classes (but no difference on involvement dimension).

Beer and Darkenwald (1989) discuss the study's implications for practice. They state:

Although not all women and men conform to the stereotypes of masculine and feminine development,



the differences between men and women reported here are congruent with many prior studies of gender differences, the psychology of women, and adult learning. Previous research has found that women need a supportive social climate to enhance growth and learning (Mezirow, 1978), that the importance of relationships differs for men and women (Belenky et al., 1986; Gilligan, 1982), and that differences exist in the area of social and affective behavior between men and women (Williams, 1977)

The research summary recommends that more adult education research is needed on college classroom environments and their compatibility to adult learners, of whom the majority are women. Beer and Darkenwald's study is one of the first empirical studies to identify gender differences in the adult learning experience. Their research indicates there are differing perceptions of the same adult classroom based on gender.

They state that "A climate that is not appropriate for adults will not facilitate learning or lead to satisfaction with the learning experience" (Beer and Darkenwald, 1989, p. 33). Their focus on classroom climate is important to this study which focuses on the "connected classroom" and women's development.

Will a classroom emphasizing relationship-building, truly a "connected classroom", benefit women? If Belenky et al's research, as well as subsequent research (Woodson and Fayne, 1989), is correct in that connectedness is central to learning which women find meaningful, then will women optimally benefit from a connected classroom?

Connections between both people, as well as connections between ideas, constitute the connected classroom this study used as its field site. In what ways might women negotiate in such a classroom; will their and

other's perceptions of them be spilling over with positive changes? In turning to the next body of research, one might be also led to ask, will such a "connected classroom" offset the typically negative climate offered for women in higher education classrooms?

Beyond Beer and Darkenwald's research on gender and classroom perceptions with adult students, the research is not so neutral. Women students and their negotiation of the college classroom was focused on less than a decade ago in the Association of American College's (AAC) Project on the Status and Education of Women .

The AAC published a compilation of research on women in higher education in 1982. The manuscript entitled "The Classroom Climate: A Chilly One For Women?" introduces the subtle and often unconscious factors which contribute to women's silence in mixed-sex classrooms. Although there is no evidence that students who speak-up in class benefit more than quieter students, the silence of women is disquieting because their typical quietness in formal settings prevents their voices, their contributions, from entering the classroom dialogue. Mezirow's work on transformational learning in the communicative domain suggests conversational dialogue as needed in such learning. Mezirow (1991) also suggests conditions of such dialogue are equal access and participation in dialogue. Thus, women's silence in total group discussion means that nearly half the potential student perspectives are not publicly contributed and shared in the larger classroom group discussions.

If we are to follow Mezirow's logic, this may well limit silent students' access to communicative learning. The silent students are chiefly women students who may not have access to communicative learning, the type of learning Mezirow states is adults' "most significant learning". More on different types of learning will be discussed in Chapter 4.

Some researchers have hypothesized that women's classroom silence is due to a lack of confidence that women bring to classroom settings. There are also "small" behaviors of faculty and typically more verbally assertive male students which can leave women devalued and doubtful. Higher education can be hazardous to the health of women students.

Women postsecondary students are more likely than men to doubt their abilities and to attribute their success to luck or hard work rather than to skill ( Erkut, 1979 cited in American Association of Colleges (AAC), 1982, p.4 ).

The nonverbal messages in the classroom can powerfully contribute to both women's self-doubt and a devaluing of their potential contributions. The AAC's research compilation gives much evidence of this.

A professor's nonverbal behavior can signal inclusion or exclusion of group members; indicate interest and attention or the opposite; communicate expectation of students' success or failure; and foster or impede students' confidence in their own abilities to learn specific tasks and procedures (p.6).

Women may be more sensitive to nonverbal cues than men (Henley, 1977 cited in AAC, p.7); girls and women often receive and give different nonverbal cues than boys and men do (Safilios-

Rothschild, cited in AAC, p.7); and men tend to: claim more physical space than women, make greater use of assertive and attention-getting gestures, maintain eye contact rather than to avert their gaze, and use touching as a way to assert power or dominance ( Henley, 1977 cited in AAC, p.7).

A discussion of the research relating to classroom patterns of interaction as they relate to gender are important to this study because perhaps a "connected classroom" will offset such factors. Will the "silenced" women student we read about in much of the research become less silent in the comfort of a "connected classroom"?

In the AAC's section on "Subtle Messages in Class Participation Patterns", the authors state:

Subtle and inadvertent differences in the ways faculty treat men and women students can dampen women's participation and lead them to doubt the value of their contributions. In mixed-sex college classrooms, even the brightest women students often remain silent, although they may submit excellent written work and will frequently approach a teacher privately after class to follow up on issues raised earlier (Speizer, 1982, p.7).

Much research argues that women's silence in formal groups is tied to the group leader or faculty behavior (Sternglanz and Lyberger-Ficek, 1977 cited in AAC, p.9). Examples of such faculty behavior are ignoring women when they clearly volunteer to participate, calling directly on men students but not on women students, or interrupting women students (or allowing other students to interrupt them). Some researchers have found that women in postsecondary classes are clearly called on less often than men students (Karp and Yoels, 1976 cited in AAC p.8), while others have found that faculty less often

develop women's points than they do contributions from men (Thorne, 1977 cited in AAC p.8). Related to this is another research finding showing that faculty respond more extensively to men's comments (cited in AAC p.8).

In a summary of research related to such subtleties in faculty behavior, the AAC report speaks to everyday inequities in talk that discourage women students in class discussions. The summary cites such things as: calling men students by name more often than women, 'coaching' men but not women students in working toward a fuller answer by probing, and waiting longer for men than for women to answer before going on to another student.

The AAC's summary also cites not so subtle behaviors which communicate to women their less valued status. These include such things as crediting men's comments to their 'author' ("...as Bill pointed out") but not giving authorship to women, and always using the generic he to represent both men and women.

Faculty often react to comments or questions articulated in a 'feminine style' as inherently of less value than those stated in a 'masculine style'. 'Feminine' speech being marked by hesitation, 'tag' questions, a questioning intonation, excessive use of qualifiers, overly polite speech, and reluctance. Whereas 'masculine' speech is perceived as highly assertive, impersonal and abstract, and competitive ("devil's advocate"). Women are often accused of hurting themselves in formal groups due to their style of speech which doesn't fit most formal group expectations. Such group "cultures" prefer a direct and conceptual style

of communication.

Such subtle and often unconscious behaviors among students and faculty can create the "chilly climate" which the AAC report claims can make women silent and less benefiting from the classroom experience. Indeed some studies suggest women's self-esteem plunges while in higher education. Other research investigates such subtleties at an early age.

Gilligan's ongoing research out of the Harvard Project on the Psychology of Women and the Development of Girls recently revealed some of the effects of such schooling and other societal acculturation vehicles. Gilligan is known for her provocative 1982 book, In a Different Voice, which outlined women's differences from the Kohlberg paradigm of moral development. More recently her work has encompassed girls' schooling. An analysis of video tapes of girls over time is the basis for her conclusions.

Observations and video analysis show that by age four girls begin to reflect differences in intimacy and empathy from 4 year old boys; girls "commit to alliances and consensus" at this early age.

Later on, other changes occur much to the detriment of girls' esteem.

Another "critical juncture" appears at adolescence when young girls confront the conventions of a male-dominated culture. They discover that their intense awareness of intimacy is not highly prized... The dilemma, says Gilligan, is that for girls to remain responsive to themselves, they must resist the conventions of feminine goodness; to remain responsive to others, they must resist the values placed on self-sufficiency and independence. Presented with a choice that makes them appear either selfish or selfless, many "silence" their distinctive voice. They become less confident and more tentative in offering their opinions - a trait that often persists into

adulthood....After a while, they speak in a way that's disconnected from how they are really feeling ( Gilligan, 1990, p. 63).

The research on how girls fare in same-sexed schools does indicate that schooling is critical in this lowering of girls' self-esteem, and the silencing of their "voice". It can be countered by schooling as well. For instance, girls in same-sexed schools generally fare better than those in mixed-sex schools says Gilligan (1990). Teaching methods and entire curriculum have been revised to emphasize girls' relational priority. At the Emma Willard School, cooperative learning has replaced individual competition. "Girls are asked to analyze and express ideas from their own perspective" (Gilligan, 1990), rather than parroting back a lecture. This personalization of knowledge grows out of knowledge of "women's ways of knowing" pioneered as a response to research findings by Belenky, Clinchy, Goldberger, and Tarule (1986). Their research and the implications to classroom practice will comprise much of the last section of this literature review. What sort of classroom could be more beneficial to the female half of higher education's students?

### The "Connected" Classroom and Its Suitability to the Adult Female Student's Development

Women typically approach adulthood with the understanding that the care and empowerment of others is central to their life's work. Through listening and responding, they draw out the voices and minds of those they help to raise up. In the process, they often come to hear, value, and strengthen their own voices and minds as well (Belenky et al cited in Helgesen, 1990, p. 221).

Just as new organizational models are emerging in America's

workplace (Naisbett and Aburdene as cited in Helgesen, 1990, p.52), so too are new organizational models emerging in America's classrooms (e.g. cooperative learning, andragogy). As women

assume positions of influence in the public sphere, they are countering the values of the hierarchy with those of the web, which affirms relationships, seeks ways to strengthen human bonds, simplifies communications, and gives means an equal value with ends (Helgesen, 1990, p.52).

Carol Gilligan argues that

males tend to view truth as abstract and objective, while women perceive it as contextual, affected by and emerging from human circumstance. Metaphors based on listening and speaking thus reflect this contextual bias, since what is *heard* always influences what is *said* (Helgesen, 1990, p.223).

The authors of Women's Ways of Knowing note that, unlike the eye, the ear operates by registering subtle changes. Unlike seeing, which is a one-way process, speaking and listening suggest dialogue and interaction. A vision may exist alone, in the mind of a single human being - it can still be a vision if it remains uncommunicated. But a voice cannot be a voice unless someone is there to hear it; it finds its form in the process of interaction. Thus voice may be defined not just as a vocal instrument, but as a mode of communicating information and, more subtly, sensibility (Helgesen, 1990, p. 223). Helgesen is speaking about women's leadership in work settings. Yet, her statements out of her diary studies of women in leadership, tell us something useful to women in the classroom as well. In both formal settings, work and classroom, Helgesen believes women emphasize the role of voice over that of vision.

The woman leader's voice is a means both for presenting herself and what she knows about the world, and for



eliciting a response. Her vision of her company might define its ends, but her voice is the means for getting that vision across. And it is in this method, in this concern for means along with ends, that the value for connectedness is nurtured (Helgesen, 1990, p.223).

Helgesen drew heavily on Belenky et al.'s 1985 research to begin her own research. Let us return to the research which springboarded Helgesen's research on women's ways of leadership, Belenky's Women's Ways of Knowing.

Studying 135 diverse women over time, Belenky et al. did an original study of women from agencies serving parents as well as women from a variety of colleges, urban and rural, community and 4-yr.

These women were particularly interesting because, not only did they represent diverse racial, class and ethnic groups, but also many differing levels of schooling. By not selecting only college women, the researchers were able to gain insight to "unschooled" women's ways of knowing as well as the more "schooled".

What the researchers found at the end of their five year study was that women generally had their most significant learning in a connected way. That is, they either connected to their memorable and significant learning due to its importance to their life (application), or were able to connect to the person relating an idea, and to understand their point of view.

They identified five major epistemological categories. Table 5 displays these five positions and places them next to equivalent positions on Perry's schema for Harvard males of the 1950s.

## Epistemological Schemes

**Table 5**

### **Perry vs. Belenky, Clinchy, Goldberger, & Tarule (WWK\*)**

#### Perry Stages

Basic Duality (1): World of we-right-good vs. other-wrong-bad. Right answers exist and are known to Authorities. Knowledge collected by hard work and obedience.

Multiplicity Prelegitimate (2): Perceptions of diversity and uncertainty but accounted for as unwarranted confusion among poorly qualified authorities.

Multiplicity Subordinate (3): Diversity of opinion is temporary. The Truth will ultimately be revealed.

Multiplicity Coordinate (4MC): The truth may be known in some areas but, in areas where it is not, anyone's opinion is equally valid ("I have a right to my opinion"). Capacity for meta-thought has not yet emerged. May be argumentative and rebellious.

Relativism Subordinate (4RS): Capacity to compare different approaches to a problem in developing one's own opinion. Beginning independence of thought. Focus on "how they want us to think"; thus, a readiness to conform. More trusting of authority than 4MC.

Relativism (5): Discovery of disciplined meta-thought and irreducible uncertainty. Recognition of contextual nature of knowledge. Sees alternative perspectives in many disciplines and areas of life. Sees space of meaninglessness between received belief and creative faith.

Possible deflections of growth:

1. Temporizing - a wait and see attitude.
2. Retreat - to early dualism with moral righteousness.
3. Escape - drifting similar to identity diffusion.

Commitment Foreseen (6) and Commitment (7, 8, 9): A narrowing of choice as a person comes to grips with relativism. Consolidation of identity as commitments made. Paradoxical necessity to be both whole-hearted and tentative. Thinking is dialectical in dealing with life's polarities: realism vs. idealism, certainty vs. doubt; actions vs. contemplation; own values vs. other's values.

Note. N. Goldberger, The Fielding Institute

\* Women's Ways of Knowing

#### Women's Ways of Knowing (WWK\*)

Silence: Knows nothing; deaf and dumb; external authority all powerful; no voice; words used as weapons; concrete and grounded in the everyday; must be shown and not told.

Received Knowledge: Dualistic; knowledge received from external authority; truth is external to self; can learn right answers and teach others; voice of imitation.

Subjective Knowledge: Truth is personal, private, intuitively known. Reliance on inner voice. External authority is limited and often mistrusted. Hidden multiplists entertain private truths while playing the game of accommodation to external authority. Outward compliance ("It's just my opinion") but inner conviction.

Procedural Knowledge: Truth knowable by correct procedural analysis. Truth can be shared and evaluated. Personal expertise a result of training/modeling. A new form of external authority: the "intellectual elite"; a voice of reason in measured tone.

Two modes of knowing apparent:

Separate knowing: Detachment and distance from object of knowledge; adversarial; interest in proof, disproof, and evidence; use of reason and logical analysis; impersonal; belief that feelings cloud thought.

Connected knowing: Closeness to object of knowledge; use of reason and empathy; reasoning with and openness to other positions; collaborative drawing out and sharing of ideas; personal; belief that care illuminates thought.

Possible crisis: Feeling of loss of self in process of knowing.

Constructed Knowing: A public and passionate voice; validity sought through question-posing, first hand experience, dialogue, and combined intuitive and rational process. Recognition that all knowledge is constructed by self and others and is a matter of context; collaborative and collegial approach to knowing and learning; reflective and self-aware; interest in meta-thought and examination of context and assumptions; self very much a part of knowing; passionate knowing; dialectical approach to old dichotomies: self and other, objective and subjective, inner and outer.

The epistemological position known as "procedural knowledge" was of greatest interest to this research. This knowledge is divided into two categories: separate-knowing and connected-knowing.

Though these have some similarities and are equally reasonable, they are different ways of knowing. It was interesting to note that women attending the more prestigious colleges, were often also "separated" knowers, much like the typical male student.

Separate knowers learn through explicit formal instruction how to adopt a different lens---how, for example, to think like a sociologist. Connected knowers learn through empathy. Both learn to get out from behind their own eyes and use a different lens, in one case the lens of a discipline, in the other the lens of another person (Belenky, 1986, p. 115).

Belenky borrowed the term "connected" from Gilligan's work which had stressed the importance of connection-to-others as important to women in their moral decision-making. Because Belenky also found relationship important to women's ways of knowing, Belenky and her colleagues chose the same term as Gilligan had used ---"connected" knowing. However, Belenky et al. were not only referring to the relationship of people being "connected", but also the connectedness of ideas to people and their lives. This is sometimes referred to as "application" of ideas. This "connected " knowing was decidedly female, though certainly not exclusive to one gender.

In fact, some research claims this more "connected" way of knowing is common to most non-European peoples around the world ( Anderson,1988) , as well as American/European females. With this general relational emphases established as preferential for many

women, as well as many other non-white students, it would seem that a connected classroom might benefit many students.

A recent article in *The Chronicle of Higher Education* gave an example of higher education not adapting to differing learner needs through varied pedagogical practices. The author, Kolodny, speaks of having taught at Rensselaer Polytechnic Institute where biomedical engineering was one of the few engineering majors to attract large numbers of women.

Yet to everyone's dismay, women's attrition rates also were high. The women themselves said that it wasn't the difficulty of the major or any loss of interest that caused them to withdraw, but, rather, the ways in which most classes were taught. When presented with the detailed medical history of a specific patient, the women generally excelled in the problem solving needed to develop a biomedical solution. Though they didn't name it as such, these young women were using empathy as a learning strategy. What frustrated them was the instructors rarely introduced specific case histories; raw data abstracted from case studies made up the bulk of the material presented in the classroom. In that learning context, the men performed better than the women. And the women switched majors (Kolodny, 1991, p. A44).

Some call the separate way of knowing the "voice of reason"; it is analytical, logical, data-based and rule-oriented. Whereas, the connected way of knowing which Belenky et al uncovered as a decided preference in many women is quite different from this. The connected knowing "builds on the subjective's conviction that the most trustworthy knowledge comes from personal experience rather than the pronouncements of authorities" (Belenky, 1986, p. 113).

At the heart of connected knowers' procedures for gaining access to

other people's knowledge is the "capacity for empathy" .

Since knowledge comes from experience, the only way they can hope to understand another person's ideas is to try to share the experience that has led the person to form the idea (Belenky, 1986, p.113).

The teaching of science and math are particularly fraught with such separated procedures, chiefly benefiting only learners with a decided preference for a separated way of knowing. In research that followed a group of humanities majors and teachers through selected science courses, some interesting findings emerged. The ethos and design of science instruction can put off students (Tobias,1990). Students who want to see how "concepts are related" or "personally express" themselves do not find math and science courses to their liking despite outstanding abilities in the subjects.

How then might classrooms become more "connected"? Would such an environment benefit women's learning? A "connected classroom" would be one in which there would be an active involvement and relationship of learners. Such a classroom would attempt to maximize students' ability to: connect with one another; make connections between an idea and the student; and to connect with staff. Would such a classroom maximize women's "voice"? Would women's learning be greatly enhanced by such a classroom? In some ways, Knowles' andragogical classroom for adults would be an example of one such "connected" classroom. Such a classroom was the site for this research. It would seem that environments with attention to the relational, the affective, would enhance significant

attention to the relational, the affective, would enhance significant learning, perhaps even development and change, in a portion of the student population.

Building on Belenky et al's findings, Woodson and Fayne (1990) interviewed over 100 students, 38 adult women (36 younger) for their most significant learning. Again, women noted non-classroom learning which was relationally-focused, that is, either applied and/or affective in nature (Woodson and Fayne, 1990).

It would seem then that a classroom that intentionally built a sense of connectedness may well be an especially suitable place for women's learning and development. That is the speculation with which this research began.

### **Summary**

This literature review has attempted to overview related research on both student change, classroom climate and women's development and learning. Though the study of women's development and learning is fairly recent, this research chiefly used two original research works as its basis. Perry's (1968) research on college and student change and development and Belenky's (1986) work on women's ways of knowing were the basis from which this inquiry grew.

## **CHAPTER 3- METHODOLOGY**

Chapters 1 and 2 introduced the reader to the background and the literature related to this study. Belenky et al's (1986) connected classroom was established as important to women's ways of knowing . The question on which this study focused was an exploration of three women in a connected classroom.

This study began with such open-ended questions as: How will the women describe the impact of the program on themselves? What meaning will they have made out of this cohort group experience, and the attendant relationships, feedback and support? What sorts of changes may have occurred? Will their initial motive for entering have changed by exit? Some subsidiary questions were: How did such a connected classroom look and how did students negotiate with it? In what ways did these women influence it and were they influenced by it? Such questions, ones that involved an eliciting of personal meanings, were best answered by naturalistic methods of inquiry.

The first section of this chapter will give an overview and rationale for the use of naturalistic methods. The second section will be devoted to the technical aspects of both what the author chose to do and why. The final section will present how the author used analytical techniques to reach the results. In Chapter 3, I will seek to be explicit, reflective and open about both the decisions made and the processes followed.

### **Overview and Rationale**

Because of the exploratory nature of the proposed research, the approach to data gathering was descriptive rather than experimental. Since the areas explored were relatively new areas and entailed questions of "How" and "What", this study necessitated qualitative methods. This was a naturalistic, specifically, an ethnographic case study. Since women's perceptions and meaning are central to this study, a phenomenological study was appropriate. Observation, interviews and document analyses were the data collection methods used.

Research on women's ways of learning is in its beginning stages. Gender, race or ethnicity was not commonly a focus for research differences in ways of learning prior to the past decade. Studies in the 1980's were some of the first to explore women's ways (Gilligan, 1982; Belenky et al, 1986). This oversight of women in the research literature in adult development has opened up many new areas of research in adult development and learning. This research focuses on women as they relate in a learning setting, a connected college classroom. The purpose of this research was to more fully understand adult women students in a particular type of college classroom. It was not to predict or evaluate.

Research problems which seek to understand or find meaning lend themselves to phenomenological research. According to Giorgi (1975, cited in Hammersley & Atkinson, 1983), the phenomenological approach can be viewed as a movement toward a "human scientific psychology," which:



- 1) affirms the primacy of the everyday life- the world as the ground and context of research,
- 2) maintains fidelity to the phenomena studied as they are lived, experienced and described,
- 3) relies upon the descriptive language and personal view-point of the subject as its primary data points,
- 4) views assessment and articulation of personal meanings as its central measurements, and
- 5) presumes, accepts and builds upon the assumption that the researcher is engaged and plays an active role in the constitution and interpretation of the data of research (in Kieffer cited in Hammersley & Atkinson, 1983, p.11).

This research proposed to explore women's ways of knowing by observing three women in a connected classroom, interviewing them and others in and out of the classroom environment, and analyzing documents of theirs over their year of study. What insights could be gleaned from such a study to create theory on women's learning or to test out the budding theory which Belenky et al (1986) had posed?

Fieldwork provided the ability to interact with people on their own turf and in their own language, with my systematic recording of it as a participant observer. These were the bare essentials of this case study. As most field workers, I operated with major procedural concerns to whether I was discovering, interpreting, inventing or explaining what I observed, heard and experienced. Unlike experimental positivistic research, I could not make clear compartments for a clean sequencing of data stages. I was simultaneously uncovering and analyzing data throughout the seven months of participant observation, though certainly more analysis followed the leaving of the field site in mid-March. There was only a small amount of data collection after mid-March (i.e. further

document collection and final interviews).

The reflexivity of all naturalistic research is sometimes questioned. That is, how can the researcher's influence and subjectivity not become a part of the research and its findings? Such a question presumes that "objectivity" is both desirable and achievable in all research. Hammersley and Atkinson refer to many different authors concerning this issue but perhaps their quoting Hanson says it best.

Hanson (1958) established that such an empirical bedrock was actually futile; all data involve theoretical assumptions (in Hammersley and Atkinson, p.14).

When research involves getting at perceptions and meanings, there is no one "objective" reality. "Insiders" both create the context of meaning and are best positioned to interpret it. An outside "objective" viewer does not constitute an advantage when research questions involve perceptions; those within that context can best relate about the phenomenon. As Hammersley and Atkinson (1983) state

Reflexivity has implications for the practice of social research. Rather than engaging in futile attempts to eliminate the effects of the researcher, we should set about understanding them (p.17).

Obviously, as a female participant observer for seven months in a connected classroom, my observations are mediated by my own femaleness. Awareness of this important reality influenced some of the classroom interactions. I would sometimes be asked for the literature on male/female differences. I became the resident expert on gender and differing adult developmental cycles. Questions were not uncommon such as "Do women typically go through mid-life as men do?" However,

spending over 100 hours in a field site where I contributed comments of only about two hours total only seemed to serve to make me an informative participant, an insider, and not grounds to invalidate findings.

My insider status extended beyond this particular classroom. I was also an insider to the college and program's organizational culture. I was familiar with both cultures through my eight year association with Spring Arbor College, five years of which were as an academic coordinator. Over the last three years, from 1988-1991, I conducted research on the quality of the program and gave presentations to adult education groups across the nation. These presentations were on adult program evaluation generally, as well as on the Spring Arbor College Management program outcomes specifically.

I joined Spring Arbor College in the second year of the Management program's existence and participated in seeing it grow since 1983 from 20 to 400 students annually. The faculty and staff grew from 8 to 30 full-time people over the same eight-year period. My longstanding relationship over the growth of the program in various capacities meant that I was not only familiar with the program, but also familiar with what it attempted to do and what students felt it did do. Over the past three years, I had attempted to document its outcomes as measured by: nationally-normed instruments, student perceptions, interviews and college-developed instruments.

I was now interested in a set of questions which suggested how students learned and perceived their cohort experience. Were there types of

changes that they would be able to describe that the measures which we had used were unable to access or document?

My professional history at the college uniquely positioned me to investigate such questions. Additionally, my professional future paved the way for this being the correct time to conduct such investigations. I desired a change from adult programs. I wanted to teach again and become a full-time campus faculty person by Fall 1991. I was selected for a Teacher Education faculty position. This meant that Summer 1990-91 was an opportune time to take advantage of my insider status without potentially negative results jeopardizing future working relationships.

Although I had respect for the Management program, I was also a critic, being familiar with some of its weaknesses as well as strengths. I had no vested interest in the future of the program except perhaps as it reflected on the past. Since I had already provided objective information and research on the program and its quality for three years, a study of a different sort was not a change in my "critical appraiser" status.

I had some remaining questions which I felt uniquely poised to investigate. These questions were questions which could best be answered by time-intensive research methods. The broad range of issues that my research position had demanded had not allowed such time-intensive research. I was now better able to make such investigations. My being an employee status at Spring Arbor College only seemed to help me in that I had open access to files and trusted relationships with staff and faculty. There was never a checking on what I was doing, only a helpfulness to assist me in completing my degree. I

was quite surprised how little interest others actually had in either the process or outcome of this study. Structural reorganization and personnel shifts that were anticipated in the summer of 1990 for implementation in summer of 1991 were partially the reasons for this seeming disinterest from Adult and Continuing Education personnel.

The Dean of seven years had moved from being a director of two programs in 1983 to being a Dean of eight programs by 1991. He anticipated moving to a new position as a Vice-President and did so in summer 1991. The new Dean in summer 1991 was a person who had been with the college for 15 years, and the Management program since its inception in 1982. She had directed the Assessment Center in the Registrar's Office for the past three years. She now returned as the first female Dean that Spring Arbor College had. This change began August 15, 1991, so during the course of this research's study year, most key administrators knew they would be moving in summer 1991. Therefore, my research benefited from no intrusive pressures and had complete, if disinterested, support.

The overall climate of the cohort group or its dynamics did not seem to significantly change due to my presence. The cohort group had established openness and trust by my entry at their week 25. Their openness was evident in one student telling the major professor that they would rather I not take voluminous field notes as it intimidated them. The major professor asked if I would mainly tape record after the first week. Though some changes of individual students had occurred earlier and were mentioned, none were mentioned having occurred since

my entry. I can only assume that change did occur as it continued to do over the seven months of my observations; the group did have differing cycles of energy and participation. Its involvement with one another ebbed and flowed, and there were seeming differences in the group's "personality" by virtue of students visiting from another group (making up a missed class) or absent members. However, I did not see these changes as major ones, and thereby deem them of significance to this study. I was interested in more enduring trends in the group, repeated behavior, as well as more enduring sorts of changes in each of the women.

The added dimension of the disclosure of one woman to another woman in 30 hours of interviewing is also an example of the researcher entering into reflexivity. The reality of my own femaleness seemed to serve to enrich the data, as the women seemed very willing to disclose many areas which they well may not have were I not to be a fellow struggling female student. I found both my femaleness and student status helped to build a sense of similarity and thereby a sense of rapport with the three female students.

Lynn mentioned how I must also be experiencing stress with all I was doing. She was the woman who reported feelings of stress most often and focused on this in my life as a point of similarity. She and Jan asked specifically about my degree and the research itself. It became clear that we were fellow students.

With one of the women, there was an added point of reference, and thereby rapport. We both would be considered "older moms" in that we have children younger than is typical for women in their 30's and 40's. While

my two children are 12 and 9, having begun motherhood at 33, Jan had two children ages 7 and 6, having begun motherhood at age 27. To illustrate the common lifespace that common eras of parenting can bring with them, while Jan and I shared many common points of experience, for instance, in being active in our children's school activities, there was another woman in the group who fell age-wise between Jan and me, who had a new grandchild. She had grown children and was in a very different transition point in her life than Jan and me. Neither Jan nor I had much in common with our age-same but lifespace different colleague. In fact the only other woman with young children was Jan's closest friend in the group, Karen. Not that there weren't personality similarities which also contributed to rapport, but certainly the pervasive aspect of having young children, contributed to building rapport. Of the three women the study focused upon, Jan and I established the closest relationship; we also had the most in common.

However, this was not true at the beginning of the study. Just as the major professor had opened his first interview with the comment on Jan as "Ms. Businesswoman", I too had thought of Jan in similar terms. She had not mentioned her family at the first interview; I had no idea of her children's names, ages or genders nor anything other than her husband's name. I had come away from that interview thinking that Jan was an overly-focused, hard-driving woman. Initially, Lynn, with her wonderful sense of humor and forthrightness, had been the woman with whom I felt the most "chemistry", and ease.

As Hammersley and Atkinson state (1983), "We act in the social world

and yet are able to reflect upon ourselves and our actions as objects in that world" (p.25). Actually, neither positivism nor naturalism provide an adequate framework for social research.

Both neglect its (social research) fundamental reflexivity, the fact that we are part of the social world we study, and that there is no escape from reliance on common-sense knowledge and on common-sense methods of investigation. All social research is founded on the human capacity for participant observation (p.25).

A specific type of naturalistic phenomenology was chosen --- ethnography. To study the three women within a classroom was to observe them within this specific cohort group's classroom culture. I was uncertain what the culture of this group was and what potency it held. Ethnography allowed a look at the culture as well as the women within that culture.

Ethnography also provided the flexibility needed to move directions if assumptions changed once I was in the field site. Ideas were tried out and sometimes pursued. This allowed theory development to be both effective and economical. I found many more "pulls" to examine the group itself than I had originally set out to examine. I decided to retain my original focus on the three women, and possibly on other adult students, because I was most interested in individual students, especially women's learning and did not wish to be pulled off into a study on group dynamics. My own academic training in English, special education for emotionally impaired adolescents, and psychology all pointed to my interest in individual change and development. Although I was interested in sociology, I was not a sociologist. I saw myself as a professional educator, a woman, and a learner with an ongoing interest



in these areas. Human development and learning had been ongoing areas of interest. It was a vocation that had many years behind it, both in paid and unpaid positions. Human development and learning had also been the focus of many articles and presentations. I had done consultation and training in these same areas. These interests continued in to the focus of this study.

This section has established the rationale for naturalistic inquiry, more specifically, an ethnographic case study. The advantages and appropriateness of such an approach for an exploratory study have been shown and rationale provided. I have tried to provide personal background on myself as the research instrument so that you might better understand the personal lens of me as researcher. The second section will continue to describe methodology and methodological decisions in a more specific manner. Actual procedures and technicalities will be explained.

### **Procedures and Technical Decisions**

The unit of analysis in this study was each of the three women selected in a Management of Human Resources cohort group. The three women were selected from the 11 persons in a Jackson MHR group which met on Thursday evenings at the Jackson downtown center.

I selected the three women based on their stages of development in their own and/or family life cycle; they were also of different ages. The group had all white members and only slight variation in the socioeconomic class of the student participants. The students ranged

solidly within the middle-class and ranged in age from 25-47 years.

Literature on women's development places more emphasis on a woman's stage of development as it relates to her private life than to her work life. In other words, a woman's private relationships have central importance to her developmental stage, not so much her chronological age nor her work life (Josselson, 1990).

"Ginny" was the first woman I identified as different from the other four women and thereby a potential selection. She was single, quiet and not as connected to the group as most others. This initial impression was confirmed by the major professor who initiated a comment about how he tried to draw her out, but had not been successful. "Ginny" was the youngest member of the group, the minimal age of program eligibility, 25 years. My initial impression was confirmed again and again throughout the program. Unlike the other two women, whose first impression was changed many times, "Ginny" remained to me a steady, quiet and independent person throughout. Though I later discovered the other two women selected were both in their early 30's, I selected them due to their differing personalities and life stages and not their ages. Jan was the second woman selected. She was of particular interest because she was the only woman who was clearly extroverted and was a "talker" in large group discussions. I later discovered she was also the primary breadwinner for their family, something that was not true of any other women in the cohort group. She was also unique due to having young children.

The third woman selected was "Lynn" who was initially friendly, much

like Jan, but who did not say a great deal in the large group. She had raised a step-son from age 7, but he was now an independent adult who lived in a near-by city. Lynn rarely mentioned her parent role, and only in retrospect, not as an active part of her present life. Thus, Lynn was in a different life stage than either Ginny or Jan; she was selected as much through the process of eliminating others, as for her actual particulars, most of which I discovered after her selection.

But let me mention the three women not selected. Since one other woman was also young, as well as being newly married, I decided not to select "Kate" for a study that dealt with the potential influence of a college cohort group. Significant role change due to her newly married state would be too confusing to the study, and her youth would duplicate that of Ginny's; she was eliminated as a potentially optimal "subject".

Karen, one of the remaining woman who was not selected was similar to "Jan" in her life stage. Both Karen and Jan were married with young children and in their 30's.

The third unselected woman, Lorena, joined the group around the time that I did; she had "bumped back" from an earlier group and rejoined with this group. She was not a member of this group from its start and would not have been a candidate to observe changes over time with a single group.

In order to have observed sufficiently to make an informed choice, I observed for three weeks prior to selecting the women. All three women who were asked to participate quickly agreed and signed the

consent form (Appendix A). I observed and interacted with these women in class and on breaks over the remaining 30 weeks. Interviews with them and colleagues (colleagues' consent form - See Appendix A) began after six weeks from my August starting date. Again, this was an acceptable length of time to have observed (24-32 hrs.) and also to have formed a relationship to begin the interviews with some level of rapport established.

### **Interviews.**

The interviews which began in September were informal; a conversational tone was maintained. There was no preset protocol of questions asked in a given order, although I had general questions for each of the three interviews which I was intent on asking at some point in the interview. The probing of meaning and reflectiveness desired from the three women students required such an open-ended interview format.

In Brookfield's chapter "Identifying and Researching Adult Learners in Community" he stresses this approach with adults. Brookfield refers to using terms such as "chats" and "talks" in his consent forms to research participants. He asserts that the "informal and non-threatening nature confirms that a reciprocal dialogue, not a staged question-and-answer session, was sought" (Brookfield, 1983).

Obviously, the central questions which prompt the dialogue were kept in mind. I only intervened if the interview became repetitious or too far afield. My intention was to make the encounters as enjoyable for

"subject" as for the researcher. Brookfield elaborates on side benefits to the subject when such an approach is used.

Through being encouraged to reflect on their activities, to consider the broad features of their learning rather than specific substantive concerns, and to be forced to relay these reflections to an interested layman, the independent learners came away from their interviews with some insights into their own experiences. When learners said that they had 'just realized' something about their learning through talking about it, or that they had 'never thought about it like that before', it indicated that respondents as well as interviewer were finding the conversations to yield stimulating insights (Brookfield,1983).

I hoped that the women too gained something from such an informal and ongoing reflective approach. I gave them each a small pocket notebook at the end of the first interview and asked them to record anything that came to mind after the interview. These later reflections could concern questions asked during the interview, or additional thoughts between each of the three interviews. These informal interviews did seem to provide at least one of the women with greater coherence in her own thoughts concerning her MHR experience (Mezirow,1990).

I asked the women to keep a journal which can enhance reflection and thereby the coherence that they make out of their experiences. Mezirow elaborates extensively on this in his works regarding the transformational potential of learning experiences which prompt adequate reflection and critical thinking. The Management of Human Resources program has many opportunities for such reflection through : the portfolio process, small group exercises, Biblical Perspectives and Values modules, their project thesis and a final

cumulative paper and oral presentation entitled "Philosophy of Life". Since I did extensive observation and interviews, I felt it necessary that interviews do yield something for the interviewees. At the very least each woman had some pleasant meals and "stimulating insights" out of the research process so that not only the researcher benefited from the interviews. At the class Christmas party, I gave each woman Fulgrum's book on Everything I Needed to Know I Learned in Kindergarten. I presented these with notes of thanks for their assisting me with their time and openness.

Though there was a general focus for all three interviews with each of the women, I also had three different orientations for each of the three interviews. All interviews focused on any changes the women had perceived in themselves over their course of study. However, the first interview was more of an educational biography, while the second focused on the group itself and community-building. The third and final interview included any unfinished business or unique questions which emerged from my analysis of the data on each. It also focused on perspectives and learnings which may have been delayed from the actual final March class. The interview schedule for all three women was similar to that displayed below for Ginny.

All interviews had a general orientation towards any changes that the women saw in themselves, and which may have been attributable to program experiences.

<b>Who</b>	<b>Where/When</b>	<b>What</b>
Ginny	Fast Food Lunch, near work(9/90)	Educational Biography
role,	Dinner , midway to class (2/91)	The class cohort, her perspective on group.
	Dinner, near work (5/91)	Delayed learning, reflections and summary

Though the first interview was lengthy and overviewed each of the woman's formal schooling and informal learning, it tended to be a more similar interview than later ones. As each woman presented more unique information, there was a need for me to ask unique questions and interact differently. For instance, Ginny's quietness and seeming disconnection from the group became a focus by interview two, while Jan's talkativeness and dependence on, and nurturing of, the group became more relevant in Jan's conversational interviews.

The second interview probed the group itself, leaders in the group, their own roles, and changes in the group and its members. I asked each what she felt this group was like and how it had become that way. These same questions relating to the group were asked of all fellow students in their interviews.

Initially I had intended to interview only two students that each of the three women had nominated. However, I discovered that every member in the group had interesting perceptions and needed to be

interviewed concerning the three women, as well as on other questions that became interesting to me. The group itself became a pervasive and interesting topic to me. I interviewed the nominated students first, but then chose to interview everyone in the cohort.

After every interview, I summarized the interview, and transcribed areas I felt were of potential later interest and/or use. I was uncertain what areas might become of interest later that I could not or did not imagine at the study's outset. I then shared that summary with the interviewee for their editing and additions. I asked them at the interviews, and then wrote them a note attached to the summary, to please correct anything which was not represented in the way they intended it. They were also asked to add or delete anything that was needed for a correct version of what we had discussed. Very few changes occurred, but minor editings and comments were occasionally added.

Towards the end of the program, I was asked for my findings by the group. I orally shared some of the group assertions that I'd found emerging. At the last session, I prepared these on three pages and asked students for their reactions to these assertions as well (See Appendix B). I got more comments and differing reactions on these sheets than on any of the interview summaries. These comments were drawn upon in some of the interpretations related in Chapter 5, such as those related to individual's level of attachment to the group.



Interviews with fellow students occurred on class nights during 30 minute breaks. I arranged to interview them in a separate room off the classroom, and could hear the class when it resumed. I typically prepared the fellow student the prior week and asked them if an interview would work out the following week. I told them I'd like to interview them on changes they'd observed in each of the three women, and also the group itself. All students were cooperative; they signed informed consent forms to participate (Appendix A) and were promised confidentiality. Most spoke at length and openly about themselves, the women, the class and instructors. Only one of these interviews occurred after class; that was at the suggestion of the student on a night when the class was dismissed early. This interview lasted longer than the other student interviews, an hour in length.

All interviews were tape recorded with a small Lanier micro recorder placed on the table. The Lanier had both dictation and conference capabilities which were each needed in different settings. Less formal interviews also occurred with these fellow students and MHR staff before and after class, as well as on other class breaks.

Four program staff were interviewed in greater depth out of class. The major professor, portfolio assessment counselor, one adjunct instructor and one academic coordinator were interviewed. The academic coordinator changed during the year. Academic coordinators chiefly work with students' project theses, which culminate at the end of the program. I chose only to interview the

academic coordinator who had greatest involvement with the project theses, the later faculty person. These interviews were all held on campus in the snack bar over coffee or lunch and lasted one and two hours.

The major professor and assessment counselor were interviewed twice, at program midpoint when I entered the group in August, and again a month after the group ended. Each of these interviews were over an hour, and parts were transcribed along with the interview summary.

The other two interviews with faculty were shorter (30-45 minutes) and held once near the end of the program. Both the adjunct instructor and the academic coordinator were probed for their perceptions of each of the three women, as well as perceived changes in each over their year-long program study .

Additionally, each woman was asked to provide a friend or family member who had known them for more than a year. This friend was interviewed on just one occasion concerning her view of the woman since entering Management of Human Resources.

This interview occurred later in the study year so that later changes might be included. Each of these luncheon interviews lasted about an hour. Two of the three were work colleagues so were held near their mutual work sites. For example, Lynn chose a personal, long-time family friend and we met at a restaurant near this friend's home. Every effort was made to allow interviewees to select times and places which were comfortable and convenient to them.

Certain key portions of interviews were transcribed at the time I reviewed each interview and entered in the summary; these transcribed portions were also included in the summary that went back to the interviewee for review.

The interviews were all assembled in a notebook for a colleague to determine her interpretation, response and conclusions. She studied the interviews on each woman and comments related to the group itself. This was to add another interpreter in the process of interpreting some of the raw data. Her comments were congruent with the patterns I had identified (See Appendix A). A calendar of MHR curriculum and project interviews follows in Table 6.

