



BEING WHERE HISTORY IS HAPPENING

PARTICIPATING IN A NEW NATIONAL CONVERSATION ON
STRATEGIC ASSESSMENT PARTNERSHIPS.

HOW CAN WE ALIGN ASSESSMENT MODELS WITH EVOLVING
NEW SKILLS RELATED TO NATIONAL STRATEGIC GOALS?

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BEING WHERE HISTORY IS HAPPENING: PARTICIPATING IN A NEW NATIONAL CONVERSATION ON STRATEGIC ASSESSMENT PARTNERSHIPS: HOW CAN WE ALIGN ASSESSMENT MODELS WITH EVOLVING NEW SKILLS RELATED TO NATIONAL GOALS?

WORKSHOP: TUESDAY, OCTOBER 21, 2014, 2014 ASSESSMENT INSTITUTE IN INDIANAPOLIS. PRESENTERS: DOROTHY BRAY, BRAY CONSULTING, CALIFORNIA; PHOEBE HELM, THE HELM CONSULTING, CHICAGO; JOHN LOMMEL, LETOURNEAU UNIVERSITY, TEXAS.

TODAY'S COMPELLING DILEMMA OF ASSESSMENT: PLACING ASSESSMENT AT THE INTERSECTION OF NEW SKILLS PERFORMANCE AND NATIONAL GOALS OF PROSPERITY AND SECURITY.

A NEW CONVERSATION: TODAY'S OUTCOMES ASSESSMENT CHALLENGES

INTRODUCTION

ASSESSMENT MODELS NEED TO MOVE FROM A "Culture of Compliance", which uses data to tell a **negative story**. This emphasis is political, not educational. For educators, the politics of a culture of compliance have overtaken the realities and potential of innovative interests and energy of educators.

There is a new, strategic agenda, which we can embrace, which will confer a new level of influence on Educational Leadership of Assessment As A Strategic Tool. Rising new theories are associating education and skills development with national strategic goals of security and prosperity, transforming our skills development and related assessment priorities.

The core question then is, *HOW CAN WE ALIGN ASSESSMENT GOALS WITH NATIONAL STRATEGIC GOALS WITH A FOCUS TO FOSTER AN EDUCATED SOCIETY THAT IS INNOVATIVE, COMPETITIVE, AND STRONG?*

BACKGROUND

This presentation describes how global and national perspectives have intersected, requiring new educational skills and assessment challenges. The key educational messages are that "*New Skills Matter*" and "*New Assessment Participation*" is necessary" in building the competitive capabilities required in today's global environment.

THE MAJOR SOURCE OF A PROPOSED NEW ASSESSMENT PARADIGM IS THE PUBLICATION, A NATIONAL STRATEGIC NARRATIVE WHICH EMPHASIZES THESE VALUES TO BE THE FOUNDATION OF A NEW PARTNERSHIP BETWEEN NATIONAL GOALS AND EDUCATION:

Security, defined as freedom from anxiety, features both the economy and vales as part of the definition. We need an educational system that encourages a new legacy based on innovation and work, which will be key to these emphases among others:

- A strong, innovative, competitive citizenry.
- Increasing individual capabilities for protecting finite resources.
- Adaptability is a key capability.

A core skill development challenge is to define "**Intellectual Capital**" and related problem solving skills. The exceptionalism demands of Intellectual Capital require exceptional skills and new assessment approaches. This model introduces a new category of SUPER-SKILLS and a new super-skill: **INGENUITY**.

(See website of A National Strategic Narrative, Education Category for more information on these concepts) nationalstrategicnarrative.org and [The Ingenuity Gap](#), Thomas Homer-Dixon, Knopf, 2000)

Our premise is that *Ingenuity can assume the identity of a teachable skill*, in this case, a new category of SUPER-SKILLS, which, in turn, requires an also new Assessment Model, capable of describing relevant outcomes and skills accomplishments of this new category of skills. Ingenuity is no longer viewed as a rare personal quality, but a skill, and like most skills, it can be taught.

