Sample Research Questions Keyed to the Tenets of Process Education

David Leasure

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The following table shows the tenets of process education in the left column and a set of research questions in the right column that could be asked that would prove and improve the implementation of these tenets.

Tenets of Process Education (Apple et al., 2016, fig. 2, p. 40)	Sample Research Questions
1. Faculty must fully accept responsibility for facilitating student success.	How do students define success and the role of faculty in supporting it, before and after an intervention? How do faculty define success, what do they value most, and/or how do they see their role, before and after an intervention?
2. In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.	How do faculty perceive the value of facilitating / coaching skills over content? What growth do students see in a term and what credit do they give skills? Which skills?
3. Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.	How are models perceived by students? What value do they place on generalizing skills and knowledge? What about faculty?
4. A Process Educator can continuously improve PE concepts, processes, and tools used by doing active observation and research in the classroom.	What artifacts, measures, and other data, such as growth papers, reflections, and self-assessments, can we analyze to inform our work? What does the improvement process look like? What tools do faculty have and what barriers restrict their abilities?
5. Educators should assess students regularly by measuring accomplishments; they should model assessment processes, provide timely feedback, and help students improve their self-assessment skills.	How do faculty perceive assessment (coaching) in the process of learning? From the students' and faculty's experience, what impact are these practices having? How well are students self-assessing? What strengths, opportunities, and barriers do they face? To what extent are students applying the feedback to strengthen their skills and future performances?
6. Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability.	How do students assess themselves as learners? What motivates students? What constructs can we affect? How does the curriculum and teaching model help or hinder students to learn better? How can we remove the obstacles learners have?

Tenets of Process Education (Apple et al., 2016, fig. 2, p. 40)	Sample Research Questions
7. Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, life-long learner.	Do students accept this goal? To what extent? What questions do they have? Can they relate what they're learning to their growth?
8. An empowered learner is one who uses learning processes and self-assessment to improve future performance.	To what extent are these practices used? What differentiates the journey of becoming an empowered learner compared to traditional outcomes?
9. To develop expertise in a discipline, a learner must develop a specific knowledge base in that field, but must also acquire generic, life-long learning skills that relate to all disciplines.	How can the level of the specific knowledge base be elevated? Can students learn to elevate it with LPM, MGK, and MEK methodologies? What are the most important LLL skills?
10. An educational institution can continually improve its effectiveness in producing stronger learning outcomes in several ways: By aligning institutional, course, and program objectives; By investing in faculty development, curricular innovation, and design of performance measures; By embracing an assessment culture.	What role can faculty or program directors take that will change individual and departmental practices? Given the tenets, do we have valid expected outcomes aligned with the tenets? Do they exist for student field knowledge, general skills, and mindsets? Do they exist for faculty? Do we have the right outcomes? How do we assess alignment of outcomes across a course, across courses, within a program? How does the institutional culture affect innovation, development, and culture?

Abbreviations

- LLL - Lifelong Learning
- LPM - Learning Process Methodology (Leise et al., 2007)
- MEK - Methodology for Elevating Knowledge (Apple et al., 2018, p. 380; Nygren 2007b)
- MGK - Methodology for Generalizing Knowledge (Apple et al, 2018, p. 381; Nygren 2007a)

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