**Table 6****Management of Human Resources Curriculum & Interview Calendar****Jackson #04 - Display of Program and Timing of Interviews\*****Semester 1****Module 1 - Adult Development & Life Planning**  
(2/22/90 - 4/12/90)**Module 2 - Group & Organizational Behavior**  
(4/19/90 - 5/17/90)**Library** (5/24/90 - 5/31/90)**Module 3 - Systems** (6/7/90 - 7/15/90)**Module 4 - Biblical** (7/12/90 - 8/9/90)**My Field Entry****Module 5 - Effective Interpersonal Communication**  
(8/16/90 - 9/13/90)**Women Selected and Agreed to Participate****Break** - (9/20/90 - 9/27/90)

9/28/90 - Jan's first interview.\*

**Semester 2****Module 6 - Statistical Methods**  
(10/4/90 - 10/25/90)

10/2/90 - Lynn's first interview.\*

10/4/90 - Ginny's first interview.\*

10/12/90 - Stan's (major professor) first interview.

10/8/90 - Edy's (assessment counselor) first interview.

**Module 7 - Human Resources Administration**  
(11/8/90 - 12/13/90)

11/9/90 - Rod on Lynn and group.

11/29/90 - Dick on Jan and group.

12/6/90 - Karen on Jan and group.

12/6/90 - Kate on Ginny, Lynn and group.

**Module 8 - Principles of Management & Supervision**  
(12/20/90 - 1/24/91)

12/20/90 - Lynn on Ginny and group.

12/19/90 - Lynn's second interview.\*

1/3/91 - Guy on 3 women and group.

1/4/91 - Jan's second interview.\*

1/17/91 - Lorena on 3 women and group.

1/24/91 - Ginny's second interview.\*

**Module 9 - Values: Personal and Social**  
(1/31/91 - 2/28/91)

1/30/91 - Jan's friend (Ren) interview.

1/31/91 - Gabe on 3 women and group.

2/7/91 - Joe on 3 women and group.

2/11/91 - Lynn's friend (Sally G.) interview.

2/27/91 - Ginny's friend (Bonnie) interview.

**Module 10 - Independent Project Thesis Presentation**  
**and Philosophy of Life Presentations**  
(3/14/91 - 3/16/91)

3/14/91 &amp; 3/16/91 - Program ends

**April**

4/21/91 - Celebration Party

**May**

5/1/91 - Edy's (assessment counselor) second interview.

5/2/91 - Max's (academic coordinator) interview.

5/8/91 - Ginny's third interview.\*

5/15/91 - Stan's (major professor) second interview.

5/20/91 - Lynn's third interview.\*

5/26/91 - Graduation

**June**

6/3/91 - Jan's third interview.\*

**Note:** \* Women interviewed about themselves.

**Observations.**

Over 7 months in the Fall-Winter-Spring terms of 1990-91, I became a participant observer in an adult cohort group completing their B.A. degrees in the Management of Human Resources. I had the opportunity to do over 100 hours of evening field site observations and participation over this period of time. I observed the three women and group interactions in: large group discussions, small group break out groups, simulation exercises, individual and group presentations and lecture situations. I also observed the major professor, other faculty and staff, and other learners as they interacted with one another, as well as interactions with the three women. Breaks also provided half hour periods of interaction, clarification and observation.

I believed that a systematic observation schedule would assist in not always observing the three women in general, but rather specifying different hours over which to observe each woman specifically. However, as the study progressed, I did such focused observation of individual women as I deemed necessary and did not use a schedule.

My decision concerning tape recordings was to use recording only supplementary to field notes. I had thought tape recording would be intrusive. However, the group preferred the tape recording, so the two methods' use were adjusted in their frequency. After the first week, a student approached the major professor who in turn

approached me and asked that I use a less intimidating method as the heavy writing I'd done week prior. He suggested that I tape record the sessions and only write occasionally. I began to see that in this way students would feel less self conscious about what they said, as my writing would not immediately follow their comments. I agreed to tape record and this seemed to satisfy all concerned, being less intrusive and obvious than written recording. I used a Sony dictation recorder with standard sized tapes, about the size of a three by five card.

My field notes then became supplementary to the recordings. These notes held: the general progression of the class's activities; interpretive comments; what I deemed meaningful comments or actions; and certain counts on given behaviors of interest to me. Weekly, I recorded the general categories of activities and the time spent on these varying activities.

I returned home after each class and entered the night's class session summary and my interpretive comments on my Macintosh SE, usually with a brief look at notes. However, I remembered that which was most outstanding to that class; this got entered first and then I referred to actual field notes for more details. These were added at the end of the remembered entry.

If I did not enter notes immediately, I would enter the notes within 24 hours. Only infrequently, four of 28 times, did I delay a week to 10 days to enter class notes. Thus, summaries were typically written while memories were quite fresh.

I began noting certain categories of students early-on in my

observations. One category which held over time were those four students who emerged as "talkers". My typical way of proceeding was to note an intriguing area and do a count on it to verify my perception. For instance, in the large group, "Who talked, for how long and how many times?" Such counts done spontaneously helped to confirm or reject certain categories and patterns which began to emerge.

I also began to observe routines. These were sequences of actions which reoccurred throughout the class. The typical routine for a class session held a certain rhythm. So too did a routine for large group discussion. The major professor facilitated this routine in a unique way, which replayed itself many times and thus, became a class routine.

Certain key classes were transcribed. This was particularly true of the final three weeks. I chose to transcribe certain entire sessions as well as portions of other sessions. I did this because they appeared either representative of a common pattern, or of particular note, such as the Philosophy of Life presentations. As mentioned in Chapter 1, part of my rationale for choosing the later seven months of the group as opposed to the first five months was related to the significant documents and activities at the end of the program which could assist in examining growth. One of these activities was the Philosophy of Life paper and presentation. These Philosophy of Life oral presentations contained a wealth of direct student comment on the worth and meaning of both the cohort group

and their program of study. Many Philosophy of Life presentations contained references to change in themselves, as well as reference to the importance of colleagues. These then were selected by me as important pieces for transcription. These are all areas I will discuss in depth in the chapters which follow.

### **Documents.**

In order to determine a pattern which would yield substantive assertions with supporting evidence, documents were also used. Each MHR student has samples of writing and problem-solving: at entry; in their portfolio; in their chapters of the project thesis; and in summary papers at the end of each module (the four week unit of study).

Since all students have admissions files and portfolios, these were analyzed for the three women. Professional-technical sections of the portfolio as well as Life Learning Papers are credit-bearing sections in all student portfolios which reveal a wealth of professional and personal data. The portfolio is rounded out by three non-credit bearing sections also providing much information : their autobiography, resume and transfer transcripts.

There were also additional academic documents which were used. The women kept their project thesis chapters and module summary papers on computer discs. Most of these were kept even from modules preceding my program entry. These were available for analysis over time.

Additionally, students have self-set goals that they review at



program midpoint and exit. These were examined as documents reflecting change over the women's study year.

Instruments are commonly used within the program and I chose to add a few instruments for this particular group. The Meyers-Briggs Temperament Inventory (MBTI) and Kolb's Learning Style Inventory are routinely taken early-on in the program. Although they potentially looked as if they might yield something unique about the women, they did not and so were not discussed in the findings in Chapter 4. For this reason, I have included the psychometric data on them in Appendix F. I have merely generally reviewed them as contextual background here. They are typical of the kinds of instruments and processes in the program.

The MBTI is a personality instrument developed over forty years of observation and testing. It was developed by Ms. Meyers and her daughter Ms. Briggs. It has the largest research base on mentally healthy persons of any personality instrument; its validity is well-established. It is based on Jungian psychology which distinguishes between introvert and extrovert. These terms describe a person's source of energy; an introvert being a person who derives energy from solace and space, whereas an extrovert being a person who derives energy from being with people.

There are three other dimensions to the instrument. One is the way in which a person takes in data. They again can be described in one of two manners: as a sensor, taking data in through their senses in the "here-and-now", or as an intuitive, taking data into themselves

in a holistic manner and with a future-orientation.

Another descriptor is the dimension of decision-making, that is, how a person makes their decisions. One manner is described as a linear decision-maker (a "thinker"), while the other is a contextual decision-maker (a "feeler"). This is the only dimension in which gender differences seem to exist with women being slightly more contextual decision-makers, while men are more commonly linear, fact-only decision makers.

The final dimension is how persons live out and organize their lives. An organized person who prefers completing tasks is termed a "judging" type, whereas a spontaneous person who prefers suspending things is termed a "perceiving" type. These four dimensions can be configured in varying strengths and when put together can create 16 personality preferences. In Chapter 4, each of the three women are discussed in terms of their learning. Their MBTI profile is given.

The second instrument routinely administered in the program is Kolb's Learning Style Inventory (L.S.I.). This instrument is commonly used in adult education and has questionable internal validity. There have been relationships shown to the more highly regarded MBTI. It is useful in that it specifically focuses on learning style and relates learners as preferring one of four modes of learning. MHR students typically respond to the instrument positively as an accurate description of their learning style.

There are four learning style preferences. Research evidence shows

that adult learners prefer the style that falls between active experimentation and concrete experience; this preference for the hands-on, practical sort of learning is termed an "accommodator" style.

A second learning preference is a learner who prefers experiencing and reflection; such a person is termed a "diverger" and is seen as a person drawn towards divergent disciplines, such as history, psychology and literature. A third learning preference is the learner who functions most often in the reflective and conceptual realms. Such a learner is termed an "assimilator" and is often the traditional student and typical professor. Lastly, is the learner who blends a preference for concepts with a preference for hands-on active experimentation. Such a person is termed a "converger" and the computer, engineering and natural science laboratory learner would fit within this category of learner. Although these instruments were part of routine instruments administered in the program, I chose not to discuss them in Chapter 4's findings because they did not reveal anything particularly unique about the women that was not discernible through observation. However, Table 7 which overviews the women's learning does include each of their profiles on the two instruments.

Other instruments, which were added for this entire group, grew out of my evolving questions throughout the study and my attempts to clarify which of several explanations to an emerging question might be most viable. Such supplementary instruments were the Janis-Field Scale of Inadequacy and Schmeck's categories of learner

types. They are discussed in Chapter 4.

Interviews, participant observation and documents all combined to yield substantive assertions concerning the women's perceptions of the connected classroom as it had affected them. Unanticipated outcomes of the study were the many assertions related to the group and its importance to all students. These findings are discussed in the following two findings chapters.

### **Analytical Techniques**

The sheer volume of data collected in such a study can be unwieldy if it is not organized at the outset. Data analysis must accompany data collection in a study of this type. Much analysis was done on the group and some nearly completed while other data collection on the individual women continued.

All data was kept in three notebooks. One notebook held original handwritten field notes, interpretive comments and counts on certain behaviors. Attempts at recognizing categories and routines were also entered in this fieldwork notebook. All field study notes were carefully taken, notated, summarized and catalogued for efficient retrieval in data analysis.

The second notebook held summaries of fieldwork notes, the evening class sessions. These notes acted as a more manageable version of the original field notes. They could be color coded and patterns

more easily recognized; accumulating evidence was noted by page numbers, thereby making sound assertions more discernible.

All field notes were chronologically arranged by class night. A summary was entered in the computer. As mentioned, analysis in this type of research is an ongoing task, not one that waits until data collection is completed. Therefore, throughout the seven months, I reviewed notes to determine possible patterns that seemed to be emerging. I would identify and pursue certain patterns, some with success.

By the fourth month in the field, I had identified certain themes related to the group and had begun to look at certain themes which had ample amounts of evidence. I color-coded material on the themes which had begun to emerge. In other words, if I noted that "disclosure as a source of intimacy" was repeatedly mentioned, I would back-track and color code any comments related to such a theme. Such color coding after regular review of notes was helpful for recognizing themes and their pervasiveness. These themes then represented potential assertions. Through sifting and sorting, I determined certain themes with supportive evidence enumerated under each.

I then took these themes and attempted to construct a meaningful and specific assertion. I then attempted to find discrepant cases to the supported assertion. In this way, I would not overgeneralize but deliberately seek out exceptions to the rule. The assertion then acted as the springboard for determining a conceptual theme, a

metaphor which might link certain assertions.

The assertions related to the group emerged more quickly and easily than those related to the women. Three pages of assertions concerning the group emerged (See Appendix B). I prepared these for class review. I submitted these to the group for their reactions and response at the final class meeting. Most gave them back immediately while a few mailed them back to me. Their comments were further verification that my insider's perspective was shared by other insiders. These then were the group assertions from which themes were organized.

The third notebook contained the interview summaries which related to the three women. These were also produced in hard copy format. There were three sections, one for each of the women. In each of these sections entitled by the woman's name was all interview material related to her. This was either: one of the three interviews with the woman student; conversational material with the woman at class; class interactions and observations of the woman; or interviews of others (e.g. students, major professor, friend).

I also kept each woman's documents in this interview notebook. This included those many documents mentioned ( e. g. summary papers, portfolio material, admissions information, project thesis, self-set goals ) as well as any instruments or evaluations which each woman completed. Each woman's documents were all entered in the

interview notebook within her section.

The original tapes of both classes and interviews were organized in chronological sequence. Since interviews were done on a micro recorder, they were easily recognizable from the class tape recordings done on standard-sized audio tapes. These were used as back-up in the event I wished to access the original, but tape summaries and transcribed portions in hard copy form were mainly used in pattern coding. I returned to original material often, but usually began with hard copy summaries when first searching out patterns. I created computer files entitled: field notes; interviews (e.g. general material from fellow students, major); and "Lynn", "Jan" and "Ginny".

Material which was pertinent to all three women, such as fellow students' comments or the major professor's comments on all three collectively, were duplicated and cross-referenced in each of the women's separate section. I also had a section on general interview material which addressed the group or matters beyond the individual women. This was kept in the back of the interview notebook which also had documents and transcriptions.

### **Summary**

In summary, analysis was ongoing with data collection, with some analysis completed while data collection continued. It was a sometimes messy, though hopefully well organized process which involved careful recording of field notes and interviews. This was

followed by sorting and sifting and attempts to determine assertions with adequate evidence. Determination of patterns followed collection and analysis with certain directions pursued, while others were abandoned. I also attempted to find discrepant cases to assertions which seemed to have adequate evidence; this meant some explanations were abandoned as little evidence existed to support pursuing them.

All interview summaries were reviewed by the interviewee for accuracy of interpretation. All group assertions were reviewed by the group for their feedback. All assertions on individual women were reviewed with them after each interview.

Again, at the final interview, a month after the class's end, they reviewed summary information I provided. They clarified and added information. I provided personal background on myself so that the reader might better understand me as the lens, the measuring instrument, of this study. The convergence from interviewees on interview summaries, and convergence from the group in their reactions to my group assertions, sufficiently satisfied me that I presented a reliable representation.



## Chapter 4 - The Individual Women:

### Ginny, Lynn and Jan

The student learns, according to Perry,...that he must **earn** 'the privilege of having ideas respected'(1970,p.33)...Doubt precedes belief; separation leads to connection. The weak become powerful, and the inferiors join their superiors. This scenario may capture the 'natural' course of men's development in traditional, hierarchical institutions, but it does not work for women. **For women, confirmation and community are prerequisites rather than consequences of development** (Belenky et al., 1986, emphasis added).

Belenky, Clinchy, Goldberger and Tarule state that confirmation and community are prerequisites for women students' development. From their research follows the confirming, community-oriented classroom as more compatible and enhancing to women's development, to women's learning. In fact, Woodson and Fayne (1989) suggest that "a traditional competitive, hierarchical classroom led by an expert lecturer encourages women's passivity" (Woodson and Fayne, 1989, p. 26 ). This research sought to explore the connected classroom, especially in terms of the stimulation of women's development. Women have repeatedly stressed meaningful learning as relational, more often tied to familial, personal and/or emotional settings than to formal school or work settings (Belenky et al., 1986; Woodson and Fayne, 1989). I hoped that by observing a connected classroom, that is, a class that was grounded in Knowles' principles of andragogy and in which students felt connected to both to one another and to ideas, I might observe some teaching and learning that served women students in

unique ways. I selected a classroom where learning from one another and collaborating as colleagues to apply ideas to one's lives were intentionally facilitated through the year-long curriculum for degree completion. Not only was the class connected due to emotional connections between students and staff, but also conceptual connections were purposely facilitated between students' ideas and their lives. Not only was the class connected in its attention to process, as well as content, but also in its attention to the affective realm, as well as the cognitive.

The class studied in the Management of Human Resources program in a cohort group of 12 students which sought to build connections throughout the curriculum. In that the Management of Human Resources program is administered by a Christian liberal arts college, the curriculum reflects both a humanistic values orientation, a liberal arts emphasis and a Christian perspective. All of these values circumscribed this connected classroom. These three value orientations were not aspects I had considered at the outset of the project, but became critical to examining the context of this connected classroom experience. So too did the existence of a cohort group. This was not just any connected classroom, but rather a values-driven cohort which was also an example of a connected classroom.

I did not find that it seemed to serve women's development any more than men's development, but it did seem to serve certain students in unique ways. Interviews, self-descriptions, observations and documents analyzed over seven months of the program and one month following the program's end revealed student outcomes to date. More men students than women expressed that they had benefited most

through the connected classroom experience. The major professor felt this was typical in his experience over eight years and half dozen groups. He felt this was due to the values-driven nature of this particular classroom's curriculum. This will be further developed and discussed in Chapter 6, conclusions.

This research focused on three women within a cohort group of 12 and extended over the last seven months of their year-long degree completion.

Though the findings on the cohort group itself emerged more easily, I chose not to develop these assertions (See Appendix B ) in the two findings chapters. The sheer volume of interesting findings was unwieldy, therefore, I chose to retain the focus on women's changes, learning and development, in the connected classroom. The women: Ginny, Lynn, and Jan are the focus of this chapter. How did three women negotiate the connected classroom and the program requirements, and what change resulted over their year of study?

Chapter 5, a second findings chapter follows. It will focus on general gender-related findings: women's silence, connection to the group, and graduation struggles. Chapter 4 will provide a biographical vignette on each of the three women.

Included in this vignette will be a personality overview, an educational biography and a categorization on Loevinger's Ego states. Due to the length of this chapter, an outline is provided.

### **I. Biographical Vignettes: Introducing Ginny, Lynn and Jan**

- A. Personality overview (temperament, descriptive words, perceptions).
- B. Educational biography (Loevinger Ego State).

### **II. Compare and Contrast: Women at Entry**

- A. Motives for study.
- B. Goals/learnings sought in program and perceived progress (self-set goals, stated goals, observed).

### **III. Compare and Contrast: Women's Learning Styles**

- A. Learning Styles --general learner type and description of approach to learning.
- B. Instruments (Kolb's Learning Style Inventory (L.S.I.), MBTI, Schmeck).
- C. Belenky's learner position comparison.
- D. Summary comparison of three women's learning styles.

### **IV. Compare and Contrast: Women's Changes**

- A. Barriers/ power-to-load.
- B. Changes as reflected in: documents( papers, portfolio, self-set goals, Philosophy of Life) , interviews (the women themselves and others), observations.

This findings chapter begins with a biographical vignette on each of the three women: Ginny, Lynn and Jan.

#### **Ginny - Silence**

Perhaps because Ginny was one of the two quietest students in the class, she was a difficult person to get to know. She was 25 when the program began and stated that she had been trying to earn her B.A. for seven years. She was the youngest student in the class by two years but had as many transferable credits as anyone else, and more credits than any other woman student. My views of Ginny changed least of any of the women, but more traits were added to my initial, more limited, first impression. In this way, Ginny was more complex than I had initially perceived.

Ginny's seven year struggle had included study at four different colleges. She was enthusiastic that she could transfer her credits from Western, Eastern, Adrian and Washtenaw Community College. She was described by one fellow student as "sets goals and come hell or high water she'll meet them." In another interview, another student described Ginny as "self-sufficient, not dependent on the group." She described herself as "independent" and "can do anything myself, don't need a 'special friend' or man to do things for me." Evidence seemed clear that she was independent and less dependent on the group than most other students. Her goal of college completion was a single-minded one; she relentlessly pursued it.

Ginny lived at her parents' home, over one hour's commute from her work, and a little less than one hour's drive to class. She felt she could afford school or her own apartment; she decided to commute and attend school. The only time she has lived away from home was the three years she attended Western.

Ginny found a group of friends at Western who she referenced quite a lot over several conversations and two of our three interviews. When the slightly older friends graduated, Ginny quit school. She decided to leave college because her "younger sister was ready" and "she ought to have a crack at it." She left Western after some "partying" with a 2.4 grade point average (g.p.a.); her grades declined steadily over the four years at Western, but rose again in the following three years at two other colleges.

In my first interview with Ginny in October, I was amazed that she

remembered that she had "graduated 31st in my class" and this meant "I got to wear a white tassel at graduation, the top 38 go to do this" of the hundred plus students from her small town high school. Ginny mentioned that her "aunt had been eighth in her class but had never gone on to any schooling." Her recalling these fairly detailed memories may signify that they were of some importance to Ginny.

Like all three women who were the first generation to graduate from college in their respective families, Ginny had little idea of how to select a college or an area of study. The light-hearted manner in which this was done for all three women is epitomized in Ginny's story.

Originally Ginny desired to go into Pharmacy or Accounting and, "since I heard from Western before Ferris, I decided to take Accounting."

Although no one else in Ginny's family had attended college, Ginny was not without some experienced help. A neighbor boy who was four years older had gone to college and helped plan Ginny's college-prep courses through high school. Ginny wanted to complete college because as she stated in her first interview in October, "no one can take that away from you. It's all yours."

She had worked in a bank and switched one year ago to the accounts receivable department of a food wholesaler. She describes herself as liking people. She has always had a team of people at work with whom she's felt connected; these work colleagues she describes as "family".

Such close relationships seem to make a difference in Ginny's talkativeness. Although she speaks up in the total work group, she is only comfortable and talkative one-on one and in small groups at class. Ginny rarely spoke in the total group discussions; rather, she remained silent.

From my observations, interviews and document analysis, I had determined that Ginny was "self-sufficient", "introverted", "relaxed", "family-oriented", "quiet", "shy" and "goal-oriented". I desired to determine how each of the women saw herself, so I prepared a list of 86 descriptive words which contained words which had emerged out of my observations and interviews for the women (Appendix C).

Ginny circled 18 words as "most descriptive" of her. There were subtle shades of meanings between words like "self-sufficient" and "independent"; I was curious as to which of the many subtleties they would each select.

Ginny saw herself similarly to my perception of her. She selected words I had entertained, but added "sensitive" and "sentimental" which were not traits I had evidenced at all.

Ginny described herself as "ambitious"; this was the one word I had selected which precisely matched Ginny's. Although we used slightly different terms, in most instances we agreed on general descriptive traits of Ginny's temperament.

Initially, Ginny seemed so easy-going that I had not realized how ambitious and goal-directed she was. Her tenacity and sometimes assertiveness in getting goals achieved were revelations coming out of interviews. So too, were her happy, content, comfortable, and sometimes, outgoing nature which time and interviews revealed. Evidence will be supplied for these conclusions throughout the discussion which follows.

In terms of Loevinger's Ego States, Ginny would be categorized as a

Stage 4 "conscientious" person. This is a "common adult stage in the urban U.S."

The characteristics of "mutuality, responsibility and concern for open communications" are part of this stage (Loevinger, 1976, p.417). Ginny certainly values the first two characteristics and seems to be moving more towards valuing open communication. Ginny was able to be open and forthright in small groups and at her work setting, though never in the large group.

One very obvious characteristic of Ginny was her almost total silence in the large group. Women's silence was a general gender-related trend which will be discussed in Chapter 5.

### **Lynn - Contrasts and Complexity**

Lynn was also quiet most of the time in large group discussions. I categorized her with five others in the "in-between" group, neither silent or "talkers". Lynn explained her quiet, large group self as her "listening and private self." Although my first impression of Lynn was as a helpful and curious person, friendly and outgoing, my perception of her evolved into a more humorous and content person, a private and accepting person. She could be a good listener and a person who could really appreciate other's perspectives.

Lynn was described most often by peers and staff as the most content of the three women. She was emerging into a career and would be considered "in transition" as far as the work world. However, this did not seem to make her restless. She had finally found her career area and degree- seeking was a way to pursue her interest in rehabilitative work. Lynn had been "social" in high school and had career goals which spun



more off idealized television images than any realistic notion of what sort of work she desired.

Like all three women and 92% of students in MHR (Cherem,1990), none of Lynn's family had gone to college. She described her family as something out of the "Brady Bunch". Her family worked hard and her grandparents cared for her on most weekends and during the summer. She was very involved with her grandparents and spent half her autobiography talking about her grandparents. She mentioned them in her first interview as important to her. When asked to bring in an artifact that was meaningful to her and relate about it in the final Values module, Lynn brought in something reminiscent of her grandparents. Her family encouraged education and an enriched approach to living. This was embodied in a childhood story Lynn told about her dad.

Lynn talked about her dad constructing an area for her in his workshop. He had "set up an area just for her and equipped it with an easel, paper and paints." Every year she and two younger sisters would get some special gift like this. She enjoyed reading lots of fiction, mainly light fare. Lynn was not a particularly reflective person. Rather, Lynn could best be described as "action-oriented".

In the second interview, Lynn described herself as a "doer", not a person that likes to talk a long time about something. She laughingly told a story of her husband who would have consulted with several friends and then had a group of them over to look at their busted showerhead. In contrast, Lynn went to the hardware, described her problem, got an explanation, bought the right part and materials, then, went home and fixed it. She often would "jump in and learn to fix things." As she described herself, "I have to see and do, hands-on learning, not just read

about it."

This non-conceptual type behavior may partially explain why Lynn was not an outstanding student in the past. She had an erratic grade point average, the past five years averaging around a 3.0. Previously from mid-70's to mid-80s, she had hovered closer to a 2.0. She had taken most of her coursework at the local community college. Lynn's mediocre academic skills were noted by her in her self-assessment of her communication skills. They were also noted by the major professor and faculty readers of life-learning papers. Lynn had more requests for rewrites than any other student in her group. Of course she petitioned credit through writing life learning papers through the portfolio process for as much credit as anyone else. Therefore, it would follow she would also have more requests for rewrites as she wrote as many or more life learning papers as any other student. Other evidence of Lynn's thinking and writing skills was in her documents. Her autobiography and summary papers were constructed chronologically and all had numerous spelling errors. This unsophisticated style also existed in her project thesis which received a passing B, but the academic coordinator commented that it was "at the lower end" of all projects submitted.

Perhaps it is partly because of past academic struggles that Lynn is very proud of her accomplishments. She shares her much improved grade point with me just prior to the graduation ceremony. "Who gets to speak at commencement? Why don't we get to wear the gold cords?"

Recognition seems to have become more important to Lynn as she experienced more academic success in the last half of the program. She entered the program with 66 credits, and needed to receive almost a

full year's credits through the two credit-awarding sections of portfolio.

Lynn had a big task to accomplish in order to complete graduation requirements when the program ended; she accomplished her goal and marched in graduation. To do so, a student must be within 8 credits of the full 124 credits needed to graduate.

This was especially significant for Lynn as she was not accustomed to taking an intense, single-minded focus to her study or her work. Before entering this intense program, both work and school paths had been meandering ones, with many "false starts" and "popped bubbles". She had held many unrealistic images of various jobs and the educational process required to reach these jobs.

Lynn had jobs which did not work out for her. She had moved from one idealized television image of a career to yet another. Since no one in her family had gone to college, she had no clear images of degree-related careers, so took her occupational goals from television images. She had thought that being in the F.B.I looked exciting, until F.B.I. literature and classes at a community college had shown her that women in the F.B.I. were pretty limited in what they actually did.

Once disenchanted with the criminal justice coursework, Lynn felt that the health field was desirable. Again, television helped to form her images of nursing. Once again the start of coursework brought a different reality. Instead of a "feeling-oriented" profession, she discovered nurses' training was filled with many rules, regulating even the whiteness of one's shoes. She related some stories of harshness and injustice that "turned her off" to nursing. Lynn came to perceive nursing as an uncaring profession, a field more focused on regulations than patients. She attributed her final disenchantment to the time when the

students "on state grants who didn't study", were the ones able to stay with the program. She felt she was paying hefty sums and studying and not getting anywhere. Lynn states a similar anger about "people on welfare" in her final Philosophy of Life presentation as well as in her descriptive words sheet which she returns to me with comments. By the word "opinionated" she comments "Very much. Especially toward those who waste their lives living off welfare." Such perceived injustices undermined her motivation; she quit the program, but remained in the health-care arena. She joined a nursing home staff while she took more coursework in emergency medical training at the community college.

Nursing home work helped to rekindle Lynn's fondness for older people. She was partially raised by her grandparents and felt closer to them than other adults. They had been her care-takers when both parents worked. She felt she had had a "Brady Bunch" sort of upbringing and her grandparents were part of the reason. Lynn formed close bonds with a handful of female nursing home patients. She recounted her fondness for these women in both interviews and in her autobiography. Though she liked these individuals, she saw this work as temporary. She was next able to begin emergency medical care as an ambulance worker. It was while involved in this emergency work that Lynn met her husband. She faced tragedy daily and became very realistic about death. This realism generalized to other areas of Lynn's thinking. She was pragmatic and unsentimental. Lynn could discuss any topic with realism and humor, very forthright and direct, while still maintaining a privateness over her inner life and feelings.

It was Lynn's eventual stumbling into a job at Goodwill Industries that

stimulated her motivation to enter Spring Arbor College's (SAC) degree-completion program. Over several years at Goodwill, Lynn rose to management positions that are usually seen as beyond the training she had. She also had a superior whom she selected as a mentor. The mentor, who had a Masters degree, became a friend of Lynn's. Lynn discovered she liked professional work and workers; she found she liked and was an effective rehabilitative worker. This was finally the career area to which she felt committed. At 32 years, Lynn felt she had found a career area on which to spend herself. Over the next two years, she would progress and learn chiefly through job experiences. Yet she realized that her advancement was limited without a degree.

Throughout Lynn's work experiences, jobs gave Lynn a "sense of self-worth". She states in her autobiography that when she was first married and at home with a step-son for three years, she felt she had "lost her identity" (p.25 ). As she progresses from one job to another, she finally finds an area of work which she enjoys. She can help others and also become a "professional".

In Lynn's October 2nd interview she talked about her inspiration to return to college. The "M.A.s" and "PhDs" at Goodwill had inspired her to earn a degree so that she could move up and "contribute", "do more for the disabled and disadvantaged." Lynn believes that to become a "professional", you must have tenacity and be able to talk about issues non-defensively. Lynn mentions that in her current part-time kitchen job, she is surrounded by people with whom you can't talk about much without defenses going up.

I entertained the notion that it is Lynn's evolving sense of what it takes to be a professional that has made her quieter in class discussions.

Early-on in the program other students describe Lynn as more talkative, although Lynn described her quietness in general due to her wanting to listen and "learn from others". Although Lynn spoke a lot in most settings, including small groups, she did not speak much in the large group discussions. She claimed this was because she wanted to "listen to others" in order to learn. I also wondered if Lynn still needed approval and sometimes found herself arguing when she did speak in the larger group, something she did not like to do. For Lynn, "standing one's ground" had been her functional definition of "belief", so expressing "beliefs" became synonymous with "standing one's ground".

Due to the mentor and other professionals at Goodwill, Lynn enrolled in SAC's Management of Human Resources (MHR) degree-completion program.

After about two months in the MHR program, Lynn decided that the heavy work responsibilities and the heavy degree work responsibilities were not compatible. One of these would need to go. She decided to quit Goodwill. She chose to quit her full-time job in order to continue pursuing the degree program. She got a part-time "dues-paying" job at a preschool kitchen.

Lynn's single-mindedness to graduate is perhaps best illustrated in the degree to which she willingly sacrificed. Lynn knew she would miss her close friendship group of couples over the study year, but chose to give up this social life for degree-completion. This was especially difficult because as Lynn expressed herself in a life-learning paper on "Growth and Maturity", "my friends and leisure activities play a major role in relieving my stress" ( p.12).

In an interview with a longtime friend of Lynn's, the friend said that the biggest change in Lynn over the course of the program was "that Lynn didn't have time to do all the social things she wanted." Yet Lynn was willing to "pay these dues" of giving up people and things that she enjoyed. She felt she hadn't ever "paid dues" like many of her friends who had taken "skut" jobs, and now it was her time to "pay a few dues" of her own.

She assumed a very pragmatic approach to reaching her goal of college graduation. She gave up social life that was important to her; she made household accommodations with her spouse; she gave up leisure reading; she even quit her job when that seemed necessary, all to complete her B.A. degree.

For the first time in Lynn's 34 years, she was focused on a long-term career goal and she held fast to this focus. Lynn plans to continue on her Masters in the rehabilitative area or to earn an MSW once graduated from MHR; she also plans to get a full-time job in the rehabilitative field while she pursues graduate study.

Although work has been important to Lynn, she also has lots of hobbies, interests and friends in her life. She and her husband enjoy a group of couples. The group grew from her husband's friendships. These four couples dine out together, even taking a trip to Hawaii to see the University of Michigan play in the Hula Bowl. She is not single-minded, although becomes so for the duration of the degree-completion program. Her social life and diverse interests and friends are put on "hold" for Lynn's year of study. Lynn described herself as "very structured" with a "time and day for everything, before MHR started."

She began the program with similar structured plans, but became

overwhelmed and abandoned these several times throughout the program. Yet, she holds steady to the course of degree-completion, despite the fact that she complains more of stress than the other two women. Later on, when I examine power-to-load ratios (cited in Chapter 2), I conclude that Jan has the heaviest ratio, the most role responsibility, but Jan's extroversion seems to keep her from experiencing as much stress as that experienced by the more introverted Lynn. Although Lynn may not have young children and a demanding job as breadwinner for her family, nor a long commute as Jan does, she does have extra demands that Ginny does not have, outstanding credits which need be earned for graduation eligibility.

Lynn entered the program with 24 credits needed in portfolio in order to graduate. Lynn was able to gain a number of credits through the portfolio, despite the fact that she was a mediocre writer. Both Ginny and Lynn were less certain of the specific application of their degree than Jan, but both were tenacious about their desire for that degree. They were pragmatic about the sacrifice involved, with Lynn quitting her job to take a part-time job, in order that she could finish. Both Ginny and Lynn had exit grade point averages that were around a "B" range (3.4). This does not reflect the higher quality of Jan's 3.7 grade point average. However, Ginny and Lynn completed and that's what each really wanted. Jan still had 7 credits to go as of June, two weeks after the graduation ceremony.

In contrast to Ginny's circling simply 18 of the 87 words descriptive of her, Lynn circled 55 words. By the words "talkative" and "outspoken", Lynn wrote "that about sums me up."



In terms of Loevinger's Ego State, Lynn would best be described as in Loevinger's Self-aware (I 3-4) State of Transition, headed toward the Conscientious (I-4) state. Such a person is capsulized as "one deeply needs approval and respect from others; at the same time, there emerges a new awareness of oneself as a unique individual in the world and a new desire to express that uniqueness in actions and achievements." Lynn is headed towards the Conscientious state described for Ginny--"mutuality, responsibility and concern for open communications" (p.417).

She described herself as "forthright" and "opinionated" on the words list I provided. Dialogue and exchange did not appear to be a common manner of interchange for Lynn other than in one-on-one conversation. As noted a bit earlier, she also believed in the "professional" as being non-defensive; for her this may have prompted more listening and less talking in the large group. From early-on perceptions from classmates, I determined that she had talked more. I think out of these earlier experiences, other students perceived her as "stubborn" and "narrow". I did not observe this much in later classes when she had become quieter. Lynn may have gotten feedback and quieted in order to become, or appear to become, less defensive, and thereby more "professional". On her self-descriptive words, she also selected "observer" and written by it, "this helps me to understand others."

Whereas, I remained fairly consistent over time in my perceptions of Ginny, merely uncovering more of her personality over time, my perceptions with Lynn were less consistent. I initially perceived Lynn as

helpful and curious, but by the end of the program, I evolved a more distinct perception of Lynn as content, humorous and action-focused. Lynn's preference for action over reflection was embodied in many ways and will be discussed under her learning style.

In summary, Lynn and Ginny had very distinct personalities, educational histories, and ways of negotiating the degree-completion program. While Ginny was silent in the large group, she was not uncomfortable.

Whereas, Lynn was a bit more talkative in the large group, she became quieter and over time adopted listening as her way to learn from others. Both were close to their families of origin, especially their grandparents. Both had female role models whom they liked and admired. These were an assemblage of grandmothers, aunts, mothers and bosses who were potent sources of reference to Lynn and Ginny for independence, achievement, inspiration, enjoyment and caring. Both reached their goals of graduation and both were very pragmatic about that as primary to their being in the program.

### **Jan- The Confident and Competent "Talker"**

Jan was unique to all the women students in the group; she was among the four "talkers" who dominated large group discussion, the only woman "talker". She played a nurturing role for the group and contributed much challenge and humor to the active interchanges in large groups. In small groups she often took a leadership role and was the only woman consistently mentioned as a leader in the group.

The most common comment emerging about Jan was that she masked her real self with a forceful self that detracted from her natural managerial

abilities. Since Jan was moved to tears on several occasions, peers took this to mean that their view of Jan as a gentler spirit over the more forceful person they typically saw was correct. Initially, I had perceived Jan much as the major professor who had called Jan "Ms. Businesswoman" at our first October interview.

When I confronted Jan with the perception of having evolved from a "forceful" person to a gentler and more authentic person at our final June interview, she explained that such a perception was true, but that she merely felt more defensive early-on being new to the group. When she is less secure, she will exude a greater forcefulness; it is a defense and not her authentic self which existed all along but whom classmates only saw as time progressed and she felt more comfortable being herself in the class.

The other consistent comment that emerged about Jan was that all the people interviewed saw Jan as the student most dependent on the group. This was an unusual comment because peers also agreed she was both confident and competent. Dependency was not a word that easily came to mind in reference to this very competent woman. However, she selected both terms as descriptive of herself "at times". Her connection to the group will be discussed further in Chapter 5 findings, under "connection to the group".

My perceptions of Jan over time went through many changes, additions and clarifications. Although I also found progressive revelations about Lynn, those about Jan were greater and more significant shifts to try to understand.

Jan entered the degree-completion program with a task similar to Lynn's and most all women excepting Ginny. She needed to earn almost a full year's credits in portfolio (30 credits). This too, will be further developed and discussed in Chapter 5 findings under "graduation struggles".

Unlike Lynn, Jan did not drop extra commitments for a single-minded focus on the program. She had many involvements, including two young children and all their activities; she maintained all of her school, civic and church commitments throughout the program.

She has also attained a position of professional responsibility and the major professor believes she "is treated more like one of the fellows in relation to the respect and professional regard" in the classroom setting. It is clear that Jan has had more work experience than many other students due to her 14 years of consecutive, scarcely interrupted, work history. The other women students are either much younger, have lower level positions, and/or interrupted work histories. Jan has established a worker identity like most of the males, especially those anywhere near her age.

Perhaps this partly explains why she is also the one of two women who mentions sex discrimination having occurred over years and different settings. She is the only woman student in the group who has moved in to higher level management. Her sensitivity to sex discrimination seems also to have become especially attuned due to her working in more male-based work cultures such as the Navy, computer companies and presently, a defense contract company with engineers.

She shifted jobs within the same company during the study year, chiefly

because she was tired of the many gender-related struggles related to her managerial status. To "switch back" to technical work is to regain respect based on technical expertise, an easier place for her to work happily. She can make such a lateral move with only some added technical training. Her awareness of such discriminatory practice prompts her to volunteer to write and act out a role play on reverse discrimination. She and a male class mate carry off a "Spandex" interview. The subtle sexual pressure is levied on the male interviewee. As is typical of Jan, she uses humor to carry off her point.

The work friend she nominates to have me interview is much like her, only younger and even more "professionally" polished in dress and demeanor. She too, talks about the struggles to be taken seriously as a female manager in a defense contract company in which many have in which many have an archaic mentality about women. After these interviews, I think, "these are women with spunk." Jan is 12 years younger than me, and her work colleague whom I interview is another 7 years younger (25). Both talked a lot about job struggles and job progression. Both exude a competency and confidence. There were no other women students in the group who demonstrated the level of competency and confidence which Jan did.

Jan's experiences with sex bias began right out of high school, long before either Lynn or Ginny's work histories began. In Jan's first interview on September 28, 1990, Jan talks about how she "could have gotten all A's in high school", but "just wanted to get on with things", so got only good grades and planned to "get out of the factory mentality" by joining the service. She had envisioned herself as a female James Bond.

She spontaneously joins the Navy but finds some resistance due to being a woman. She must wait a year and finds joining as a woman a bit difficult. She resists the "yeomen" (clerical) track so that she can "see the world" and get specialized training, the "key to professional future"(p.37, autobiography). Finally she selects "cryptography" before she really knows what it is. Jan often accepts challenges before she is clear of what she is accepting.

Jan's educational history really begins after high school while in the Navy. After a stint in Guam where she met her husband, Ben, also in the Navy, they were stationed in Washington D.C. While there, Jan attended community college and earned a 2.5 in the early 1980s. In more recent years, she earns a 3.5 at a local community college.

Much of her learning is not in formal school settings however. She has received much training in the service and on-the-job. As the acceptance of training in "cryptography" pointed out, Jan jumps in to things before really knowing to what she's committing. Such experiences have made her fearless as she comments in our second interview, "What can happen? Are they going to take away my birthday? People could laugh at me, but then that's already happened and I'm still here, so what could really happen?" Another example of Jan's risk-taking was in a job offer from a computer company in Washington D.C. A contact with a computer company offered her a job as a "word processing operator" and "I didn't have the slightest idea what one did, I accepted" (p.39, autobiography).

Jan is a woman who believes that "variety is the spice of life".