RE-IMAGINING A NEW ASSESSMENT AGENDA AND MODELS OF OPERATION

HOW DO WE BRIDGE THE RHETORIC OF COMPLIANCE? WE CALL FOR ASSESSMENT OF THE RIGHT KIND OF SKILLS: **ESSENTIAL OUTCOMES** THAT STUDENTS WOULD BE EXPECTED TO MASTER. Here, *Intellectual Capital is the Educational Link Between Assessment And National Goals* where IC And Its Core Skill Of Ingenuity Are Primary Contributors To Global Competitiveness Potential.

10 KEY QUESTIONS GUIDE THIS CONVERSATION

1. **How Can We Re-Define Today's Assessment Models? What Role Should They Play?** The answer lies in the future, not the past. The key challenge is that **Assessment has remained out of step with the growing complexity of skills.**

WE NEED TO CHANGE THE STORY and Use New Data To Tell A New Compelling Story.

2. **What Different Focus For A New National Agenda For Assessment Is Required?**

Past models give us yesterday's educational context; they have not been successful in relating assessment to today's educational context in which these influential new voices place **educational assessment at the intersection of performance and prosperity**. *Missing in past and current educational models is this link to national goals.*

3. **What New Education Challenges Are Evolving From Influential New Voices?**

LINKAGES BETWEEN EDUCATION AND SECURITY HAVE BECOME MORE PROMINENT IN THE EDUCATIONAL MILIEU. New voices urge that **while it may be an unintended partnership** in the 21st Century, National Prosperity and Security will come with new educational emphases on the relationship of skills to these national goals. The major sources of a proposed new Skills Development and Assessment Paradigm are the publications, A NATIONAL STRATEGIC NARRATIVE at nationalstrategicnarrative.org and THE INGENUITY GAP, by Thomas Homer-Dixon.

INVESTMENT PRIORITIES BECOME EDUCATION CHALLENGES

They propose these **investment priorities**, among others: (1) Ensuring our economic prosperity and global competitiveness with new approaches to problem solving in teaching and learning. (2) Developing the CORE COMPETENCIES **THAT REPRESENT Intellectual Capital**. (3) Focusing on innovation and flexibility as reflected in the capabilities of a new Super-Skill of INGENUITY. (4) Replacing the growing student profile of skills deficiencies with new skills formation models. 5. Adopting new tools of assessment.

4. **What Is The Subject Of The New Assessment Story?** *The Intersection Of Strategic Assessment With New Emerging New Core Skills, Linked To National Goals*. Skilled no longer means what it meant. Of strategic importance are NEW CORE COMPETENCIES. The Assessment Challenge: *Re-imagining An Assessment Model Linked To The Value of Intellectual Capital, the imaginative capacity to creatively apply knowledge to seek solutions, which promote a society that is innovative, competitive and strong.*

5. **What Are Some Operational Themes Of The New Assessment Story -Experimenting At The Intersection Of Skills Performance and National Goals?** *In today's context: WE ARE ADVOCATING THE DIRECT TEACHING AND ASSESSMENT OF THE NEW SUPER-SKILL OF INGENUITY, the core skill of Intellectual Capital. Here a skills formation system of communications, critical thinking and creativity converge to represent the new super-skill of Ingenuity. The Assessment challenge here is that new skills definitions have to be operationalized through application to actual samples of student work that illustrate levels of proficiency.*

6. **Why Is Intellectual Capital The Central, Core Developmental Concept?** **INTELLECTUAL ENERGY AS A GOAL OF EDUCATION** emphasizes intellectual skills instead of transmitting bodies of knowledge through traditional courses. **The new goal is to deliberately integrate areas of knowledge, and ways of thinking.** To understand and compete in today's world, we need not only relevant knowledge, but the imaginative capacity of INGENUITY to creatively apply knowledge to developing innovative ideas and solutions to problems.

