

“I’ve learned here at Evergreen that traditional education is great and all, and you learn a lot from an in-depth study of a topic or a field, but I’ve found that you just learn so much more about the subjects you’re studying from the connections in between them and linking things together. It’s those links that really open your eyes and elevate your consciousness and expand your mind. I think I would suffer greatly without that.”

Worked on a paper or project that required integrating ideas or information from various *sources*

Evergreen

First-years		Seniors	
Never	3%	Never	1%
Sometimes	18%	Sometimes	4%
Often	31%	Often	24%
Very often	48%	Very often	72%

Carnegie M-S

Very often	34%	Very often	52%
Very often	31%	Very often	46%

National

“Being in one class that covers many subjects, it wasn’t so separated. We can bring aspects of one into a discussion of another...it’s not like it’s unrelated, because it’s all about trying to find relations between the subjects. Learning without a distinction between subjects encourages constructivist definitions of discipline, awareness of overlapping material, and curiosity of the unknown or new rather than fear or intimidation.”

Put together ideas or concepts from different *courses* when completing assignments or during class discussions

Evergreen

First-years		Seniors	
Never	14%	Never	3%
Sometimes	22%	Sometimes	18%
Often	32%	Often	35%
Very often	32%	Very often	45%

Carnegie M-S
National

Very often	15%	Very often	26%
Very often	13%	Very often	25%

“I don’t know how to answer the question, on the whole of what we learned in this class, because we learned so many different things – ways to approach looking at learning, not necessarily *what* we learned in the class, but how we went about finding the information – the reading we did and the types of seminar-ing, bouncing ideas off everybody in class, everybody reading everybody else’s responses. The information isn’t coming just from a teacher, a sole source, but from your classmates and research.”

Examined the strengths and weaknesses of *your own views* on a topic or issue

Evergreen

First-years		Seniors	
Never	5%	Never	2%
Sometimes	20%	Sometimes	17%
Often	32%	Often	42%
Very often	44%	Very often	40%

Carnegie M-S

Very often	18%	Very often	20%
Very often	16%	Very often	20%

National

Tried to better understand *someone else's views* by imagining how an issue looks from his/her perspective

Evergreen

First-years		Seniors	
Never	1%	Never	2%
Sometimes	19%	Sometimes	14%
Often	33%	Often	38%
Very often	46%	Very often	46%

Carnegie M-S
National

Very often	22%	Very often	24%
Very often	21%	Very often	24%

“In seminar, people would bring in outside ideas that related to the seminar topic... people used their own backgrounds to relate information or pose something in a new light or perspective, allowing for new, (at least different), understanding. Seminar created a giant mesh of things.”