Her range of interests and energy sometimes seem restless. In fact, when observing the women at class I noted their movement and postures. On three occasions when I actually counted movements, I note

consistency. Ginny and Lynn remain still for a 3 minute period, whereas Jan taps her foot and moves her body in the chair at least 10 times over the same time period. Such energy does not seem depleted by the 1 hour 10 minute commute in each direction that Jan has driven for the past three years. She remained energetic and moving, even sometimes leaving the room prior to break.

Jan laughingly comments at her final oral presentation that a work colleague has said she has the least "motivational stamina" of anyone she has ever known. Her extendedness to many interests and commitments seem to be an energizer for Jan, although sometimes this same extendedness seems like a restlessness.

Jan's husband, Ben, is completing his degree in engineering at a near-by university. He is "Mr. Mom", while she is the family's main income. Their two children are 6 and 8 years of age. Ben volunteers Lynn and himself to work on millages and Jan does the church newsletter and weekly bulletin. She attends her children's school events such as helping out at Santa's workshop. She is the only woman of the three to circle words such as "community-oriented", "civic-minded" or "quality-oriented". She is the least single-minded of the three, retaining many involvements over her year of study.

Jan and her family live in a rural area because it is country life which they desire after living in Washington D.C. and disliking the people and the pace, a "rat race". Yet, she maintains an active pace with her many commitments and an hour long commute. As Jan says, "variety is the spice of life."

Jan's learning seemed to circulate around work situations more than around relationships. In this way she does not fit Belenky's typical

woman in that significant learnings for her are not around personal/emotional relationships. Jan's only exception to this was the attachment she felt for peers that got jeopardized when she was promoted at 23 years of age to supervise 11 people; "I learned lots but lost friends". This experience was followed by her getting pregnant for the first time. It seems like a powerful learning and perhaps one of a very few admissions of having been in over her head.

Ben and she and the two children moved back to Michigan to be close to family; both families are within a two hour drive. Jan sounds close to one sister, but not particularly the rest of her family. She greatly admired her mother who died when she was about 10. It was her mother who held a good job as a secretary to an automotive executive and introduced Jan and her two sisters to the classics, art and a love of reading. Her dad is now "on his fourth wife" and though there were "a few close moments" in her family, step-mothers were hard transitions. Joining the Navy was a way to "get on with things".

Our second interview in January begins to reflect the more personal Jan. Although our first interview had only brief mention of her husband, and no mention of children, by our second interview Jan says,

My family is central. I mean I go to church so the kids'll have that background...we didn't figure any church had our perspective and I still don't think they have (the church they attend), but they're community-oriented (pause) and that's what we need, helping people, giving, loving and caring is what's important. That's what it's all about?(Jan, interview notes, 1/4/91).

The relational seems at least as important to Jan as to Lynn, although her relationship-focus is more towards her family, while Lynn's extends to a friendship circle.

On the 86 word list I provided, Jan circled almost all words (#73) and



notes, "It will be easier to see what I'm not than what I am." Some of the words she does not select are certainly areas on which I would concur. She is not "solitary", "uncertain of self", "careless", "do enough to get by", "non-assertive", "hang-back" or "shy". The six words that are not circled have her comments by them. I evidence Jan's reluctance to limit herself in other ways. This reluctance shows itself again in her refusal to: accept any of the assessment instruments' labels, such as on Kolb's Learning Style Inventory, the "assimilator" descriptor, or on the Meyers-Briggs Temperament Inventroy, her temperament preference (reviewed in Chapter 3). The only instrument with which she doesn't feel "boxed" is the Strength Deployment Inventory which has a preference that incorporates the other three styles. It allows you to be a team-player, a little of the other three orientations, called a HUB blend. This describes Jan and is the only instrument with which she concurs. She shys away from other's descriptions of her and perceives these as labels or "boxes". On the descriptor list of 86 words, she avoids categorization by instead of choosing only a few accurate words, choosing 73 of the 86 words.

On Loevinger's Ego States (reviewed in Chapter 2) Jan would rate highest of the three women. She was at the Individualistic state (I 4/5) which is described as a transition. "It is characterized by relationships with others that incorporate all the responsibility and mutuality of relationships at the conscientious level."

But this stage adds more. "A concern for others' personal growth and for respecting others' inner and outer freedom. There is an increasing awareness of oneself as a growing person." Loevinger continues that at

this stage "Self-fulfillment begins to be valued on a par with achievement in the world."

In our June interview, Jan confirmed my assertion about how she likes to wait and hand in an assignment only when it's quality work. "Well, you got to learn something from it. After all, that's the idea isn't it?"

At this same interview, she also expressed "dressing down" and relaxing on image and other's expectations, she "just really doesn't care" and she's "stopped being an upward-reaching Yuppie." These comments reflect a certain desire for self-fulfillment and not just a desire for achievements.

Jan was sensitive to discrimination and status hierarchies. At the class Christmas dinner, she resents a head table and notes her feelings in a small journal which I provided after the first interview for recording any incidental insights or thoughts between meetings. Again, at our second interview Jan mentions her distaste for hierarchy. She is a team player and likes democratic processes, not status hierarchies or elitism.

When interviewing Jan's work friend, Ren, she mentioned how team-oriented Jan is. "She looks for everyone's input and looks for ways to develop people" (Ren, interview notes 1/30/91). She includes the personal realm of her employees as well, even trying to find a good mate for Ren. This is reminiscent of what Helgeson found in her study of women in management in the Female Advantage (1991). Women managers saw relationships, even those represented in the day's mail or phone calls, as central to their work and not as interruptions.

In summary, the three women have very different involvements and energy levels, while sharing much in common as well. Lynn and Jan are more gregarious and alike as personalities, whereas Ginny and Lynn are more alike as learners, both single-minded and traditionally-oriented.

Lynn's extended network is to friends and couples, while Jan has more organizational involvements with children's school and church. Both value contribution and an extending of oneself to others beyond their immediate circles of family and friends. They look quite gregarious at first glance but express themselves quite differently in class, Lynn listening and Jan talking. Both Jan and Lynn share an action-orientation and both are unafraid to take risks.

Although Jan was more reluctant to become single-focused in her degree-completion, both take on goals and are willing to pay prices for reaching those goals. Both are in their 30s and must tap credit-bearing sections of the portfolio process for 30 credits. Lynn has created space in her life to do this, and it is a harder task due to her writing skills. Jan did no such simplifying of her life to take on the program's intensity. Whereas Lynn met graduation requirements at a late hour, Jan met them at an even later hour. Both had seven hours outstanding. For Lynn, this included her project thesis' completion.

The next section will begin comparing and contrasting the three women in important areas to this analysis. How well they each did within the connected classroom may well relate in part to what motivated them to enter the MHR program.

## **Women at Entry**

### **Motives for Entry.**

Ginny was initially motivated to complete her bachelors degree in the Management of Human Resources by the pride in this independent achievement. She desired to both accomplish something on her own and to complete something "hanging fire" for seven years. Ginny had explicit and clear outcome goals which she maintained throughout her study. These included job promotion.

In an interview after the end of the program (5/8/91), Ginny stated that the degree had also been a kind of "rite of passage to adulthood"; she was no longer a 25 year old "kid" despite the fact that she still lived with her parents. She had perceived living with her parents as an economic necessity, but the degree made it official; she was now an "adult".

Since our first interview on October 4th, she had maintained that she was uncertain what she "was going to do with the degree", she felt it was a springboard to mobility; this was something that "no one could take away from her." Although she was "crushed" in April when she received word at work that she was not selected for the management trainee program, she took comfort in her goal-achievement of college completion and a classmate's counsel that "there'd be something even better for her."

Ginny assumed a sort of give/get contract concerning her study. That is, if she gave time and money, she would get a degree. In a class on September 6th, Ginny was participating in a strength bombardment exercise with six students. It was in response to Jan and Dick's

comments that they, "don't know (Ginny) well" and wish she would "talk more" that Ginny responded that in the college class she just wanted to "get the job (done) and get it over with." This was an instance of Ginny's preference for "finishing things." The enjoyment of or learning in the program process itself sometimes became tertiary for Ginny; "to get it over with" was more her aim.

Ginny stayed up-to-date on readings and assignments, despite sometimes careless work, as evidenced often in her lack of proof-reading. She completed all portfolio and project requirements and was able to graduate with a 3.4 grade point average. Though again, her project thesis was "at the lower end" of the grades for projects, she completed everything. She had entered the program with a 2.5 grade point average.

Lynn was initially motivated to enter the B.A. completion in Management of Human Resources by the prospect of career mobility with greater pay involved. She also felt she was limited in the degree of contribution she could make to the rehabilitation field without a degree. However, as interviews progressed, Lynn more frequently mentioned "personal satisfaction" as her chief reason for study and the one she attributed to most of her classmates (second interview). She mentioned that three classmates had "good jobs", but that they "needed more", just as she did.

On her words' list Lynn also added a few motives I had sensed but for which I did not have much evidence such as "desire prestige" and "ambitious". Lynn noted by each of these: "That's why I returned to school" and "I do want to get ahead, another reason for obtaining my

degree."

Jan expressed at entry that she desired future career moves that might necessitate a college degree. She and Ben were also trying to use military educational benefits that were due to expire if unused. Her goals were extrinsically motivated and involved future job mobility, much like Ginny's. However, she also had a desire to enjoy things in which she was involved. As she had circled on her descriptive sheet, she was "quality-oriented"; she did not just attend class or complete assignments, she got actively involved at class talking and doing; she only handed in assignments when they reflected a quality of which she was proud. Through the course of the program she evolved in her goals. Throughout her study however, she attempted to both contribute and glean at many levels, not just the cognitive, nor merely to "get by".

### **Goals Sought in Program and Perceived Progress.**

There was one particularly fruitful source from which to determine students' goals since the group set explicit goals in the first two weeks of the program. The group reviewed these individual goals in class as a sort of reality-check, as well as a means to begin to show the importance of the group and other's feedback. Such attention to process helped to begin to build the group in to a community and gave them some common ground. They not only set individual goals, but some group goals as well. One of the group goals was "to graduate together."

I first accessed these goals at midpoint in the program (9/6/90) when

the group reviewed their goals. I distributed an institutional feedback sheet for them to relate importance of certain goals and progress thus far (Appendix D).

On the September 6th program midpoint self-assessment of growth, Ginny had 13 of the 15 areas of growth marked in importance as "critical importance" to "much importance". Only "religious beliefs" and "faith" were of "some importance" for growth. In terms of actual progress, by week 25, Ginny felt she was making some progress in all but the two areas of religious beliefs and faith which were of less importance to her.

On the 11 skills areas, students were asked to "Place an "E" on the continuum "where you saw yourself at MHR entry". Then place an "N" "where you now see yourself". Ginny represented movement in managerial skills, time management, and decision-making, although these were areas still below the midpoint on the continuum. Most other areas which showed little growth were clustered at the middle (average) of the continuum.

Ginny commented at week 25 that she felt she had "grown in the area of understanding people. I used to judge them by their appearance. Now I try to get to know them and their background before I judge that person. I also have learn(sic) how to understand other people."

Lynn describes her learning in many of the same areas as Ginny. Some of her comments are even reminiscent of Ginny's. Lynn commented on important areas of growth on her week 25 self-set goals sheet as "suspending judgment" on people, and the "taking time" and not jumping to conclusions on "face value" or "first impressions". These were the

most valuable areas of change Lynn identified. The interpersonal and decision-making skills emerged for both Lynn and Ginny as valued unintentional learnings.

Like Ginny, Lynn also rated 13 of 15 areas of "critical" or "much" importance. Although the two areas of only "some" importance to her were "functioning in social institutions" and "using science and technology."

In terms of self assessment on the 11 skills, Lynn showed a much greater dispersion than did Ginny. For over half the areas Lynn felt she was on the high end of the continuum by program midpoint. Areas of greatest growth were those skill areas which she had felt were very poor at entry: managerial, listening, speaking, decision-making and writing. At week 25, Lynn perceived these to have progressed to the average range. She thought she was above average in four areas: reading, group dynamics problem-solving and organizational skills. Lynn commented that she had always enjoyed people but now she understood them and could recognize their needs better. She thought she had learned to be "more understanding and tolerant of other's behavior." Ginny and Jan used the descriptive words sheet (#86 descriptors) and the self-assessment of growth sheets (#26 goals/potential growth areas) in opposite ways. Whereas Ginny chose only a few descriptors, she chose many goals for study as important and thought she had grown in numerous areas as well. Jan chose almost all the descriptor words, but on the self-assessment sheet chose few areas of importance for growth or identified areas of actual growth. This suggests the more



particularistic growth Ginny and Lynn described and their moving lower skill levels from their entry than was true for Jan. Her more perspective-changing change will be discussed in the following chapter under conclusions.

Jan rated 9 of the 15 areas of "critical" or "much" importance. She was one of two who used the "little" importance category; she used this in importance of growth in "religious beliefs". The other four areas, where there was only growth of "some" importance desired, were: using science and technology, using the arts, personal relationships and faith.

In the skill areas, there were no poor areas, although listening was the lowest, falling just below average. Time management, speaking skills, and research skills were the next lowest, but had grown to an "average" level by the week 25 rating. Jan showed only small gaps between most of her "entry" ratings and, her "now" ratings, indicating she did not think she had grown much. Although Jan had less growth available to her since she described herself as "above-average" in the remaining seven areas.

Jan commented on her changes on her week 25 assessment sheet, "My greatest growth area was in finding enjoyment in learning and in sharing experiences with my classmates. This sharing flows through into both my working and personal life."

These comments relate back to her categorization on Loevinger's Ego State as an Individualistic (I 4/5) who is concerned with "sharing" and developing others as well as self. These comments also relate to Jan's

categorization as an integrated and deep learner. This will be discussed in the learning styles section.

In summary, motives and goals for college study were more extrinsic than intrinsic. All three women fit the description of adult learners who are described as pragmatic and desiring immediate application of learning, not in the future (Knowles, 1980). Comments from them at week 25 assessment indicate that they have grown in unintended areas, the less skill-oriented and more interpersonal areas. They also seem to have begun to attach greater importance to these areas.

### **Learning Styles**

#### **General Learner Type.**

Whereas Jan and Lynn held more in common as personalities, Ginny and Lynn shared more in common as learners. Ginny and Lynn both approached their degree-completion single-mindedly with few expectations related to learning.

Ginny's goal-directed, focused achievements, which drove her to complete tasks, co-existed with an easy-going attitude of "one day at a time". Ginny was a comfortable and relaxed learner who pursued her goals steadily, minimally fulfilled all course expectations, and single-mindedly focused on graduation. She remained quiet and non-assertive in the large group. Her single-minded pursuit of goals and self-sufficiency were the most pervasive attributes mentioned in many peers' interviews.

Ginny was pleased with her grade point average. In our final interview she mentioned that her mother questioned a B grade. Ginny basically told her mother this classwork was her thing and since she herself was

pleased with her grades that's whose opinion was important. Ginny did not aspire to high grades or perfect work, her gratification in learning seemed to come most in the completion, in the achievement and having that achievement recognized.

Ginny's learning is capsulized in a future section elaborating Belenky's positions on women's ways of knowing. In Ginny's final May 8 interview she comments in great detail about "real learning".

Lynn's pragmatism and "dues' paying" style was reflected in her learning style as well. As mentioned, Lynn was willing to go after things she desired and "pay the price" to get things done. She was a "doer" not a "thinker" and this preference for getting things done was reflected in her learning style as well.

She would identify what was needed and do it. Lynn almost seemed to put things in compartments and then submitted them "in toto". She used this style in both her life-learning papers which she would pool and then hand in all at once, as well as her project thesis. The academic coordinator reviewed only the first chapter of Lynn's project on family literacy. Toward the end of the program, Lynn submitted the entire project, the remaining seven chapters, all at once. One clue Lynn gave to this style was in a life learning paper on "Growth and Maturity". She stated "I need positive reinforcement when I take on any project. I am not one to spend days or weeks working on something. When I strip furniture, I stick with it and finish as quickly as possible for immediate gratification" (life-learning paper, p.12).

Lynn approached many things with this decisive, pragmatic and compartmentalized style. Her thinking was similarly boundried. She

described herself as a "black and white" thinker who likes things to be "right" or "wrong". Like Ginny's, this style was one of the reasons that statistics was her favorite subject. However, unlike Ginny, she had reasons which went beyond the discipline's "black and white" nature. During statistics there was much need for interdependence. The interpersonal aspects were what brought a certain "closeness" to the group for Lynn. Statistics had been a common adversary; she had responded by "reaching out" to others. Along with the fact that she was phoning Rod or Gabe to check over answers to weekly exercises during statistics, she also liked it because she did not have to wait for a subjective summary paper on which so much of your grade hinged. Instead students did weekly exercises on which they were graded. These, in turn, applied to each student's work-based project on which they simultaneously worked while also in the MHR curriculum. Thus, by the end of statistics, students had measurable objectives, an evaluation design and a plan for data analysis that they would be applying to their project thesis. This was practical, as they needed to complete this capstone project thesis in order to complete graduation requirements. Lynn enjoyed all of these things: the challenge, its "black and whiteness", its practicality and immediate application, and the increased connections between students that it stimulated.

She also got an "A" in the course; this was the first of many A's for Lynn. It was in this sixth module that she began to earn better grades. Prior to statistics, Lynn had a 3.2 grade point average. Both Ginny and Lynn had the two lowest grade point averages of all eleven students in the first six modules. It was in the final three modules that both women earned their best grades. These were chiefly the

business-focused modules. They both had exit grade point averages of 3.4.

Another example of a module which best suited Lynn's learning style was Biblical Perspectives. She thought that both statistics and Biblical were "black and white". In our second interview in January, Lynn stated that "All the people who usually talked, didn't talk in this module. Those that were usually quiet, like me and Rod, talked quite a bit". After each Biblical Perspectives class, she related that she had gone home and told her husband everything that had happened. She perceived Biblical Perspectives as differently taught than is intended. The course's intent is to "seriously confront students with Christianity as a philosophy through a thematic and historical examination of the Bible". However, Lynn felt this module, like statistics was "black and white". The "right" answer / "wrong" answer approach was what she preferred. Statistics and Biblical both met these criteria for her. Lynn's was not considered a strong writer by either her own assessment or by professors grading her papers. Frequent errors in grammar, organization and spelling were identified in summary papers and life learning papers. Many of the latter were rejected and a rewrite requested. Since Lynn was not a strong writer, grades based chiefly on a written summary paper placed her at a disadvantage. Both statistics and Biblical were taught by adjunct professors who used more lecture and less facilitation than most other program modules utilized. The major professor facilitated a class, whereas Lynn's favorite modules were not taught by the major professor; her two favorites were both more traditional. She preferred these "black and

white" modules.

In fact, Lynn was the only student for whom I sensed some incompatibility with the major professor. She described him as "so laid-back" and the "group would've been the group even without Stan". Lynn preferred a directed, structured lecturer, a more traditional approach to classroom learning. She felt the adjunct professors had infused energy back in to the group.

Although Ginny also had a preference for the statistics module, Ginny did not comment much on Biblical Perspectives; it was her least favorite module. This could have been because Ginny was not particularly religious. Ginny commented that her dislike was not due to the adjunct instructor, but rather due to her light church background. In fact, for Ginny, the books from Biblical were the only ones she did not keep; she donated them to a church's library where she felt many people could get use out of them.

**Thus,** Ginny and Lynn had some similarities in the type of courses and methods they preferred. Neither particularly fit the typical woman learner described in Belenky et al.'s research, although relationships with people were more primary to Lynn, application of ideas was primary to both. Both initially found the traditional classroom more comfortable, although they ultimately came to value the connected classroom. Later on, their way of knowing is discussed as a more separated way of knowing. In Ginny's final interview she spells out that learning means there is a fixed body of knowledge and their job as students was to figure it out. Learning statistics was "real learning" for Ginny. I felt it was for Lynn as well. Though they both came to

value "connectedness" in ideas, application to oneself and connection between ideas, they were not able to see this as "real learning", except Lynn who saw it as "real learning" in the latter part of the program.

For Ginny, I felt such learning was never truly legitimate. For her, application of concepts to oneself and the work world was valued and valuable but not "real learning." Further evidence for this is given in the Belenky Learner Position section of this chapter.

By program's end, I think Lynn had a broader notion of "real learning". All sorts of things became included in Lynn's learning. But Lynn was a more relationship-oriented person when she began the program; such connections between ideas and people were perceived differently by her than by the less-relational, more self-sufficient Ginny .

Ginny and Lynn also **shared** other things as learners, such as their preference for expert-driven learning, a quietness in large group discussions, a marginal set of writing skills, a valuing of their own growth in people skills and in suspending decisions, as well as their desire to finish things with the process involved in doing so less important.

These two students were **different** in several important respects as well. One of these differences was the degree to which they had deficient credits at entry. Whereas Lynn had credit needs that were like most women students in portfolio, Ginny needed very little additional credit to complete her B.A. degree requirements. Ginny's study year would complete her credits, as she exceeded the 60 transferable credits needed at entry by nearly a full-year of study. Thus, Ginny was

closer to graduation at entry than either Lynn or Jan.

So there were several things working for Ginny's completion despite her young age and inexperience. She didn't need to tap learning-through-experience in the portfolio process the way the two older women needed to do, and due to their age and consequent experience, were more capable of doing. Ginny was the only one of the three who actually completed graduation requirements by the graduation ceremony.

Whereas, Lynn did work in bursts, Ginny was a steady plodder. Whereas Lynn maintained structure and reduced activities to help her manage time and stress, Ginny had less stress with which to deal. Both Ginny and Jan used their long commutes as time alone to relax. Being an introvert Ginny was a quieter person, more at peace with the demands of the student life than Jan or Lynn. Although both Ginny and Lynn were relieved when the stress of the program was over, only Lynn mentioned greatly missing the other students.

In contrast to structured hierarchy and more traditional methods, Jan preferred democracy in the classroom as well as at social settings. It "really bugged" her that they had a head table for the Christmas dinner (second interview and journal note). She expressed dislike of any elite or differentiating symbols; she was the only one of the three women not to bring up honors, grade point, or gold ropes to be worn around one's neck for a certain grade point average. Lynn and Ginny were more attentive to these and even desirous of some of these external symbols of status and achievement.

In the classroom, Jan also enjoyed the active participation of her colleagues at least as much as what the facilitator had to say. She



enjoyed active learning and active interchange. She was the most positive about their group's major professor. She went on at some length at our final June interview about the excellence of Stan. The person next to her at the graduation ceremony had bragged about the quality of their major professor and Jan said "I just let her go on, but I knew he couldn't have been as good as Stan." She enjoyed Stan's laid-back and democratic style. Jan liked Stan's honest self-disclosure; she felt he wasn't afraid to set the tone for student disclosure by disclosing himself. He didn't place himself above the students by distancing himself from them by remaining cool and the all-knowing expert. He always sat with the group at the tables, not at the separate head table as other adjuncts all did. And yet, he had so much experience and helpfulness to offer the group. It was the cohort group and students' active involvement which Jan expressed in her final Philosophy of Life paper as having given her the "motivational stamina" she had so often lacked in the past. She typically got restless in past classes. This comment was much like her colleague and fellow "talker" and extrovert, Guy, had expressed.

This connected classroom experience both held and bonded such adult learners in ways they had never anticipated or known prior. Both she and Guy had two of the more curious and demanding minds. The intense program, collegiality, involving processes and varied methods seemed to be a winning combination from the positive comments offered by both.

Jan was bored with statistics, chiefly because she "did that sort of stuff all the time" in her work and she just wanted to "be done with it." She felt that Biblical had less student interaction than other

modules; this lessened participation was not something she enjoyed. For Jan, management and supervision was a favorite module. Especially rewarding was the reading on "Whose Got the Monkey?" This article revealed important insights to Jan concerning delegation and responsibility. From her perspective her greatest learning may well have been the realization of "how much I know." Challenge was important to Jan's learning and she lost respect when grades came too easily; it made her wonder if standards were high enough. So even though this style of learning, major professor, cohort group, and classroom processes, were preferred by Jan, she thought she had glided at times. She was a person who respected challenge and her greatest challenge was time constraints, not the quality of work expected. She did not read all the readings and still got excellent grades. This seemed to make her uneasy. She had written most summary papers in what she felt was a high standard. When she wrote what she felt was a poor final module paper and gotten an "A", she was uneasy.

Self-styled learning projects and proactivity in learning were also Jan's style. When she and her husband wanted to buy a house, she took a real estate course. When she wanted to find a way to complete college, she researched ways. She considered starting her own business in computer expert systems and took out books to research the topic. She self-taught herself about art. She wanted some art prints and ended up getting enough people interested at work so that they chartered a bus to the Chicago Art Museum. Although she had the action, "doer" orientation like Lynn, she was also a reflective and conceptual thinker.

Beyond these informal looks at each woman's learning preferences and

style, I also had access to certain learning style instruments which the women routinely took as a part of program study.

### **Learner Instruments.**

All students routinely take the Meyers-Briggs Temperament Inventory (MBTI) and Kolb's Learning Style Inventory (L.S.I.); these were briefly reviewed in Chapter 3. I had thought these may reveal something about the women that was not evident through other means. I did not find this true so chose not to develop a discussion of their learning styles on the two instruments, although I do relate their style preferences on Table 7, the Learning of the Women. I did choose to assign each woman a learning category on Schmeck's categorization model (Schmeck, 1988) of learners as "shallow", "elaborative" or "deep". I chose to examine the women's learning according to Schmeck's model of learner types.

Schmeck (1988) describes three types of adult learners. His model is important because he tries to address the vertical dimension of a given style, as opposed to merely the categorical style itself. "Shallow" is more of a rote learner who "uses memory-directed tactics" as his/her major strategy resulting in a literal description of what s/he have read or understood" (Schmeck, 1988, p.6). Schmeck says that "elaborative" and "deep" style learners are more interested in "comprehension-directed tactics".

Elaborative learners personalize their learning and are interested in applying their knowledge. Deep learners believe learning and education are concerned with the development and refinement of cognitive structures, i.e., concepts. Study time is spent comparing and contrasting abstractions and organizing them to form hierarchies and theories (p.175).

Ginny and Lynn would be "shallow" learner types who move into the "elaborative" during the program year. In reading their papers, there is a literalism that represents a shallower thinker. Their propensity to get through things means that the reflection, analysis and evaluation are brief, if existent. Although both became interested in applying their knowledge and thereby moved more into the elaborative. The following discussion involving Ginny's definition of "real learning" as more specific and testable, such as algebra, for example, reveals a preference for elaborative learning as opposed to "deep". Lynn also in preferring the black and white, "less subjective" subjects, shows an aversion to wrestling with theories and divergent thinking.

Ginny and Lynn would be shallow-to-elaborative learners, whereas Jan would fall under the "elaborative-to-deep" learner category. Now that much has been established in relation to the women and their learning, the next section will examine their way of knowing as categorized by Belenky et al's positional model.

### **Belenky's Learner Position.**

Since the springboard for this research was Belenky et al.'s research, it is important to look at the three women's positions on Belenky et al.'s positions for women's ways of knowing. The women's ways of knowing (WWK) positions were displayed in Table 5 in Chapter 2 as Belenky et al.'s positions were contrasted with Perry's earlier work with male students' ways of knowing. My own placement of the women was only confirmed by Jan whom I asked to read the positions and to select the

one most descriptive of her learning. She placed herself identically to my categorization.

Whereas, Ginny would be at a position of receiving knowledge, she seemed to move to a position of applying more knowledge, perhaps a learner who is beginning to have subjective knowledge.

Although Lynn seemed to be at a position of subjective knowledge all along, she seemed to be moving toward a position of procedural knowledge: separate knowing.

Jan was the clearest fit to one of Belenky's positions. She was in the procedural knowing position: separated and connected knowing. She seems to be moving towards constructed knowing. An elaboration of each of these women's ways of knowing follows.

The early stage in Belenky et al.'s model of women's ways of knowing seems to fit Ginny. Women at this stage of development have no sense of an authentic or unique voice, little awareness of a centered self. Ginny does not seem to have yet reached a position away from external authority. In fact, she preferred those safer subjects, such as statistics, "where there were answers", to the more divergent areas of management, where summary papers were the chief criteria for grading.

The Women's Ways of Knowing (WWK) model describes this early stage, there is a sense of the learner as often an embedded self either in external definitions and roles or in identifications with institutions, disciplines, and methods. A sense of authority arises primarily through identification with the power of the group and its agreed-upon ways for knowing (Belenky et al., 1986, p.15).

Initially, Ginny preferred her past schooling at Western Michigan University, where a more traditional approach to teaching/learning was practiced. However, by Ginny's second interview, she had come to prefer the MHR's more open-ended facilitative classroom. By the January 24th

interview, Ginny says, "I always come home excited and unable to sleep and even tell the people at work how much I've learned. Mainly because of the small groups and the applied sorts of stuff."

Ginny expressed enjoying MHR more than any of her many prior learning experiences, although she still expresses some reservations about whether this is "real learning."

In her May 8th final interview we discuss "real learning" and the newly found value of the connected classroom. I review her self-descriptive words list and she comments on the class.

Barb: I think you'd mentioned before that in this class you learn things that you think will stay with you more than other traditional classes. I see that here (words list) as well. What do you mean?

Ginny: 'Cause the other things were all book things, we'd read, the teacher'd come in and lecture and go home. You would memorize them for the test and go on. The thing in class was applied, we didn't do little show and tell type of applying, but we applied them to normal situations, so I think that'll always be back there in the 'filing cabinets'.

...When I first went in to MHR I don't know that I went in to learn. I went in to get a degree. And in the meantime, 'Hey, I learned all this stuff.' And I don't know if it was really 'learned' as it was, or more of a different application of things, there were some things you knew, it was 'hey, look at it this way, instead of black, look at it white. So I guess there were some unintentional learnings, 'cause I had no idea what I was getting into.

(Ginny discusses her initial discovery of the program.)

...Barb: So by the end you'd picked up mostly the application and the interpersonal areas then that you didn't intend?

Ginny: Yeah. To me learning is you go in and you learn math. You learn how to do algebra. You can't learn how to do management, because you're different, and this other person is different. 'Cause you can't learn to manage type X person and have a Y person, so I think that's where the application is, but it's not my definition of learning.

Barb: Is your definition of learning sort of figuring out the right answers?

Ginny: What you did K-12 and in normal college room settings. You learn, you forgot, you go on. We learned and applied (interview notes, 5/8/91).

Ginny has not yet moved to the stage in Belenky et al.'s model when a learner claims their own voice. Belenky et al.'s model evolves to a position of subjective knowledge, when women turn away from others and any external authority, though not yet acquiring a public voice or public authority. Finally, in constructed knowledge, the final stage in Belenky et al.'s model "learners reclaim themselves by attempting to integrate knowledge they feel intuitively with knowledge they have learned from others."

Although Ginny appreciated a connected classroom, especially its applied nature which related to her life, she wasn't clear yet if it was "real learning".

With Belenky et al.'s epistemological model, Lynn was a great deal like Ginny in seeing knowledge as a fixed body of "stuff" to be discovered. Though Lynn was less explicit about this and seemed to be moving in to the next stage, she still looked outside herself for authority. She too preferred the convergent subjects with "black and white answers". Lynn is beginning to be aware of a centered self. She expresses the value of the program's reflective activities as assisting her in self-integration.

I am a private person, and because of this I had trouble writing many of my life learning papers. Their (sic) are feelings and memories I have that, reflecting back on, pained me to think about. It was a learning experience because it made me (sic) face truths that I had not noticed before. I enjoy people very much and can talk to anyone. But their (sic) is a private side of me that wishes to remain so. Taking this class made it very difficult. I shared more of myself in this last year with people I hardly know, than with my own husband and family (Philosophy of Life, p.2).

Although Belenky et al. found that most women's meaningful learning was relational and connected, personal and/or emotional, the female students in this connected classroom did not negotiate the connected classroom like connected knowers. Although I believe some were stimulated towards finding their "voice" and moving toward connected knowing. Jan was the only woman learner that was a student in this cohort group who could be categorized as acting like a "connected knower".

Jan seems to have achieved a centered self prior to program entry. She is aware of procedural knowledge and has a "public voice". Belenky et al.'s position of connected knowing says, "truth can be shared and evaluated". To reference procedural knowledge more specifically, we can cite the connected knower as one who is like Jan in that she "use(s) reason and empathy; reasoning with and openness to other positions, collaborative drawing out and sharing of ideas; personal." Although Jan also played the "doubting game" of separated knower, "looking for what is wrong---critical," she was usually looking for "meaning, understanding (connected knower) as opposed to truth, proof or convincing." On one occasion the major professor responded to Jan "You want me to give you an answer and I don't have one for you. It depends." Jan grew to value "It depends". This expression was used by Stan so often that it became a joke among classmates. Jan mentions in her final summary paper's cover letter to Stan that one of the most valuable things she learned was that "It depends" (Jan, correspondence to Stan, 4/15/91). She had entered the program with procedural knowledge, separated and connected, and seemed to grow in both her knowing styles.



Jan did also represent constructed knowing (the highest position in WWK chart), as her voice was public and sometimes passionate. She sought "validity through question-posing, first hand experience, dialogue, and combined intuitive and rational process;...collaborative and collegial approach to knowing and learning; reflective and self-aware..." She was unique in her fitting these epistemological positions.

### Summary Comparison of Three Women's Learning Styles.

In summary, two of the three women fit early epistemological positions of the women's ways of knowing positions. Lynn and Ginny are not learners with a "voice" as yet. They look to others and believe in external authority as the source of truth. Although, they grew in confidence and future classrooms may find a more verbally assertive learner in Lynn at least, they are currently more passive learners, especially in total group discussions. The third woman, Jan, is actually the best fit to WWK's more commonly female, connected knower. It seems ironic that this atypical woman is the woman student who most obviously benefits from this connected classroom. I call Jan "atypical" because she has a nearly uninterrupted work history; she is "breadwinner", "talker" and theoretical thinker (assimilator), not traits ordinarily ascribed to women. Yet, she is the woman student most fitting typical preferences in women's ways of knowing.

Her extroversion, public confidence and personalness match the structure and processes of this connected classroom in a more significant way than is true for Ginny or Lynn. This is also true of one other learner who describes himself as the "most changed of any student"---Guy. He too has the traits of extroversion, public confidence and theoretical thinker. Guy was also one of the four "talkers" in class large group discussion. Table 7 summarizes the various looks at Ginny, Lynn and Jan's learning.

Table 7

Learning of Women

	MBTI	Kolb's/LSI	Learning Style Learner Position (Belenky et al.)	Schmeck (1988)	Learning Type	R.A. Entry Motive	Goals of "Critical Importance" in which to Grow (at Entry)	Self-Set Leaving Ego Status
Glenn	INTJ	Assimilator	Received Knowledge	Shallow - Elaborative	Independent, Self-Sufficient Goal-oriented Pragmatic	Rite-of-passage to Adulthood, Independent Achievement, Job Mobility	Attitude about life, more positive. Personal relationship & attitude, more positive.	Conscientious 1-4
Lynn	INFP	Accommodator	Subjective Knowledge Procedural: Separate Knowing	Shallow - Elaborative	Learner-in- transition Risk-taker	Job Mobility, "Professional", Personal satisfaction.	Solving problems religious beliefs, perceptions of others. Conscientious	Self-aware 1-3/4  1-4
Jan	ENTJ	Assimilator	Procedural: Connected Knowing & Separate Knowing Constructed Knowing	Elaborative - Deep	Integrated (life & career as composite)	Use Military education benefits, future job mobility	Communicating Solving problems, Clarifying values, Attitude about life, self & others.	Individualistic 1-4/5

Changes in adults are not something that frequently happen quickly or due to any one thing. Those trained in cognitive-developmental theory prior to Perry's 1968 work were taught that no qualitative changes in thinking occur after adolescence ( Clinchy,1991 ,p.54). Therefore, it is fairly recent to even look for changes in thinking after adolescence. Different kinds of changes in the women that either they or those around them perceived will be discussed in the following section.

### **Women's Changes...Growth and Development**

#### **Barriers/ Power-to-Load.**

Too much stress provides less opportunity for elective change (Knefelkamp,1981). This would apply to educational arenas such as changes in writing or systems thinking. Jan did not read all the readings due to time constraints. Such barriers to growth may best be discussed through an examination of the three women's power-to-load ratios.

Recalling McClusky's work cited in Chapter 2 (1970 cited in Krupp,1982), load steadily increases until middle age and then tails off appreciably (i.e. children raised, work established), while power has generally continues to climb such that typically by midlife one's power is high and load is lowering. Power is defined by McClusky as one's access to resources.

Lynn had role responsibilities which would seem to exceed Ginny in that she was married and had household duties. However, Lynn mentioned her spouse's help in most every interview, as well as her final Philosophy of Life presentation. Lynn consistently commented on her husband's supportiveness, especially in home responsibilities. He

took on some of the duties which in the past had been Lynn's responsibility. As mentioned, Lynn also opted to move to a part-time, lower responsibility job during her study. As for a parental role and its responsibilities, Lynn had completed this role. Though she had been a step-parent, the step-son was grown and the parent role was no longer an active one for Lynn. In fact, her parent role never arose during our many discussions over seven month's time. Although she did mention the grown step-son in Ann Arbor and some of the trials and tribulations in years earlier, these went back to his upbringing years. Lynn's pragmatism showed here. Step-parenting her step-son from age 5 had been a vital part of her life, but it was now in the past. Unlike Ginny who seemed to enjoy reflecting on past events, Lynn enjoyed fond memories, but was predominantly a present-focused person. Of course, Ginny was a great deal closer to the bulk of her past in that she was only removed from high school by eight years, whereas Lynn had completed nearly 14 years ago.

Jan looked as if she was further extended and had more role responsibilities than either Ginny or Lynn. She was married with children and worked in a demanding management position. She also had a comparable commute to Ginny's, but it did not seem to cause Jan stress. She joked about her load at work and how they ought to give her a "yellow slicker" " 'cause all she did was fight fires". Even though she changed job positions in the latter part of the second half of the year of study, she still had a pressurized work situation. "I look and it's suddenly lunch, then I look again and it's 5 o'clock!"

Although Ginny had once mentioned how Jan must handle stress well due to Jan's many commitments and lack of showing stress, Jan

claimed that her husband and children were actually a source of energy to her, not a drain. As early as September while in a small group, Ginny had commented on Jan's "keeping cool under stress and not knowing how she could do all she did." Jan responded with "I'm not really all that stressed, as family responsibilities are really not a draw on me, but rather a support and energizer." Ben is 'Mr. Mom' and does everything around home." Still, Jan's power-to-load ratio was clearly a barrier for her in terms of study and graduation. Her extendedness made for time constraints in completing assignments, and she like Lynn had the maximum to complete through portfolio. She ended the group 7 credits short and a project thesis to complete. She did get within the allowable credits deficient (8) to be able to keep her commitment to "graduate together". Jan's marching in graduation largely occurred due to late encouragement from class and staff members. This will be discussed in Chapter 5.

Both Lynn and Ginny had numerous persons on whom they depended for support, persons who could make their meals and wash their clothes; they had temporarily lessened role responsibility as older family members or spouses helped out. They had few people dependent on them. In general they also had less role responsibilities than the third woman, Jan. Jan was not only her family's major "bread-winner," but mother of two young children and active in civic/church activities.

**This one item, role responsibility, and the single-focus and time which lessened role responsibility brought with it, seemed critical in degree-completion. Lessened role responsibility superseded the potency of actual academic competency as well as deficient credits at entry in its power**

**to influence degree-completion. Jan almost did not graduate, although she was clearly the most academically competent student.**

The power-to-load ratio becomes relevant here. It seems likely that when the load greatly exceeds one's power (resources to respond), it is not an optimal time to take on the increased load of the student role. In this case, it nearly meant lack of achieving the graduation goal. Although the support of the cohort may have brought graduation within Jan's grasp, whereas without the cohort many, including Jan, were not sure she would have continued at all in the program, her lack of single focus disrupted optimal growth and development, and nearly cost her graduation.

Lynn and Ginny shared many things beyond their lessened role responsibility. They were both the eldest girl in a family of girls and just as Jan, the first generation in their respective families to go to college. Both Ginny and Lynn were close to their families, including a closeness to grandparents; both had stable, long-term family environments and both had been influenced to seek college by a friend. Lynn had selected a manager at Goodwill as a role model and the stimulus for a degree, while Ginny had a neighbor boy who had "shown her the ropes" about college. Whereas Ginny had always wanted to go, Lynn had aspired to community college and only set herself a goal of moving beyond community college once she'd identified a vocation and a mentor. This was while she was in her early thirties. Despite barriers to growth, what changes did occur in the three women from their own and other's perspectives is described below.

## Changes.

I have chosen to talk about "changes" in the women because this term encompasses all movements in the women, including regressions as well as growth, instrumental learning as well as communicative learning.

Too often educators assume that students' classroom involvement has two outcomes:

1. progressive growth, as opposed to regression or movement in a less positive direction than when they entered the class, and
2. instrumental learning (technical), as opposed to communicative learning (practical).

These students demonstrate that neither of these assumptions are legitimate. Lynn and Jan described regressions in their time management and organizational abilities. Both thought these had deteriorated over the program year in both areas.

Equally, instrumental learning was not the only type of learning growth. The women changed in qualitatively different ways. Ginny and Lynn grew in skills and areas which could be placed on the self-set goals sheet; they experienced instrumental learning. Whereas, Jan (and Guy) changed in a less particularistic, and more powerful way, through changing perspectives; they experienced communicative learning, an emancipatory learning. To ground this discussion, let me distinguish the types of learning as Mezirow (1991) discusses them in Transformative Dimensions of Adult Learning.



Mezirow (1991) believes it is important to distinguish between the two types of learning because "instrumental learning has been too commonly taken as the model of all learning" (p.80). Yet, Mezirow states that for adults, most significant learning falls into communicative learning because it "involves understanding, describing, and explaining intentions; values; ideals; moral issues; social, political, philosophical, psychological, or educational concepts; feelings and reasons" (p.75). Whereas, instrumental learning involves "learning to control and manipulate the environment" (p.73).