7. What Is Intellectual Capital? (Also Designated Here As IC)

INTELLECTUAL CAPITAL BY THOMAS A STEWART, Doubleday, 1998, is the central source of several of these concepts and definitions of Intellectual Capital, applied by this author as the CORE SKILL DEVELOPMENT ISSUE OF THIS AND THE NEXT DECADES.

THE KEY CONTEXT FOR INTELLECTUAL CAPITAL IS KNOWLEDGE MANAGEMENT, describing that Information and knowledge are the thermo--nuclear competitive weapons for our time. (Stewart p 1) In the 21st Century economy, one of ever-increasing information intensity, Intellectual Capital has an increasing dominant, defining role in national output identified with competitive advantage, *as an Educational perspective, Intellectual Capital Leads to New Thinking About Strategic Skill Development and its related Strategic Assessment Models.*

Intellectual Capital commonly is defined as the skills and knowledge, which combine intellect or brainpower with an economic concept of capital. Intellectual Capital also is characterized as collective brainpower which is: knowledge, information, and experience (Stewart, p xx). Related to the Intellectual Capital context is the term, Human Capital defined as the capabilities required to provide solutions.

8. What Is The Connection Between A Strategic Context, Intellectual Capital and Strategic Assessment?

Stewart states that Intellectual Capital begins with strategy (p. 62)

"Knowledge assets are worthwhile only in the context of strategy. IC has two forms: (1) expertise e.g.: communication, leadership skills, organized knowledge) (2) tools that augment knowledge: e.g. facts, data. IC doesn't exist without a purpose and point of view; preparing knowledge from noise can be done only by means of strategy." IC context then includes point of view, a strategy, a goal, and a purpose, *not confusing data with knowledge.* (Stewart p 71)

9. If Global Is Today's Key Educational Platform, What Comparable Benchmarks Will Define And Organize A Global Skills Data- Base, Focused On Developing Intellectual Capital With Its Core Super-Skill Of Ingenuity?

SKILLS WILL ATTRACT ATTENTION.WITH A NEW AUTHENTIC VOICE. In Addendum 1, a chart describes a new type of skills community featuring Ingenuity as the core skill that is the foundation for Intellectual Capital.

10. **A 21st Century View of Skills Describes Competition As An Educational Skills Concept.** *New Assessment Challenges include: How Will We Measure Competitive Competence, The Core Skill Focus Of Intellectual Capital? What requires solution to develop strategic new skills and assessment models? What new roles for educators emerge?*

Not just a STEM instructional mandate. Humanities and social sciences are important drivers of U.S. Intellectual Capital and thus have a key role in new educational/assessment models linked to Intellectual Capital. See Addendum 3 for more information on this principle.

Summary: EDUCATION AND PROSPERITY ARE NOT INCOMPATIBLE. TODAY'S STRATEGIC REALITY JOINS EDUCATION AND PROSPERITY GOALS IN THE PURSUIT OF NATIONAL ECONOMIC ADVANTAGE.

PART 1: TODAY'S PROBLEM-ASSESSMENT IS ABOUT COMPLIANCE, NOT LEARNING.

HOW CAN WE CHANGE THIS CULTURE OF COMPLIANCE?

A CHECK-LIST OF KEY ISSUES

- (1) **HOW CAN WE CHANGE?** A CALL FOR A NEW ASSESSMENT PARADIGM LINKED TO THE VALUES OF INTELLECTUAL CAPITAL AND ITS CORE SKILL OF INGENUITY INVITES A NEW ROLE FOR STUDENTS AS CO-DEVELOPERS OF ASSESSMENT MODELS.

- We need to develop explicit student profiles and document their participation in processes and products of Ingenuity Skilling.
 - Focus on how can we engage them as Consumers of learning?
 - Focus on evidence of learning?

