



III. HOW CAN WE CAPITALIZE ON RELEVANT NATIONAL REPORTS TO ADVANCE OUR PLANNING?

INITIAL QUESTIONS

A. How can attention to the research, data, contextual analyses, and stories from the field found in national reports, advance our understanding of questions to ask in our discussions about 21st century learners—who they are and what they are to become?

B. How can attention to national reports advance our understanding of how integrated attention to learning experiences and to learning spaces is strategic (and essential) to shaping the institutional future?

C. How can we capitalize on institutional assets—including structures such as centers for teaching and learning and colleagues well-connected to national conversations—to keep our planning aware of larger national issues?

FINAL QUESTIONS

¿ Has attention to national reports made us more comfortable with bringing audacious questions to our planning table in the earliest stages of our work? What is the evidence?

¿ Have our efforts to have our planning of spaces been informed by attention to national reports nudged further similar conversations across the campus?

¿ Have we—as individuals and as institutional colleagues—become more involved at the national level with discussions about recent reports—and potentially future reports.

FROM A NATIONAL REPORT: WORDS OF WISDOM

[Problem solving] ... is required whenever there is a goal to reach and attainment of that goal is not possible either by direct action or by retrieving a sequence of previously learned steps from memory. That is, during problem solving the path to the intended goal is uncertain.

— National Research Council. *Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering*. Washington, DC: The National Academies Press, 2012.



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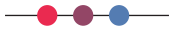
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INITIAL NOTES



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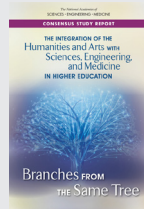


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RESOURCES RECENT NATIONAL REPORTS

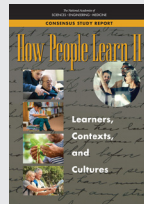
- *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education.* (NAS 2018)

This study examined an important trend in higher education: efforts to return to—or in some cases preserve—a more integrative model of higher education that proponents argue will better prepare students for work, life, and citizenship.

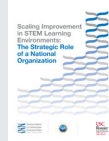


- *How People Learn II: Learners, Contexts, and Culture.* (NAS 2018)

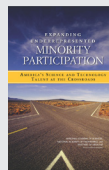
There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforces training, and policy.



RESOURCES FROM THE LSC ROADMAP NATIONAL REPORTS



Association of American Universities (AAU). 2018. *Scaling Improvement in STEM Learning Environments: The Strategic Role of a National Organization.*



National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. 2011. *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads.*



National Research Council. 2012. *Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering.*



National Academy of Engineering. 2004. *The Engineer of 2020: Visions of Engineering in the New Century.*



National Research Council. 2015. *Enhancing the Effectiveness of Team Science.*

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