Mezirow builds on the work of Habermas (1971 cited in Mezirow, 1991) who believes that communicative learning specializes in "learning to understand others" (p.73) and that "differences in the nature of these two basic interests mandate a fundamentally different methodology of systematic objective inquiry for each type of learning" (p.73).

A third interest, the emancipatory interest, "involves a learning dimension of critical reflection with implication for both of the other two" (p.73).

Kolb's model, which has been thoroughly explored earlier, is an example of acquiring meaning through the use of an empirical-analytic inquiry.

It is an example of a model for instrumental learning. "Meaning is acquired deductively in task-oriented problem solving by testing an hypothetical meaning scheme that we believe will more effectively influence a cause-effect relationship so as to permit greater control over a problem situation" (p.74).

Kolb's model is an example of such a problem-solving model and is used repeatedly throughout the MHR program. It begins with a concrete

experience, asks students to reflect and observe on this experience, and then to draw some generalized notions concerning some pattern they've identified. This notion then becomes their abstract concept or hypothesis which they can test out in some other setting than the one in which they have drawn the original experience.

As Mezirow illustrates, such a model is typical of instrumental learning in that "the truth of the meaning scheme hypothetically attributed to an external reality is proven or disproven through the control and manipulation of variables following the protocols of empirical-analytic inquiry, a prescriptive form of inquiry" (p.74).

Behind such learning however, Mezirow points out that there is a "set of consensually, rather than empirically, established meanings;" ... and thus, "Instrumental learning and empirical verification are based on and dependent upon a foundation of communicative learning" (p.74).

Although instrumental learning can be paralleled to Belenky et al.'s term, "procedural knowledge, separated" variety, communicative learning can be paralleled to Belenky et al.'s "procedural knowledge, connected" variety. Instrumental knowledge, much like "separated procedural" knowledge is the type of knowledge typically stressed in higher education, detached, objective analysis. It has been the measure of what's considered "thinking". However, Belenky et al.'s findings introduce the notion that such "separated procedural" knowledge is only one of two types of such knowledge. What Belenky et al.'s findings suggest is that there is another way of knowing, more typically found in women's ways of knowing. This is "procedural knowing, connected" variety. This way of knowing parallels Mezirow's communicative

learning where learners are not analytical and detached from a position, but rather look for ways to understand a position, be collaborative and connect ideas. This then is "connected learning" (Belenky et al., 1986).

This discussion of Mezirow becomes important to this research because his work links qualitatively different types of change in adult learners to different types of classroom processes. Although I evidenced qualitatively different types of changes in some students, it was Mezirow who provided a conceptual framework for making meaning of these observed changes. To recognize his distinctions and some parallels to Belenky et al.'s terms is to begin to synthesize an understanding of how the connected classroom can stimulate communicative learning. To return to Mezirow begins to illuminate the importance of women's silence and why it is such an important issue to instructors interested in stimulating change.

Mezirow quotes his predecessor Habermas in saying that "problem-solving and learning in the communicative domain involves reasoning by metaphors rather than hypotheses, called metaphoric-abductive logic." It also "involves validity testing of assertions by consensus. Consensus making is a continuous process; each consensus is a provisional judgment that is open to new evidence and arguments and to new paradigms of understanding" (p.97). "Consensus (is) reached through rational discourse" (p.76).

Mezirow's conditions of rational discourse include "equal opportunity to

participate." This becomes relevant to the discussion on women's silence in the total group discussion which will be discussed in Chapter 5. The realization of this relationship prompts me to an understanding of the type of communicative learning that two "talkers", Jan and Guy, were able to experience as a result of the educational experience. It begins to suggest why Jan, the only female "talker", and Guy, another "talker", have begun changes of a qualitatively different type than merely instrumental learning, the learning domain in which Lynn and Ginny have made their changes. Both Jan and Guy reflect changes that might be termed "transformative" in nature. The more common, particularistic changes of an instrumental nature, will be discussed first.

One document that was particularly helpful in analyzing students' perception of their growth was a self-assessment of progress on goals that students report on during week 25 and again in week 50. This assessment was a major source of evidence in student perceived changes.

The instrument has been used over the past two years and asks students to examine 26 different areas. This section will relate students' perception of their growth as observed and heard as well as examined on their documents, including the goals assessment sheet. Ginny grew in self-confidence and perceived herself by exit as at least in the middle range in most skill areas. Ginny was self conscious and quiet in the large group, but was a comfortable speaker in other settings (small group break-outs, before-class conversations, Christmas dinner). In interviews of peers and staff, they thought Ginny changed over the year by becoming more "open, soft and vulnerable"

than she had been at the program's start. Many also felt she grew in self-confidence.

Though Ginny expressed the least sadness at the program's ending and the group dispersing, she did think she gained and valued much that was unanticipated from the group experience. Ginny identified outcomes which were more intrinsic and other-centered. Many of these were related to the cohort group. They included such things as: respecting others, becoming more of a team-player, learning from others in the group, suspending judgment on people beyond first impressions, and having a more positive attitude about life (self-set goals sheet, weeks 25 and 50).

Ginny had a willful belief in independence and self-sufficiency ( "you are in charge of your life and no one else's" ("Finance" Life Learning Paper, p.11). She asserts this willful independence again in her Philosophy of Life paper.

Atheistic existentialism believes that the source of power is the person's self. I feel my source of power comes from myself and the acknowledgement of who I am. After this, my power comes from my belief in God. I believe a person must believe in themselves before they can sense power (Philosophy of Life paper, 3/14/91).

Ginny described herself much as her peers did, independent and goal-focused.

It seemed that Ginny had gotten all that she'd anticipated from her study and some things she had not anticipated. Yet, I wondered if she had "gotten" the "long-lasting friendships" from MHR that she had referenced in a "Single Life" life learning paper early-on in her program study. She had stated that at times I "really felt lonely". She continued, "Right now

is one of those times...if not for the dogs, I'd go crazy" (Single Life, life learning paper, p.6).

Ginny's separating herself from the group and retaining her independence and self-sufficiency was both useful and harmful. Such willful self-sufficiency and single focus may well have helped her reach her goal of graduation, but it kept her from growing more in interpersonal areas, which seemed to be an area of some needed growth and perhaps some longing.

The interpersonal remained an area of some ambivalence. Ginny's work friend, Bonnie, expressed this best in our interview. Bonnie initiated a comment that change in Ginny over her year of program study seemed to have both a positive side and a negative side. On the positive side, Ginny had become more of a team-player. She helped others out instead of just looking to her own work. However, on the negative side, Ginny had begun to "criticize other's ideas" and Bonnie noted that Ginny "came up with alternatives to absolutely every idea thrown out at meetings." Bonnie noticed that Ginny had begun to put down other's ideas and seemed to always find superiority by putting other's down. Bonnie further felt that the interpersonal areas needed some refinements that would take five years of experience to "season" Ginny properly. Although Ginny had become more helpful to others and was no longer just content in getting her own work done, she still seemed to have rough spots in interpersonal relationships. Although Ginny was not one of the students for whom a lot of change was evident, she did change and grow; her classmates noted her changes.

Fellow students thought Ginny had grown in two areas: self-confidence

and openness. When I asked Ginny for her response to other's perceptions of her growth over the program, Ginny responded that she felt "that was true". When I probed what "opening up" meant to her, she slightly misinterpreted my question and answered "that I wish I wouldn't have waited until week 50 to open up, I wish I had done it sooner" ( 5/8/91). Ginny may have regretted her delay in opening up, yet Lynn and Jan had their own regrets and also areas of growth.

On Lynn's self-set goals sheet, she described her lowest skill areas as her communication skills and group dynamics skills. On weeks 25 and 50, she saw herself backsliding from where she had started in both time management skills and organizational skills! Though she thought she had excellent skills in these two areas at entry, she actually placed herself in the poor range by week 50's exit. At her final interview, Lynn clarified that this was the case. There was so much class work that she felt she had lost any time or organizational management skills she had once had.

Lynn was aware that communication skills were a barrier for her. She had rated herself as poor at entry in the communication areas: speaking, listening and writing. While she felt she had made progress by week 25 assessment to the average range, by week 50's exit she felt she was still in this average range for both speaking and writing.

Typically, writing has been the area of greatest growth for Management of Human Resources students. This is reflected in multiple measures, such as self assessments, students' average entry-to-exit ACT-COMP "communication" score, alumni surveys as well as interviews (Cherem,

1990). Perhaps for writers who don't have, or do not perceive themselves as having, average writing skills at entry (like Lynn), writing skills may be less likely to improve. However, listening skills were a different matter. When I had probed Lynn in her second interview about why such a gregarious person as her was so quiet in the large group discussions, Lynn had expressed that her quietness was due to her wanting to learn from others, and this meant "listening more and talking less". On her exit goals' sheet, Lynn showed that she perceived more growth in listening skills than any other area. Although she rated herself in the poor range on listening at entry, Lynn felt she was in the excellent range by exit.

Changes others saw in Lynn were much as she had seen herself. In an interview with Lynn's friend, Sally G., she spoke of Lynn as being a person who "speaks her mind" (interview notes, 2/11/91). One of Lynn's classmates who was interviewed early-on spoke of Lynn as "jumps in without reflection" (Gabe, interview notes, 1/31/91). Whereas in later interviews, a classmate describes Lynn as being less opinionated and "more receptive to other's opinions" (Joe, interview notes, 2/7/91).

The other area which Lynn felt she had grown in was in "skills working with group dynamics." Lynn described herself at exit (3/14/91) as at a lower level when she entered than her week 25 entry assessment (8/16/90). Although in both instances she felt she had grown to have above-average group dynamics skills. She had added similar comments on both assessments. On week 25 assessment Lynn comments,

Since this MHR class I have learned to be more understanding and tolerant of other's behaviors. I have learned that the most important people are those we manage. By listening to others and recognizing their needs has (sic) helped me to



better understand how others think and feel (week 25 assessment, 8/16/90).

On Lynn's self-assessment on week 50, she again notes the value of learnings related to people. "I take more time before making decisions (sic), listen to others, look before I leep(sic)" (week 50 assessment, 3/14/91).

Lynn's self-assessment documents similar areas of growth as Ginny's but with some differences. Lynn sees herself as moving in three areas into the excellence range: listening, problem-solving and decision-making. She also thought she had had substantial growth in clarifying values and functioning in social institutions (systems thinking). By exit she added to her earlier assessment that she had grown substantially in "personal values" and "religious beliefs", but dropped a gradation in "attitude about life being more positive" and "having a more positive perception of self and others". This lowered sense of self may be due to the two areas she felt she regressed in: time management and organizational management. At the same time, Lynn added three areas by exit to "substantial growth". These areas of growth were: personal relationships, faith and vocational goals.

Her growth in listening was perceived as great and peers referenced this as Lynn's "observing" or "perceptive" qualities. I think this listening also helped Lynn regain some status after having impressed at least several classmates that she was very "narrow", "stubborn" and "opinionated". I had gotten a sense of this unyielding nature from Lynn's own words in life learning papers.

"Belief meant sticking to it" (Life Learning Paper p. 7, 3/25/91). In Lynn's paper on "Growth and Maturity" she states that she was the "fighter in (our) family"(p.6) and even in high school "handled conflict

aggressively when someone pushed me too far" (p.6) Once she started working, she discovered that fighting did not solve conflict so "When I felt I was right, I would argue the point" (p.6) It was only in recent years, since working at Goodwill that "I discovered that arguing was not the way to solve my differences"(p.6). Over her years at Goodwill, Lynn found that she was changing. "I began listening more" (p.7) "I practiced holding my tongue when angered and when I felt overwhelmed (sic), I would ask God to guide me through" (Life Learning Paper, p.7) . Later on in this same paper, Lynn comments "I realize my ideas and opinion are not always right. By listening to others, I learned to be patient and to wait a while before voicing my thoughts. (p.8). "I try to listen to others and keep an open mind. I reason with them in a constructive manner without pushing my ideas or behaving condescendingly towards them" (p. 8).

Lynn described herself by exit as more able to "listen to others" and "wait to reach conclusions" (2/28/91). She also felt she had grown immensely in listening ability. "Rather than promote arguments I try to understand what a person is saying and explain it to the other. I enjoy being a mediator and have developed my skills as a listener ( Life Learning Paper, "Counseling" p.15, 4/9/91).

All of these documents and interviews were indicators of Lynn's liberating her attitudes from her former more opinionated and rigid states. It appears that as a Christian liberal arts school, Spring Arbor College succeeded in helping transform Lynn in ways central to its mission.

Since early-on interviews with peers had revealed a certain

non-reflective, action-orientation on Lynn's part, some of Lynn's expressions or attachment to the group demonstrate quite a good deal of reflectivity. She may well have grown in reflectivity, although this is not an area on the self-assessment sheet. It would relate however, to some of the comments Lynn made which related to "waiting to reach conclusions" and "listening". She also references this increased reflectivity in her final Philosophy of Life paper (3/14/91). The class processes and the cohort are indicated as responsible for this change. Lynn expressed quite a lot of regret that the course was over. The degree of her valuing the group that she verbally expressed was unexpectedly high. I had known from Lynn's second interview that Lynn had first and foremost wanted to complete her own degree; the group was secondary.

In the final months of the program, Lynn began expressing more comments about the value of the program experience, most especially the value of group. In her final Philosophy of Life paper, Lynn comments.

Attending the MHR Program has helped me as a person. Just writing these life learning papers gives me a chance to reflect and get to know myself better. They have made me think and really look deep within myself to identify the person I am. Attending class and sharing stories with the others has helped me cope with some of the stress the program brings. I look forward to class Thursday nights because everyone supports one another. I feel comfortable calling a classmate when I have a question or when I do not understand an assignment. The MHR Program has further helped me by reaffirming my commitment to God. I feel I am a better person since the beginning of the program. I have reassessed my values and feel good about myself. Satisfaction I have received from attending this program has been therapeutic in itself. This past year has been a learning experience and a wonderful way to learn more about myself. It was excellent therapy indeed! ( Philosophy of Life paper, pp.12-13, 3/14/91).

Although Lynn has seemingly become more reflective, more open and

listening to others, she has maintained her abilities to handle any situation in a realistic manner. She is still action-oriented. She seems more sympathetic and helpful to others and these are qualities important to the rehabilitative work she hopes to follow as a career. This emphasis on increased reflectivity and a more coherent sense of oneself due to the various program processes, which stimulate such thinking, were mentioned repeatedly by all three women. In Ginny's final interview, she spoke of the "support" the group provided and its importance; she also spoke of feeling that she could call on these fellow students if she ever needed anything, even though she wasn't real close to any one of them. The group as a whole made her feel good as well.

Lynn expanded on this good feeling. In her final oral presentation to the last class, she had a lot to say about the group.

She presented a metaphor for the group in the shape of a tree. The trunk of the tree was the group as a whole. Lynn spoke and wrote about this metaphor.

My outline of the tree I used to signify all that I learned this year. With God being at the top and the class forming the base. The branches are significant of the growth we had as a class. As we continued to grow and reach upward we reached toward God for guidance and wisdom. The balance of

the tree is our balance between God and nature. It is our spiritual beliefs that nurtures and photosynthesis we require to remain strong and steadfast. The tree will never seem to grow as long as we have the wisdom to grow and practice our beliefs.

She continues:

The base of the tree was the class. It remained sturdy when one of us swayed with uncertainty. It was the foundation and strength we pulled from when (we) were unsteady.

The roots of the tree were watered by our thirst for knowledge. Our roots may have started out in different directions but for one year have become entwined. We have circled one another and gained strength to become even stronger.

The leaves are our values. They too will continue to prosper for as long as we...For one year we have stood together and grown stronger. I feel my life has been enriched because of this class. I can leave here knowing I am a better person and for that I thank the members of the class...(oral presentation of Philosophy of Life, pp.8-9, 3/14/91).

The group was more than mere "icing" for Lynn; it was a core ingredient to the experience's meaning. Though she did not appear as dependent or attached to the group as Jan, her words certainly confirmed that the group was of central importance to her. The support and helpfulness of the group transformed Lynn personally, both spiritually and emotionally, if not cognitively. For her then, the degree-completing experience had helped her to complete and integrate herself as well. It was not merely a ticket to upward mobility, nor a skill-building curriculum. The value-laden curriculum carried important reflective and integrative functions for Lynn. Discussions and exercises which stimulated reflectivity had a special meaning for Lynn, perhaps the most important meaning of any.

Despite this importance of the cohort, Lynn is like Ginny in her self-reliance. Lynn reflects the larger American culture in her willful existentialism, despite her belief in God. Lynn says in her Philosophy of Life paper, "Trusting in myself is the key to my existence. It is the single most influential value I have for believing in me " (Philosophy of Life, p.6). At the same time, Lynn adds more explicitly about her belief in God. It has a personal element, though God is also a means to cope under hard circumstances.

I believe in God and all that he stands for. He is everything that is good in the world. He is the one I turn to often for guidance. I talked to him a lot

this last year and asked for help just finishing the program. There were times when writing and research became overwhelming. I know now it is common among all MHR students about midstream through the program. It has been reassuring to know there were others who felt as I did (Philosophy of Life paper and presentation, pp.6-7, 3/14/91).

Whereas Ginny was self-sufficient, Lynn was interdependent on both God and her friends, including friends in the group itself. Both were tenacious about graduation and single-mindedly pursued this goal. Though Lynn reported that her husband had said she was "stubborn" and classmates had said she was "opinionated" or "narrow", this had changed over the course of the program. Perhaps there had been real change, or perhaps Lynn just learned when to keep quiet. This, after all, was part of "professional" behavior, and was something Lynn desired to appear, and ultimately, to be.

Although Lynn and Ginny perceived themselves as growing substantially, Jan, whose learning preferences matched and benefited most from this connected classroom, perceived herself as progressing the least on the 26 area self-assessment sheet. I believe this is due to her changes having been less instrumental in nature and more communicative. The qualitatively different changes in Jan will be discussed after examining those documents examined for the other two women. These document more particularistic and technical areas of change.

During our final June interview, Jan wondered aloud just what she had really learned. She shared the fact that she had written a note to Stan when recently submitting her Philosophy of Life paper. She had

admitted that the thing she really knew she learned was "how much she knew".

On her self-assessment sheet, she had a few more skill areas in the excellent range by exit than at week 25. However, in terms of growth areas, she had "no opinion" in most areas by exit, excepting "much" growth in "personal relationships", and "some" growth in both "personal goals" and "vocational goals". While these three areas' growth may seem heartening, there are nine potential growth areas ; Jan had assessed at least "some" growth on eight of them on week 25. Thus, Jan's self-perception was not as positive at exit as it had been earlier.

Spring Arbor College has conducted other studies of Management of Human Resources students' perceptions of growth over time (Cherem,1990). The study of nine groups indicated that there is slippage between their perception at week 25 and that at week 50. The areas of growth all line-up respectively over time, merely at a lower level on week 50. Some administrators have speculated that this is student "burn-out", while others have felt it was students "learning how much they don't know."

Jan follows this same pattern of lowered ratings on week 50 as to where she rated herself earlier.

Since Jan had stated at the final June interview that she felt she learned "how much she really knew", we can eliminate the latter supposition that she "learned how much she did not know". It seems more likely that the lowered ratings for Jan were due to "burn-out". She became less invested in completing and was less able to articulate

specific learnings, since these were not the types of learning with which Jan attached much importance.

Like Lynn, Jan felt by exit her time management had regressed from "excellent" at entry to "poor" at week 50. Jan did note movement of some magnitude in four skill areas: managerial skills, research skills, group dynamics and writing skills. Although Jan felt she had grown in listening skills at week 25, by week 50 she marked both "entry" and "now" together right at "average". Just as my impressions of Jan were the most changeable and complex, the most inconsistent, so too were her own ratings the least consistent.

This brings us to the kinds of change significant to Jan which were of a qualitatively different sort than those noted for Ginny and Lynn. For instance, Jan was struggling with the whole notion of "success". This was the kind of change that is not scaleable; no real discernible progress was made from January to June. Yet, MHR was a part of stimulating such thinking. An example follows.

In January's interview, Jan spoke of a struggle she and Ben were having to redefine "success". "Success" was what Jan had stated they wanted for themselves and for their children, but it was beginning to mean something more than the "rat race"; contribution was involved. Ben and she were rethinking the application of their degrees to different jobs than what they had initially envisioned. This was as far as their thinking had taken them in January. By June's interview there was no more clarification on success and whether it extended beyond the "rat race" of personal success. Yet Jan spoke of getting involved in a "community church". She said that they would probably never find a



church that thought as they did, but this church was a "community church" and that was more important than driving a long way to go to "a church where you were a stranger." Needing to be helpful to others had prompted her to wonder about her work and what its importance was. Ben had also been wondering if he ought not to go into environmental engineering, so that he could contribute something more.

Kegan (1982) provides a model of human development which gives a dynamic sense of a person's movement back and forth from the individually-oriented to the community-oriented and cycling back and forth through life at higher levels in each of these two dimensions. The evolving back and forth tension is captured in the words "individualism" versus "inclusion."

On the self-descriptive words sheet, Jan was the only woman to select words such as "civic-minded" and "community-oriented". I thought that Jan had continued to move towards the side of the evolving helix which stressed community and inclusion over agency and individualism. This was an evolving change of some great life-changing significance, but I only was able to catch a hint and a wisp of its beginnings. When, where and if it might progress and settle in some future year for Jan and Ben would not be known to this study.

There may be many more events and life experiences which prompt Jan to finally come to a new definition of "success". Change of this sort is not really measurable in any traditional sense and in fact, rarely even examined in outcomes assessment approaches. It is not an effect necessarily caused by an educational program like MHR or any other one stimulus. Rather an assortment of factors assemble over a lengthy period of time to facilitate a change in one's "cognitive map" (Tolman

cited in McConnel, pp.338-339). Nonetheless, my sense is that MHR study had some effect on this evolving sense of success and "life's meaning".

I think my three years in conducting alumni surveys and five years observing final philosophy of life presentations lead me to this belief. In alumni surveys students frequently describe the importance of the program on their perspectives and life philosophy. In the final program weeks students struggle to write their philosophy of life and describe this paper/presentation as very much of a meaning-making exercise. This paper integrates much of their prior work and thought into a coherent piece, stimulating thought about things which they typically say they have never before thought about. It is for these reasons that I think MHR may have stimulated some of Jan's thinking on what success really is.

Another change related to notions of "success" was Jan's referencing how she was not wearing suits much, partly because she had gained weight over the course of the program and old suits did not fit, but also because she just did not feel the need to do that any more. She felt more comfortable being herself, even though she was unwilling to say she had ever been other than herself. This was a new more assured self, less defined externally by others, and more defined by oneself. She did say that she felt they had been sort of "Yuppie-like in the past", not with the "BMW and stuff" but with the ever-striving upward mobility sort of mentality. Now much of that had lost its appeal. By program midpoint and our second interview, Jan had

mentioned even her degree did not have the importance it had had on entry.

I sensed some of her classmates' comments had been accurate about her losing a "forceful facade and becoming more authentic". Although Jan denied classmates' perceptions and attributed their initial perception to merely early-on defenses, I sensed that an actual change favoring a more inner-directed self had actually emerged.

Over time I came to believe as her peers, there was some over-compensation in the "professional demeanor", a need to look a certain way that perhaps was useful at her workplace, but was not actually her. Jan was more emotional and soft than she let on. Jan had shown this side on two occasions of sharing with the group; she had become tearful.

By the final interview I saw a woman who had clearly gained greater inner-direction and authenticity. Although Jan had always seemed confident, she now seemed more able to be herself, and not some image of what she felt she should be. She was more comfortable with herself. Even Jan's procrastination was a sign of her increased inner-directedness. More than the others, Jan did not finish things by due dates. Although all three women called themselves "procrastinators" at various times, their definitions functioned very differently. Ginny felt putting class work off from Thursday night class to Sunday or Monday was "procrastinating". Whereas Lynn felt her night-before class presses were procrastinating, although she usually had paced some of the work over Saturday as well. Jan was in no rush to meet deadlines. She did not wish to hand in "embarrassing" work and delayed

until she could submit something of quality. Deadlines were merely loose targets for which to shoot. By exit she listened to her inner voice and it joined her long-established strong public voice.

### Summary.

In summary, the connected classroom was valued by all three learners by exit, although Lynn and Ginny had to struggle to accept the applied facilitative classroom as legitimate learning. The types and levels of change differed for the women, with the most significant change by Jan who was least able to pinpoint change since hers was less particularistic and skill-oriented change, less instrumental. However, growth and development was not monopolized by women students; Guy had as much growth or more than some of the women students. He, like Jan, is an aggressive learner who processes things aloud and for whom both the cohort, the value-driven curriculum and total group discussions functioned very productively. Total group discussions allowed him to process aloud and he had the confidence to assume his voice was worthy to comment. He was an extrovert "talker" with high social confidence. Such dialogue facilitated the reaching of consensual truths, what Mezirow calls "communicative learning". This is "the most significant learning in adulthood" (Mezirow, 199, p.75). Mezirow claims the importance of communicative learning to adults due to its involving understanding, describing, and explaining intentions; values; ideals; moral issues; social, political, philosophical, psychological, or educational concepts; feelings and reasons. All of these things are shaped decisively by cultural and linguistic codes and social norms and expectations (Mezirow, 1991, p.75).

Change, the nature of changes, and the importance of participation in total group discussions to communicative learning will be further discussed in Chapters 5 and 6. It seemed as if the connected classroom

with high self-disclosure and application to every day life was not as advantageous to certain private and concrete thinkers, be they women or men students. They preferred and perhaps could have more connected to a traditional lecture type classroom. These more private individuals, such as Lorena and to some extent, Ginny, will be examined in the following chapter.

The distinctive contribution which this connected classroom provided was as much due to its both being a value-driven curriculum as well as a cohort group, as the fact that it was a connected classroom. This class brought qualitative changes in students themselves which they had not anticipated. These changes moved beyond the typically academic.

Although some skill development occurred, particularly in writing, this was not as pervasive an area of change as areas such as, "insights" or "understanding people" or "respecting myself and others more".

Growth in skills, concepts, and simulated experiences, what are sometimes called "input" dimensions (Sheckley, 1987, p.5), were less valued and commented upon than growth in intrapersonal and interpersonal domains. The changes students mentioned most and came to value in themselves were in the communicative learning domain, what Mezirow (1991) calls that learning reached through "consensual validation" by way of methods of "rational discourse" (p.77). For some of these adult students, such change was both "transformational" and "perspective-changing" (Mezirow, 1991).

Stan, the major professor, felt that more men had grown than women. He hypothesized that men grew more in such a curriculum because women know all of the interpersonal stuff and are "socialized to be

more reflective, emotional pulse-taking, and centered". Whereas, the males have been so action-oriented that discussing or reflecting upon values, beliefs and emotions is new to them. Thus, a values-driven curriculum in a connected cohort allows the kind of setting to explore what are more often new arenas for men, the affective, the emotional, ethical, spiritual, and personal. How all of these impact, apply and integrate to their lives becomes a springboard for male students' greater growth. What of the women students? Their areas of need are not typically in understanding themselves and others. From the days of young girls' early friendships they have been exploring these interpersonal areas (Bardwick cited in McConnell, 1980, pp.694-695). Thus, while they still benefit and change in such a classroom, if large group discussions dominate, they need to already have a public voice in order to engage equally in directing discussion. If this is not so, as was the case for the majority of women students in this cohort, they become passive much like a traditional classroom. However, because affirmation and community are typically existent in the cohort, as well as in the connected classroom, women's learning and development may well be enhanced by such a classroom in less visible ways, especially by way of the small group work. Women repeatedly mentioned the small groups as a source of great gratification to them. Even Jan, a "talker", preferred the small group discussions.

Before moving to conclusions, however, we need to further explore three patterns which emerged which related to women's learning in this connected classroom. Chapter five's findings will discuss general gender-related findings on: women's silence, connection to the group and graduation struggles.

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A CONNECTED CLASSROOM IN AN ADULT  
B.A. DEGREE-COMPLETION PROGRAM - PERCEIVED EFFECTS ON  
THREE WOMEN'S DEVELOPMENT  
VOLUME II

By  
Barbara F. Cherem

A DISSERTATION  
Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

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1991

## **CHAPTER 5**

### **WOMEN AT-RISK IN A CONNECTED CLASSROOM**

Although patterns of the significance of the connected classroom emerged more easily from the total group and were a potent source of findings deserving comment (See Appendix B), the initial focus on women as learners yielded even more dramatic findings. Though these group findings were of general trends of male and female subgroups, and did not include every male/female student, they were dramatic because they were quite different from what I set out to illuminate: that women's learning and development would be enhanced and optimally served in the connected classroom. While Chapter 4 focused on findings related to the individual women, this chapter will discuss general gender differences in this connected classroom and why my initial expectations for women's development were not observed.

While Chapter 4 focused upon individual women-- "Ginny", "Lynn" and "Jan," the three women who were the case studies for this research, this chapter will discuss three areas of general difference. These were areas of difference that were gender-related. These were women's : silence in large group discussions; expressed attachment to the group; and graduation struggles.

#### **Women's Silence**

'The impression was, at least for me, that everybody in that room had so much more knowledge of the subject that I couldn't possibly

stand up to it...' (Kramarae and Treichler in Gabriel and Smithson, 1990, p.45).

'There was a lot of competition among students for the floor depending on how confident they were and on how prepared they were...-and there's really no chance for a spirited interchange between peers' (Kramarae and Treichler in Gabriel and Smithson, 1990, p.45).

And we must ask women within the university to speak for themselves also. We must permit women, without shaming them as foolish, or strident, or shrill, or unsexed, to enter, with respect, the ancient discourses (Heilbrun in Gabriel & Smithson, 1990, p.39).

In the first five months of participant observation, I observed that, despite a favorable female to male ratio (7 women, including me, and 5 males, excluding male major professor), two women were nearly totally silent, speaking not at all in total group discussions. Over the entire seven months of my participant observation; four seldom spoke (including me), while one woman could be categorized with three men as a "talker". These four student "talkers" dominated most of the large group discussion time. They far exceeded the other eight students (six of whom were female) in both frequency and length of comments.

Jan was the only female student who actively talked in large group discussions. Large group discussions comprised about 35% of total class time throughout the program. Although this was the major professor's most common method, he utilized large group discussion approximately 50% of the time over the last half of the program. In my seven months of participant observation, there was only one instance when all women spoke in a single session.

This instance occurred in the final weeks of the program on the first night of the final module, *Values: Personal and Social* . The group had progressed through eight modules of study over 40 weeks by this February 7,1991 session. The discussion spun out of an analysis of the characters in the play, Death of a Salesman. Willy Loman's wife, Linda, was discussed following an earlier extensive discussion in the session of Willy himself.

Some of this female-involving discussion was remembering the particulars of Linda's refusal to confront Willy with the hose left by the furnace, which represented his past attempts at suicide. The discussion related to women's ideas of a "woman's role" with some women feeling Linda was a "wimp", while others thought she was typical of that period and only doing what she was "expected to do" .

This discussion turned personal and prompted lots of interchange from everyone concerning students' views of their own mother's role and, in the case of the men, their view of their spouse's roles as well. In seven months, there was no other four-hour session when all the women students spoke, though some spoke only briefly even in this discussion on Linda Loman.

Women's verbal participation in the total group was clearly limited. My interview questions and observations consistently focused on this as an ongoing concern, an explanation for women's silence. I probed the women's silence in the total group discussions with each woman,

as well as asking each why they themselves were quiet. I also included this question in the major professor, academic coordinator and assessment counselor interviews.

Each woman attributed their own silence to a variety of reasons, but certain patterns did emerge from all those interviewed on why women students generally were quiet in the large group discussions.

In my second in-depth interview of Jan on January 4, 1991, Jan, the only female "talker", had her own ideas why other women in the group remained silent. She attributed women's silence to the women students' "introversion" on the Meyers-Briggs Temperament Inventory (MBTI). As intriguing as this sounded, there were women who I discovered were either not particularly introverted (i.e. Lynn), or were more outgoing and verbally assertive in other settings (Kate in social settings and Ginny at work). I will elaborate on how I found Jan's explanation of women's silence as due to "introversion" as an unsatisfactory explanation.

On my first night of attendance in the group on week 24, both Jan and Lynn were the most eager to greet and talk with me; both appeared quite gregarious and "extroverted". In all subsequent interchanges, I found both women to be very friendly and outgoing. These first impressions changed and evolved for other traits, but did not change along the outgoing and friendly traits. That's why Lynn's quietness in the formal group was so intriguing; it was counter to how she was in all other settings in which I observed her.

Even in settings which I did not observe, but were reported to me by others, Lynn was consistently perceived as a confident speaker, someone who knew her mind and was not afraid to assert her opinions. In the February 11th interview with Lynn's friend of many years, Sally G. comments on Lynn's outspokenness, " She's not afraid to speak her mind" . Colleagues in the class also spoke of Lynn's extroversion, her processing of things aloud, and her outspokenness.

In a February 7th interview with Gabe, a fellow student, he describes Lynn in a manner fairly representative of those interviewed. He described her as "outgoing, direct, good thinker who is expressive in small group setting, one who is a part of the group, and yet in another way, she's on the edge from the core group." He later elaborates a bit, "Sometimes in groups, gets jumping in without reflection on purposes and goals of exercise."

The only indication of introversion in Lynn is her sometimes closed nature in conversations relating to emotional and personal content. She describes herself as a "private person", one who does not share troubles publicly. I noted this aspect of Lynn in my interpretive comments in the first interview on October 2, 1990, when I commented:

Lynn seemed more concrete than Jan and wasn't as sure as what to talk about, though both talked openly and went on at great length. Jan really 'spilled it' whereas Lynn was a bit more judicious in her openness.

Lynn mentions her privateness on several occasions, including her final Philosophy of Life paper and presentation, as well as in our

final interview in May, 1991. Lynn's privateness, however, appears limited to personal content and does not generalize to other areas of sharing. Lynn's sense of privacy would not seem to inhibit her general comfort to offer comments and opinions on readings or discussion. Yet, Lynn remained quiet in the large group, despite her extroverted and opinionated nature. Though Lynn's sense of privateness may occasionally have made her a reluctant contributor, she was definitely not inhibited due to "introversion".

Kate and Ginny did fit Jan's definition of introvert; they even measured as introverts on the Meyers- Briggs Temperament Inventory given in the early weeks of the program. However, both were more outgoing and verbally assertive in other settings. At the December 20th class Christmas party, Kate demonstrated how to de-vein and eat shrimp. She spontaneously stood up and commanded everyone's attention to show them all this. She also brought a little mechanical dog which clapped cymbals and hopped about commanding both laughter and comment. Kate spoke in bursts in the group, remaining silent for many weeks, and then making multiple contributions on a given night's session. She was one of the female speakers whom I categorized as "in-between". She was not nearly totally silent like Ginny and Lorena, but also not a talker, like Jan. She fell "in-between" and did occasionally offer verbal contributions to the large group discussions.

Ginny was also an introvert, but like Kate, selective in where she felt comfortable in talking and demonstrating both assertiveness and

confidence. Ginny was one of two women who only spoke five times in the seven months of my observations. She initiated comments twice in the large group and responded three times to the major professor's inquiries. Yet, in small group work and at her work site, she showed a different side.

At November 11th's small group, Ginny volunteered to present her project topic first. On December 6, in a small group, she was assertive in expressing her dislike for the role she had to play as manager. "I don't like this. I don't want to be manager. Can I change my mind?" She was also assertive in the small group exercise on December 13th. This was an all-women group and Lynn later commented on Ginny objecting to her suggestions as to how to proceed. Lynn described Ginny as assertive in this instance. This had surprised Lynn. However, it would not have surprised Ginny's work colleague, Bonnie.

In an interview with Bonnie on February 27th, Bonnie describes Ginny as "happy" and comments on some nice changes in Ginny in becoming more a member of the work team. However, she mentions Ginny's "authority-side" which is not so positive. She mentions that since Ginny has been going to college she is "critical of colleagues who may be slower to catch on to something... and critical at meetings of other's ideas." Bonnie describes Ginny as "forthright" and a person who will mention something on her mind so that they can talk about it. Though Bonnie describes Ginny as "introverted", in the work group of five, she claims that Ginny is not reluctant to speak-up in the work



group.

Ginny speaks of this herself in her final interview in May, 1991. She says she is like "two different people, at work and in the class group." The work setting is "like a family", while the class group she "only sees one night a week for four hours." For Ginny, the class group of 11 which meets for 4 hours just can not compare in intimacy and comfort with her work group of five with whom she's worked every day for a year.

Ginny also speaks up quite comfortably in social settings. At the December Christmas party she spoke comfortably and did so again at the April celebratory dinner. Unlike Kate, who spoke publicly, Ginny chiefly spoke only to her table. However, at the Christmas party she too spoke publicly in relating a humorous family story of how her family treks around in order to find a Christmas tree to cut down. She related this story to the entire group; this story was longer than her combined class comments for the year in the formal large group discussion.

This all seems to illustrate that an "introvert" can speak in formal groups given the right conditions. Both Ginny and Kate provide evidence of this. They both do speak in small groups and social settings. While I have no information about Kate at her work, Ginny's work friend, Bonnie, gave evidence that Ginny also spoke up in her work setting.

There are several other explanations that were offered for women's silence which seem more likely than Jan's explanation of

**"introversion" of the women participants as reason for their silence in large group discussion.**

**Kate identified her own as well as Ginny's young age as the reason for their quietness in the large group discussions. In an interview of December 6, 1990, Kate gave her reasons for her and Ginny's quietness in the large group. Kate simply felt that Ginny and she had less to offer the group due to their inexperience. However, Ginny expressed a different rationale in our final May 8th interview.**

**Ginny perceived that the women students' quietness was due less to both Kate and her age, than to the women students' having learned "their place". She felt that as women they had learned that "their place" was to be quiet and allow the males to talk (5/8/91). Ginny thought Jan, the one female "talker", was different than the other women due to her "breadwinner" status; she thought Jan "wore the pants in her family". Ginny stated this in a matter-of-fact tone of voice with no indication of resentment or anger. Rather, this was stated in a manner which indicated that this was just the way things were, almost self-evident.**

**Ginny felt that the women students had learned gender roles and this was chiefly responsible for the general level of quietness among women in the large group discussions. She compared this learning to the way that she herself had learned independence, through both experience and role modeling. She thought women had learned quietness. Ginny explained how she had learned to be independent**

when her mom worked and she was responsible for babysitting her five year old sister after school when she was ten years old. She also had an aunt and a grandmother who were examples of independent women. I note in the summary of the interview that "She attributes her own classroom quietness to her temperament and family models". These experiences and role models were the source of her learning independence, something she indicated was not so typically "female".

Ginny also had come to associate speaking up in class with embarrassment. In both her second interview (1/91) and her third interview (5/8/91), Ginny referred to a friend in a class at Western Michigan University who had argued with a professor. Ginny had wanted to sink down in her seat and disappear when the friend confronted the professor in this manner. After this episode, Ginny sat in "the back of class" and never spoke in classes again. In our final May interview, Ginny also referred to yet another past friend who spoke up and Ginny found rather obnoxious and overly aggressive. She also brought up "male dominance" as a reason for the women students' quietness, but did not further develop this thought. She went on to simply say "it's not something I've given a lot of thought to".

Observations in earlier classes, gave more evidence for her reluctance to speak in total group discussions. At the September 6th class, Ginny responds to classmates who are unable to give her much feedback on the strength bombardment exercise, an exercise designed to give positive strengths to one another. In the group of five people with

whom Ginny conducts this exercise, two fellow students, are unable to "bombard" Ginny with strengths because they claim not to know her, she is, in their words, "too quiet". She explains about this friend who had embarrassed her at a class at Western and says how she's "more comfortable in small groups. I'll sit in back, I'll do assignments, but don't pick on me." In the January interview, Ginny admits that she's never been real outgoing in a classroom, and indicated that her family is not that way either.

Learned behavior through role modeling and an inherited "temperament" seem to be Ginny's rationale for her quiet and unassertive classroom behavior.

It seemed that there was an association for Ginny that linked speaking up in classroom settings with either "embarrassment" or "over aggressiveness." Ginny's stories of humiliation and embarrassment seemed to illustrate that there were certain risks which Ginny perceived in speaking up in the large class discussions. The risks of either embarrassment or being perceived as overly aggressive were very real to Ginny.

Though Dick and Jan had described Ginny as "quiet" and unsharing in the strength bombardment exercise of September 6th, other peers were mixed in their perception of Ginny as closed. In a December interview, Lynn describes Ginny as Dick and Jan did in September, as "quiet" and "unable to observe much". However starting with a January interview, other colleagues offer different perceptions of Ginny. They see Ginny as more sharing.

Gabe sees her as a "sharp gal, lots of potential, comfy, but goes off by self at breaks...not sure if that's due to her size and some past hurts that she seems to protect herself, but seems to have softened in this protectiveness over the course of the program."

And again in Guy's early January interview, I hear hints of a more outgoing Ginny. This is a Ginny similar to the one we hear about later from a work colleague. Guy says Ginny is an "outgoing type of person in the smaller settings, but can't figure out why she's so quiet in the larger setting."

Again, in a February 7th interview with Joe, another peer, he states, "Ginny has opened up a lot more". Joe talked about how he had been joking about the new class ready to start next door and was going to go over with a phone book to tell them this was his project and he got a "B". She "joined right in on the prank. And that was kind of fun to see."

Perhaps the person who knew Ginny best was the friend with whom she shared breaks and the other woman who I termed "almost silent" in the group. Lorena described herself as "private" and unwilling to "disclose". She also arrived in the group at the semester break and was never as much a part of the group as members who were with the group throughout. In Lorena's January 17th interview she states, "Ginny's very quiet in the group, not when I'm with her on break and stuff, she's not quiet. But in the big group she's quiet. I've watched Stan (the major professor) try to pull information out of her about her job."