- (2) **EMBRACE THE VALUES AND RELEVANCE OF INTELLECTUAL CAPITAL AND INGENUITY** WHOSE DESIRED SKILL HAS A FUNCTION TO PROMOTE IDEAS AND PROBLEM SOLVING, FINDING AND IDENTIFYING SOLUTIONS FOR TODAY'S PROBLEMS.

- a. Ingenuity reforms critical thinking.
- b. Demonstrates different degrees of idea development.
- c. Derives its energy from AND depends on the imagery of creativity and the problem solving of critical thinking.

(3) **THE NEW SKILLS/ASSESSMENT CONTEXT:** Skills Formation Models Move Thinking From Remedial To Upskilling —A Live And Dynamic Process. The Crucial National Issues Are Economic and Value-Laden, Such As Prosperity and Sustainability As Catalysts For New Skills.

(4) A **NEW SKILLS IDEALOGY:** Guidelines of this Ideology include a CHANGE IN VOCABULARY which replaces the Bimodal motif of skills with these concepts:

- a. **BLENDED SKILLS:** SKILLS working together in combination to give rise to core super-skills that produce value and competitive values required of IC, idea driven, problem driven.
- b. Compatibility is a key criterion: a core feature of super-skills.
- c. Ingenuity: a pluralist skill, interlinked with other skills. Skills no longer can be reduced to a duality of basic or advanced.
- d. Emphasis on capability rather than capacity.

(5) New Roles For Educators: DIRECT TEACHING OF INGENUITY AS CORE SKILL OF INTELLECTUAL CAPITAL

- a. **EMPOWERING STUDENTS:** Tomorrow's challenges will be how to co-create skills and assessment models with students. 21st Century Skill and Assessment models must include students as co-developers.
- b. An investment motif will call for new alliances to be formed. How can you COMMIT TO BEING AN INFLUENCER, focusing on connections to influence other educators and policy makers.
- c. Participating in the following:
 - A role for new Advisory Boards.
 - A NEW ROLE FOR FACULTY TEAMS. Re-investing in Collaborative Consortia.
 - TEACHING which emphasizes the following:
 - Outcomes emphasis
 - Have high standards for student learning
 - Use Research based course design.
 - Attention to high-impact practice.
 - Align assessment with desired outcomes.
 - Ensure courses are designed with prerequisites-co-requisites with clear learning tasks
 - Growing Use of rubrics for Competency assessment.

PART 2: SOLUTION

STRATEGIC ASSESSMENT: ALIGN ASSESSMENT GOALS WITH EVOLVING NATIONAL STRATEGIC GOALS?

BRIDGING THE RHETORIC OF COMPLIANCE: A NEW ASSESSMENT MODEL

1. CREATE POSITIVE CHANGE BY RELATING ASSESSMENT TO NATIONAL GOALS AS STRATEGIC

ASSESSMENT: Developing the right capabilities identified as “INTELLECTUAL CAPITAL” and “INGENUITY”.

This national priority emphasizes the goal to define and demonstrate how more investments in education are vital to the future prosperity and security of our nation.

Assessment’s role will be to define and demonstrate the new results that can be achieved.

2. EMPHASIZE THAT THE DEVELOPMENT OF THE STRATEGIC CAPABILITIES OF “INTELLECTUAL CAPITAL” REQUIRES A NEW SKILLS DEVELOPMENT AND ASSESSMENT CULTURE that addresses higher-level skills.

3. Focus on how NEW COMPLEX SKILLS ARE EVOLVING FROM NEW KNOWLEDGE.

For example, Ingenuity is the skill TO FIND AND IDENTIFY A PROBLEM WITH PROBLEM SOLVING ABILITIES at working out how to achieve things or the skill to invent new things or ideas.

4. EMPHASIZE THAT SKILLS WE ASSESS, ARE CHANGING: Moving from a POST - BASIC SKILLS TIME TO A PRE-SUPER-SKILLS TIME Introduces A NEW EMPHASIS ON THE SUPER-SKILL OF INGENUITY. Ingenuity, taking its place in today’s Skills Ecosystem that generates the dynamic chemistry to be demonstrated as “Intellectual Capital.”