Learned something that changed the way you understand an issue or concept

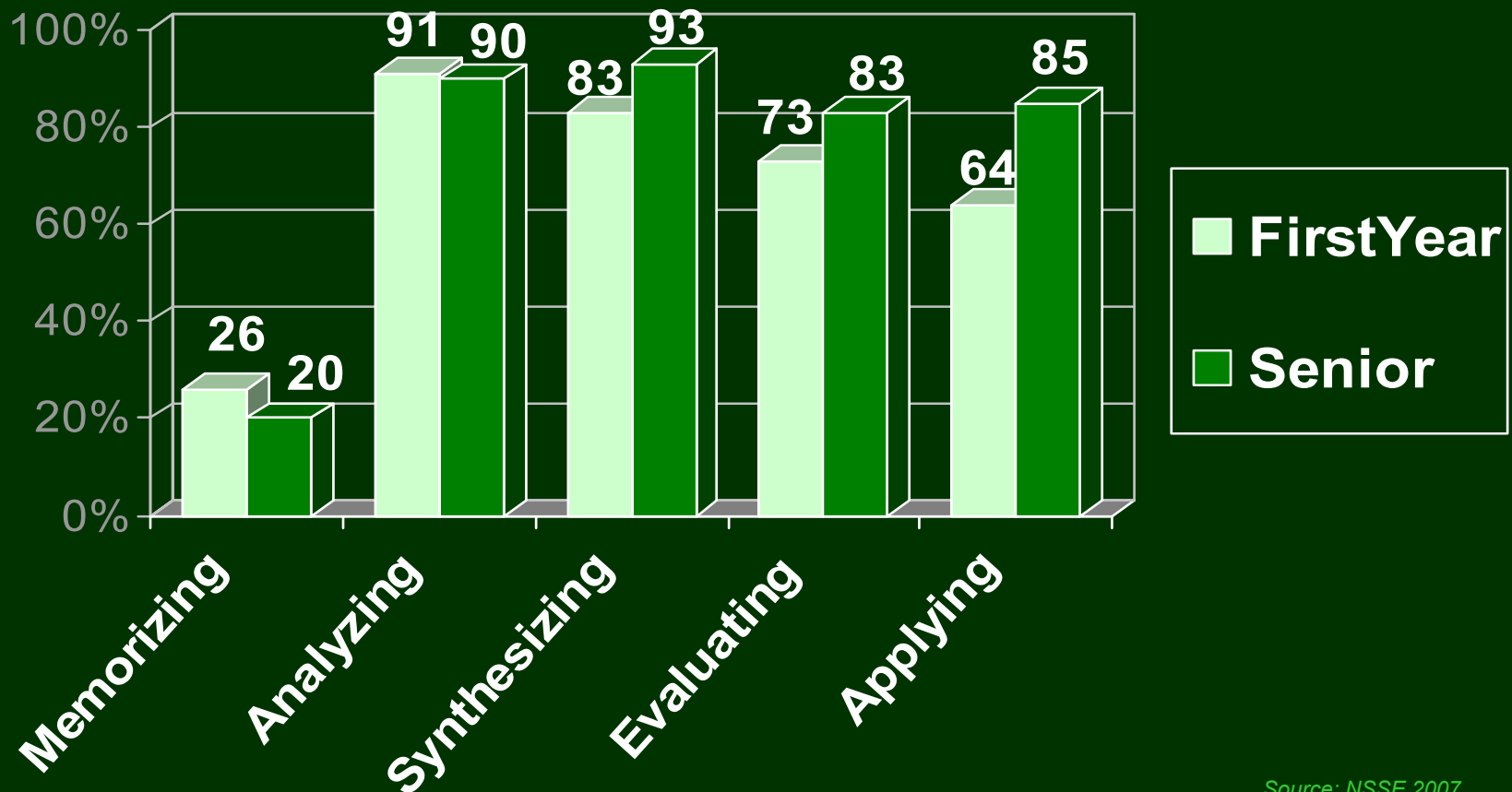
Evergreen

First-years		Seniors	
Never	2%	Never	0%
Sometimes	17%	Sometimes	16%
Often	28%	Often	35%
Very often	53%	Very often	49%

Carnegie M-S
National

Very often	24%	Very often	26%
Very often	22%	Very often	25%

Coursework Emphasizes... (Quite a bit or Very much)

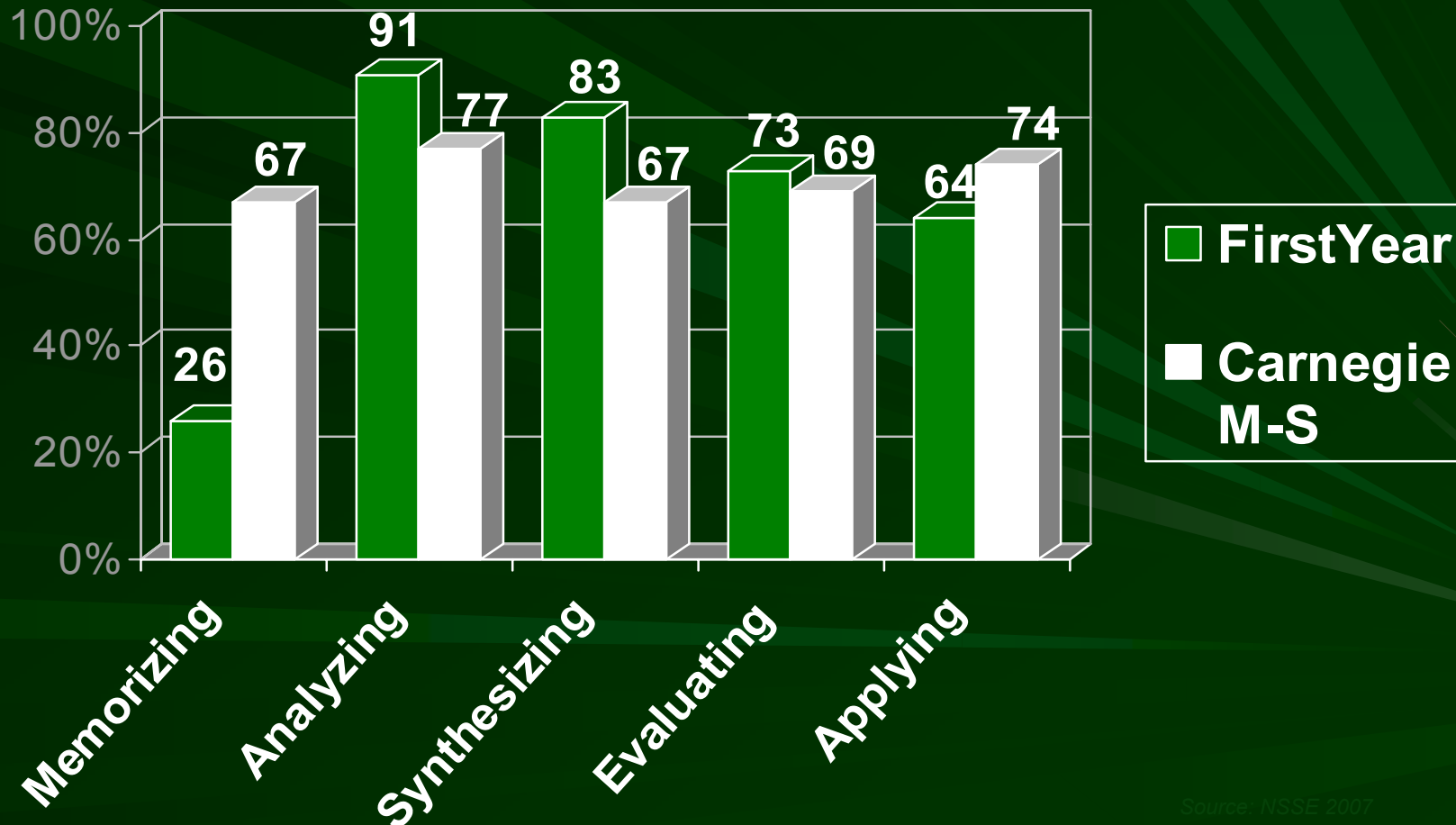


“The reading was very dense, but the effort put forth to get through, to press on, despite not understanding, allowed for a fuller and more fulfilling comprehension than a dumbed-down, summarized version made accessible through oversimplification. Talking about it with the rest of the class, trying to figure it out collectively really cemented it in my mind a lot more than a class where they were teaching it *at* us.

Perhaps struggling is how we realize we do not know, which then allows us to pursue knowing... so getting better at trying, is to get better at struggling, which is to get better at *not* knowing, which is to get better at knowing.”

First-Year comparison Coursework Emphasizes...

(Quite a bit or Very much)



Senior comparison Coursework Emphasizes...

(Quite a bit or Very much)