For Ginny, even a class group of 12, with the majority women, did not offer sufficient comfort to prompt her to speaking. Though introversion may have been part of it, past experiences had built in greater risks than Ginny felt comfortable taking in a large group.

In addition, in the final May 8 interview, Ginny had had time to reflect on this ongoing question. She offered what might become the most viable explanation. She expressed that "women just learn to be quiet when men want to talk". Other lines of inquiry such as the "introversion" theory, had had many discrepant cases. Although Ginny's explanation seemed plausible, I was not aware of others mentioning such an explanation. It was only identified in a review of other interviews. In asking the question of why should a relatively small class group of 12 be more silencing of women than other social or work settings, I found a few others who responded much like Ginny's forthright explanation.

Lorena offered an explanation related to Ginny's theory of women's silence. It too related to learned gender roles.

Barb: Not too many talkers who are women, any thought on why that may be?

Lorena: (hesitation...pause) I'm not sure. I think **life maybe has made us more passive** and we depend on men to be the aggressors and to be the talkers. In Jackson#02 there were only 3 men out of the 22 and, other than Harry, who was also quiet a lot, only women talked. Maybe it has to do with the ratio (interview field notes, 1/17/91).

Though I thought that Lorena's and Ginny's explanations of women's

"learned passivity" and "learned roles" (in relation to men who might wish to talk), were reasonable ones, I had a slightly different line of inquiry that I thought might further explain women's silence. It built on Ginny's risk-taking reluctance. Perhaps women's silence was related to their comfort and social confidence in speaking publicly. For some, speaking while seated in the large group was like public speaking, a risky thing to do. Ginny had hinted at risks in her discussions concerning "embarrassment" of peers who "challenged a professor. at Western".

The Measures of Social Psychological Attitudes ( Robinson, J.P. & Shaver, P.R., 1973) contained the *Janis-Field Feelings of Inadequacy Scale* (Eagly, 1967). This scale is meant to measure social confidence and has 20 items which can be quickly administered and scored. I asked students to complete this scale at the beginning of the week 42 class period (Appendix E). Jan was one of the higher scorers on the Janis-Field Scale, and she had the highest score among the female students. In fact, all the "talkers" scored high on this measure, as did a few non-talkers. The major professor scored the highest. The three quietest women (Ginny, Lorena and Kate) had the three lowest scores on the scale. I wondered if self-confidence fuels one's openness so that a person feels more comfortable in expressing themselves in the total group.

Given the results on the Janis-Field Scale, my suspicion appears a clear possibility. Although there were even further explanations that stretched beyond those given by Jan, Kate, Ginny or me.

Although the more silent women (Ginny, Lorena and then Kate) might be more silent due to feelings of inadequacy in this particular setting, or introversion in general, what about a more socially adequate-feeling, less-introverted female student? There was one female student who scored very high on the Janis-Field Scale (Appendix E) but who rarely spoke. This was Karen, one of two class representatives.

Being a class representative meant she had taken on extra responsibilities for the group. Karen only occasionally contributed a comment. She explained her silence in a December 6th interview this way, "When you are needing to use energy at work to exert your professionalism and win respect, you don't need to fight for floor space in class that night. Let those who want to talk, talk". Others alluded to this view that the males were quite dominant; it was difficult for the less-assertive women students to "get in". Lynn initiated the "dominance of the fellows" in her December interview. This reemerged in Guy's January 3rd interview when he commented that there were "quite a few dominant guys in this group". After the group meeting was ended, it reemerged in May interviews with both Ginny and Stan, the major professor. I will elaborate on one early comment of Lynn's and then the late May



comment of Stan's.

At Lynn's second interview on December 19th, I inquired why she thought the women students were quiet in the large group discussions. Lynn began talking about her own quietness and how she had set out to "learn to listen better", and if she was always talking she "could not learn from others, which I want to do". Then she continued about the men and how she "hadn't realized just how dominant men could be until this program." She laughed about this and even referred to her good friend, Rod. He was one of the only quiet men, but even he "really got aggressive, a different person, when we did that union/management simulation".

A person even more able to articulate this point of view, was Stan, the major professor. He discussed the males' "unconscious verbal assertiveness" at our final interview. I have selected a lengthy transcript portion because I feel it reflects this line of inquiry and best capsulizes reasons for women students' silence in this connected classroom. Perhaps it illuminates something about women's silence generally in formal groups, an issue common in the research literature on women in classroom settings. It also refers to the impact of the research process and my presence on the group dynamics. In Stan's second and final interview on May 15th, we talk for 1 1/2 hrs. ; what follows is from a transcribed section of that interview.

Stan: Getting back to your question, ah I think the experience of you being there has opened up (pause) for me ideas and things that I really didn't know were happening in a classroom. In fact I started making sure on campus that women are given an opportunity to talk. I've got one class "Business and Government" there's six men and one woman. She's very intelligent but quiet, and maybe that's because of the situation. And I've got two or three guys that are just a professor's dream because they never shut up .

I laugh.

Stan: Early on, after you and I had talked about this. Early on in this class, she wasn't there one day. And I said 'ok, guys' ah 'Monica is very intelligent and she's always prepared, but you notice every time she starts talking about a case, you guys jump right in ' . Now, they do it to each other.

Me: Sure

Stan: They're used to that, but they did it to her. And I said,' for the rest of the class I want you to make an effort to keep your mouth shut and listen to what she has to say.' And they did.

Me: Uhm.

Stan: And she kept coming out, and coming out to the point that, in fact, I talked to her about it. I said 'You are always prepared and you do a good job, but you let these guys shut you down. As soon as they start talking, you stop. I want you to work on, just don't let them in. If you've got something to say, you say it.' And she began to do that. And I thought it was interesting.

Me: But you kind of had to clear the "dance floor" for her first for her to insert herself in.

Stan: Sure, as a male I really didn't realize that was going on until the MHR class.

Me: Those are the ground rules and it's incumbent on others to learn them, and yet that's not the whole story either, because a female that's too aggressive, is going to get to being seen differently than that same level of aggressiveness in a fellow male. And so, it's sort of this reciprocity that you're speaking of, ah, an awareness to open the door and then, on her part, the ability to actually take advantage of it (Interview, 5/15/91, transcript).

Researchers on classroom interactions related to gender suggest that women are interrupted more often and ideas dismissed, while male students' ideas are more often credited to them and built upon ( AAC (1982; Gabriel & Smithson (1990)). I did note a few instances when peers interrupted a female student's comment, and no woman ever resumed her comment.

One such instance was on December 6 when Lynn was interrupted twice. She never resumed her comment. Whereas, during this same class, Guy interrupted Gabe and then Stan interrupted Gabe, but Gabe continued his comments later (p. 27 of summarized field notes).

The research also supports the potency of the instructor's behavior as instrumental in women's silence. I was not able to identify this in J#04. Stan tried to solicit more comments from Ginny on January 3rd, with minimal results. When he addressed Ginny, she was unable to respond and laughingly commented she thought she'd gone "brain dead" . Stan gently probed further and tried to solicit involvement from Ginny's work experiences, but it felt more like "pulling teeth" and I wondered if Ginny was feeling "put upon" by Stan's attempts to involve her.

In a January 24th interview with Ginny, she initiated recalling that incident, and said she sometimes just "tuned out" the large group "on tired nights", and that was one such time. "It's the small groups" she says she enjoys. This incident did not seem so much to embarrass as much as to inconvenience her through provoking interaction in the

larger group.

The academic coordinator also noted the dominant males and Ginny's quietness in the group. In a May 2nd interview, he said that "this type of class wasn't that compatible for Ginny." He felt that she would have probably "enjoyed a more traditional environment." He added, "And there were some pretty dominant persons in that class, which also made it difficult for Ginny to fit in ."

In summary, research on women students shows them to be typically quiet in formal groups. The nature of this connected classroom did not seem to overcome women students' silence. This was certainly true in J#04, despite a small (12 person) group with a favorable ratio of females to males and at least some sensitivity on the part of the instructor.

Whether this silence was chiefly due to women's own attributions that their comments were not worthy of commanding public attention, their learned social roles of passivity, or to male students who were so aggressive that less verbally assertive women students did not have the space to submit their comment to the group, I could not determine. I believe all of these factors functioned to silence women.

If most women were relatively silent, you might expect they would be less involved or attached to the group. This was true for two students, but not for all female students.

Whereas this study began with the thought that women may have an optimal opportunity to change and grow in the connected classroom setting, there were added factors which made this not occur with this

group. Although I will provide evidence for the quietest students all being women who were also the least attached to the group, also of interest is why certain women did become very attached to the group despite appearing non-participative such as Karen and Lynn. Again, this connected classroom did not have consistent attractiveness for all women. Generally, there was actually greater attachment, as well as seemingly greater growth for men students. Reasons why this may be will be developed in the next section.

### **Women's Connection to the Group-Importance of the Cohort**

Though women may have participated less actively in the large group discussions, three had still managed to feel very connected to the group. These more-connected women, Lynn, Karen and Jan, did seem more confident and open than the less connected women. These three women also scored high on the Janis-Field Social Adequacy Scale. Though Lynn and Karen did not speak much more than the other women, their confidence and openness did seem to allow them to negotiate and enjoy the program more. All three were quite open in self-disclosing and participating in small groups as well as in one-on-one situations. They all reached-out to the group and in turn, received such things as academic and emotional support from the group.

Karen shared herself through nurturing the group in many behind-the-scenes ways. Her fellow students mentioned helpful actions of Karen's in our interviews, more than I directly observed. I also discovered that she received the most direct help from the group

both in terms of emotional support and concrete academic help. Karen sought out help as well as advice from peers and staff. She had two close friendships, Jan and Dick. She and Dick served as class representatives, but she served far beyond any of 15 class representatives I had observed in over eight years.

Lynn shared herself through both humor and giving assistance to colleagues. Her connection to the group was not as obvious as Karen's or Jan's. She expressed how strong the group's support felt to her. She especially appreciated "finding out that others were having a tough time too. You knew you weren't alone in getting behind." She asked for assistance from members of the group in many minor ways, and in more significant ways in the Statistics course. She listened to the group and even referenced Stan's comment on taking risks as a point of reference in her decision to quit her job. She had a friendship with Rod, with whom she teamed for bringing food for the group's break.

Jan shared herself more directly through verbal assertiveness and verbal participation in the large group. She also shared herself through humor and nurturing of the group. Her connection to and dependence on the group was the most evident of any member, though not initially. She was both nurtured and energized by the group. Over time I came to realize how much she was motivated by the group. She formed two close friendships with Karen and Dick. Even though she was not a class representative, she was frequently mentioned by others as a "leader" in the group. In October 1991, it was Jan and Karen who initiated the

invitations for the Jackson 04's first class reunion. Interestingly, the quieter members were in greater attendance, Ginny and Rod.

Through this reaching-out, all three women received different types of help and this in turn, seemed to build greater connection to and enjoyment of the group itself.

Despite great differences in verbal participation, these women shared a common thread of reaching-out . Of these three women who were more emotionally-attached to the group, even the quieter two shared more of themselves in a variety of ways, than the less connected, quiet women. "Reaching out to the group" seemed to be the important ingredient for building connection to the group rather than the quietness being the exclusive determinant to involvement and connection to the group.

For some women, reaching out came quite naturally. As I noted in page one of my August 16 field notes, Lynn and Jan struck me as "outgoing" . They were both curious and helpful. On the first break they asked about my work and were exchanging offers to help one another and others in the group. By the second class on August 30th, Jan invited me to join a group of them after class at a local coffee shop. Though I changed certain first impressions, their outgoing and friendly natures was not one of them. They remained consistently outgoing throughout the program, except for Lynn's closedness on private matters. I thought Lynn might have a trait which might better explain her

reluctance to verbally participate, even though she is outgoing. Lynn describes herself as a "private person". To Lynn, a "private person" is one who doesn't share troubles publicly ( 5/20/91,final interview).

This privateness made the self-disclosure in class and the life-learning papers difficult for her. In our last interview on May 20, the more private Lynn mentioned how difficult the self-disclosure of the life-learning papers was for her. She mentions this again in her final Philosophy of Life paper. Self-disclosure was also a concern for those women students who were least connected to the group; it was a concern expressed independently by four of the six women students, though never mentioned by any of the five men.

The writing of some of the life learning papers demanded self-disclosure for all students. This enabled all three of these women to use the portfolio potential for nearly the maximum 30 credits, though the average typically earned is about 15 credits. Karen and Jan utilized the portfolio for credits with greater ease due to their better abilities in writing and their greater ease and openness in self-disclosure.

Lynn was more of a private person than Karen and Jan, though less private than others who used this term, like Ginny or Lorena. Lynn was much more open and eager to share herself, though perhaps not through personal content which Jan and Karen did with ease.

Karen got direct help from Dick and Guy on papers and project thesis. She sought several college support people out for assistance as well.



She talked with me when the baby girl she wanted to adopt was suddenly available; she asked if I could advise her on options for her finishing? She needed to finish with this group; there seemed no option of "dropping back" for Karen. She was determined to graduate with this group.

Karen sought out Lou, the first academic coordinator, for some counseling on some early-on medical trouble with her back. She sought out Max, a later academic coordinator, to assist her on her project. Max perceived her heavy reliance on him as "insecurity" and lack of "confidence". She sought out fellow students for concrete samples of papers, and Guy mentioned sharing an example of a life-learning paper. She did all of this privately and quietly.

In turn she was a lynch pin to the closeness of the group. She reached out to the group through many large and small acts, such as having everyone sign birthday cards on a member's birthday. She and Scott coordinated an elegant Christmas pot luck for the group. What was unusual about their party was the fact that Karen had brought in her china, silver, crystal and linens. I discovered she had called one member who she had realized was in the midst of a push time at work and offered to bring his contribution. This would save him the time and pressure of one more thing to do. Karen did little, quiet things for the group. Some mentioned her as a "behind-the-scenes" leader.

The group in turn, provided her with lots of support and encouragement. Her good friends Dick and Jan met with her to help on project and summary papers; Dick even did babysitting for her on one occasion so

she could get some work done. Both Dick and Jan gave tremendous emotional support. Jan coordinated the baby shower after class when Karen got word she and her husband could expect their long-awaited second adopted baby in two weeks' time. This unexpected joy caused Karen tremendous conflict, as her job, existant family commitments and the program requirements were threatening to overwhelm her. She sought me out for advice and options. She sought staff out frequently for appropriate assistance and advice.

Karen, a quiet but thoroughly connected member of the group, and Ginny, an even quieter, and less connected member of the group, illustrate the differences in connection to the group. In our final May interview, Ginny reported to me that when she called Karen on April 16th to respond to the celebratory dinner invitation, Karen asked Ginny if "she felt lost now that the group had ended?" Ginny could not really understand Karen's question.

Ginny was truly confused by this question. It was not in Ginny's frame of reference to understand, for Ginny had been so self-sufficient throughout, she felt no such bond to or dependency on the group. Ginny reported to me that she had responded to Karen with a "No". She then continued -

I don't know if that's because I didn't have to work as hard as they did. You know, she had quite a few papers, and a new baby and everything. To me it was ... (inaudible). To me it was 'Oh well, class is done, I can watch L.A. Law on Thursday nights and I don't have to make the drive after work. I never really felt lost. Okay, 'What'll we do on Thursday night?' It was an

adjustment for me and my family, but she almost made it sound like she couldn't live without class. It didn't have that much of an impact on my life (5/8/91, final interview).

Karen formed close individual friendships with both Dick and Jan. In thinking back on the class members, I discovered that those people who had at least one close friendship with a member in the group, seemed more likely to feel a connection to the group as a whole. The forming of one close relationship seemed to generalize to feelings for the entire group. Karen and Dick were also the class representatives which gave them extra responsibilities, as well as knowledge of and care for the group.

Although I had asserted that Dick did not seem to need the group in the way Karen and Jan did, Jan disagreed with this assertion. I had shared the group assertions with the group at the final class meeting in mid-March.(See Appendix B). Jan disagreed with my assertion concerning Dick's not needing the group in the way that Karen and Jan seemed to need the group. I found later interviews confirmed this. Dick's need for and connection to the group was not as evident as the two women's, but it was clearly strong and existent. He too looked to

the group for support. My difficulty in recognizing this attachment was related to my difficulty in recognizing emotions in Dick generally; he was very closed. Lynn attributed Dick's closedness to his occupation as a policeman. Others attributed Dick's "quieting-up" in the second half of the program due to his realization in one of the personality exercises that he was an "assertive-directing" ( a "red") type; he took a lot of razzing about this.

This personality instrument is called the Strength Deployment Inventory and has four different orientations which are then characterized with a color. The altruistic-nurturing orientation was termed a "blue"; the analytical-autonomous orientation was a "green", while the assertive-directive orientation was termed a "red". Lastly, there was a team orientation which combined a little of all three orientations and was termed a "Hub blend".

The major professor commented in our May interview that he thought Dick was determined to prove that instrument wrong and "shut up" from the point in the program when he took that instrument. He was determined not to be identified or categorized as a "red".

Though Dick was most commonly identified by peers as a leader, and

he took charge in small groups, he said very little in the large group after the first three modules. He indeed did become quieter and quieter after peers kidded him about being a "red" whenever he began getting assertive. Thus, Dick was another connected, though quiet member of the group, one of two relatively quiet males. He, like Lynn, explained his quietness as wanting to "listen more" to "learn from others." Although, his connection to the group was not readily evident, many interviews and peer feedback confirmed his attachment to and need for the group. However, like the two quiet, though more attached female students, Karen and Lynn, he reached-out to the group and received much support back. He also had established close individual friendships with Karen and Jan, as well as with Guy.

Lynn reached out to the group in a different way than Dick or Karen, though also in a private manner, not readily seen by me as a participant observer. She too, formed individual friendships. Friendship was chiefly with Rod, her food-bringing team mate. Rod was the only other relatively quiet male in addition to Dick. Lynn commiserated with Rod as well as calling him for help during Statistics course.

I had asked each of the case study women to name two people in the group for me to talk with about them. Lynn named Rod as one of her two "friends" in the group. Even though I interviewed everyone in the group, these nominated interviewees participated in a bit longer and more in-depth discussion on the individual woman who nominated them.

In our November 8 interview, Rod talked about what a compassionate listener Lynn is. He mentioned how she sensed when he had a particularly stressful day recently and listened to him talk about how he had counseled a family whose teen daughter had attempted suicide. They talk on the phone to plan their food and during statistics exercises. Lynn also phones Guy and Gabe to check weekly exercise answers in Statistics.

Lynn mentioned in our December 19th second interview that she felt "closer" to the group during Statistics because she called different members for help during that module. She too mentions calling Rod, Guy and Gabe during Statistics to check answers and felt "closer " due

to this common adversary called *Statistics*.

In this same interview, Lynn expresses the pressure she feels and yet the need to go every week "cause every week there's something worth learning". Lynn describes her discomfort with so much work, the stress that she feels with so much left undone. She says that she has "a lot of respect for everybody who's still hanging on." She's gotten "reenergized" by some adjunct instructors and the more-definitive Statistics module in which she received her first A.

Lynn felt the small groups were central to the group's closeness and she displayed her more talkative self in these forums. The group meant more to Lynn than was immediately evident. She expressed the importance of the group in her final Philosophy of Life paper. At her final interview on May 20th, she discussed how she had arrived at the tree metaphor she used as a symbol for the MHR experience. This discussion reflects the supportiveness of the group, the reciprocity Lynn felt existed in group membership and her group attachment .

Lynn: ...Those done on Thursday said something to the class and I didn't want to be trite but I wanted to say something special to the class. I saw Gabe's umbrella and thought 'if I could draw a picture.' I liked that idea. At first I thought of a seed,'no,no' Then I thought of something that could fit in everything I learned, a tree. I thought, you know the trunk is so sturdy, that reminds me of our class, you know, how we stuck together .

Barb: It again was not the black/white approach; it was a story (this refers to Lynn's preference for black/white thinking style and subjects, ones with answers like statistics).

Lynn: It just came out. I don't know. I was so exhausted.

Barb: The other thing that was intriguing about that tree, was just how attached you were to the group. I hadn't realized until that expression just how important they were to you.

Lynn: Oh they weren't I just put that in (laughs)! No, they were supportive. The class itself was the strength I think I had to go on every week. Everyone pulled together. I even heard Guy say, 'you can dread it, but once you get to class.' You can talk to everybody all week about 'class is hard and I'm really having a hard time' but it's like you get up there 'oh, here are 12 other people that are in the same boat I am'. You can get your strength from that. Everybody'd talk to each other and share what's happening. And then you'd go back out to the next week and flounder around, and then everybody'd support one another again, then you'd go back again ( 5/20/91, final interview ).

Although some explanation was needed to discriminate why some verbally quiet women students, such as Karen and Lynn, were different from the least attached threesome of silent women, it is more evident why Jan felt connected to the group. Jan was more obviously connected to the group than Karen or Lynn. Jan was the only female "talker" in the group and participated more actively than other women. She was the only woman commonly mentioned by peers as a "leader", despite having no "official" position such like Dick or Karen as class representative. Jan voluntarily took the lead in such activities as coordinating the collection of money weekly for some final activities and purchases. I previously wrote of some of the initiatives Jan took on the group's behalf. She and Karen tried to pull-together a project study session over the two week holiday break. But beyond Jan's



initiatives, were her consistent verbal contributions to the class; she introduced many humorous quips, and challenging questions and challenges. Jan was unwilling to simply accept what was "group think"; she would frequently challenge conventions. I developed evidence for this contribution under her individual section in Chapter 4.

Though I had only observed Jan's giving to the group, peers saw Jan as needing the group. In interviews with her peers, my first impression of Jan as group-nurturer evolved from a one-sided perspective to a more multi-faceted perspective. I was finally able to perceive Jan as equally gaining from the group in terms of support and motivation. Unlike Lynn or Karen who received academic help from the group which enhanced their connectedness, and dependency on the group, Jan had no such tangible need. Her more intrinsic need for the group caused me to miss her strong dependency on and importance of the group.

As early as January, I note some insights related to Jan in my field notes.

What's startling here is that the one person of the three women, and perhaps overall, with strongest writing, experience and competency, may not finish graduation requirements, and most probably would not, were it not for the group. Guy has indicated Jan's dependency, and I'm beginning to think this well may be so (field notes, 1/4/91).

In a January 3rd interview with Guy, a peer of Jan's and the person with whom she has teamed up to bring food, he comments on Jan's

attachment to the group. Guy references Jan's crying in the December 6th class when sharing of a work episode. Guy saw Jan as "getting a sense of purpose to the group from this, and that she's been more a part of the group since then, a more active verbal participant." He then comments on how key he thinks the group is to Jan and how surprised he is that she's so far behind in portfolio and isn't catching up very quickly. "She'd have been one of about three people who I'd have guessed would have been the first to complete portfolio." Guy then went on to give a very strong statement on the importance of the group to Jan. "It's the group holding her in the program." Guy felt that if the group were larger or not as close, Jan probably would not have stayed with the program. He felt Jan needed and had strong connection to the group.

In a January 17th interview with Lorena, she too initiates a comment related to Jan's reliance on the group.

My perception would be that Jan's (motivation) may be more focused on the group, while Ginny'll complete it whatever it takes, same with Lynn too I think, that she could uproot and join another group or something and still complete. Whereas I think Jan is quite dependent on finishing with this group (1/17/91, interview).

Jan even admits to a dependence on the group. When I ask her near the completion of the program in early March if she'd have finished if it were not for the group, she at first balked at the idea. The following week in her final presentation on her Philosophy of Life she says she has to "correct what I said to Barb, I really don't think I would have

finished were it not for the group." She believes this to be true, because in the past her "motivational stamina" has not been great. A coworker kids her about having the least "motivational stamina" of anyone she's known. It is the group and its hold on Jan that kept her coming. In my second interview with Jan on 1/4/91 when she expressed beginning to become "scared" about not graduating, she mentions that if this class had been like others, without students' active involvement or the students learning from one another and building on their experiences, "she well may have stopped coming." Later, in the section on graduation struggles, I will give further evidence of the importance of the group to Jan, a most competent student.

Though the group as a whole valued the connected classroom, that is, a class with high relationship focus and obvious application of material to their lives, this valuing did not seem to be particular to women students. In fact, of those three expressing least connection to the group, all were women: Lorena, Ginny and Kate.

These three women were almost silent in the large group discussions. They were more active participants in smaller groups, and all three expressed some level of valuing the connected classroom as unique and productive to them as learners.

Despite some valuing of the group, these three women were the least emotionally connected to the group, they all held certain things in common. They had among the lowest scores on the Janis-Field Scale of

Feelings of Inadequacy (meaning they felt the most inadequate) ; they spoke the least in the large group discussions, with Lorena and Ginny being almost totally silent in such forums for the entire seven months of observation. Although Kate did speak a fair amount in some class sessions, these came in bursts and were not a common mode for her. All three did have varying levels of work experience, with Lorena who joined the group midway, being older and more experienced than the other two women who were in their mid-twenties, the minimum age for program eligibility.

All three were "private" people who did not easily disclose to a large group. All were introverts on the Meyers-Briggs Temperament Inventory (MBTI). I noted after their interviews that both Lorena and Kate had keener insights than most others when interviewed about the class. They were reflective and did do more internal processing; this is definitionally what determines introversion.

All three also held other introvert characteristics. They liked time alone and were grateful for the class ending so that there was more of this, time to read books of their own choosing. Like MBTI's definition of an introvert, they got energy from being alone and having space in their lives. For them the degree-completion program stretched their time limits to the maximum. In Lorena's March 16th presentations, she spoke of "relief" the program was over. Ginny expressed similar "relief" in my final interview with her on May 8.

Lorena felt she may not have chosen Management of Human Resources had she known how much self- disclosure was expected. In her final

presentation on March 16th, she describes herself as a "private person" and would have "preferred a more traditional program like LBA" (Leadership in Business Administration). She was a late arrival to the group, having "bumped back" from an earlier group from which she'd taken a break for her daughter's wedding. She joined this group midway and rarely spoke in the larger group discussions. She and Ginny were also the only students to take their food on breaks back in to the classroom, as opposed to staying in the break room where the others remained and talked together.

Another thing Lorena, Kate and Ginny held in common was that none would be considered "assertive." Though Ginny could be assertive in certain work situations, she was only assertive on one occasion in the classroom setting.

This was in a small group simulation with all women on December 13th; she differed in the desired direction and procedures that she felt the group should follow. She wanted the group to do it the "way we're supposed to". She asserted her views on this one occasion, and to lesser extents on two other occasions which I observed (11/11/90 and 16/6/90).

Outside the classroom however, Ginny showed a different facet of her personality, a more assertive and talkative side. I previously gave some evidence for this belief. Ginny mentioned that "she was two different people, at work and at class" in her final interview on May 8th. She could be assertive both at work as her work colleague stated,

as well as in small group settings as noted earlier. She also showed assertiveness from Edy, the Assessment Center counselor's perspective. Edy commented on Ginny's persistence and appropriate assertiveness in chasing down a speech waiver over seven months. Edy was becoming embarrassed at the faculty member's delay, and finally asked Ginny to call the faculty member directly to inquire about the delay. Ginny did so without fanfare. Edy also reported on her observations of Ginny at the April celebratory dinner when Ginny had pushed Jan to complete her outstanding credits in portfolio. Ginny wouldn't take Jan's saying she "couldn't do it" and was quietly insistent that Jan needed to go through graduation with the group.

Besides the personal characteristics of silence, introversion, privacy, discomfort with self-disclosure, and lack of assertiveness, that these three women shared, Ginny held identification with another group. Ginny identified more with her work group; her sentimentality and close feelings were with her work colleagues and not her class mates. In fact it was her work colleagues who she thanked at the end of the program; whereas 8 of the 11 students thanked their fellow students for their support, Ginny mentioned "thanking" her work colleagues. This she did on two occasions in the final weeks of the program. She also included mention of it in her final Philosophy of Life presentation. She held her work "family" as partly responsible for her success in reaching graduation and they were her "support group". She related how she'd gotten "choked up" at the work meeting where she had asked to speak to

her colleagues. She seemed to feel about her work colleagues like most class members felt about one another.

In fact if "getting choked up" during the program's final activity--the Philosophy of Life presentation---could be taken as an indicator of connectedness and meaningfulness of the experience, all but one man would be considered among those for whom the program "was a meaningful experience"; whereas only two women would qualify (Karen and Jan). Neither Ginny, Lorena or Kate were "choked up" or expressed many regrets at the class ending.

Lorena was older with more work experience than Ginny or Kate, but was like most other women in the group in that she was lower in credits at entry than all but one male student and therefore, needed many credits in the portfolio process. This fact made it harder for all the women, excepting Ginny, to complete graduation requirements. This heavy load of outstanding credits, may have been the extra burden in an already intense program that was a determining barrier for some of the women. This may have been instrumental in the lack of evidence that women benefited greatly from the connected classroom, and for the reality of less attachment than their male counterparts. They may have been too stressed to make maximum benefit of growth opportunities; most of their male colleagues didn't have the same level of credit worry and thereby added work that most women students did. This is why as May graduation approached, many women students became anxious that they may not "make graduation".

**Graduation Struggles**

Only one student did not make the graduation march of those five students who almost did not qualify to march in graduation; four of these tentative graduates were women. Five of the six women students entered lower in credits than most other students. All women excepting Ginny had many credits which they had to earn through the portfolio process; this turned out to be a more difficult task than most had anticipated. It seems that a program which is based on drawing on student experiences both in class exercises and in the portfolio process needs some years from which to draw. Ginny, the youngest student in the group, fortunately had little need for the portfolio due to having so many credits on entry. When this was not the case, as for Kate and Lorena, the portfolio process became more problematic. This became all the more problematic if you also did not like to self-disclose or were not an effective writer.

Since the two sections of portfolio that were credit-bearing are either professional-technical credit ( e.g. training) or life learning petition papers, a person with little experience or one who is reluctant to disclose may well have a difficult time gaining credit in this manner. Effective writing which is both reflective and analytical is also essential to faculty perceiving a paper as high enough quality to award credit equivalency to a life-learning paper. Kate had limited experience from which to draw, while Lorena had less willingness to disclose, describing herself as a "private" person. Kate got to "march" in graduation as she was within the allowable 8 credits from the full



124 needed to graduate. Since Lorena had been an addition to the group at mid-point and she was the only student not to at least be eligible to march in graduation, the group reached its initial group goal "to all graduate together" (field notes, 1/3/91). That is, they could at least all march together in the graduation ceremony.

Kate, Lynn and Jan were all scrambling to complete enough credits near the graduation deadline. Karen had completed her outstanding requirements with Dick's help about a month prior to graduation.

Ginny entered the program with 118 credits (This includes the 30 plus credits she was to earn in the MHR program). This meant that she had only a few additional divisional requirements to complete at entry. All other women entered in the 95-100 credit range, at least 18 credits less than Ginny. Was it any wonder that Ginny was the most relaxed and confident of her completion, though one of the least emotionally-connected to the group? It seemed that at least part of one's connection to the group was based on need, an interdependence or reciprocal exchange; Ginny was able to remain self-sufficient, her preferred mode (this is elaborated in her section in Chapter 4).

The only male who had an equivalent task to most of the women students was Guy. He entered below 100 credits, having only 97 credits. The males generally ranged in entry credits from 101-128. Again, included in this quote are the anticipated MHR program credits. Whereas Guy needed 27 credits in portfolio, all other male students needed relatively few portfolio credits at program entry, anywhere from two to 23 credits. The opposite was true of women students who,

excepting Ginny, ranged from 29-30 credits needed in their portfolio.

Nearing graduation, there were five students in J#04 who were not within the needed credits for eligibility to "march" in graduation (116 credits of the needed 124). As mentioned, these five had all been low on credits at entry. What was interesting was their different responses to a letter from the Spring Arbor College registrar in April. The letter informed them they were not eligible to participate in graduation as they were not within the eight credits from the full 124 required credits and liberal arts requirements across disciplines that are needed for graduation.

Since the group had completed their curriculum weeks earlier, they did not have direct access to the group or its support. However, the class celebratory dinner brought them together on April 21. It was at the dinner that I learned four of the five "tentative" graduates had talked with the Assessment Counselor, Edy. They had apprised her that they were completing their portfolios through life-learning papers or had something "in the system" (papers being read and assessed by faculty) which should make them eligible for graduation if accepted. Guy had discovered the deadline could be extended to May 1 and he was confident he could meet this deadline. Lorena had not pursued her deficient credits and seemed content with not graduating; Lynn and Kate scrambled to finish papers. Only Jan gave up. It was at the celebratory dinner that the encouragement of Guy, Ginny and Edy, the Assessment Counselor, got Jan remotivated.

On receiving the Registrar's letter, Jan described herself as "bummed out". She had also recently received back her only "request for rewrite", a Photography life-learning paper she had felt documented credit-worthiness; the faculty reader had said it was not detailed enough. Despite her seeming confidence and competence, Jan was discouraged from continuing a final push.

She had decided she would attend graduation to see her classmates graduate, but she would not be among them. Ginny pushed Jan to see that the group would not agree to this. Edy, the Assessment Counselor, related this conversation in our final interview when discussing Ginny and Jan.

Edy: I think she's (Ginny) come out a lot, even watching her at the dinner, and I was late and tired but from what I observed, she seemed to be more in to the group and ah, talking more. And she was even saying something to Jan about, you know 'we want you there, with us' and Jan said 'Well, I'm going to be there !' and she said "No, we want you there with us, going through!" And she was saying , Jan was teasing 'Well, I'll just find a cap and gown and kind of, you know, be there.' And Ginny said 'No, no it won't be the same.' I thought that was neat, you know. That she was getting involved in helping her and kind of coaxing her.'

Barb: I can't imagine her doing that a year ago.

Edy: Oh, never. She was so , I think her self-confidence wasn't there. But I think she's really coming out. I can't see her saying that to Jan, 'we don't just want you there with us, we want you doing the same thing with us.' And I thought that was really neat (5/1/91,interview).

At the final dinner, Guy had been incredulous at Jan's news that she wasn't going to graduate. He reminded Jan of their group goal and personal challenge to "all graduate together" (field notes,1/3/91).

Jan left that dinner and worked all weekend. She had just completed

five weeks of intensive training for her new computer-related job. If this was documented, it could qualify in the professional-technical section of portfolio. She also could rewrite and resubmit the Photography paper with some likelihood of its passing since the instructor had told her the level of detail desired.

Though Jan was by any measure ( grade point average, other's assessment) one of the most academically competent students in the entire group, she most probably would not have graduated were it not for the group's support. Both the class' democratic processes and its applied nature had kept her coming and supported her through some motivational troughs . The group was key to Jan's completion and graduation. She stated in her final Philosophy of Life that "I think I may need to correct myself. I don't think I would have made it through the program if it weren't for the group. I have this pattern in the past of no motivational stamina"(3/16/91/class).

The time crunch that the program created had different effects on the three personalities, but Lynn expressed how much she'd "given up" a good deal more than did Ginny. While Ginny mentioned the financial sacrifice, she didn't express many other costs of the program other than the five weeks when she took a speech course two nights while also out to MHR one night. I think Jan didn't mention sacrifices because she tried not to give up anything; in so doing, she nearly didn't make it. I will be curious to see which of the women who barely got to "march" will actually complete their less-than-eight hours and actually graduate. As of October 1991, Jan and Lorena have still not

completed graduation requirements. Both project theses are incomplete and Lorena has even more credits than these five needed.. As long as skill levels and competencies were adequate, available time (for completing outstanding credits, the project thesis and summary papers) seemed to assist a student in graduating. Other criteria, such as actual skill levels, competencies or experience seemed less important than the ability to maintain a single focus on program study.

Particularly at-risk was a person who needed additional credits in portfolio and had many responsibilities. Jan fit this profile and was almost unable to complete and march in graduation.

Jan was one of the most competent and skilled students in the class, and the most academically skilled of the three women. However, she had the most role responsibilities . She was able to complete enough credits to participate in graduation. This was important for many reasons, not the least of which was she and Guy's publicly stated commitment that the group would "graduate together".

Thinking back to the discussion of McClusky's power-to-load ratio (1970,cited in Krupp,1982) in Chapter 2, we can explain why Jan was "at-risk". Despite being a competent student, Jan, had a heavy "load" and not enough "power" (resources) to carry this heavy load. She also describes herself as a "procrastinator". I perceived Jan as simply overloaded and unable to place the necessary single focus on her degree-completion. She not only was her family's chief "breadwinner"

while her husband also completed a degree at another university, but her voluntary commitments to church and children's school remained.

Although a given student may have a lower g.p.a. and be an academically less skilled or competent student, if s/he were single-focused, s/he is more likely to graduate than other more role restrained and time-bound students.

This chapter has discussed the women students generally: their silence, levels of connection (importance of the cohort), and graduation struggles.

We explored Ginny, Lynn and Jan in-depth in the previous chapter. The following chapter concludes and recommends from chapter four and five's findings.

## **CHAPTER 6**

### **THE CONNECTED CLASSROOM: COMFORT AND CHAGRIN FOR WOMEN'S WAYS OF KNOWING**

The connected classroom observed in this research study was a particular type of connected classroom. It was both a value-driven connected classroom, sponsored by a Christian liberal arts college, and it was a cohort group which met for one night weekly over one year. The program also embodied the values of a commitment to andragogical philosophy and practices and of being grounded in experiential learning.

The central mission statement of the sponsoring college, Spring Arbor College, calls for a "community of learners seriously engaged in the study of the liberal arts". Management of Human Resources B. A. completion students experience a program bathed in the two values of "Christian and liberal arts". These values significantly influenced adult students' connected classroom experience.

The Christian, liberal arts values influenced every aspect of the program experience. For instance, they influenced the curriculum through courses in: Biblical Perspectives; Values: Personal and Social; Interpersonal Communication; Adult Development; as well as statistics and business courses. There is also a sprinkling of the humanities through philosophy and literature.

Major professors were selected with the criteria of both a Christian faith perspective and liberal arts perspective. Many students attracted to the college's programs (70%) describe themselves as having "a personal relationship with Jesus Christ as Lord" (Cherem, alumni

survey,1991). Students are expecting this integration of faith and learning, even if they themselves are not Christian. They also expect a liberal arts perspective, even if they have received a technical education up to that point in time. The Management of Human Resources program is a liberal arts degree with students majoring in Business.

The cohort affects the connected classroom experience. Studying together for a year as a cohort group facilitates a closeness which could be likened to on-campus students' dormitory experience. Intentional community is built with the purpose of demonstrating the importance of interdependence, emotional support and feedback. MHR's year-long cohort with its emphasis on intentional community-building is an important influence on the connected classroom experience. The cohort groups typically hold reunions long after their class has graduated, indicating some of the closeness established in these cohorts.

The cohort and the connected classroom overlap one another in certain processes and shared values. Although they need not be one and the same, this cohort and the way it stresses relationships and application really is an example of a particular connected classroom. Obviously, the close relationships that are available in the cohort structure, and the consequent trust and self-disclosure, are also part of what the connected classroom attempts to create. This particular cohort was "connected".

Practices consistent with the values of adult learning's andragogical philosophy were present. These included such things as:



climate-building, collaborative learning, facilitation, student-centeredness, and attention to process. All of these values circumscribed this connected classroom. Therefore, in this case study, when the cohort is discussed, a "connected classroom" is also being referenced.

Along with the distinctives of this connected classroom are the dynamics which adult students brought with them, an assortment of backgrounds, experiences, expectations and motives for study. Most came as Ginny, Lynn and Jan to "get a degree", or another extrinsic motive related to security, upward mobility or credentialing. Students exited a year later stating that what they most highly valued was some intrinsic gain, such as "understanding and respect for people" (Ginny), "appreciating myself as a more reflective, listening and integrated person" (Lynn) or "knowing how much I know" (Jan). Annual alumni surveys demonstrate that this is representative of Management of Human Resources graduates. One alumni student commenting in the 1991 alumni survey expressed it in this manner

The one thing which stands out most in my memory about my experience at SAC is the freedom to incorporate my life experience into new knowledge. The acceptance of those experiences as important and worthy contributions to class ( Cherem, alumni survey, 1991 ).

This student hints at another influential factor to this connected classroom experience, the fact that the program assumptions are in an experiential learning model. This connected classroom is not grounded in realist and empiricist philosophies, that sees content acquisition as the end of education. Rather, it conceives of learning

as a process with developmental aims grounded in experience. Earlier discussion of the setting hinted at this, particularly as the portfolio process draws students in to Kolb's experiential learning model.

What was not clear at the onset of this study was how important each of these values and structures really was to the connected classroom experience. The reader need be quite aware of the particulars of this connected classroom and realize the distinctive context of this case study. The following conclusions rest within the context of a connected classroom including: Christian and liberal arts in its core values; it is a year-long cohort; it also is grounded in values and commitment to experiential and andragogical methodologies. These program values and assumptive perspectives influence and are influenced by the adult students in this connected classroom. The conclusions are grounded within this context.

Belenky et al.'s research on women's ways of knowing was the major theoretical grounding for this research (Belenky et. al., 1986). Out of their research came the belief that a more relational classroom, a "connected classroom", would be more compatible to women's ways of knowing, and thereby might optimize women's learning and development potential. I sought to illuminate how this might occur through an in-depth look at three women in this Spring Arbor College, Management of Human Resources (MHR) connected classroom.

If "affirmation and acceptance were prerequisites for women"

(Belenky et al., 1986), as opposed to being "outcomes that were achieved" as with Perry's men students, then perhaps this connected classroom would demonstrate something particularly positive for women. How would women's learning and development be served in such a classroom?

Over seven months of participant observation, interviews and document analysis, and three additional months doing more interviews and document analysis, certain patterns emerged. Some of these reached conclusions that were positive for women's learning, their change and development. Other patterns were more problematic for women and placed women at-risk for such things as attrition and graduation success.

The two findings chapters related many individual and general findings related most particularly to women and their ways of knowing and negotiating this MHR program. This chapter concludes and recommends from those findings.