5. FOCUS ON A FUNDAMENTAL TRANSFORMATION OF THE RELATIONSHIP BETWEEN SKILLS DEVELOPMENT AND ASSESSMENT. AN EXAMPLE OF A SHIFT TO AN EMERGING NEW CULTURE OF ASSESSMENT from “What is learned will be assessed” to “What is assessed will be learned”, which re-positions assessment in the skills development sequence.

6. ADOPT NEW TOOLS OF ASSESSMENT: Examples:

- SKILLS PASSPORT. A shift in resumes, which will focus on, what can do, rather than what have done.
- Track authentic assessment tasks dealing with real problems.

7. DEVELOP NEW FEEDBACK FOR SUPER-SKILLS, WHICH EMPHASIZE WHAT THE STUDENT IS

DOING WITH KNOWLEDGE. Feedback should take the form of process-oriented cueing (or task-valid cognitive feedback) to help student: perceive his strengths and upskilling needs, learn how others perceive his Ingenuity skilling, monitoring collaborative participation.

- DOCUMENTATION REPLACES TEST SCORES as a sample of student competency development. USE OF ACTUAL SAMPLES OF STUDENT WORK THAT ILLUSTRATE LEVELS OF PROFICIENCY

The noted Assessment expert, Dr. William Turnbull (ETS, 1992) described this principle: We should not think of student performance as an answer on a test but rather as a WORK PRODUCT, expressed in some observable form and documented in a rubric summary: performance as expressed as a problem solved. “

8. ADOPT THE PRINCIPLE OF DIFFERENTIAL OUTCOMES FOR STUDENTS as an individualized competency record. HERE, MEASURES AND OUTCOMES ARE TENTATIVE.

9. LINK ASSESSMENT AND NATIONAL POLICY DEVELOPMENT. REPORT ON NEW SKILLS RESULTS LINKED TO NATIONAL GOALS OF PROSPERITY AND SECURITY as outlined in A National Strategic Narrative.

10. COMMUNICATE THAT ASSESSMENT SYSTEMS HAVE TO REMAIN DYNAMIC in assessing new skills.

PART 3: ASSESSMENT OF THE RIGHT KIND

BRIDGING THE RHETORIC OF COMPLIANCE- CAMPUS CLIMATE CHANGE

THE STUDENT IS TO BE A CO-DEVELOPER OF ASSESSMENT MODELS

A Call For **Assessment Of The Right Kind** (some terminology by Doug Lederman, 2009, *Inside Higher Education*)

1. What are some steps in a process in which educators would define “**essential outcomes**”, that students should be expected to master from both STEM and Liberal arts education and standards?
 2. What policies, practices and strategies will promote a campus climate for a new **Student Asset Based Assessment Model**?
 3. What metrics and assessment tools will encourage a **student asset-based approach to assessing learning outcomes**?
 4. How can campuses help student develop the intellectual capacities for Intellectual Capital: e.g. investigation, evidence based reasoning, integrative learning, and collaborative problem solving--**to explore unscripted problems within diverse communities and in global contexts**?
 5. How can campuses design institutional structures that support and reward the full engagement of all faculty members and staff in the design, implementation, and assessment of **engaged student- learning models**?
- 6. How can campuses help students learn to talk?** Students have to learn how to talk about experiences in terms of transferrable skills. (*Karen Fischer, for the Chronicle of Higher Ed, 2010*) For example, the tool of a SKILLS PASSPORT, describes experiences in a way that appeals to employers?
7. How can campuses create a set of rubrics to establish goals and levels of performance for themselves and students in achieving those outcomes at the institutional, department, and program levels? **Rubrics describe transfer of abilities, not course data?**
 8. **How can the rubric goals and standards be built into the curriculum?**
 9. **How can assessment criteria be used to design assignments?**
 10. **How will these concepts lead campuses to a model of “Assessment Of The Right Kind”**

CONCLUSION

Here we describe the impact of new, emerging influences in transforming the national skills dialog as a corollary of a rising national agenda, a transformation that is not being planned, it simply is happening. We introduce **Intellectual Capital** as a core building block of national goals of prosperity and security. We also introduce **Ingenuity** performing as a new Super-Skills category that generates the dynamic chemistry to be demonstrated as Intellectual Capital. .

