

**FOSTERING IMPROVEMENT AND INNOVATION THROUGH INQUIRY
GROUNDED IN REFLECTION AND RESEARCH**

Northwestern University
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1. VISION OF LEARNING

- 1.1 Understanding student thinking about the subject matter
- 1.2 Reflection and research as a means of learning
- 1.3 Learning as a social practice
- 1.4 Authentic experience
- 1.5 Use of technology to extend learning opportunities and thinking

2. VISION OF LEARNERS

- 2.1 Lifelong view of learning and development shaped by social contexts
- 2.2 Student diversity as a resource for the educational community

3. VISION OF TEACHING

- 3.1 Connecting of theory to practice
- 3.2 Professional conduct that is responsible and ethical

CONCEPTUAL FRAMEWORK

**NORTHWESTERN UNIVERSITY
TEACHER EDUCATION**

NORTHWESTERN UNIVERSITY CONCEPTUAL FRAMEWORK

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of Learning that focuses on:

- 1.1. understanding student thinking about the subject matter;
- 1.2. reflection and research as a means of learning;
- 1.3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
- 1.4. authentic experience, where class sessions and assignments are designed to engage students' interests and to have implication for the student beyond the classroom; and
- 1.5. the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

- 2.1 lifelong learning and development shaped by social contexts; and
- 2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

- 3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
- 3.2 professional conduct that is responsible and ethical.

In addition to revisions noted above, in spring 2004, the Unit Committee approved seven candidate dispositions, which grow out of the NUCF and the Unit Mission. It is our goal to help candidates acquire the following dispositions to the level of proficiency:

1. Willingness to systematically reflect on one's own practice. (NUCF 1.2, 3.1)
2. Commitment to understanding students' thinking about the subject matter. (NUCF 1.1)
3. Belief in the value of seeing students as individuals. (NUCF 1.3, 2.1, 2.2)
4. Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5. Willingness to take the risks associated with engaging students' interests through real world experiences. (NUCF 1.4)
6. Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
7. Commitment to conducting one's self professionally and responsibly. (NUCF 3.2)