When women were first admitted to Otterbein College in 1837, men had begun at Harvard 200 years earlier. No one took much pedagogical notice. Relatively recent research over the last decade has revealed that women's ways of knowing are often less resonating to the texts, methods and instructional assumptions that were constructed to teach men students and are traditionally used with all students today. Chapter 2 cited research evidence supporting this unsurprising fact.

Many researchers have suggested practical responses to such

findings ( Maher,1985; Schniedewind,1989; Thorne,1983; Flynn, and Schweickart,1985; Sadker and Sadker,1986; and Hall and Sandler, 1984; cited in Gabriel and Smithson,1990).

These researchers' studies recommend the inclusion of such practices as: facilitation over lecture; small groups and active student involvement in a more democratic, less hierarchical set of relationships; circular seating arrangements; personalization by instructor (use of names, eye contact and invitational tone of voice); informality and the use of humor; a cooperative over a competitive environment; and varied assessments, including competency-based, as opposed to testing-based.

Such practices were all part of the connected classroom of this case study. It was a classroom environment which would have been considered by the many researchers concerning women's ways of knowing as compatible to women in that it embodied the practices their research recommended.

Even more pervasive than this patchwork of favorable practices compatible with the research on women's ways of knowing, was the intentional facilitation of relationships, a hallmark of the connected classroom which Belenky et al.'s research thought paramount to women's learning. What then can be stated about patterns which emerged that bode well for women students in the connected classroom?

## **Conclusions**

The conclusions which can be termed positive for women students can be divided into four major areas. The most potent influence for all students was the importance of the cohort. It offered two important things : support and trust. Support was further divided into academic and emotional support, the later being especially important to women. Trust was also further divided. Trust allowed for certain types of interactions critical for personal and professional growth, and for something else mentioned by nearly all students, learning from one another.

Although the cohort was the most powerful influence, especially for some women students, there were other things which influenced student learning. One of these, small groups, had special repercussions for women students, while the other two affected all students.

The use of **small groups** as a teaching strategy assisted women in many ways. Small groups built women's confidence, allowed women students to practice new roles, facilitated more verbal participation, and created a forum in which women students might find their more public voice.

The second was the **major professor's style, both his self-disclosing style and his communication style. His communication style** prodded students to apply concepts. These style elements set a tone for connecting people, as well as ideas. Otherwise abstract concepts became applied and a connection to students' lives facilitated.

The third was the **nature of growth and change** in Ginny, Lynn and Jan. Although much assessment in higher education is to measure some specific "outcome", such as writing development or content acquisition, this was only a portion of the potential growth available to students, and perhaps the least valued portion. The type of growth that was subtler and more unique to the connected classroom was more developmental and intrinsic in nature. These were areas on which students more often commented in discussions or interviews concerning their own growth and that of Ginny, Lynn and Jan. Each of these will be discussed in greater detail within the following sections.

This chapter is divided into five sections: women's comfort in the connected classroom; women's chagrin in the connected classroom; recommendations; questions answered in summary form; and suggestions for future research.

### **Women's Comfort in the Connected Classroom**

#### **The Cohort**

The cohort itself became an important source of learning for all students in the group. All students mentioned the value of the group and the range of learning from one another it facilitated, both in and out of the classroom. Chapter 5 demonstrated that although connection to the group varied in intensity and valuableness, it was valued to some degree by all students and mentioned as influential by most students.

**Cohort support helps retention.**

Jan was perceived by peers and came to perceive herself, as possibly unable to complete the degree program if not for the emotional support of the cohort. One of the reasons support for Jan was so critical is a reason critical to many adult students, particularly women students. Literature in Chapter 2 established the importance of a challenge to support ratio as critical to learning (Knefelkamp, 1984; Krupp, 1982). Too much challenge without support resulted in withdrawal, whereas too much support without challenge resulted in boredom. An optimal ratio of challenge to support was most likely to result in learning, enough stress to stretch, but not so much as to break.

Evidence in Chapter 4 showed Jan had a low power-to-load ratio (McClusky, 1970). In other words, she had a challenge through her many roles and responsibilities prior to adding the student role. Those adults with an especially low power-to-load ratio particularly need emotional support if they are able to face the added academic challenges which college study brings. If such support is not present, the likelihood of over-challenge, and thereby attrition, will frequently result. This is especially true in an intensive program such as the Management of Human Resources year-long program, as there is little margin for such things such as procrastination or declining self-esteem.

For women adult students this support becomes especially critical. They are more likely to have lower power-to-load ratios since they more frequently hold lower level jobs ( higher load with less control)

and hold increasingly complex social roles. For instance, it is more common that a woman student is the primary care-taking parent, a paid worker, a volunteer, and sometimes also a person with parental care-taking responsibilities.

Jan is atypical in her combination of worker and parent role in that she is primary "breadwinner", while her husband was, as she puts it, "Mr. Mom". Thus, she did not have primary care for their two children; she was also atypical however, in that she added a qualitatively different worker role than most married women, in that she was primary breadwinner. She maintained her civic and church involvements as a volunteer. Thus, her load was great, while her power to meet such a load was low. Accessing the group's emotional support provided Jan with another resource for "power". The cohort empowered Jan enough to marginally shift her ratio, enough to motivate her to stick with the program and complete with the group. Were it not for the support of the group, such an academically competent woman as Jan would probably not have participated in graduation. She still has seven outstanding credits to complete prior to official degree-completion.

Karen would probably also not have completed. The support of the group during her increased load due to an adopted baby and a switch in supervisors, was enough to overwhelm Karen. However, her emotional connection to the group, and, in particular, her friendship with two other students, Jan and Dick, gave her added resources. Although her peers provided lots of encouragement, as did college staff, it was Dick who gave Karen both babysitting time and



academic help in completing her assignments.

Karen also sought help through other students. She borrowed some sample life-learning papers from Guy as examples to stimulate her to write on a similar topic. She sought out Max, the academic coordinator, for help on her project thesis. She asked me and Lou, the group's first academic coordinator, for advice about both her health and options for completion. She marshaled available resources and these made a significant difference in her ability to graduate.

However, what motivated her to marshal these resources was her desire to graduate with this cohort group; she felt strong ties to this group and it was their support that kept Karen in the group.

It is doubtful that these relationships could have existed in a 13 week class. The year-long cohort built a strong sense of connection and belonging, a community, which was more critical to women students than to men students. This was due to the women students' typically low power-to load ratio and hence, their greater need for personal support. It provided an access to resources, to power, that they more often needed . For Jan and Karen, this meant the difference between dropping out versus completing the program.

Along with Jan and Karen needing the support of the group to enable them to complete the program, I found women generally struggling towards graduation due to their higher credit needs in portfolio (Chapter 5).

The fact that all women but Ginny needed nearly the full 30 credits in portfolio to reach graduation requirements, meant that the program stressed them more than most all men students, excepting Guy. The added portfolio needs and required work this necessitated was added

to already low power-to-load ratios, making their potential for graduation "at-risk" . Fortunately, Lynn, Lorena, and Karen had no active parent role, having completed, or nearly completed that role. Lorena took on a "grandmother" role during the program, and was still mothering some older daughters, only one of whom was in their home. However, Lorena and Karen did maintain homemaking duties, housekeeping and cooking, as well as their full-time worker and spouse roles. Neither was active in volunteer activities, civic or church commitments. Lynn had streamlined her commitments to part-time work, little social or recreational life, no civic or church commitments, and had a supportive spouse who did housekeeping and cooking chores. Lynn and Ginny, who like most men students had little credit need in portfolio, were the two women who reached their graduation goal with a similar level of difficulty that most men did.

I concluded that many women students were typically challenged prior to adding the student role and, for this reason, the cohort's group support became more critical to their program completion and graduation.

**Cohort support facilitates specific management-related skills.**

While the cohort offered different levels and types of support to all students, it also offered a **trusting climate** in which **certain types of interactions** could occur. For instance the practicing of skills essential to the management of human resources, the program's major focus. Certain kinds of work, such as personnel work, employee assistance counseling, and management, require

expertise which is gained through doing; it requires practice. All three women described high growth in management skills, as well as personal areas. What follows are my conclusions of how and why the cohort assists such professional and personal development through enabling high quality interactions, that is trusted relationships.

Why a trusted environment is important for learning management skills is illustrated in the example of conducting a performance appraisal. Doing a performance appraisal, communicating effectively giving and getting honest feedback require a trusted set of relationships. Trust enhances the possibility of honest feedback being both given, as well as being accepted. Students in the cohort could actively and honestly interact on matters of importance to their learning of management skills. The quality of this interaction made it more likely that students would transfer such skills into their permanent behavioral repertoire.

Humanistic psychology suggests six elements are needed for behavior change to occur ( Rogers, 1955 as cited in Mischel, 1986).

Authenticity in the relationship encompasses these elements quite nicely. The elements are that there must be: a relationship, unconditional positive regard, empathy, the ability to communicate unconditional positive regard and empathy, and a helper who is congruent (authentic, in-touch,genuine). The person who changes must also desire to change, be vulnerable or anxious to change. If behavior change is the expected outcome, a trusted environment for practice is critical. Preferably practice can occur where there is

safety and trust. Preferably such practice can receive honest feedback. The cohort enabled the building of such a trustable environment in which high quality interactions could occur, interactions with openness, trust and honest feedback.

Recent research at Michigan State University demonstrated the relationship of college practices to adult students' behavioral changes (Eggert, 1991). Eggert compared nine colleges with adult programs which attempted to educationally serve adults. His research concluded that almost 50% of behavioral changes reported by respondent alums were due to two types of classroom practice: actively involving assignments (i.e. practice interviews, simulation...), or participative classroom activities.

Spring Arbor College alumni in the Management of Human Resources program scored their MHR program's practices highest in the two areas related to actual behavioral changes.

I believe Eggert's research discovered unanticipated and substantial behavioral gains in MHR due to the use of the more potent methodologies. Yet, I believe there is an added element involved in students' high amount of described behavioral changes that his research did not uncover. I would conclude that the existence of the cohort group allows for higher quality interactions which improve the transferability of behaviors. As humanistic psychology claims and Mezirow (1978) notes "Moving to a new perspective and sustaining the actions which it requires is dependent upon an association with others who share the new perspective" (p.105). The kinds of relationships available due to this connected cohort had implications of importance for management students, especially

prospective women managers.

**Why cohort support becomes important to women managers.**

This cohort support becomes particularly important to women management students because they less frequently have access to inside information about the ways things "really" work in management, as well as the fact that they are more frequently risk-averse (Helgeson, 1990). A trusted environment can provide women information which helps them to be aware of the way things "really" work, as well as to have occasions for practice, which reduce risk.

Sponsors or mentors are important vehicles for upward management movement within a company. Such mentors can describe the real ways things work and pave the way for training their replacement. Yet, most women employees have limited access to sponsors or mentors.

Although the MHR program can not replace such important mentors, it can provide readings and discussion forums as a means for students to access some insider information. The quality of information shared is an offshoot of the degree of trust. A highly trustable classroom environment can provide women with the realities of management from many perspectives. This can become a comfort to potential women managers who generally lack the degree of access to insider information that is more easily accessible to men by virtue of the relative ease with which they find a sponsor.

A trusting climate and the kind of interchanges it engenders is also

important to women from the standpoint that they are frequently risk-averse. A part of this manifests itself in women's tendency not to take a job unless they know all its aspects. Research cited in Chapter 2 gives some insight. Attribution theory demonstrated that women more frequently attribute their success to luck or externals, whereas they more frequently attribute their failures to personal, intrinsic (Frieze, 1978). If women are more risk-averse than men employees in accepting advancement "opportunities", then reducing the risks become critical to women's upward mobility. Forums for practice in a trusted and safe environment become more important; such practice reduces risk.

Therefore, a trusted climate becomes particularly important to women management students for reasons of learning behaviors crucial to job mobility. These same behaviors are also critical to men students but they have more access to insider information and do not tend to be as risk-averse. The women MHR students also express desiring such upwardly mobile goals more than their male counterparts.

Spring Arbor College studies have shown that women management students also desire, at least in the abstract, upward mobility and the attendant "administrative responsibility" more than men management students (Cherem 1989).

**The cohort facilitated personal development.**

Not only did women particularly benefit in professional skills and information from the cohort's trusted environment, but the male students also commented on the cohort's influencing their personal development.

Ginny and Lynn described growing in areas such as listening, understanding people, greater self-knowledge, and the integration of a philosophy of living.

Last year's SAC alumni survey (1990-91) provides a backdrop for program students' personal development generally. Sixty-one percent of the 165 MHR responding alumni chose "working cooperatively in a group" as an area that "very much" contributed to their personal growth, while 67% described "personal insights about self and others" similarly. Of 20 areas, these were two of three areas described as having that level of influence. "Writing effectively" was the only higher area with 69% marking its influence as "very much". Similarly, in another area of the survey which asked areas which "SAC succeeded in providing", alumni responded with "encouraged me to understand human behavior" (72%). It was one of four highest rated . Unfortunately this data is not available by gender.

In conclusion, important professional and personal development is likely in the trusted cohort classroom. Facilitative classroom practices, such as "actively involving assignments and participative classroom practices" that provoke behavior change (Eggert, 1991) become more effective due to the cohort and its creation of a trusted environment . The cohort's trusted environment is

particularly important to women management students due to the lessened availability of alternate sources of such information (i.e. mentors) or women's increased need for a given set of behaviors (i.e. reduce risk via practice ). The combination of the year-long cohort with the connected classroom and facilitative processes was key to the trust and consequent quality of active interchange that resulted in changes in behavior.

### **Small Groups: Preferred Method of Learning**

Thus, the cohort enhanced trust, honest and active interchange, and learning from one another. This was mentioned by all students as a valuable outcome of their MHR experience. Small groups were a favored method for learning from one another, as well as for such things as practicing new roles and building self-confidence. They were also a forum for allowing women to develop a more public voice. And lastly, they were a forum in which students learned from one another and an effective means for building group cohesion.

### **Small groups allow women's practicing of new roles and building self-confidence.**

Active participation and exchange was more common in such forums. For women students, who had frequently not attained a "public voice", such forums were critical. They provided places to practice new roles, and potentially built self-confidence. It was here that women participated equally, especially in all-women groups. New leaders emerged in all-women groups and women had more opportunities to practice new roles than in other forums. Women's self-confidence



was built out of the small group experiences where they took on new roles and contributed both more often and at greater length than in the total group.

Findings cited in Chapter 4 referenced several of these occasions as examples. When there was an all women group in which Ginny had asserted herself on how her group should proceed, Lynn was surprised enough to comment to me, "I never knew she had it in her; she's usually so quiet".

Another instance was when the all women group had completed their "negotiation" well ahead of any of the other mixed-gender teams. New voices reported having taken leadership roles, and their approach was singularly more efficient than any of the other groups. Stan mentioned their speed and laughed at the haranguing of two other groups. The all- woman group had decided to agree in the beginning as to what they had to give to one another and then negotiate in good faith. It was over quickly as the rest of us struggled in a far more adversarial manner. Kate, normally a quiet member in the large group, reported, while Lorena, normally a silent member in the total group, assisted Kate in the group's presentation.

#### Small groups: A place to develop a public voice.

Small groups allowed women with different learning positions to participate equally, whereas the total group discussions worked against all but those who had found their "public voice". Except for Jan, women students had not found their public voice and remained quiet-to-silent in total group discussions. In fact, all of the five

remaining women in the group achieved a position on Belenky et al's epistemological positions chart as "received" or "subjective" knowledge. Small groups provided a place for these women to further explore finding a new way of knowing, possibly to find their public voice.

I observed only Jan at Belenky et al.'s position of "procedural knowledge", the separated variety. Most classrooms which use lecture analysis and argumentation, a logical construction of your perspective, are examples of the separated variety of procedural knowledge. Although some total group discussion was of this variety, more total group discussion concerned application of material to students' lives. Much discussion was personally applied and was generated out of real-world problems that members brought to the more conceptual readings. The four "talkers" did this most often with Joe and Gabe being the most self-disclosing and application-oriented, followed by Guy and Jan, who were application-oriented although not self-disclosing.

Lynn was an example of a woman who was interested to learn in the "procedural, separated variety", what might be called "traditional higher education " procedures. She was not yet practiced at constructing an unimpassioned logical argument, but she listened to the total group discussions and wanted to learn from them how to construct such an argument. She felt there was a body of knowledge "out there" to be learned. She was not yet in the position in which she felt she constructed knowledge. She appeared to be in a transition toward procedural processes as her way of knowing. A

desire to learn the use of reason and logical analysis was what caused Lynn to become a listener in the total group discussions. To Lynn, part of what was a "professional" was related to being "non-defensive" and the ability to dialogue impersonally on an issue. The total group provided role modeling for logical analysis, how an "objective" dialogue could occur with a line of reason which led to a logical conclusion.

Small groups: Preferred method and source of cohesion.

The group itself became an ongoing area of inquiry in this study. From student interviews, small groups consistently surfaced as the areas students most frequently suggested to be their preferred forum for learning and the opportunity that they felt built cohesion. When asked, "What do you think makes this group what it is?" Students often would respond that it was a "close group". They would then say why it was "close" which invariably involved a comment on the use of small groups and how they allowed students to informally get to know one another. Before the official assignment began, students said they would chat, updating each other on what they were doing in other areas of their life, or compare notes on program progress. They would "feel better after finding that others were just as far behind in their project as they were."

The small groups also allowed more active and equitable exchange by everyone. This allowed them to get other's opinions and experiences. They "learned from one another" more fully in this forum.

There were many values on which this connected classroom was predicated that made it work well for women. The Christian, liberal arts values were more explicit in the curriculum and the major professor's overt application and integration of his faith with student learning. Less explicit were even more pervasive values which undergirded everything, the experiential and andragogical values. These were of even more obvious importance to women's development.

This ability to learn from one another sometimes had a role modeling element like the example Lynn embodies in her attempt to "become professional". Role modeling was a powerful source of learning in this connected classroom in relation to the major professor as well.

### **The Major Professor: Style as It Impacts Group**

The major professor provided a role model through his self-disclosing and communication styles. Both were important aspects to the group's learning. These both helped to build connections and were important elements to the group's closeness and their being prodded to apply concepts. Since all students stated that they had valued the group's closeness and support, as well as the applied nature of their learning, the major professor's setting the tone for these became important as well.

### **Major Professor's Self-disclosing: Source of Cohesion.**

Stan communicated with students as a co-learner, not as expert from an elevated position. A part of how he maintained this symmetrical

communication was his personal disclosure. Through sharing of personal and professional dilemmas, he set a tone to allow the group to do the same.

From the many groups he had seen over the past five years, I asked Max, the academic coordinator, what made for close groups. He said that he had seen five such groups, three led by female professors. Stan's group was one of the five. I shared with Max a perception that the Assessment Counselor suggested. Edy, the Assessment Counselor, was also experienced with MHR groups, in that she had experienced many different groups over the past two years. Edy claimed that "if you're willing to show yourself as a real, whole person then so will the students". Edy believed that the major professor's self-disclosures sets the tone and gives students permission to do the same. This one act, self-disclosure of the major professor, was the key element to Edy. I posed this theory to Max. He agreed that when he thought upon it, the five close groups had all been led by self-disclosing people. It seemed unusual that women instructors, who comprise only 29% of total instructors, would be so dominant in his observations of close groups; 60% had been female.

Perhaps research cited in Chapter 2 may illuminate this issue.

Tannen (1991) states that women see communication as a means to establish connection and intimacy, whereas men typically view communication as a means to gain information or establish their place in the hierarchy .

If this establishing closeness is central to women's communication patterns then perhaps this explains the willingness of women major professors to disclose and thereby facilitate more of these "close" groups. Interestingly, independent of any reference to Edy's or John's perspective, Stan described himself as having developed the female part of himself. Although he is a lawyer and a competitive sportsman, he does "not feel comfortable with the competitive approach generally." He admired his mother and grandmother and sees them as women generally who are more "in-tune with emotional, well-centered people." Stan easily self-discloses; students did express an admiration for his doing this. It was part of why they felt his respect and caring for them.

Edy's and John's observations concerning "close groups" were empirically supported by Weitz's research at the University of Pittsburgh. He studied the effects of leader's self-disclosing style upon group cohesion and group members' self-disclosure. Weitz found that the group having the "highest self-disclosing leader affected more group cohesion". Although there were no "significant differences" in this study between groups in relation to difference in the group members' self-disclosure, the author found a "gradual increase in self-disclosure for the group having the highest self-disclosing leader." Weitz continues, " On the other hand, the group having the lowest self-disclosing leader, displayed an overall mean self-disclosure reduction (Weitz, 1984).

The group connected in a special "close" way largely due to the tone set by the major professor. Teachers of adults rarely think of role

modeling as of particular potency to influence adult students' behavior. Role modeling is more frequently used in terms of younger learners. However, it appears that there is great influence exerted by the instructor in relation to setting the tone for self-disclosing by self-disclosing himself. This in turn affects the cohesion of the group. Although this conclusion holds nothing unique to women's learning itself, students generally found such self-disclosure admirable and did seem more able to disclose themselves, especially Joe and Dennis.

Major professor's communication: respectful co-learner. —  
democratic classroom.

The major professor did other things which allowed greater communication in the group. He communicated his relationship to students through nonverbals as well as what he said. He almost always sat with students around the u-shape tables, and not at the head circular table where all adjunct instructors did sit. He also took class morale seriously and attended to its state.

Near the middle of the program, the class complained of low morale and students dragged-in to class. Stan related how he had heard one student who had rushed back from a trip because he didn't want to "miss a class due to always learning something." To go from that level of enthusiasm to this new reality was disturbing. He took the first 30 minutes of class to debrief alternatives for solving the "no-time, lots of stress" problems expressed by the class. That evening they got out 40 minutes sooner and they built an extra break

in to their schedule. A group was assembled to meet during that week for project thesis assistance. This was an example of Stan's attention to students' feelings and his respect for actually doing something helpful. He never distanced himself by going "expert" on them, or taking their complaints lightly.

**Major professor's communication: prodding beyond the conceptual.**

Almost all students mentioned "application of material" as important to them. This too was an outgrowth of the connected classroom and something Stan greatly influenced. It bode well for all students. As Ginny so nicely put it in Chapter 4, "we applied things, not show and tell type applying, but things that would be filed away in my file cabinet for future use." . Stan commonly prodded students to apply concepts.

An example of his prodding towards application occurred when Joe had shared a work problem with a new fellow employee that just didn't feel he could handle the night shift at the hospital sleep clinic. This employee and his spouse had two young toddlers and lived in a remote area. She reported "going crazy" without her spouse's support, due to his new night shift. Not long before this discussion, the group had finished talking about commitment to one another and the idea of team and interdependence. Stan asked Joe if he had brought the work team together to see if the collective could solve this man's problems. Stan was suggesting an idea recently emerging out of discussion of covenantal relationships from an earlier Biblical Perspectives course. It was this sort of commitment to the covenant to care for one another that Stan was suggesting. In other words,



Stan was countering American individualism with a suggestion of interdependence and covenantal caring. Joe was brought up short. He responded that "I didn't. I didn't think of it. I feel sorry for the guy, but I really need him working all his hours; I can't work them for him". The group began to brainstorm potential solutions for this employee. It became apparent that the group could offer more practical alternatives than any one individual could suggest.

Stan said, "I say I care, but really we don't really when it comes right down to it, do we?" He kept gently pushing to apply ideas to one's lives, to ask "so what difference does this knowledge make in my life?" In this instance, he integrated faith to learning, and prodded for application. He frequently prodded students for application of concepts. Process took precedence over product or content coverage, yet this was no "bull session".

The self-disclosing and lateralizing communication style of the major professor made students feel like fellow collaborators, co-learners with the instructor. While the major professor's prodding toward application of concepts was his leadership role alone, he provoked the creation of an environment in which this application could be seriously pursued by all.

### The Nature of Growth and Change

The nature of growth and change differed for the different adult students. Again, this became more complex as this study evolved. Initially, I had looked at the program structure and its recommended processes as very instrumental to student development. In actuality,

the adult students themselves brought dynamics with them to the classroom: their place in life, their learning style, their motives and expectations for study. These interacted with processes and greatly influenced the potential for students' development along different dimensions. In general the connected classroom benefited most adult learners in this group; this was not so much tied to the learner's gender per se, but to their style of learning which was typically linked to gender.

Ginny and Lynn -- content and skill acquisition learning.

The nature of growth and change was quite different for Ginny and Lynn than for Jan. A student's learning style, which includes their position on Belenky's position made them more receptive to certain types of growth. For Lynn and Ginny, who preferred "black and white" courses and who had not yet become owners of their own "voice", they seemed very satisfied and ready for learning procedural processes. Belenky et al. describe separated knowing as commonly used in college classrooms and typically the preferred way of knowing of male learners. Such "traditional" processes seemed more available in courses such as Statistics, Ginny and Lynn's favorite module.

The "fit" of their learning style to this connected classroom did not seem as congruent a match as it was for Jan; yet, they described more growth in a variety of specific areas than did Jan.

For instance on the self-assessment of 26 skills and potential growth areas, Jan describes less growth than Ginny and Lynn. Ginny and Lynn described varying amounts of growth on these various skills

and outcomes. In some ways, this was a function of the higher level at which Jan described herself; there was less room for growth than, for Ginny who described herself as below-average on most of the 26 self-assessment growth areas. Still, the amount of growth and number of areas in which there was perceived growth was much higher and more similar for Ginny and Lynn than for that which Jan described for herself.

In some respects, Ginny and Lynn's learning style was more "traditional"; it was more tied to content and skill acquisition. They preferred traditional notions of knowledge, a "fixed body of stuff to be learned", and preferred lecture-driven formats. I think Ginny expressed it best as I related her words in Chapter 4 when she talked about "real learning" being algebra, but "not management".

#### Jan (& Guy)--transformational learning.

Jan's learning was not particularly tied to what we typically measure; it was more developmental than mere outcomes measurement. Hers was more of a perspective transformation. The democratic processes, collaborative learning and laterality of the instructor as co-learner seemed to have special influence on certain types of learners such as Jan and Guy . Both were learners who would already be at Belenky's procedural knowledge position. Their growth was not of a kind that was easily amenable to measurement. Their more pervasive, and life-changing growth is not as talked about in the literature due to its difficulty in documentation and its complexity.

Jan and Guy mentioned the significance of their "learning to like to learn." They attributed this chiefly due to the compatibility of this type of classroom to them. I felt this meant to their style of learning and place they were in their lives. Both had achieved a great deal in their professional lives, were two of the four most publicly verbally active participants, and had aggressive and demanding minds.

In terms of growth and change, both Jan and Guy changed in a qualitatively different way than merely a set of outcomes. They had transformed certain perspectives, the lens through which they saw themselves in relation to their lives, or at the least, an aspect of themselves. Guy most clearly embodied this in his final philosophy of life. A quote from his final presentation best illustrates this. He draws four circles on the blackboard, with a central circle representing himself.

I used to cycle around this circle every week. wife, kids, work and friends. These were the four things and I'd just sort of cycle around, a steady grind. I never really thought that much about it. What MHR allowed me to do was to get outside this circle and look at all these things, look at myself (he draws four arrows outside the four circles that are directed in towards each of the four circles). I enlarged my view and began to look at my life. I saw my wife as beautiful (he stops), my children as beautiful ....

Guy started and stopped; the class waited respectfully as he struggled several times to regain control. Then he apologized for not being able to continue. He was so "choked up" that he actually chose to sit down. This was obviously a powerful experience for Guy who felt he had

**"changed more than anyone".**

**An observation that I made was that those who did not disclose either in the group, as Joe and Gabe did, or refer to disclosing to their spouse as Rod, Gabe, Lorena, Lynn and Kate did, were the least able to comfortably handle the final presentation. This included Guy, Jan, Dick and Karen. Although Guy was one of the four "talkers" in the group he, like Jan, did not self-disclose much in the group. He stated that he did not share papers with his spouse, and that she would not understand the course's discussions, so did not share these either.**

**While the other two talkers, Gabe and Joe, both self-disclosed and talked generally in the total group; they also spoke of sharing much of what occurred in class with their spouses. I concluded from Guy's lack of self-disclosure and seeming discomfort with it, together with the situation described above, that he had not been a particularly reflective person in the past. He felt he had changed the most of anyone, as did the major professor.**

**Stan felt that Guy had entered the program much like Jan, "having things knocked", just needing to "get this degree". He seemed self-assured but then was surprised when the program forced much reflection on both himself and his past and future. It forced him to examine how he fit into the scheme of things. These were not questions Guy appeared to have asked himself.**

**Guy may have transformed his perspective in a steady, gradual manner, but I suspected there had been one significant emotional event which had provoked change. This was an occurrence at around the midpoint in the program when Guy became "needed" and took on a leadership role.**

The following describes this event and demonstrates what I think triggered Guy's changed sense of himself. It also is an excellent example of how adult students learn from one another.

When the students all faltered and phoned each other to compare answers to the Statistics class' weekly exercises, several of them had also decided to stay after to help one another. After they had told the instructor that they had a need for a class meeting, the adjunct instructor left. Guy was asked by Dick, one of the two class representatives, to take charge of this tutoring session. Born out of the group's frustration with Statistics, Guy, who seemed to have his weekly exercises done and feel more comfortable than most others, took over the after-Statistics class. Guy commented "and this from a guy who flunked Calculus twice!" He walked everyone through step-by-step until everyone really did understand. I don't know why they didn't feel comfortable pressing the actual instructor for help, as he is perceived as humorous and receptive to students' questions. What Guy said this did for him, however, was to convert him to feel "needed", and he began to be perceived by others as a "leader" in the group. Guy's transformation may have begun here, as he ultimately expressed in his final philosophy of life presentation that he wants to teach at some point in the future.

Jan's transformation is not as dramatic, at least as yet. In Chapter 4, I hinted of Jan's perspective transformation in relation to her changing notion about the nature of success. This is an area which had not changed much from January to June, but which I think was stimulated

in part by her MHR experience.

Jan reveled in active and equal interaction; this was one of a few educational settings where she experienced learning from another student. She also expressed an admiration of Stan's leadership and his connection to the group. His helpfulness, laterality to the group (i.e. the way he sat with the group and learned from the group, facilitated rather than lecture) and use of democratic processes were important to her.

She expressed disliking hierarchy and resented the few instances when there was an elite group singled out, such as the head table at the Christmas party. She was the least interested in gold cords, Who's Who awards, or honors. Although Lynn even asked , " Will *Pomp and Circumstances* be played at graduation?" and afterwards mentioned her disappointment that it had not been. Although for Ginny and Lynn, such accolades and symbols were important, they were not so for Jan or Guy . Ginny and Lynn saw such things as symbols of their achievement, whereas Jan and Guy needed no such symbols; they appeared to have actually achieved the most professional achievements of any students in their group. They, along with two others, were most frequently named as "leaders" by both their peers and program staff.

I wondered about the perspective transformation in Guy and to a lesser degree in Jan. Perhaps for persons who have already acquired quite a lot in the way of an experience base, such a program as this connected classroom holds special potential for growth. Each grew, or began growing, in significant ways because of their match to the

transformational processes that this connected classroom employed. These processes of reflection and active experimentation were not activities that Jan or Guy had done a great deal of in classrooms in the past. This was particularly true of Guy, who seemed to have been less reflective generally than Jan. He had been action-focused, busily achieving in his profession.

Stan, the major professor, offered an explanation for why he felt Guy and men students generally, grew more as a result of their program study. Stan felt greater growth was true of most of the men students, as well as for Jan. He thought that "males more often grow in this value-driven curriculum than women students. Women are used to discussing values issues. They are more tuned-in to the personal and emotional."

Although I thought Stan's insights were meritorious, this was exactly the opposite of where I had begun my inquiry. That is, thinking that *women's* growth and development was maximized in such a connected classroom. Simply because this value-laden curriculum seemed to provoke men's growth as well, did not change its ability to provoke women's development. However, I had evolved over the course of this study to believe that there were unforeseen distinctives to this connected classroom which also influenced it and students' development in unanticipated ways. The "connected classroom" was no more of a monolithic entity than were "adult learners" a monolithic group of learners. The complex interdynamics of how the many instructor qualities, program processes and fellow learners met the complex constellation of dynamics of the learner was



a set of dynamics difficult to unravel.

In adult learning literature, there is frequent criticism that so little research exists on Knowles' (1980) andragogical practices. Authors ask are his assumptions about adult learners accurate, is there research data that supports andragogy (Podeschi, 1987). Without having begun this study to examine such an issue, I found that patterns emerged which replicated many of Knowles' principles.

These were highly valued by adult learners and instrumental in their learning and development. I can draw conclusions for this particular group of adult learners that the following were of significant value: importance of classroom processes, such as building a trusted climate; facilitation over lecture; collaborative learning; small groups; learning from one another; teacher as co-learner with students; applied learning; and instructor's use of democratic processes. All of these seem familiar for readers familiar with Knowles.

There were additional areas which emerged that were significant to adult student learning and were even more potent than any one of these. This cohort connected classroom emphasized both cohesion and human relationships. These relationships provided support, sometimes critical in women's retention, and contributory to all students' learning experience.

The conclusions reached from observational data, interviews and documents in this connected classroom were, excepting in a few instances, that it generally did not serve women students' development any more than the men students' development. From the students'

perspective, it served most adult students in a distinctly superior way to traditional classrooms they had experienced. Thus far, I have identified some of the particulars that made this true, and a few which made this particularly true for women students in this group. In fact there were a few conclusions that I reached that did not apply as well for women. I entitle these conclusions "women's chagrin in the connected classroom".

### **Women's Chagrin in the Connected Classroom**

The conclusions drawn on the connected classroom and women's ways of knowing which bode well for women were related to the support and trust of the cohort and the forums of small group work. The other areas that bode well for all learners were the major professor's self-disclosing style and his communication style, which included a prodding for application of concepts to students' lives. Equally, Guy and Jan's perspective transformation did not appear gender-related, but a result of their readiness coming together with program processes and activities.

Although I hinted at the values-driven nature of this connected classroom as possibly providing more powerful growth for men than women students, I could not find enough confirming evidence that this was true. Although certainly the more experienced students who had greater skill and content acquisition had more of a base for transforming by way of reflection or active experimentation.

However, there were three conclusions emerging from this connected classroom that did not bode well for women's learning, but

which were potent. These were :

1. the dominance of males as talkers in the total group discussions;
2. a bias towards a single-minded, individualistic value. This was a value seemingly at odds with a "connected classroom", women's typical relational emphasis, and the values of the sponsoring Christian college.
3. exclusive content, lack of engagement.

The most dramatic conclusion was well developed during discussion of the silence of most women in the total group discussions. I will be brief in concluding this topic as it has been thoroughly discussed in the findings of Chapter 5, and recommendations will be the focus for greater discussion in the next section of this chapter.

#### Dominance of men students in Total Group Discussion

Since total group discussions were a common method in the last half of the program, women's silence became very noticeable and disturbing. Although many may conclude that this is unfortunate, instructors have become quite accustomed to it as "the way things are". Therefore, it tends not to be disturbing enough. Many instructors think that their efforts to "draw out learners" like Ginny should be abandoned when they are unsuccessful. Instructors sometimes feel like they are badgering quiet women and feel that they need to respect the women's choice to be silent. These women are often perceived as simply not confident enough, or as Jan stated "extroverted" enough to feel comfortable

talking in public forums.

To draw such a conclusion as this in the connected classroom, a setting that seemed women's best hope for equity in higher education, is dismal news indeed. Active dialogue is a major means through which a person can grow and change; without such dialogue, learning and development is truly hampered. It tends to have higher education supporting the gap for women's educational promise and what it actually delivers. As Diana Trilling speaks and wisely pointed out the "cruel disparity there has been in literature, as in life, between female promise and female fulfillment" ( Heilbrun, p.35 in Gabriel and Smithson,1990). My field notes recorded the following.

Three of the four "talkers" were men, while half the students were women, Indeed, in the first five months of participant observation in this study, I observed that, despite a favorable female to male ratio (7/5), two women were nearly totally silent, speaking not at all in large group discussions over that five months; four seldom spoke, while one woman could be categorized with three men as "talkers". These four students dominated most of the large group discussion time. They far exceeded the other eight students (six of whom were female) in both frequency and length of comments.

Stan had shared how he had translated insights gained from this research to one of his on-campus classes where he both privately invited the silent woman student to become more verbally assertive, while at the same time, telling the men to "hold back and not interrupt and roll-over this woman's comments." Such direct and double-pronged confrontation seems necessary.

Women's silence is not just an issue of polite behavior. Issues of power and identity are embedded in such silence. Instructors who care about

student learning need to reframe their perspective on such silence and become more proactive in their nonacceptance of it if they are to rely on total group discussion.

### **A Bias towards the Single-minded Individualist**

The second conclusion of some concern to women is a subtler area which I call a bias towards the single-minded. Those students who excluded almost everything from their lives beyond program study, such as Lynn did, fared much better in the program, than those who tried to maintain balance in their lives and between their roles, such as Jan did. Lynn set aside friendships, recreation, pleasure reading, volunteer work, social life and even her administrative job for a part-time one, more compatible with the demands of the program. All of this to focus on her B.A. completion. Although this would seem laudatory, it is counter to all we have cited in the literature concerning women's need for a relational emphasis, the need for involvements across different fronts. Lynn fit this high relational need, but did without for the program's course of study. This may well be why her expression of fondness for the group as cited in Chapter 4 was so powerful. The cohort group replaced all the relationship emphasis that she had given up to single-mindedly concentrate on program completion.

Men are often described as single-minded, while women are often described as both relational, and able to be involved in many things simultaneously. In observing Lynn's load, it seemed light compared to Jan, yet it was expressed as stressful to Lynn, more so than either Ginny or Jan. I question whether Lynn's complaints and greater

perceived stress was not related to her having "given up" so much for the certainty of program completion.

Those who exerted care towards the group such as Jan and Karen were at a disadvantage from those who were more self-sufficiently single-minded in focus, such as Ginny and Lynn.

Singlemindedness: At odds with college values.

Such single-mindedness seemed counter to both the nature of a connected classroom and to women's relational emphasis; it was also counter to other program values. It was counter to the espoused community-oriented values which the program tried to promote; it was also counter to the values of family and "active participant in the contemporary world" which the college's central mission statement stressed. It also was counter to the anti-individualistic, more community-oriented Christian values. The individualism that seemed needed to succeed in the program placed more balanced, church, civic and group-oriented students more at-risk, despite their academic competence. It also worked against the higher quality work which Jan demanded of herself, but that Ginny and Lynn just wanted to "get finished".

The pragmatic, extrinsically-oriented, individualist was in better stead in the program than the idealistic, intrinsically-oriented humanist. Since theistic humanism is closer to Christian values than most philosophies, it seemed ironic that this should be so.

### **Exclusive Content: Lack of Engagement for Women**

Just as women's verbal involvement in the total group discussion was disturbing, so too was the absence of curricular content that directly concerned women or was from the perspective of a woman author. This was subtle and appeared unnoticed by students. Subtle because there was nothing unusual about this program's canon or readings; it was standard management fare. However, it held scarce little that was particularly beneficial to women learners. There were few real places in the curricular content that had special potential to engage women.

In seven months, there was only one discussion which engaged all women. It involved a discussion prompted by **Death of a Salesman** which centered around Linda Loman, Willy's spouse. The discussion was a personal one, one involving a woman, and women's experiences came forth freely. In fact, Guy noted aloud the fact that all the women were involved in this discussion as well. Indeed it was an unusual occurrence.

The fact that all women students did get involved in this particular discussion illustrated the potential that, with greater curricular material that addressed women's experience, there may well be both more, and more frequent women's voices heard. Despite the fact that most women students were not yet at Belenky et al.'s position of seeing learning as knowledge construction, or even at a procedural knowledge position, they were capable of exerting a public voice under certain circumstances.

Having established certain conclusions, what are the implications for those who work with adult learners?

### **Response to Initial Questions**

In an effort to assist the reader unraveling this study's "thick description" which has provided narrative evidence for the conclusions I have drawn, I provide a review of the questions posed in this study in a summary format.

#### **Women, change and meaning questions:**

Have women at-exit clearly experienced significant change? **Yes.**

How will the women students describe the impact of the program on themselves? What meaning and outcomes will they have made out of the cohort group experience, and the attendant relationships, feedback and support? How did they influence the classroom?

Ginny described herself as more able to work as a team member and to work more easily in small groups. She believes she understands people better and suspends judgement longer on people's initial impressions. Lynn had intended to learn to listen better and believed she had grown most in her ability to listen well. She no longer rushes to premature conclusions. She suspends judgements on people as well, and suspends decisions while gathering more information. She is also a better writer.

Jan describes herself as "caring less" about the degree, and seemingly less also about other points of reference external to herself. This increased inner-directedness gives her more secure confidence, as opposed to a confident mask. Overall she seems more authentic and



able to share feelings more openly. She has learned to like learning and value what she has gained via experience. She learned "how much I really know". She is in the process of redefining success, seemingly partly due to her MHR experience. She described little skill development, although she felt she was at least average at entry in most all areas, so had less room to grow than others.

How many of these changes are distinctive to the connected classroom is arguable since there was no comparative study.

Lynn expressed valuing the group the most of the three, while Ginny the least. Jan seemed to need the group's support the most and also contributed the most to forging of the group. Jan experienced more general transformational learning, what Mezirow termed "communicative" learning, while Ginny and Lynn experienced more technical and skill-based learning, more common educational outcomes. However, Ginny and Lynn also experienced some intrapersonal and interpersonal learnings; it was this type of learning students most often mentioned about themselves. They seemed to value it most highly, more so than the more particularistic skill learning such as growth in writing.