In the Future emerging strategies will focus on new pertinent topics of Up-skilling, Developing a National Scoreboard For New Skills Development, Skills Passports, Skills Accounts and Skills Formation Models, and a new concept of INGENUITY HUBS-- all linked to the emerging association between new skills and national issues of security and prosperity as described in the guiding document, A National Strategic Narrative.

Today, economic progress increasingly is difficult to distinguish from advancement of skills, and in 2014, the nexus between the economy, skills development and education models is a key challenge of policy-making and educational practices

The premise, that our economic processes ultimately are entangled with the production and use of Intellectual Capital and its core skill, Ingenuity, prompts these key questions: HOW CAN EDUCATION MEET THE CHALLENGES OF DEVELOPING AND ASSESSING INTELLECTUAL CAPITAL AND ITS RELATIONSHIP TO INGENUITY?

IN THIS PAPER, WE PROPOSE A NEW EDUCATIONAL GOAL: TO DIRECTLY DEVELOP INTELLECTUAL CAPITAL AS A CORE CROSS-DISCIPLINARY ACADEMIC OBJECTIVE WITH AN EMPHASIS ON DEVELOPING THE SUPER-SKILL OF INGENUITY, KEY TO THE SKILLS' STRATEGIC CHEMISTRY THAT EMERGES AS INTELLECTUAL CAPITAL

Our national conversation on this challenge, still at the formative stage as a new vision of skills development, invites further dialogue and definition by practitioners on the critical 21st Century national and global topic. Join as in this exciting new educational arena where we educators can be WHERE HISTORY IS HAPPENING.

ADDENDUM 1

**INVESTING IN
THE NEW
SUPER-SKILL OF
INGENUITY**

Introducing the new super-skill of “Ingenuity” reflects the needs of a contemporary and future investment in skills. The challenge is not just what the Super Skill of Ingenuity is, but also we need to know how it works as a skill and what to do with it. Educational concepts will address communication and

relationship skills, concentrating on more complex relationships, as they become networks or systems.

A Super-Skill

1) Is Interdisciplinary, Drawing On Communication, Creativity, Cognitive Behaviors Of Problem Solving

(2) Blends Skills, omitting the current prevalent Basic – Higher Level Skills Dichotomy (3) Reflects that New Skills Evolve From New Knowledge

Ingenuity Takes Its Place In The Skills Eco-System That Will Generate The Dynamic Chemistry To Be Demonstrated As “Intellectual Capital?”

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ADDENDUM 2

A National Strategic Narrative emphasizes policies and practices that stress re-building American's economic competitiveness by, among other initiatives, making investments in America's Intellectual Capital and Infrastructure of Education services.

Key Ideas From A National Strategic Narrative

- Building a dynamic economy and as just and prosperous a society as possible which requires that we invest less in defense and more in sustainable prosperity and the tools of effective global engagement"
- Our first investment priority, then, is Intellectual Capital and a sustainable infrastructure of education, health and social services to provide for the continuing development and growth of America's youth." Here *knowledge management emerges as an approach for educational goals.*

Guidelines For A New Partnership Between Education and National *Goals*

1. *America should foster a society that is innovative, competitive, and strong.*
2. *America should equip the nation for leadership in an interconnected world.*
3. The economy itself is changing from commodity-based capital to Intellectual Capital.
4. Developing the imaginative capacity to put oneself in the shoes of others and creatively apply knowledge to discrete endeavors.
5. "Sustainability" assumes policies should be adopted that advance mutual advantage with an emphasis on rebuilding American economic competitiveness by, among other initiatives, making investments in America's Intellectual Capital and infrastructure of education, health and social services.
6. To understand and compete in the world.

ADDENDUM 3: How The Liberal Arts-Humanities Are Central To Developing Intellectual Capital And Long –Term American Competitiveness.

KEY CONCEPTS/STRATEGIES LINKING IC AND HUMANITIES:

One of the myths of our times is that the humanities are good for the soul but irrelevant to the pocketbook. Actually, they are central to long-term American competitiveness.

It is true that many jobs, such as in the building trades, are skill based, but job creation itself requires an understanding of community and the world.

What are also needed are the studies that provide perspective on our times and foster citizen understanding of their own communities, other cultures, and the creative process.

1. Emphasis on Collaborative partnerships with local communities: goal: to develop a deeper sense of responsibility as Citizens.

2. *Promoting a “bridging cultures” theme.* Humanities provides an enhanced awareness of the interrelationships of many areas of knowledge.

3. Humanities are necessary in order for us to maintain innovation in the United States.

4. Rote thinking is the hallmark of the status quo. Stimulating the imagination is the key to the future.

5. Provides access to the wealth of Intellectual Capital in Georgia's public colleges and universities through its Web-based ICAPP Catalog of University System of Georgia Centers, Institutes, and Special Programs.

6. CROSS-CURRICULAR PRIORITIES: Emphasize programs for student development to be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

7. Humanities teaches how to raise questions about life in general and search for answers, how to find meaning, how to know what’s important to them. In general, teaching them how to think.

8. We need an infrastructure of Ideas--Intellectual Capital.

9. AN APPLIED AND PUBLIC HUMANITIES CURRICULUM: A curriculum which must be both relevant to the lives of students and address the contemporary issues they face.

10. THE VALUE OF A DOCTORATE IN INTELLECTUAL CAPITAL

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WOULD YOU BE INTERESTED IN PARTICIPATING IN A NATIONAL STRATEGIC NARRATIVE TO DEVELOP THE FOLLOWING PROJECTS , WHICH WILL FOCUS ON DEVELOPING INTELLECTUAL CAPITAL AND ITS CORE SKILL OF INGENUITY?

1. DEFINE THE NEW SUPER-SKILL OF INGENUITY.
2. DEVELOP STRATEGIES TO TEACH INGENUITY.
3. DEVELOP MEASURES TO ASSESS INGENUITY.

Participants in these pilot projects will be invited to become members of a new National Advisory Board, which will guide the proposed alignment of New Assessment Models with National Strategic goals. This information will be posted on the website of A National Strategic Narrative:

<http://nationalstrategynarrative.org/connect/prosperity-2/>
<http://nationalstrategynarrative.org/connect/education/>

PLEASE PRINT AND RETURN

NAME:

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PROJECT OF INTEREST FOR YOUR PARTICIPATION

WORKSHOP ACTIVITIES: Linking Assessment And National Goals

The educational link between Assessment and National Goals is the development of Intellectual Capital.

Today's Assessment Challenge: Imagine a new kind of assessment plan based on the teaching goal of developing Intellectual Capital with an emphasis on its core contributing skill of Ingenuity.

Why should your institution include the development of intellectual Capital/ Ingenuity in Master Plans?

How would you introduce this new educational imperative into your Institutional-Master Plan?

1.

2.

3.

4.

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10.

RESPONSES TO THIS DIALOGUE TO BE INCORPORATED INTO A FOLLOW-UP REPORT TO BE POSTED ON THE WEBSITE OF A NATIONAL STRATEGIC NARRATIVE <http://nationalstrategynarrative.org/connect/prosperity-2/> Education <http://nationalstrategynarrative.org/connect/education/>