### **How Did They Influence the Classroom?**

Most women students publicly exerted little influence over the connected classroom due to their quiet to passive involvement in the most common methodology, total group discussion. The "talkers" and major professor held the most influence over directing the class discussions as well as in making decisions about use of class time and

processes used. One woman who was a talker, Jan, was an exception to this otherwise publicly male-dominated class. However, more women students privately exerted great influence over the connected classroom due to their out-of classroom contacts. Karen was an example of a behind-the-scenes leader who helped create the group cohesion through such acts as routing birthday cards, keeping members coordinated on group activities through phone-calling, and social event planning. Karen provided lots of quiet support that I was not privy to except through interviews where students brought up her actions. Lynn was on the phone to others as well, especially during the statistics module, where she felt more connected to others due to her feeling that they all "needed one another". Kate and Ginny showed greater participation in the quieter small group discussions, as well as at the three social events. Jan was active in facilitating after-class get-togethers at a nearby restaurant, as well as being one of the talkers. She was the second most frequently mentioned "leader" in the group, exceeded in fellow students' nominations only by Dick. Dick was one of only two male students not in the "talkers" category.

In the patterns which emerged on the group and that I had shared with the group for their written responses (Appendix B), Sub-assertion 2.2 stated:

Women's leadership in the group is not as often through being a "talker" in large group discussions. More often women's leadership is: identified in socio-emotional arenas, when a niche is open (i.e., no one wanted the leadership in a given arena), or in a more private behind-the-scenes style of leading. The forceful, powerful type of leadership was most frequently ascribed to a male in the group, usually Dick, an unusually quiet male in the large group.

The students' responses disagreed with certain assertions, but not one took issue with this assertion.

**Questions related to the 'how' of change:**

How did the connected classroom function and facilitate change?

How did change occur, and what kinds of changes occurred? How will some of the program's distinctive reflective processes have affected the women?

The relational emphasis of the connected classroom utilized both total and small group discussion as its predominant methods. Such discussion in a high-relationship classroom where trust and disclosure were high seemed to facilitate more of a certain type of learning---communicative learning. This is the "most significant learning to adults" (Mezirow, 1991) and was perceived by students as unique and valued learning. Students described this communicative learning most often in terms such as growth in: "interpersonal" skills, "intrapersonal" skills, "learning to like to learn", and "suspending judgments".

Accessing this type of learning seemed more available to those who talked publicly in total group discussions. This ability to be an active participant seemed due to having classroom confidence people who had or were able to claim a public voice; this in turn related to where they were in their learning style, their epistemological position. "Talkers" more actively drew out the group's consensus which validated communicative learnings. Jan and Guy were examples of talkers who demonstrated communicative learning. More technical or skill learning is more typical of traditional

classroom environments; this mode of learning was more evidenced in certain students such as Ginny and Lorena. I felt the communicative learning was a unique contribution of the connected classroom; the year-long cohort seemed to stimulate a trusted classroom climate which in turn, along with other factors, facilitate communicative learning.

Reflective processes such as the major's probing for application of material was mentioned as valuable by every student. The insight instruments such as the Learning Style Inventory and the Meyers-Briggs Temperament Inventory had differential effects on students. They provided a common point of reference and students referenced at least one of these in their final Philosophy of Life presentation, though no one instrument was potent to all students.

**Changing motives questions:**

Will the women's initial motive for entering have changed by exit?

**Yes.** The women's initial motives were characteristically extrinsic.

Although these motives were certainly not abandoned by exit, the women typically discovered additional motivations, or strengthened weaker more intrinsic motives, while in the program. As early as week 25's assessment, all three women indicated having grown in unintended areas; these were the less skill-oriented and more interpersonal areas. These areas continued to occupy more expressed value and were the kind mentioned in interviews and documents.

**Questions related to the connected classroom's  
distinctives in benefiting women students:**

Did a connected classroom optimally benefit women? Were their and other's perceptions of them spilling over with positive changes?

**No.** The connected classroom seemed to benefit many adult students but this seemed more related to individual characteristics other than gender. Although gender seemed indirectly to influence the likelihood of accessing some distinctive kinds of learning tied to participation in total group discussion. Access to total group discussion and thereby some communicative, consensually-validated learning, favored talkers; talkers were chiefly male students.

Stan, the major professor, thought that the value-driven nature of the curriculum's content and processes and the discussions which flowed out of this curriculum, were in an arena more foreign to men's experience, and thereby more potentially life-changing to men students. He perceived men students most benefiting in a transformational sense; he felt this was typical in his many experiences being the major professor for Management groups. From my analysis of connection to the group, it appeared that silent, private students were less connected and valuing of this "connected classroom"; these were women students. Clearly, it was not a classroom to which they felt particularly "connected".

This suggests a question of what really is a connected classroom? It can not exist "out there" as some set of processes and attempts at application of ideas and student closeness. Rather, it is an inclusive classroom that must be perceived by a given group of students as

something to which they are "connected". For without this inclusive feeling by all members, you don't have a truly "connected classroom". Although the classroom of this study was perceived as "connected" by most, there were at least several women students for whom this was not a connected classroom. This suggests another study of how might they have been connected to the class and what difference might their connection have made to their learning and the perception of the program experience?

Out of this study's findings came recommendations, the next section of this chapter.

### **Recommendations**

Out of this research and its findings and conclusions, I have drawn eight recommendations for program planners or administrators working with educational programs for adults, three recommendations for instructors of adult learners and one recommendation for the current research.

Program planners working with educational programs for adults need to make their program structures, practices, and curriculum consistent with their unique mission.

In the case of the Christian liberal arts college in this study, there is curricular content that addresses these central values, but the program structure is at odds with a behavioral commitment to such values due to its intensity.

I was aware of one desperate student who accessed an old life-learning paper written in an earlier cohort and resubmitted it;

she received credit. Yet Jan, who refused to do this, had her paper on the same topic rejected. This injustice occurred at about the same time all students received a letter from the registrar notifying them that they could not march in graduation if they were not within the minimum eight hours. This was enough to dissuade Jan from further effort. Were it not for the class dinner, where Jan was remotivated by her peers, she would not have persevered to march in graduation.

Although such injustices will always occur, the program's intensity actually encouraged students to "finish" it, without regard to their best efforts or a regard for balance in their lives. Such a single-minded focus was almost obsessive and seemed counter to the very values being taught within the curriculum itself.

I would recommend that a college intent on sincerity and congruity in its mission examine the level of program intensity to see if it is compatible. In this case, I observed that it was not. I would recommend the following to relieve heavy load stress which prevents balance and is not congruent with College's community and family-oriented values. I would also recommend the following to improve the matriculation of students who complete the curriculum but do not actually graduate .

- 1. Program timeline be elongated with group study and help sessions planned over the non-class added "breaks" ;**
- 2. The project thesis have alternate options, which might include a community service internship;**
- 3. Families be connected to one another at the program start for support and familiarization with what their**

**spouse is about to embark on.**

To improve equality of participation in class and the quality of assignments, I would recommend that

**4. Module summary papers instructions have levels of expectations which call upon different levels of integration and evaluation.** In this way higher functioning students like Jan and Guy, could be qualitatively more challenged, without quantitatively loading on more content. This could also provide a stretching option for students like Lynn, in transition to a higher level of learning.

For integrity, the program needs to reward those students in a significant manner who put forth qualitatively better work. The final grade point averages of the women did not reflect the great disparity in their work. The range of grades throughout the program is not very wide-ranging so that Ginny and Lynn's exit grade point averages of 3.4 were not very different from Jan's 3.7. Yet, Jan's work was consistently way above Ginny and Lynn's. This suggests the following recommendation.

**5. Academic coordinators need monitor their major professors' grades so that grade inflation is not so great.**

At the same time, the "rigor" of the program need not duplicate traditional programs which believe that an increased quantity of content to "cover" is the answer to grade inflation or more learning. Rather, this program is already overly intense, there is no need to increase the quantity of content or requirements. Program administrators need to thoughtfully entertain a range of qualitatively different assignments from strict reliance on project



thesis and summary papers, which can be executed in a generally "get by" manner.

**6. All instructors, major professors, academic coordinators and adjunct instructors receive training in sensitivity to gender issues as they relate to the classroom.** Sadker and Sadker (1990) found that "systematic observation and feedback is the key to attaining both equity and excellence in the college classroom" (p. 184 in Gabriel and Smithson, 1990). Their research funded by the Fund for the Improvement of Post-Secondary Education (FIPSE) sought to development faculty's sensitivity to gender issues. The professional development project included research on effective teaching and opportunities for instructors to try out new teaching skills in clinical settings and to work with colleagues for instructional improvement. Such micro-teaching opportunities focused initially on two skills: equitable distribution of teacher attention and demonstrating precise responses to student comments, rather than responses that are vague and unclear. Such systematic attention to gender issues can broaden instructors' inclusive methodologies, and improve overall instructional effectiveness.

A start at such sensitivity was begun at an all-day workshop given in August by a team from the University of Michigan. Unfortunately, only five male professors attended of the several dozen ACE faculty and assessment center persons attending. Of those full-time ACE people attending, the organizational culture activity reflected a strong link between college attitudes concerning religion and

women. In other words, attendees' anonymous input reflected strong consensus about the college's male-domination and, though common many places, at Spring Arbor this became associated with religious orthodoxy. Religious colleges may have special histories which embed women's exclusion from certain roles. Greater inclusiveness may be more difficult due to such histories.

**7. Faculty development could also include development of faculty through more diverse staffing patterns.** Whereas, campus full-time faculty are approximately 1/3 female to 2/3 male, Alternative and Continuing Education full-time faculty is 1/4 female to 3/4 male. There is heavier concentration of female faculty among part-time ranks and in certain programs traditionally associated with women such as Health Services and Gerontology. Role models are perhaps more important for women management students due to the very real lack of such models in their work places. With the racially and culturally diversity of students, increasing sensitivity and training of faculty should broaden the faculty's ability to better serve diverse students

**8. Curricular content needs to reflect more concern with women's interests, issues and potential for engagement.**

Without active interaction with and engagement in the curricular content, women are subtly omitted. Although this may not be apparent to many instructors or students, due to its commonality, it is a very real loss of potential for women's development. The book **She** by Robert Johnson is currently being discussed for a more appropriate replacement in the Health Services and Gerontology

curriculum. There is scarce little that approximates Linda Loman in **Death of a Salesman** which can actively engage women and with which they can personally identify and relate. Hersey and Blanchard and other male management authors could be balanced with added perspectives such as, Rosabeth Kanter and Sally Helgeson. Of 28 texts in use in MHR and one other adult program, I note only one text with a woman author. There are management texts which attempt to provide a balanced perspective, such as Blake and Mouton's text entitled **The Versatile Manager**. Although the Adult Development module displays some inclusiveness with articles related to women's ways of knowing and developing, this does not exist in areas that are not directly addressing obvious gender differences like human development does.

Women authors do exist in other module areas such as Organizational Behavior (Elfrey,1982; Gordon,1991; Halper,1988; Kanter, 1979; Palazzoli,1986; Schael,1990; and Zuker, 1983), Systems Management ( Belon,1987; Walton,1990) , Interpersonal Communication (Kearney and Bandle,1990; Tannen, 1989 &1990), Supervision and Management (Blake & Mouton,1980,1984, 1987; Iaconetti,1985; Peters and Austin,1985; Bennett,1990; Berryman-Fink 1989; Collins, 1990; Sargent,1981; Walton,1990), Human Resources Administration (Blake, Mouton & Allen,1987; Kearney,1990; Kossek,1989; Loden,1991; Milwid,1990; and Potter,1980),and Values (Luden,1989; Kanter,1979 and 1990). Such varied perspectives need inclusion in the curricular content. Without such authors' representation, the curriculum merely

replicates existent canons and sends a message through the omission of such authors that there just are not any good texts and readings by women authors. This simply is not true; over 40 are listed in Appendix G. Although women authors' absence is not something of which a lot of students are aware, it is another subtlety which makes women "invisible", and may even contribute to the fact that "women experience an actual decline in academic and career aspirations during their college years (Hall,1982). What subtle messages are communicated when few people "like you" are represented as experts in the field in which you aspire?

Some adult development-related material could include the female, or heroine's journey. In this way literature could accompany psychology, broadening the liberal arts perspective.

There are different hero and heroine journeys and we can draw from literature, including films to observe this quite clearly . "In much of literature the man has been in search of his self, as in many examples: **David Copperfield**, **Portrait of an Artist** (Baker, 1984,p.13). In the recent movie , "City Slickers", we observe this inward journey through the outward trials of mid-life men, a modern day pilgrim's progress.

"Women express desires, but they have tended to cast them in the overarching terms of wanting to make deep connection with another (others) and usually enhance another, as in G. Eliot's **Middlemarch** or C. Bronte's **Villette**" ( Baker, 1984, p.13).

According to Joseph Campbell who has gained notoriety for legends and myths which transcend a given time and place, he says

...woman is primarily concerned with fostering.  
She can foster a body, foster a soul, foster a

civilization, foster a community, If she has nothing to foster, she somehow loses the sense of her function ( Campbell in Murdock, p.7).

Murdock (1990) continues with this line of reasoning that she finds that many women who have embraced the masculine hero's journey (which is a conquering, a quest to find and overcome and bring back, to achieve and to reconcile) have forgotten how to foster - themselves. "They have assumed that to be successful they have to keep their edges sharp, and in that process many have ended up with a hole in their hearts" (p.7).

In these ways, women students can truly receive a liberal arts perspective. The underserved neglected majority can be better served. There would then be a sincere effort to counteract the effect that Alexander Astin describes when he said:

Even though men and women are presumably exposed to a common liberal arts curriculum and other educational programs during the undergraduate years, it would seem that these programs serve more to preserve, rather than to reduce, stereotypic differences between men and women in behavior, personality, aspirations and achievement (Sadker in Gabriel and Smithson, p.177)

The following three recommendations are for instructors in the MHR program. These recommendations are also for other instructors of adult learners who feel there are similarities with this case study to warrant adoption.

1. **Avoid heavy reliance on methods which only emphasize one gender's strengths**, such as total group discussion. Although such a method can be effective, too much reliance on it may well minimize

women's perspectives being given equal expression. Small groups are effective for all adult learners; these could include buzz groups, report groups, work groups and discussion groups. To have democratic processes such as this program embodies without equal attention to excluding methodologies is "not to bring freedom into being; it is only to allow for the search" (Greene, 1988, p.80).

**2. Women's relational centrality, moral reasoning and ways of knowing need be included.** Questions addressing feelings as well as thinking are important ways to include many women who tend toward the relational. "With feminine processes of thinking and a moral language of care, the subject matter, problems, and purposes of thinking are transformed" (Sichel, p.7, 1991). The way in which questions are framed is critical for solicitation and engagement of a diversity of perspectives.

Attention to questions that focus on the particular and personal are already existent in the applied nature of this curriculum, but integrating such an approach with content that is familiar, or of specific interest to, women is the next step. The intuitive needs respect along with logic; the personal, private realm experiences respected alongside the more public work-related ones.

McClelland finds that "women tend to define power as having the strength to care for and give to others, which is very different from the way men have defined power (Miller, 1984, p.13).

**3. Individual faculty can analyze their instruction for differences in the amount of instruction provided male and female students.** Sadker and Sadker (1990) state that anyone can

draw a seating chart that indicates placement and gender of students. Each time a student is asked a question, (have an )observer make a tally on the seating chart, indicating the student who was asked the question. Comparing the distribution of questions to the actual attendance of males and females in the class will indicate whether there are gender inequities in the allocation of teacher time and attention. This procedure (will also) reveal which individuals are silent and which are monopolizing classroom discussion. The observer can also note whether the students who were asked the questions volunteered responses by raising their hands or calling out, or whether the teacher called on them when they did not volunteer a response. This information will indicate whether it is the instructor or the students who determine who gets access to classroom interaction (Sadker and Sadker in Gabriel and Smithson, 1990).

Academic coordinators could assist their major professors in such a simple process by being an observer for them. Such a professional development approach does not need institutional funding or backing but can be done by any one who is sincere in his/her effort to optimally serve all students and encourage their development. The major professor can surface different power relationships in action, such as women's silence, and use it as a resource to address as an issue, much as Stan did in his on-campus class.

The current research can assist in determining if there are differences in self-perceived areas of growth if alumni data is broken out by gender. Growth in the liberal arts as measured by the ACT-Comp already shows that there are three significant areas of change from

**MHR entry to exit: communicating, functioning in social institutions (systems thinking) and solving problems. What I discovered through further analysis is that women students contribute heavily to the growth in communicating and functioning in social institutions, while men students show growth in solving problems. Since women students generally score lower than men at entry in communicating and equal their score by exit, we observe greater growth for the women students. Finally, there are areas of further research which this research invites. Both are also equal at exit in solving problems, but since men students start out considerably lower than women, their growth is higher here. Such discoveries invite further research.**

### **Future Research Directions**

**One of the most intriguing questions to emerge out of this research was Stan's perception that men students more frequently grew more than women students due to the value-laden nature of this curriculum. I intuitively agreed with Stan based on my earlier years of informal observations, although I did not really know how this growth could be measured or what it meant by "more" growth. Is it the number of areas in which men grow more or is it chiefly in the social-emotional, personally-integrating areas to which Stan refers? I agreed with Stan that there was more perspective-transformation type of growth among men precisely due to the freshness with which many men do begin to explore themselves more personally. Part of what Stan and I observed was undoubtedly due to the age at which students typically enter this program (37 years). Mid-life can be a time of new meaning-making.**



The literature on adults as learners tells us that role transition is often a motive for returning to school. Therefore, the potential for significant change is high as the MHR program self-selects adults who are often making a transition, many times a significant transition as it comes at age that has its own transitions. This seems particularly significant for men students who are faced with a value-laden curriculum, an area not typically stressed in the first two decades of their adult lives. A future study could measure the differential impact of such a value-laden curriculum on mid-life adults by doing a content analysis of entry-to-exit papers which expressed students' philosophy of life. This would be one significant measure of transformative learning.

Since students already write philosophy of life papers at exit, similar instructions at entry could provide a paper with which to compare the exit paper.

Such papers could lay the groundwork for a content analysis of entry-to-exit written meanings. This could be supplemented with three interviews of students as they progress through the program.

Another area of future research interest are differential participation patterns. Since large group discussion is such a common methodology in college classes, an investigation of its dynamics could yield important insights. If we are to believe the existing research, some dynamics such as the gender composition of a given class, or the gender of the instructor may assist women's participation. However, these are not easily controlled factors in other than a research model. Of greater interest to me would be the instructor's pattern of solicitation

and questioning. An analysis of instructors who question and wait for volunteers versus those who use "wait time" and solicit answers by student name ( non-volunteers) may yield different participation patterns than are typical (women's silence).

Another related issue is the kind of participation. The role of the instructor in self-disclosing along with their gender may prompt self-disclosing among others who make identification with the instructor. The connected classroom experience even within the same program and college as this study, could result in very different dynamics, particularly related to women's silence. Joe and Dennis disclosed more than others in the group for this research. Was that primarily due to Stan's self-disclosure, or the fact that he is a male self-disclosing?

Out of this study comes a need for an empirical study of women students' growth when in a cohort versus a matched group of women students in higher education who were in a traditional program. What type of women students would benefit from the different processes, structures and methodologies? I know students grew in this cohort, but how relative is their growth to what growth they may have anticipated in a conventional program?

And finally, adult development theorists have discussed certain developmental tasks of certain eras in an adults' life span. Erickson's stages theory is an example. I am interested to know how adults may use education to accomplish working on developmental tasks.

In conclusion, there are many more dynamics involved in this connected classroom related to women's ways of knowing than I had initially

anticipated. The cohort group was an especially influential "extra" that worked positively for women's learning and growth. This connected classroom had many benefits for adult learners generally and a few for women learners particularly. The many recommendations listed are specific to this program but could be used by anyone working with adult programs or adult learners who recognizes validity in such an approach. It is hoped that the reader will be moved to draw parallels where they occur with their situation and be able to take liberally from the conclusions and recommendations. I will draw broader implications in the final chapter, Chapter 7, Reflections and Implications.

## **CHAPTER 7 - REFLECTIONS AND IMPLICATIONS**

**The final chapter reflects on the process of this research study and offers implications for the wider adult education community.**

### **Complexities of observing student change:**

**When I envisioned this study over 16 months ago I did not anticipate the complexity which examining student change would entail. Having been steeped in measuring student outcomes at Spring Arbor College from 1988-1991, I thought a study of women's changes would be only somewhat more complex. What I discovered was that change, enduring change, was often difficult to perceive. In fact, it seemed as if the more important the change was, the more difficult its measurement. For instance, concrete areas such as change in skills were somewhat simpler to note than potentially life-changing areas such as changes in perspective.**

**Jackson "O4" had eleven students who afforded me an examination far beyond the three women students. This examination of group members was more in-depth than I had anticipated. Because of the small size of the group, I was not only able to see significant change in the three women but in others as well.**

**Guy demonstrated overt and dramatic change, change he claimed was greater than other students. Although there may have been others impacted as dramatically as Guy, his change was observable, immediate and apparent to and mentioned by him. Although this made Guy the most**

likely candidate for the "most changed", there may well have been other students whose change was not so forcefully or strictly linked to their program experience. Rather, such a student may have experienced change due to factors which accumulated over time and interacted with their educational program. Although these are certainly possibilities, they are not within my purview to observe or discuss. This is part of what makes change such a psychologically and sociologically complex phenomenon to study. For purposes of this discussion, I can only draw upon that which was observable within the timeframe and data source (observation/ interview/document) constraints of this study.

### **The Potency and Politics of Social Roles –Insights for Working with Students:**

There were many insights which evolved due to the study and which concerned working with students. I learned some things for my own classroom practice. Perhaps the most surprising to me was how political a classroom really is. I came to realize how powerfully a classroom is circumscribed by the culture within which it rests. I came to believe that a classroom was generally not an open, democratic place of inquiry and objective analysis; it simply could not be that. I came to view the classroom more sociologically, a microcosm of the larger culture. Adult students brought their social roles with them and all that those roles expressed about them. Translated in to concrete terms this means that typically a young white woman had different power and status in a classroom than a young (or old) white man.

Although this power may vary in a particular class due to such things as the instructor's gender and race as well as the ratio of genders and races of other students, social roles will continue to play a powerful role in class dynamics. Woman's power and status was most often less than that of male students. This realization came to me as a result of observing Jackson 04. It was not something I had entertained when I first entered the group. Yet, I discovered how social roles had had repercussions in Jackson 04. What this meant in concrete terms was that Kate, Karen or Lynn's accessing a discussion, commanding the "floor", or drawing other's active listening was less than Guy, Rod or Gabe's.

There certainly is a status hierarchy in classrooms, even the "connected" classroom of this study but this is not the greatest surprise. A larger surprise is an aspect of the status hierarchy. The differential access to the control of the classroom that students have appears chiefly based on the circumscribed roles in the larger culture. In other words, personal attributes such as thoughtfulness or outgoingness, were greatly overridden by ascribed attributes such as gender, in controlling the classroom's participation and direction of discussion. This seemed to have repercussions to one's likely potential for certain types of learning. Women did not freely access total group discussion. Excepting Jan, women fell silent. This silence limited women's access to the dialogue necessary to facilitate communicative change, the kind of important learning experienced by Guy and Jan.

I realized how naive I had been to assume that a classroom did not have

such dynamics powerfully affecting it. I think I had assumed that some students just preferred to be quieter. Although personal attributes such as "quietness" do play a part, it seemed to me that it was a smaller part of explaining women's silence than what I had assumed. I began to realize that other students who were not part of the dominant culture may well feel similarly quieted. This was not due to any overt actions or insensitivities of instructor or students, but rather, due to the potency of social roles held in the larger culture that students brought in to the classroom. I began to realize how such uniform female quietness might apply to other student groups not in the dominant position in the larger American culture. Even the the most confident and managerially experienced black man would not typically feel on equal footing as other white students. Just because there was no overt racism displayed did not mean that such a man would have equal access, participation and potentiality for gain in the class. Such observations made me wonder if college is such a different experience for these white women students, is it even more dramatically different for black and Hispanic students?

Anderson's work (1988) established preferences in cognitive styles of Euro-American women and 2/3rds of the world's peoples (male and female non-Europeans). If non-dominant groups typically have different preferred styles in approaching learning, do they generally feel like the women of this study. Are they getting a less valuable experience? If this is true due to the pedagogy of higher education than it is little wonder that minority groups' retention in higher

education keeps dropping? There are fewer blacks in higher education today than a decade ago (Nieves,1991).

One of the many reasons may well be the typical methodologies and content of the higher education classroom. Although higher education classrooms may vary considerably, such as the traditional lecture classroom versus the "connected", student-centered classroom, they all reflect the larger culture. Students are circumscribed by their gender, race, age, ethnicity, class and personal histories. Sadly their personal histories are not potent enough to typically override the other areas of circumscription, those areas over which students have no control. Jan was an exception to these generalities. She was not only a "talker" who considerably influenced the classroom dynamics, she was one of those who experienced transformational change. I maintain this was at least in part to her active participation in the common total group discussions. Of the six women students she was the only "talker", she alone hinted at an experience of dramatic communicative change. She was also one of two women to express deep connection to the group itself. Although Guy was equally one of five men students to experience communicative and transforming kinds of change, other male students also spoke of such interpersonal growth, merely to lesser degrees than Guy's changes. Conversely, Lorena, Kate and Karen did not speak of any such changes.

In reflecting more personally, I realized my family's social-economic class and family distinctives related to my own comfort in speaking publicly in a classroom. Being from a more privileged socio-economic class prepared me to have confidence in speaking publicly including in a



classroom. Research on classroom speaking cites differences due to social class (Montague, 1987). Over this past year I came to see how this class status and my family's distinctive "civil argumentation" helped override the typical expectations of my gender and generation. This insight was prompted by Guy's observations. He questioned me on what my upbringing must have been like. He stated that, "I suspect Barb's background was different than all the women I've ever known." In probing this, I came up with "common" things which the group found very uncommon.

When sharing the discussion/argument aspect of some of my family's "lively" conversations with the class, students were surprised that a father would allow, let alone encourage, this type of interchange with his teenage daughters. This shocked me because I had assumed that families commonly engaged in this sort of "battling". Although my mother never engaged, and always seemed somewhat uncomfortable with such battles, she observed and did not censor them. I became aware how unique it was of my father to engage my sister and I in such "civil argumentation". I am not certain what potency this aspect played in encouraging public confidence in one's opinions, nor what other things interplayed with it, but to the J#04 members, the resulting public-speaking confidence was perceived as highly unusual for women. I had never doubted the worthiness of my opinions. My sister and I were always given importance by our father through his regarding our opinions highly enough to both discuss and argue with us about issues such as VietNam or Civil Rights. If the "discussions" became heated, we fought verbally but later reconciled, thereby

learning that nothing "personal" was intended in a difference of opinion.

The movie *Yentl* had provided examples of Jewish norms for argumentation. Although our family was not Jewish, argumentation was a similarly assumed and expected right of everyday living for both my sister and me. Only through this study and the contrasts it illuminated was I able to perceive these subtle, yet potent, influences. Although Jan did not share this aspect of my family history, we did share another aspect in our family histories. We both had seemed to admire and model mothers who worked in an era when that was not commonly accepted for women; both our mothers were verbal and competent, perhaps even dominant. This sort of role-model was not true of any of the quieter women. I deliberately held myself from talking much except when solicited. Yet, due to the preponderance of silent women, I still would probably be the second most frequent women talker, the seventh most frequent talker in the total group.

Certain preferences were observable which put certain students at a disadvantage in certain circumstances. Large group discussions were an example of a method which looked equally accessible and involving but really provided differential access which typically discriminated against women.

One might say that if the other women students had been more actively assertive in speaking, there would have been more discussions which involved them. They may have felt more connected and more observable change may even have occurred among them. I am reminded of Rex

Harrison in **My Fair Lady** singing "Why can't a woman be more like a man". It is unlikely that a classroom can eliminate cultural learnings. Probably the best a class can hope to accomplish is to reduce the potency of circumscribed and limiting roles, particularly self-defeating ones, so as to create more equal access to educational opportunities for the brief duration of the class. Most instructors are not aware of the subtleties of their practice nor are their students. They truly believe that as a caring and competent instructor, they are sensitively and equally serving all their students. Certainly there could be no better embodiment of a student-centered teacher than Stan.

### **Implications for Building a More Connected Classroom**

Although the classroom employed andragogical principles and was wonderfully "student-centered", I came to believe that there were several practices that any classroom could employ to become more truly "student-centered", more inclusive and democratic. I felt such practices increased a class's chance of also being connected for more students, not only women students but the many and varied preferenced students any instructor faces. Some students are "shy" while others have learned a social role for public settings, such as deference.

The first thing which this study revealed to me as important to a more inclusive classroom was the recognition that the instructor was the key person to building such an inclusive climate. Because students were so used to the status quo, they were either unlikely to perceive inequities, or if perceived, unlikely to feel willing, or perhaps able to

challenge routine dynamics. Witness the lack of surprise, anger or concern of the women students in this study's classroom to the fact that only Jan publicly spoke. There was little reaction to the fact that there was only one discussion in seven months in which all the women students participated. There was little response to women's silence. They did not even express a desire or a belief that they could change anything. They were disinterested in "fighting for floor space" and accepted their own silence as simply "they way things are". Consequently, instructor attention to classroom methodology and content can overcome the implicit power assignments and status quo roles students bring with them. Otherwise, accepted practice persists; that is, when men want to talk, women listen. Women's learned passivity in such formal settings such as work and school, is well documented in Chapter 2. I had read the literature after having made the observation of how quiet women were. I had not been prepared for the repercussions this carried with it.

I reflected to earlier classes I had had and found that just like the women students of this study, students generally from non-dominant groups in the larger culture were less dominant in classrooms as well. I felt they were disadvantaged in the typical higher education classroom, even the "connected", student-centered classroom.

If true participation is to occur, an inclusive participation that makes for a "connected" classroom to more students, instructors will need to keep recalibrating the participation scale through some intentional and

direct interventions. Stan had done this in his on-campus class. He directed attention to the classroom dynamics which had silenced a competent woman student. Without such direct intervention, most women, and I suspect many others from non-dominant groups, are over-dominated. In Jackson 04 there were consequences to such silence. Women did not direct a discussion's line of inquiry; such directing was the purview of the "talkers", three of whom were men.

This differential power with which students arrived had serious repercussions to students' potential for connection, participation and, I believe, change. I came to believe that the classroom I was observing was not really a "connected classroom" from the perspective of certain women students, most particularly Lorena, Kate and Ginny. When I began the study, I had been overly concerned with externals such as methods and a sense of group, as opposed to the students' feelings and perspectives on being connected. I came to believe that the power/status disequilibrium in a classroom deserved intentional intervention if a truly connected, student-centered and openly democratic classroom were to be forged.

### **Costs of Overriding Social Role Expectations**

Jan's personal history had distinctly prepared her to uniquely negotiate this classroom experience; she "overrode" the more typical circumscription that other women students accepted. She was unusual in her proactive stance, her belief that she had the ability to impact a situation. Her biographical vignette vividly demonstrates this.

However, she paid a certain cost for stepping out of her expected role. Some of these costs were perceptions of others of which she was unaware, but undoubtedly had experienced before. For instance, initially she was perceived as "Ms Businesswoman" and described as "not like the other woman; she wore the pants in her family".

There were also more direct and personally felt costs. By not either temporarily reducing or forsaking her expected female role of nurturer, she was overextended to the point of not completing all credits, despite unusual academic competency. Jan straddled both genders' stereotypical role expectations. She had an almost uninterrupted work history with steady upward career moves; this was unique to women students in Jackson 04. Although I felt this increased work experience allowed her to be accepted by the men students, as their more experienced equal and colleague, it too had costs. Jan had masked the emotional side of herself in establishing her credibility as a serious manager/colleague. She was also sick more often than most other students. There were costs to her being "different" and accepted by male students as a colleague. Her distinctive pay-off was that she did finish the curriculum, largely due she stated to the group's support. By group support Jan meant the fun that the group had that motivated her to anticipate coming, as well as the emotional and academic support offered by its members. Perhaps, more important to her was that she became more authentic. She became more open and transparent.

In Heath's terms (1991), she took on what is so important to people who are to have fulfilled lives in today's world, she became more

androgynous. That is, she took on what is a typical male strength, autonomy, and added this to her typically female strength of excellent interpersonal skills. Heath's case studies existed over 30 years of 40 graduates of Hereford college and their spouses. He observed certain patterns of mid-life adults with "fulfilled" lives. Women had typically strong female qualities of excellence in the interpersonal realm, as well as the typically male qualities of autonomy. Heath interpreted that women's tendency towards relationships made them overly enmeshed and dependent on relationships and often interfered with their ability of being authentically oneself (autonomy). Heath described the "fulfilled" adults as androgynous, that is incorporating both interpersonal skills and autonomy. Jan seemed to have achieved this. Whether she was developmentally ready to handle this task, or it was chiefly spurred on by her program experience is not important to establish, nor is it possible to completely and exclusively establish the cause(s). However, the MHR program seemed to assist in this developmental task. Jan achieved greater authenticity, a major transformational (communicative) change. What all does this have to say to the instructor in higher education?

### **The Whys of Doing Something —**

#### **What Any Instructor Can Do**

I came to believe that unless an instructor intentionally overrides some of the differential social role power that exists, it is unlikely that a classroom will be "connected" or truly open and democratic. This will hold true for most students, although there will probably always

be a "Jan" or two. Typically there will be differential access to such things as questioning, discussion and directing lines of inquiry. In these ways, there is also differential access to potential gains. Although this will probably always be true in any classroom, I am uncertain that instructors see that these potential gains will not chiefly be based on things on which America prides itself such as individual effort or competency. Rather, an instructor's pedagogy largely determines on what basis the larger culture's roles can be overridden. Pedagogy is political!

I can hear someone saying to themselves "Oh come on! I hate politics. I just "do my thing" in my classroom. It's hardly political. I make a point never to discuss politics." As instructor, every decision we make, or don't make, has political repercussions. One of the repercussions of not interceding on the power dynamics which exist in any classroom is to endorse them. Through inattention to such realities, we do take a political position; it is a conservative stand to endorse the status quo. This is certainly a legitimate position if we do so intentionally. However, my own lack of insight about the political nature of my teaching leads me to believe that there are others who are like me. We are unaware, even thinking of ourselves as "objective" and "change-makers". If you are a well-intentioned, caring and excellent instructor such as Stan, there may never have been a precipitating event to even perceive such a subtle area as the ones I suggest. After all, the students do not even see it. Why make trouble? Isn't being accepted as an excellent and caring teacher sufficient? Must we wear



**a "hair shirt" and look for things that no one's complaining about?**

**As a person who was equally unaware of such dynamics, I must answer that it is powerfully important to tend to such things. Although students may be satisfied with us and our class, we're not providing all that we could to stimulate their development. To what extent are we masquerading as human development facilitators when in reality we are acting as defenders of the status quo? These are serious accusations, but accusations I sincerely believe we need face if we are to regard ourselves as more than exclusively a part of a sorting process for students entering careers. If "connected" classrooms connect only some students, then what might we do if we truly desire to create an inclusive classroom that connects everyone? What might we do if we want to stimulate all students' thought and input in directing a more open and democratic inquiry? What might we do if we want to stimulate change or empowerment of students? What might the Christian college do if it hopes to transform personal lives and stimulate significant cultural change?**

**I learned that classroom communities and a sense of connection are not forged merely by processes of bonding within a particular classroom and an intention to personally apply course material. I have come to believe that a truly connected classroom, an inclusive and student-centered classroom, must address what might be considered "political" issues if it is to work against status quo roles with which students arrive. In fact, I have come to believe that most often a**

classroom with the greatest potential for facilitating student change does so intentionally. Although there are always some students who are ready for something a given class triggers in them, I have come to believe that most enduring and transformational change in students is more predictably intentional.

Teaching is both science and art. There are no formulas for the teacher interested in stimulating change in all their students, but I think certain practices increase the likelihood that each student has greater access to such a possibility. I share with you some specifics of how this study changed my classroom practice. I believe such practices will assist in creating a more inclusive classroom. The future will decide the success of these. Let these serve only as possibilities as we all struggle to have our classrooms become places of greater access, to stimulate both learning and change which can be termed "human development". I believe such practices are not limited to women, or adults, minorities or multi-cultural, I think such varied practices include all student clienteles, and thereby, intentionally can create an elegant entity called an "inclusive classroom". Although it takes some audacity to make such suggestions, I risk the criticism. These five implications draw this study beyond the specific recommendations made in Chapter 6 to those working with adults in programs similar to the one of this study. I draw these five general implication to practice from observations in this study and suggest that they are effective in working with all students. I have begun using them with my campus-based traditionally-aged classes with great

success in Fall '91. I suggest that they work well with adult learners as well.

**Suggestions for a more inclusive and potentially more change-inducing classroom:**

1. Diversity of readings, assignments and author's perspectives need be negotiated into any class if a class stands a chance of being inclusive. Free-thinking and democratic processes should more easily follow out of such instructor openness. A large range of assignment options allows students to select topics to which they can distinctively link. Readings with varied characters and author's perspectives allow people to whom students can link in much the way the women linked to the Linda Loman discussion in Jackson 04. Without such deliberate variety of curricular content, a group may be like Jackson 04 in its inclusion of women in total group discussion only once in seven months.

2. Equally, methodologies such as small groups which encourage active engagement by all types of students, need more utilization than typically less inclusive methods such as total group discussion. In Jackson 04 some of the best opportunities for women occurred in all-women groups (See Chapter 5 for examples of "best opportunities"). If groups were gender mixed, what tended to happen was the males dominated. Again, Jan was the exception to this pattern. In observations in graduate classes, I note the relative silence of Asians and blacks (male or female) and white women. There are some

exceptions but typically this has held true. The literature confirms these personal observations but after large-sampled observations of classroom dynamics. If total group discussions are utilized, questioning need follow the research's recommendations for involving all students in the first minutes of discussion if they're to remain involved throughout. The pattern recommended is to pose a question, wait, and then call on someone by name, not necessarily a volunteer. In this way, alertness and broad-based participation is encouraged (Brophy, 1979 as cited in Montague, 1987).

3. Significant emotional events are precipitators of change and memory, but most classrooms are devoid of any emotion, other than sometimes the laughter and enthusiasm, positive elements present in Jackson 04. Students need more emotional engagement as well as the intellectual engagement.

Instructors' authenticity and their comfort in being open and disclosing about themselves sets a tone for the acceptability of emotion in a classroom. Such disclosure seems prerequisite to a close group with which students can experience some level of intimacy and connection.

However, it is also important to many non-dominant groups.

Classrooms are typically devoid of instructors with personal feelings such as having a bad headache, feeling discouraged, or showing excitement over a grandchild's birth. Although personal issues or instructor needs should not dominate the class, "being human" is especially important to highly emotional or highly relational persons. Such students appreciate seeing and accepting emotions. It legitimates

their own. Anger is another one of these emotions which can be functionally used in a classroom by an adept instructor who is unafraid and facile at using it.

4. Using some of the class's difficulties as an object lesson. In other words, a comfortable instructor can point to the evidence in front of him/her to teach to that point. For instance, when some person or group is dominating, point this out and inquire as to why students think this might be so. Use the class dynamics as a memorable way to make a point and to change the dynamics in favor of greater equity. Many groups may raise issues differently and use different sorts of evidence. These are things that can be utilized directly in recalibrating such things as feelings of power and consequent access.

5. Knefelkamp's (1984) support/challenge ratio relates directly to McClusky's power-to-load ratio (as cited in Krupp, 1982). These are important aspects to examine when pre-assessing students. Students who already have special *challenges* prior to academic challenges need more support. Women students typically with more varied responsibilities (*load*) than resources to fill them (*power*) need emotional *support*. Such program structures as cohort groups and manageable outside credit work become more critical to such students' retention and completion. If the load is up and power is low, increase the support or else the challenge will overpower. If too much stress exists (high load, low power, little support = over-challenge), not much will be learned in a lasting manner, and/or the student will give up

trying and/or actually quit.

This year-long qualitative research study discovered aspects of the teaching/learning context which were unanticipated. I had felt that working with adult learners over nearly a decade would prepare me to know quite a lot about the cohort groups and their "connected classrooms". I was unprepared for the uncovering of the circumscribed social roles students brought with them. I was unprepared for the subtle and powerful influence that these roles play in the supposedly "democratic and objective" inquiry of college classrooms. The relationship of instructional style, behaviors, methods and curricular content played with students' roles in a manner for which I was unprepared. The degree to which students benefitted from their educational experience seemed partially related to feelings of empowerment and inclusiveness, such feelings were more the purview of the group's "talkers".

There was differential access to these feelings powerfully dependent on gender. Although instructors can facilitate an even more "connected classroom" for their women learners through methods of questioning, inclusive readings and the use of small groups, the largest benefit comes to all students. By assisting women's voices being heard in classrooms, more democratic and broad-based inquiry and perspectives can occur.

Perhaps, a truly "connected classroom" will facilitate women's changes in more transformational ways. At the very least, women students may receive the kind of emotional support they sorely need as well as have greater access to communicative changes. For such changes to occur,

Knowles' andragogical adult classroom needs additional elements, a consciousness of gender differences. There are questions of differential access which need to be overridden if a truly inclusive classroom, a "connected" classroom is to evolve.

A well-known author of management texts, Ken Blanchard, states this point well when he says that the "most unequal thing you can do is to treat everyone equally." This study would confirm the truth of Dr. Blanchard's statement. Teachers need be aware of the political repercussions of their practice, to such things as the manner in which they question and the deliberateness of stimulating students' equal access to "the floor" (talking publicly and directing the line of inquiry). These things make a vital difference to students' participation, and most importantly to their sense of connectedness and the consequent richness of their educational experience. Women need not leave self-esteem at the door of their collegiate experience.

## APPENDICES



## **Appendix A**

### **Focal Participants' Consent Form**

**Focal Participants' Consent Form**

I agree to participate in research done for Barbara Cherem's PhD research study done at the Michigan State University. Barb's research will entail observations in my MHR Jackson 36 group one night a week over 7 months. I understand she will be observing three persons in-depth over this study period.

By participating in this research, I am also agreeing to have Barb interview me on at least two occasions in an in-depth manner outside of class sessions. I also understand I am permitting Barb to interview fellow students, SAC administrators and instructors concerning me over the course of MHR study.

I also agree to allow Barb access to SAC documents which relate to me. These include such things as: my personal portfolio (autobiography, resume, professional-technical, life learning experience papers); my admissions file (writing sample); instruments (Learning Style Inventory, LEAD, MBTI,...); my project thesis chapters; and module summary papers.

In agreeing to participate in thesis research, I also understand I will refer Barb to one friend/relative outside the class whom she may interview about perceptions of me, especially over this past year of study while in MHR program. Barb will secure this person's consent.

I understand all the above are to be kept confidential. All the information will be kept in either locked files in Barb's SAC office or at her home. None of these items will be shared either verbally or in writing, except as they are disguised in her thesis work or publications where no names or identity of specific persons occurs.

Further, I understand I am at liberty to withdraw from the study at any time, giving notice to the researcher, Barbara Cherem.

In full knowledge of what participation in this research involves, I consent to participate at this time.

---

(Print Name)

---

Signature

---

Date

**Consent Form for Instructor, Friend  
and Other Administrators in MHR**

I agree to participate in research done for Barbara Cherem's PhD research study done at the Michigan State University. Participation in this research study involves my discussing a women in the Spring Arbor College MHR program and the changes I have perceived in her over the 8 to 12 months of study in MHR. I will be involved in a discussion with Barbara Cherem on one occasion of around one hour and she may contact me on one additional occasion for clarification of our discussion content.

I understand that my comments will be kept confidential. All information gathered in this study will be coded in such a way as to protect all participants' anonymity. In agreeing to participate in this study, I agree not to discuss the women or the contents of the discussion concerning them with anyone.

---

(Print Name)

---

Signature

---

Date

## **Appendix B**

### **Cohort Assertions**

## Cohort Assertions

Please respond to my perceptions concerning Jackson 36. You may mail me this week if you need time to respond. Disagree, change, add, but please respond with your own perceptions. Thanks again to you all!

### Major Assertion 1:

Students most often initiate comments related to the importance of the group and learning from one another as more important than any other single outcome of program study.

1.1. Many members state that they value the group and say its closeness is of unexpected importance to their learning experience.

#### Sub-assertion 1.1.a.

Class cares about and helps one another in both personal and academic ways.

#### Sub-assertion 1.1.b.

Class members avoid conflict and place smooth relationships with one another over other priorities (e.g., their own opinions being right).

#### Sub-assertion 1.1.c.

Humor is major method of deflecting conflict. Sensitive matters are often handled by way of humor (e.g., censoring individual behavior that's potentially disruptive to the group; or feedback when one's wrong, confusing or overly dominant).

#### Sub-assertion 1.1.d.

Laughter is both common and functional in the group.

Humor also builds the group closer and provides a point of reference (e.g., builds a history with one another via memorable incidents, stories, like Dick's "red", and "it depends").

### Major Assertion 2:

There is a spread of leaders with different leaders for varied areas.

#### Sub-assertion 2.1.

Students identify different leaders than instructors.

#### Sub-assertion 2.1.a.

Instructors most often identify "talkers" as leaders.

#### Sub-assertion 2.1.b.

Students identify a broader base of leaders and leadership types, giving attentions to quieter, behind-the-scenes leaders.

#### Sub-assertion 2.1.c.

Thus, women ("non-talkers") are more often perceived as leaders by peers than by instructors.

#### Sub-assertion 2.2.

Women's leadership in the group is not as often through being a "talker" in large group discussions. More often women's leadership is identified in socio-emotional arenas, when a niche is open (i.e., no one wanted the leadership in a given arena), or in a more private behind-the-scenes style of leading. The forceful, powerful type of leadership was always ascribed to a male in the group, usually Dick, an unusually quiet male in large group.

#### Sub-assertion 2.2.a.

Karen is a leader in tending the health and closeness of the group itself. She demonstrates many behaviors reflecting a caring for the group. She both gives attention to individuals in the group and values the group itself as much or more than most others.

#### Sub-assertion 2.2.b.

Dick also played this role even more quietly than Karen. He to is class rep. (but never seen this in other class reps. so don't believe it's tied to that role). Certain individuals do more tending of the group than others; some tenders need the group and its support; this does not seem true for Dick.

**Sub-assertion 2.2.c.**

Jan is also a "tender" of the group. Though Jan is an atypical woman in that she is both a "talker" (only woman to be so categorized) and is one of four more public leaders (only women to be so identified).

**Sub-assertion 2.2.d.**

Those women tending the group made slower progress in meeting graduation requirements than most others. There could be many reasons for this beyond their propensity to tend (i.e., tend to others in other areas of life, down most credits on entry, extensive commitments...).

**Major Assertion 3:**

The instructor played a major role in setting tone for the group. This tone changed with instructor to a greater extent than with individual students present.

**Sub-assertion 3.1.**

Equality and respect is modeled by the major professor.

**Sub-assertion 3.2.**

The major professor could do things that would not be accepted coming from any other professor or student peer.

**Sub-assertion 3.3.**

Students' concerns take precedence over content coverage.

**Sub-assertion 3.4.**

There are identifiable elements which facilitate group participants closeness.

**Sub-assertion 3.4.a**

Group's tone was regularly monitored and group goals were intentionally set and commitment to them solicited and reconfirmed over time.

**Major Assertion 4:**

Students learned from one another.

**Sub-assertion 4.1.**

Connections between students and ideas were intentionally built.

**Sub-assertion 4.1.a**

Applying class material to real-world problems is one expression of personal involvement and learning from one another.

**Sub-assertion 4.1.b.**

The group's opportunities for interaction with one another through small group break-out groups was the most valued forum for learning and feeling a part of the group.

**Sub-assertion 4.1.c.**

Self-disclosure occurred most often in small groups and facilitated knowledge of and concern for one another.

## **Appendix C**

### **Self-Descriptive Adjectives List**

## Self-Descriptive Adjectives List

Circle all traits that best describe you.

community-oriented  
competitive  
inward  
religious  
close to others

public speaker  
listener  
like to finish things

like people  
proud  
unemotional  
forthright

comfortable with people  
ambitious  
critical  
group-oriented

task-oriented  
interpersonal  
closed  
vulnerable  
solitary

private  
responsible  
stubborn  
self-conscious

sensitive  
assertive  
forthright  
uncertain of self  
careless  
perfectionist  
do enough to get by  
driven  
hard-driver  
intuitive  
connected  
autonomous  
sympathetic

solitary  
self-sufficient  
community-oriented  
intimate  
hang back

observer  
non-assertive  
task-oriented

like recognition  
desire prestige  
helpful  
shy

civic-minded  
comfortable  
dependent  
independent

analytical  
reflective  
open  
selfish  
confident

family-oriented  
single-minded  
ambitious  
critical

easy going  
happy  
content  
proud  
quiet  
sloppy  
demanding  
quality-oriented  
earnest  
unique  
interdependent  
action-oriented

opinionated  
cheerful  
focused  
handle any situation  
open

talkative  
outspoken  
receptive

outgoing  
impulsive  
friendly  
curious



## **Appendix D**

### **Self-Set Goals Sheet**

Table 29 - B

## MHR Impact Self-Assessment (Week 47)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

## I. Growth

Please indicate the degree of growth you have experienced in the following areas due to MHR involvement by circling the appropriate "X". The right side indicates the most agreement and growth, while a left side rating is a lack of growth in a given area.

SD (strongly disagree), D (disagree), AD (adequate), A (agree), SA (strongly agree).

9 Groups\* N = 105

	SD	D	AD	A	SA
1. I have grown in personal values.	X 1.5%	X 1.5%	X 46%	X 40%	X 11%
2. I have grown in religious beliefs.	X 1.9%	X 11%	X 45%	X 24%	X 18%
3. I have grown in personal relationships.	X 2.9%	X 2.9%	X 40%	X 48.6%	X 5.7%
4. I have grown in faith.	X 1.9%	X 6.7%	X 41%	X 29.5%	X 21%
5. I have grown in personal goals.	X 1.9%	X 1.9%	X 31.7%	X 60.6%	X 3.9%
6. I have grown in vocational goals.	X 1.9%	X 5.7%	X 31.7%	X 53%	X 7.6%
7. My attitude about life is more positive.	X 1.9%	X 6.7%	X 30.8%	X 47%	X 13.5%
8. My perception of self is improved.	X 2.9%	X 5.7%	X 24.8%	X 59%	X 7.6%
9. My perception of others is improved.	X 2.9%	X 4.8%	X 40%	X 48.6%	X 3.8%

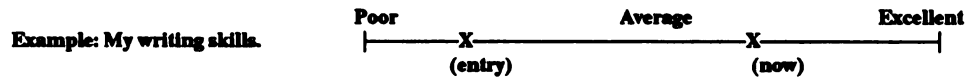
## Totals

Numbers	21	49	346	433	96
Percentage	2%	5%	36.6%	45.8%	10.2%

9 Groups\* N = 114

## II. Skills

Place an "X" on the continuum where you saw yourself at MHR entry. Then place another "X" where you now see yourself. There are many areas of potential growth. You should have two "X's" on each continuum.



This distance will indicate the amount of growth from MHR entry until today.

	<u>Poor</u> Entry	<u>Average</u>	<u>Excellent</u> Exit
1. My managerial skills.	3.5	2.7	6.2
2. My time management.	3.7	2.4	6.1
3. My listening skills.	4.3	2.0	6.3
4. My reading skills.	4.8	1.5	6.3
5. My speaking skills.	4.4	1.6	6.0
6. My organizational skills.	4.2	2.0	6.2
7. My research skills.	3.6	2.7	6.3
8. My problem-solving skills.	4.4	1.8	6.2
9. My decision-making skills.	4.5	1.9	6.4
10. My skills working with group dynamics.	4.1	2.2	6.3
11. My writing skills.	4.3	2.4	6.7

Please specify and comment on the contributions you feel you have made to the class.  
What contributions do you feel the class particularly made to you?

Other comments, please use the other side.

\* Groups: Detroit 16, 17, 18; Grand Rapids 6; Jackson 26; Flint 20, 21, 22; Lansing 23

4/90

## **Appendix E**

### **Janis-Field Survey**

312  
Janis-Field Scale

Name \_\_\_\_\_  
(Scale score kept confidential)

Please answer each of the following items by circling the number which best describes your feelings. Thanks for your help.

	Very Often 1	Fairly Often 2	Sometimes 3	Once in a great while 4	Practically never 5
1. How often do you have the feeling that there is nothing you can do well?	1	2	3	4	5
2. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel? (e.g., very afraid = 1)	1	2	3	4	5
3. How often do you feel that you have handled yourself well at a social gathering?	1	2	3	4	5
4. How often do you worry about whether other people like to be with you?	1	2	3	4	5
5. How often do you have the feeling that you can do everything well?	1	2	3	4	5
6. When you talk in front of a class or a group of your own age, how pleased are you with your performance? (e.g., very pleased = 1)	1	2	3	4	5
7. How often do you feel self-conscious?	1	2	3	4	5
8. How often are you troubled with shyness?	1	2	3	4	5
9. How often do you feel inferior to most of the people you know?	1	2	3	4	5
10. How comfortable are you when starting a conversation with people whom you don't know? (e.g., very comfortable = 1)	1	2	3	4	5
11. How often do you feel that you are a successful person?	1	2	3	4	5
12. How confident are you that your success in your future job or career is assured? (e.g., very confident = 1)	1	2	3	4	5
13. Do you ever think that you are a worthless individual?	1	2	3	4	5
14. How much do you worry about how well you get along with other people?	1	2	3	4	5
15. When you speak in a class discussion, how sure of yourself do you feel? (e.g., very sure = 1)	1	2	3	4	5
16. How often do you feel that you dislike yourself?	1	2	3	4	5
17. How sure of yourself do you feel when among strangers? (e.g., very sure = 1)	1	2	3	4	5
18. Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?	1	2	3	4	5
19. How confident do you feel that some day the people you know will look up to you and respect you? (e.g., very confident = 1)	1	2	3	4	5
20. In general, how confident do you feel about your abilities? (e.g., very confident = 1)	1	2	3	4	5

Your scores will be kept between you and me and only shared under a pseudonym in write-ups. Thanks again for your help.

Revised Janis-Field (Eagly, 1967) copyright 1959.

## **Appendix F**

### **Psychometric Data:**

**Learning Style Inventory**

**Meyers-Briggs Type Indicator**

# THE TENTH MENTAL MEASUREMENTS YEARBOOK

JANE CLOSE CONOLEY and JACK J. KRAMER

*Editors*

LINDA L. MURPHY

*Managing Editor*

The Buros Institute of Mental Measurements  
The University of Nebraska-Lincoln  
Lincoln, Nebraska

1989

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weaknesses in leadership-type skills and the use of the ideas in the activities manual for intervention strategies.

## [ 173 ]

**Learning-Style Inventory.** Purpose: "Designed to help individuals assess their ability to learn from experience." College and adults; 1976-85; LSI; self-administered; 6 scores: Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation, Abstract/Concrete, Active/Reflective; 1985 price data: \$55 per 10 self-scoring test and interpretation booklets; \$10 per technical manual ('85, 10 pages); (10) minutes; David A. Kolb; McBer and Company.\*

See 9:607 (7 references).

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*Review of the Learning-Style Inventory by NOEL GREGG, Director, Learning Disabilities Adult Clinic, College of Education, The University of Georgia, Athens, GA:*

The Learning-Style Inventory (LSI) revised in 1985 was developed by David A. Kolb to identify differences among individual learning styles and corresponding learning environments. It is a self-report inventory that purports to measure four dimensions of learning style, namely, Concrete Experience (feeling), Reflective Observation (watching), Abstract Conceptualization (thinking), and Active Experimentation (doing).

The theoretical foundation of the inventory is based upon the Jungian concept of styles or types. The theory predicts fulfillment in adult development is accomplished by higher level integration and expression of nondominant modes of dealing with the world. The LSI model of learning is described as a four-stage cycle that initiates with concrete experiences forming the basis for observation and reflection. The observations are then assimilated into concepts that serve as guides in creating new experiences.

The inventory is made up of 12 simple sentence-completion items written at a clear, accessible reading level. The written directions then require the respondent to rank order four sentence endings that correspond to the four learning modes: Concrete Experience (CE); Reflective Observation (RO); Abstract Conceptualization (AC); and Active Experimentation (AE). The number of most choices relevant to a dimension yields a raw score varying from 12 to 48. The author purports these scores can be used to classify an individual into one of four learning-style types (i.e., converger, diverger, assimilator, and accommodator). No evidence is provided, however, to show that the typology is meaningful; therefore, this format yields ipsative scores. Two combination scores are also obtained that indicate the extent to which the individual emphasizes abstractness over concreteness (AC-CE) and the extent to which he or she emphasizes action over reflection (AE-RO). These raw scores vary from +36 to -36. The entire Learning Style Inventory comes in a self-scoring booklet containing the inventory, the

Learning-Style profile, and the Learning-Style type grid.

Technical specifications for the LSI are provided in a separate 10-page document. The reliability of the LSI for the four basic scales and two combination scores all show good internal reliability as measured by Cronbach's Standardized Scale Alpha ( $\alpha = .268$ ). The combination scores indicate almost perfect additivity (1.0) as measured by Tukey's Additivity test. The author also provides a comparison of LSI 1985 with items from the original LSI as revised. Simplified split-half reliability (Spearman-Brown) figures are described. The standardized percentile scores are based on a sample of 1,446 adults between the ages of 18 and 60. The sample of 638 men and 801 women is described as to age and educational level. While the authors state the norming population is "ethnically diverse," no figures are provided to support this claim. Average raw scale scores for each subtest and combination scores for this sample are provided along with their standard deviations. Finally, the authors provide the intercorrelations among the LSI scales.

Section 9 of the technical document provides a graphic description of the validity relationship between the LSI and career fields of study. This is the only discussion of validity in the manual. No systematic information on convergent-discriminant validity is presented. An overall evaluation of the validity data would be the scales measure what they purport to measure but a more complete and accurate description of criteria needs to be provided. Further documentation on the validity of the LSI is supposedly discussed in *Experimental Learning: Experience as the Source of Learning and Development* (1984) by David Kolb, published by Prentice-Hall.

A review of the research on the LSI indicated that no research has been conducted using the LSI since the middle 1970s. No research could be located that has used the revised LSI. Two additional resources can be bought separately to accompany the LSI. One, a *User Guide for the Learning-Style Inventory* by Donna Smith and David Kolb, is a manual for teachers and trainers. The second resource is the *Personal Learning Guide* by Richard Baker, Nancy Dixon, and David Kolb. This is a guide to increasing one's learning from a training pro-

gram or course of study. Both books are published by McBer and Company.

In conclusion, the LSI is a promising measurement. It is a quick and reliable self-report instrument measuring learning style. However, further development of the technical manual is needed, as well as research investigating the usefulness of the inventory. Questions of validity will need to await further research.

## [ 174 ]

**LOCO (Learning Opportunities Coordination) A Scale for the Assessment of Coordinated Learning Opportunities in Living Units for People with a Handicap.** Purpose: "For indicating to what extent a Living Unit for people with handicaps is able to contribute significantly to their social and personal development and to maintain a level of reasonable independence." Residents of any type of living units where people with a handicap live with the assistance of care givers; 1987; LOCO; can be used in conjunction with P-A-C (Progress Assessment Chart) (9:1003); 4 scores: Basic Training Conditions, Essential Items, Additional Items, Total; 1987 price data: \$12 (U.S.) per complete test; administration time not reported; H. C. Gunzburg and A. L. Gunzburg; SEFA (Publications) Ltd. [England].\*

## [ 175 ]

**Long Performance Efficiency Test.** Purpose: "Measures . . . a subject's potential for satisfactory work performance in any type of job situation." Grade 7 and over; 1983; P.E.T.; individual; 1983 price data: \$7.25 per complete test including manual ('83, 11 pages) and set of 3 cards (A, B, C); \$5.50 per set of 3 cards; \$2.25 per manual; (5-6) minutes; Thomas Rex Long; Stoelting Co.\*

*Review of the Long Performance Efficiency Test by ROBERT B. SLANEY, Associate Professor of Counseling Psychology, The Pennsylvania State University, University Park, PA:*

The Long Performance Efficiency Test consists of three 8 1/2 x 11 cards and involves four colors: red, yellow, green, and blue. Card A prints the four color-words in black ink. Card B prints 1/4-inch squares of the four colors. Card C prints the color-words in red, yellow, green, or blue ink and the color of the ink differs from the meaning of the color-word. For example, the word yellow is printed in red ink. Each color-word or color appears 25 times in random order on each card. On the reverse side of each card, 10 examples of the words or colors are presented to ensure the subject understands the



ratings showed the highest correlation but even the observer correlations were adequate. The authors also correlated the MAACL with the Lorr Poms and the MMPI. Correlations between the Poms and MAACL were greatest for college students. The MMPI-MAACL study suggests the PA scale shows merit in predicting depression in several psychiatric diagnostic groups. Sufficient validity studies are lacking for the Sensation Seeking scale in both the Trait and State forms, indicating a need for further studies regarding this scale's construct validity.

**RELIABILITY.** All scales show adequate internal reliability with the exception of the Sensation Seeking scale. Of course, the Trait scales would be expected to show higher reliability coefficients and this is supported by the data. All scales, except the Positive Affect scale, show satisfactory reliabilities for periods up to 8 weeks.

**NORMS.** As part of the MAACL-R revision process, norms were developed for the Trait form. Analysis of information presented in the manual suggests that the Trait-form norms are based on a representative nationwide sample with proportional representation for sex, racial, regional, educational, and financial distributions in the United States. The new norms will probably result in greater research and clinical use of the MAACL-R Trait form. The norms for the State form are restricted and based only on a sample of 538 midwestern students examined in groups. As such, norms for the State version are not representative. This suggests a need for restandardization with a larger, more representative sample. The authors address this particular weakness directly in the manual and suggest that despite the lack of standardization, test-retest comparisons may still be conducted using existing State *T* scores as such comparisons are within subjects.

In summary, the MAACL-R is a psychometrically improved version of the popular MAACL. The Trait form is now standardized and new validity studies cited in the manual suggest direct clinical applications in assessment of affect and affective characteristics. The MAACL-R also shows promise for pre- and post-treatment measures of therapeutic effectiveness on a broad range of variables, including emotional aspects of health, stress, and stress management, as well as differential diagnosis. With its improved psychometric foundation, it

is anticipated that the MAACL-R will continue to find considerable utility in psychological research and evaluation of treatment effectiveness.

### [ 206 ]

**Myers-Briggs Type Indicator.** Purpose: "To identify, from self-report of easily recognized reactions, the basic preferences of people in regard to perception and judgment, so that the effects of each preference, singly and in combination, can be established by research and put to practical use." Grades 9-16 and adults; 1943-85; MBTI; based on personality theory of C. G. Jung; 4 scores: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, Judgment vs. Perception; 3 forms available: F, G, abbreviated version; 1987 price data: \$9.50 per 25 Form F or G question booklets; \$12 per 25 abbreviated version question booklets; \$6.50 per 50 answer sheets; \$10 per handscoring keys; \$5.50 per 50 individual report forms; \$20 per manual ('85, 319 pages); \$3 per specimen set; \$200 per complete MBTI software program (IBM PC or IBM-compatible personal computer); CAPT scoring service, \$6 or less per test; (30-40) minutes; Katharine C. Briggs, Isabel Briggs Myers, and Mary H. McCaulley (revised manual); Consulting Psychologists Press, Inc.\*

For a review by Anthony J. DeVito, see 9:739 (19 references); see also T3:1555 (42 references); for a review by Richard W. Coan, see 8:630 (115 references); see also T2:1294 (120 references) and P:177 (56 references); for reviews by Gerald A. Mendelsohn and Norman D. Sundberg and an excerpted review by Laurence Siegel, see 6:147 (10 references).

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42. Schurr, K. T., Ruble, V. E., & Henriksen, L. W. (1988). Relationship of Myers-Briggs Type Indicator personality characteristics and self-reported academic problems and skill ratings with Scholastic Aptitude Test scores. *Educational and Psychological Measurement*, 48 (1), 187-196.

*Review of the Myers-Briggs Type Indicator by*  
**JERRY S. WIGGINS**, Professor of Psychology,  
*The University of British Columbia, Vancouver,*  
*Canada:*

During the last decade, the role of personality theory in guiding the construction and evaluation of personality tests has received increasing emphasis. Historically, this emphasis may be traced to the introduction of the notion of construct validity first proposed by Cronbach and Meehl (1955) and subsequently elaborated by such writers as Loewinger (1957) and Jackson (1971). Although the construct point of view has gained wider acceptance as a set of principles, there have been few attempts to implement these principles in practice. The Myers-Briggs Type Indicator (MBTI) is a notable exception to this trend and the fact that it has been largely ignored by proponents of the construct point of view illustrates a feature of construct validity that is seldom discussed: "Unless substantially the same nomological net is accepted by the several users of the construct public validation is impossible . . . . A consumer of the test who rejects the author's theory

cannot accept the author's validation" (Cronbach & Meehl, 1955, p. 291).

The MBTI is an excellent example of a construct-oriented test that is inextricably linked to Jung's (1923) theory of psychological types. A slightly modified version of Jung's theory determined the substantive, structural, and external considerations involved in all stages of the construction and evaluation of this instrument. Hence, it is not surprising that the MBTI is held in high regard by many who subscribe to this aspect of Jungian theory. It is also not surprising that those who do not accept the tenets of the theory reject, or more typically ignore, the considerable body of evidence regarding the validity of the MBTI that now exists. Even though the familiar construct of "extraversion" is central to dimensional theories of personality such as those of Eysenck and Cattell, the Jungian construct of an "extraverted attitude" as a dynamic component within a psychological *type* is embedded in a very different nomological net. The validity of the MBTI can be evaluated independently of the total corpus of Jung's writings but it cannot be fairly appraised outside the more delimited context of Jung's theory of psychological types. As with any construct-oriented test, both the validity of the test and the validity of the theory are at issue.

The principal stumbling block to more widespread acceptance of the MBTI lies in the structural model of bipolar discontinuous types to which the test authors are firmly committed. The attitudes of extraversion versus introversion (EI), the perceptual styles of sensing versus intuition (SN), the judgmental styles of thinking versus feeling (TF), and the orientations to the outer world of judgment versus perception (JP) are all assumed to be genuine dichotomies with true zero points. On the basis of responses to forced-choice items (e.g., one keyed E and the other I), the difference between points on two scales determines the respondent's preference (ties are not permitted). Preferences are indicated by a letter designation (e.g., E) and a number indicating strength of the preference (e.g., 25); the former was considered by Myers to be more important than the latter. The four preferences are assumed to interact in complex nonlinear ways to produce one of 16 psychological *types* (e.g., ESTJ), and this is reflected in the manner in which dominant, auxiliary, and

inferior functions are identified for extraverts and introverts.

Evidence bearing on the structural-dynamic model underlying the MBTI is of a different form than evidence bearing on the more traditional continuous multivariate model in which variables are assumed to combine in an additive fashion. This would include, among other things: (a) direct evidence of bimodal distributions of preference scores; (b) indirect evidence of discontinuities between bipolar preferences when the two halves of the bipolar preference scales are plotted against a third variable; (c) evidence of the temporal stability of type classification over time; and (d) frequency distributions of types within and between criterion groups that are in accord with theoretical expectations. From the studies described in the MBTI manual, it would appear that evidence of the first kind is nonexistent; evidence of the second kind is only occasionally suggestive (e.g., the slopes of the distributions of E and I scales appear to differ when plotted against ratings of gregariousness); evidence of the third kind is somewhat disappointing (e.g., over periods of time ranging from 5 weeks to 6 years, the proportion of four-variable profile types that remain the same seldom exceeds 50%); and evidence of the fourth kind is often promising (e.g., the type distributions of creative architects, mathematicians, research scientists, and writers strongly support the notion of intuitive types).

For those who would prefer to interpret the MBTI as a set of four, normally-distributed, bipolar continuous scales, there is a wealth of external validity information presented in the extensive manual (actually a handbook) that provides a reasonably consistent picture of what the individual scales do and do not measure. Those whose commitment to the dimensional perspective is less tenacious are urged to peruse this manual in its entirety for a full description of the most notable attempt, to date, to develop measures of Jung's psychological types.

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## **Appendix G**

### **Curriculum Resources**

**\* With thanks to Joanna Stark, Stark and Associates, 401 W. Grand River, East Lansing, MI  
48823**

General Management Books  
(Male-Female joint authorship)

Blake, Robert R. and Mouton, Jane S.  
The Versatile Manager, Dow Jones-Irwin, Homewood,  
Ill., 1980. ISBN: 0-87094-222-0.  
Solving Costly Organizational Conflicts, 1984  
Spectacular Teamwork, 1987 (Blake, Mouton, Allen)

also

Managerial Grid and Corporate Excellence Through  
Grid Organizational Development

Iaconetti, Joan and O'Hara, Patrick  
First Time Manager, MacMillan Publishing Company,  
New York, 1985. ISBN: 0-02-558120-1.

Peters, Tom and Austin, Nancy  
A Passion For Excellence, New York: Random House,  
1985.

Strategic Planning

Belon, Patrick J., Morrissey, George L. and Acomb, Betty C.  
The Executive Guide to Strategic Planning, San Francisco:  
Jossey-Boss, 1987. ISBN: 1-55542-032X.

Communication

Kearney, Elizabeth I., and Bandley, Michale J.  
People Power, Provo, Utah: Community Press, 1990,  
Second Edition. (Reading People for Results).

Women's Careers

Mitchell, Charlene and Burdick, Thomas  
Right Moves, New York: MacMillan Publishing Company, 1985.  
ISBN: 0-02-585410-0.

also

The Extra Edge: Success Strategies for Women.

Time Management

Douglas, Merrill E. and Donna N.  
Manage Your Time, Manage Your Work, Manage Yourself.  
New York: AMACOM, 1980. ISBN: 0-8144-5597-2.

Women In Management

Palazzoli, Mora S., et al.

The Hidden Games of Organization, New York: Pantheon Books, 1986 (Random House translation rights)  
ISBN: 0-394-54315-7.

Women Authors

Bennett, Amanda

The Death of the Organizational Man, New York: Wm. Morrow & Co., 1990. ISBN: 0-446-51359-8.

Berryman-Fink, Cynthia

The Manager's Desk Reference, New York: AMACOM, 1989.  
ISBN: 0-8144-5904-8. (Staffing functions)

Collins, Eliza G.C., and Devanna, Mary Anne.

The Portable MBA, New York: Wiley and Sons, 1990.  
ISBN: 0-471-61997-3.

Culp, Stephanie

How To Get Organized When You Don't Have The Time,  
Cincinnati: Writer's Digest Books, 1987. ISBN: 0-89879-230-4  
(Time management)

Elfrey, Priscilla

The Hidden Agenda: Recognizing What Really Matters at Work,  
New York: Wiley & Sons, 1982. ISBN: 0-471-96529-X.

Gabor, Andrea

The Man Who Discovered Quality, New York: Time Books, 1991.  
ISBN: (W. Edwards Deming)

Gordon, Judith R.

A Diagnostic Approach to Organizational Behavior, 3rd  
Ed. Boston: Allyn and Bacon, 1991. ISBN:  
(OB)

Halper, Janice R.

Quiet Desperation, New York: Warner Books, 1988.  
ISBN: 0-446-51359-8. (CEOs)

Hunt, Diana and Hart, Pam

The Tao of Time, New York: Henry Holt, 1990.  
ISBN: 0-8050-0942-6 (Time & Life Management)

Jessup, Claudia and Chipps, Genie

The Woman's Guide to Starting a Business, New York: Holt, Rinehart & Winston, 1976. ISBN: 0-03-014606-2 Hardcover, ISBN: 0-03-017611-5 Paperback (Old but the bible for women entrepreneurs)

Kanter, Rosabeth Moss - see appended listing

Kinsey, Carol

Creativity in Business, Los Altos, CA: Crisp Publications, 1989. ISBN: 0-931961-67X

Kossek, Ellen Ernst

The Acceptance of Human Resource Innovation: Lessons for Management, New York: Quorum Books, 1989. ISBN: (Human Resources)

Loden, Marilyn and Rosener, Judy B.

Workforce America: Managing Employee Diversity Asa Vital Resource, Homewood, Ill.: Business One Irving, 1991 ISBN: (Demographics)

Luden, Kate

The Work Ethic: How To Profit From the Changing Values of the New Work Force, New York: E.P. Dutton, 1989. ISBN:

Milwid, Beth

Working With Men, Hillsboro, Oregon: Beyond Words Publishing Co. Inc., 1990. ISBN: 0-941831-49-3.

Potter, Beverly

Turning Around: The Behavioral Approach to Managing People, New York: AMACOM, 1980. ISBN: 0-8144-5533-6.

Sargent, Alice G.

The Androgynous Manager, New York: AMACOM, 1981. ISBN: 0-8144-55689.

Schaeff, Ann Wilson and Fassel, Diane

The Addictive Organization, New York: Harper & Row, 1990. ISBN:

Stead, Bette Ann

Women In Management, New Jersey: Prentice-Hall, 1985, second ed. ISBN: 0-13-961871-6-01 Hardcover, 0-13-961863-5 Paperback.

Tannen, Deborah

You Just Don't Understand, 1990.

Talking Voices, New York: Press Syndicate of the University of Cambridge, 1989. ISBN: 0-521-37900-8 pbk (Communication)



Women In Management

Palazzoli, Mora S., et al.

The Hidden Games of Organization, New York: Pantheon Books, 1986 (Random House translation rights)  
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New York: Wiley & Sons, 1982. ISBN: 0-471-96529-X.

Gabor, Andrea

The Man Who Discovered Quality, New York: Time Books, 1991.  
ISBN: (W. Edwards Deming)

Gordon, Judith R.

A Diagnostic Approach to Organizational Behavior, 3rd  
Ed. Boston: Allyn and Bacon, 1991. ISBN:  
(OB)

Halper, Janice R.

Quiet Desperation, New York: Warner Books, 1988.  
ISBN: 0-446-51359-8. (CEOs)

Hunt, Diana and Hart, Pam

The Tao of Time, New York: Henry Holt, 1990.  
ISBN: 0-8050-0942-6 (Time & Life Management)

Jessup, Claudia and Chipps, Genie

The Woman's Guide to Starting a Business, New York: Holt, Rinehart & Winston, 1976. ISBN: 0-03-014606-2 Hardcover, ISBN: 0-03-017611-5 Paperback (Old but the bible for women entrepreneurs)

Kanter, Rosabeth Moss - see appended listing

Kinsey, Carol

Creativity in Business, Los Altos, CA: Crisp Publications, 1989. ISBN: 0-931961-67X

Kossek, Ellen Ernst

The Acceptance of Human Resource Innovation: Lessons for Management, New York: Quorum Books, 1989. ISBN: (Human Resources)

Loden, Marilyn and Rosener, Judy B.

Workforce America: Managing Employee Diversity As a Vital Resource, Homewood, Ill.: Business One Irving, 1991 ISBN: (Demographics)

Luden, Kate

The Work Ethic: How To Profit From the Changing Values of the New Work Force, New York: E.P. Dutton, 1989. ISBN:

Milwid, Beth

Working With Men, Hillsboro, Oregon: Beyond Words Publishing Co. Inc., 1990. ISBN: 0-941831-49-3.

Potter, Beverly

Turning Around: The Behavioral Approach to Managing People, New York: AMACOM, 1980. ISBN: 0-8144-5533-6.

Sargent, Alice G.

The Androgynous Manager, New York: AMACOM, 1981. ISBN: 0-8144-55689.

Schaeff, Ann Wilson and Fassel, Diane

The Addictive Organization, New York: Harper & Row, 1990. ISBN:

Stead, Bette Ann

Women In Management, New Jersey: Prentice-Hall, 1985, second ed. ISBN: 0-13-961871-6-01 Hardcover, 0-13-961863-5-01 Paperback.

Tannen, Deborah

You Just Don't Understand, 1990.

Talking Voices, New York: Press Syndicate of the University of Cambridge, 1989. ISBN: 0-521-37900-8 pbk (Communication)

## **Appendix H**

### **Multi-cultural Classroom Resources**

**\* With thanks to consultants from the University of Michigan's Conflict Resolution.**

**Gender**

"Guide to Nonsexist Language" Project on the Status and Education of Women, Association of American Colleges, Washington, D.C.

Special Task Force on Sexism in Communication. Guidelines for the Nonsexist Communication. Youngstown State University, June 1988, 1-17.

Franklin, Phyllis, Helen Moglen, Phyllis Fatlin-Boring and Ruth Angress. Sexual and Gender Harassment in the Academy. The Modern Language Association of America, 1981.

Hall, Roberta M. Project on the Status and Education of Women "The Classroom Climate: A Chilly One for Women?" Washington, D.C. Association of American Colleges, undated.

Rowe, Mary. "Taking Control: How to Deal with Harrassment," Abridged version of lecture given at Yale University, Dec. 3, 1987, 1-10.

Sargent, Alice Beyond Sex Roles, 1985.

Schaef, Anne Wilson "Stoppers: Keeping Women in Their Place," From Women's Reality, San Francisco: Harper and Row, 1985, pp. 69-80.

**Race**

Baldwin, James My Dungeon Shook: Letter to My Nephew in the One Hundredth Anniversary of the Emancipation. From The Fire Next Time. New York: Dell Publishing, 1963, pp. 13-19.

Bonacich, Edna "Racism in the Deep Structure of U.S. Higher Education" International Perspectives in Education and Society, Vol I, Greenwich, Conn: JAI Press, 3-15.

Mark Chesler and James Crowfoot. "Racism in Higher Education I: An Organization Analysis." Ann Arbor: University of Michigan, PCMA Working Paper #21, 1989.

Corvin, Sue and Fred Wiggins "An Antiracism Training Model for White Professionals" Journal of Multicultural Counseling and Development, July 1989, Vol 17, 105-114.

Griffin, Susan "I Like to Think of Harriet Tubman" From Like the Iris of An Eye, 1976.

Heinrich, June Sank "Native Americans: What Not to Teach" Interracial Books for Children Bulletin, Vol 8, no 4 and 5, 1977, pp. 26-27.

Kochman, Thomas "The Ethnic Component in Black Languages and Culture" From Children's Ethnic Socialization, J. Phinney and M. Rothermen (eds). Newbury Park CA: Sage, 1987, 219-239.

McIntosh, Peggy "White Privilege: Unpacking the Invisible Knapsack," Peace and Freedom, July/August, 1989, pp. 10-13.

Phelps, R.E., H. M. Meara, K.L. Davis and M.J. Patton "Blacks and Whites Perceptions of Verbal Aggression." Journal of Counseling and Development, March/April 1991, 345-350.

Seldon, Horace "On Being Color Blind," Interracial Books for Children Bulletin, Vol 11, no. 8, pp. 10-11.

Suzwki, Bob H. "Asian American and the Model Minority," Change, Nov/Dec 1989, 13-19.

"Teaching for Black Student Retention" The Ohio State University Center for Teaching Excellence, (undated).

**Discrimination**

Andrzejewski, Julie and Sudie Hofmann. "Human Relations Definitions," From Human Relations, Julie Andrezejewski (ed). Needham Heights Mass.: Ginn Press, 1990 1-5.

Banks, J.A. "Ethnicity, Class, Cognitive and Motivational Styles: Research and Teaching Implications" Journal of Negro Education, 57, 1988, 452-466.

Chism, Nancy Van Note, Jamie Cano, and Anne S. Pruitt. Teaching in a Diverse Environment: Knowledge and Skills Needed by T.A.s. In Teaching Assistant Training in the 1990s, J.D. Nyquist, R.A. Abbott and D.H. Wulffleds). San Francisco: Jossey-Bass, 1989, 23-35.

Dean, Terry "Multicultural Classrooms, Mono-cultural Teachers", College Composition and Communication, 40, Feb 1989, 23-37.

Feagin, Joe R. and Clairece B. Feagin. "Movement toward an Institutional Emphasis," From Discrimination American Style. Prientice Hall, Inc., 1978, pp. 6-15.

Jackson, Bailey W. and Evangelina Holvina "Multicultural Organization Development" Ann Arbor: PCMA Working Paper, 1988.

Katz, Judith "Facing the Challenge of Diversity and Multiculturalism", Ann Arbor: PCMA Working Paper, 1988.

O'Hare, William "Eight Myths About poverty," From American Demographies, May 1986, Vol, 8, pp 22-25

Osborne, David "They Can't Stop Us Now," Washington Post Magazine, July 12-19, pp 27-31.

Rothenberg, Paula Racism and Sexism, New York: St. Martins Press, 1988,

see particulary:

Introduction pp. 1-4  
 Defining Racism and Sexism pp. 5-8  
 The Problem: Discrimination pp. 8-19  
 The Feminization of Poverty pp. 80-81  
 The Economics of Race, Class and Gender in the U.S.: A Statistical Portrait pp. 49-53  
 How It Happened: The Legal Status Of Women and People of Color in the U.S. pp. 177-184

Zeller, Richard A. "On Teaching About Discrimination" Teaching Sociology, Vol. 16, January 1988, pp. 61-66.

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BRIDGES	BNA COMMUNICATIONS	8 VIDEOS EACH VIDEO - 21 - 27 MINUTES IN LENGTH	YES	YES	YES	BNA COMMUNICATIONS 9439 KEY WEST AVENUE ROCKVILLE MD. 20850 PH # 1-800-233-6067
THE MULTICULTURAL WORKPLACE	CORONET/MTI FILM AND VIDEO	30 MINUTES	YES	YES	NO	CORONET/MTI FILM AND VIDEO 108 WILMOT ROAD DEERFIELD, ILL 60015 PH#1-800-621-2131 Ext. 2420
A TALE OF O	GOOD MEASURE	27 MINUTES	YES	YES	YES	UNITED TRAINING MEDIA 6633 W. HOWARD STREET NILES, ILLINOIS 60648 PH# 1-800-750-0364
VALUING DIVERSITY	COPELAND GRIGGS PRODUCTIONS	7 VIDEOS EACH VIDEO - 30 - 60 MINUTES IN LENGTH	YES	YES	YES	COPELAND GRIGGS PRODUCTIONS, INC. 302 234D AVENUE SAN FRANCISCO CALIFORNIA 94121 PH# 415-668-4200
WOMEN IN CHANGE	PBS VIDEO	60 MINUTES	YES	YES	NO	QUALITY VIDEO PROGRAMS 865 LAPEER, SUITE 101 LAKE ORION MICHIGAN 48035 PH# 313-693-4232
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BILL COSBY ON PREJUDICE	VIDEO PUBLISHING HOUSE	22 MINUTES	YES	YES	NO	QUALITY VIDEO PROGRAMS 865 LAPEER, SUITE 101 LAKE ORION MICHIGAN 48035 PH# 313-693-4232
ACHIEVING DIVERSITY: THE MYTHS	AEROMEDIA, ASSOCIATES	34 MINUTES	YES	YES	YES	AEROMEDIA ASSOCIATES P.O.DRAWER 4100 EAST LANSING, MICHIGAN 48826-4100 PH # 517-482-3954
THE MOSIAC WORKPLACE	FILMS FOR THE HUMANITIES AND SCIENCES, INC.	10 VIDEOS EACH VIDEO - 16 -30 MINUTES IN LENGTH	YES	YES	NO	FILMS FOR THE HUMANITIES & SCIENCES P.O. BOX 2053 PRINCETON, NEW JERSEY 08543-2053 PH #1-800-257-5126

  
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