

The Fielding Model

General components:

1. a learning model
2. a scholar-practitioner model
3. a model of scholarship expanded beyond traditional views
4. specific activities and processes that occur at Fielding Graduate University

Contextual elements:

5. a distance free view of learning
6. a learner centered view of learning
7. an adult learner view of learning
8. a collaborative view of learning
9. a transformational view of learning

What is done by and with the learner?

The learner is typically

1. self-directing, seeking knowledge beyond few relatively narrow disciplines
2. seeking to integrate research & practice knowledge
3. in need of learning in a distributed environment

operating within a learning model that is

4. more learner-centered than teacher-centered
5. more problem-focused than subject-focused
6. more inquiry-directed than answer-directed
7. more holistic than purely cognitive or rational
8. more experiential than purely didactic
9. more collaborative than competitive
10. more integrated than discipline-based
11. more constructivist than transmission-based
12. more person-centered than role-centered

and that is engaged through a collaborative process imbued with

13. problem posing; including case study methodology
14. dialogue; discussions incorporating both active listening and active participation
15. collective action; acting on the problem
16. reflective discourse; reflecting on process and outcome through dialogue

to develop their own

17. construction of personal meaning
18. ownership of learning objectives
19. planning, implementation, evaluation and assessment of learning

to produce a scholar-practitioner.

What is done by and with the faculty?

The faculty scholar-practitioner is

1. working collaboratively with students
2. an experienced practitioner integrating research, practice, and education
3. a continual learner reflecting on research & practice

and the faculty scholar-practitioner is engaged in

4. self-direction in the pursuit of knowledge
5. exploration of knowledge potentials in the scholar-practitioner space

6. practice enhancement from created knowledge
7. deepening meaning for and about the scholar-practitioner
8. multiple environments to broaden knowledge for the scholar-practitioner
9. conscious and critical reflection on self, practice, scholarship, and knowledge

and the faculty scholar-practitioner engages students to create their own

10. construction of personal meaning
11. ownership of learning objectives
12. planning, implementation, evaluation and assessment of learning

while collaboratively addressing the following with students:

13. process and/or skill capability in learners
14. self-directedness disposition and capability in learners
15. critical reflection skill and capability in learners

Faculty recognize that students move through the following stages

1. dependent
2. interested
3. involved
4. self-directed

and the faculty may serve, correspondingly, as

5. authority or coach
6. guide or motivator
7. facilitator or equal participant
8. consultant or mentor

in a collaborative process employing

9. problem posing
10. dialogue
11. collective action
12. reflective discourse

to produce a self-directed scholar-practitioner

What is done by the approach, the institution, and/or the society?

Each explicitly recognizes

1. the primacy of the learner
2. the necessarily collaborative role of faculty and others
3. the role of the broader social context

and an expanded model of scholarship characterized by

4. the primacy of learning, through
5. reflection
6. action
7. communication

and supports learner and the faculty by:

1. defining an inclusive model of student learning incorporating principles relevant to learner centered orientations, collaborative efforts, and practitioner knowledge
2. expanding traditional models of scholarship to include knowledge processes and products generated by scholar-practitioners
3. developing venues for communicating and means for valuing the products of scholar-practitioner efforts

What happens at Fielding?

Primarily a collaboration between faculty and learners to develop a doctoral level scholar-practitioner. Every learner will:

1. work individually, in pairs, and in groups of varying sizes to set goals; and, to structure and facilitate learning experiences; and, to develop, articulate, and apply criteria for assessment and evaluation.
2. define own curriculum; no preset curricula, no predefined set of learning experiences, and no pre-established body of knowledge that learners are expected to master.
3. develop an individualized program of study in a broadly defined content domain based on her or his practice experience, learning goals, and desires for scholar-practitioner development.

Plus, every learner will engage in three general sets of processes or activities: 1) learning, 2) negotiating the curriculum, and 3) transformative experience.

1. **The Learning Process.** The learning process, occurs in the context of various possible relationships; different relationships will be in process at different times:
 - a. One to one relationships. These relationships may exist as student-faculty, mentee-mentor, or learner-assessor relationships.
 - b. One to many relationships. These relationships may exist as student-committee, student-group, or student-multiple faculty relationships.
 - c. Many to one relationships. These relationships may exist as online seminars, small group settings, or cluster meetings (regional meetings where individual faculty meet with students in their region).
 - d. Many to many relationships. These relationships may exist as large group meetings, especially at national sessions at which there are most faculty and many students attending.
2. **The Process of Negotiating the Curriculum.** Which consists of:
 - a. Planning learning. Every student develops a series of learning contracts including:
 - i. Learning Plan. Describes the general curricular and experiential path the learner plans to undertake. This is likely to evolve over time as the student evolves.
 - ii. Knowledge Area. Every student plans each of their Knowledge Area assessments. Each Knowledge Area plan outlines the intended scholarly explorations of a specified content domain. This serves as the basis for a Knowledge Area contract with a faculty assessor from which the student will produce three scholarly products that explore 1) the breadth of the domain, 2) the depth of some part of the domain, and 3) an applied product which demonstrates the integration of scholarly content, practitioner knowledge and action.
 - iii. Comprehensive Exam. Every student plans and completes a comprehensive exam to demonstrate comprehensive and scholarly integration and communication of knowledge. There are four goals:
 1. Integration and synthesis of knowledge across knowledge domains.
 2. Integration of research, theory, and practice.
 3. Critical reflection on identity as a scholar practitioner.
 4. Communication of doctoral skills and wisdom.
 - iv. Dissertation Process. Every student contracts for a dissertation via a dissertation proposal process. With slight variations for each school at Fielding, the Dissertation Process, as in most doctoral institutions, is the capstone that pulls together everything that is required across all Knowledge Areas and the

Comprehensive Exam. The significant difference at Fielding is that the dissertation is viewed as a means to generate new knowledge by exploring the intersection of theory, research, and practice constituting the “cutting edge” for the scholar-practitioner.

- b. Learning activities. To implement and complete the planned learning, each student engages in an individualized combination of
 - i. individual, independent learning activities,
 - ii. group learning activities through sessions and/or clusters,
 - iii. online seminars and other ICT-based learning activities, and
 - iv. unstructured/informal learning activities that may occur during any of the above.
 - c. Assessing/evaluating learning. Every student engages in participatory assessment/evaluation with every learning activity. Assessments/evaluations typically examine for
 - i. doctoral-level quality of work,
 - ii. scholar-practitioner integrative demonstration of knowledge, and
 - iii. doctoral competencies and communication skills.
 - iv. and are conducted as follows:
 1. The Knowledge Area assessments include evaluation by self and by faculty.
 2. The Comprehensive Exam includes evaluation by faculty not in defined mentoring relationship with the student.
 3. The Dissertation includes evaluation by self, committee, another student, and an external examiner, who is an expert in the field; and, who is not affiliated with Fielding.
3. **Transformative Experience.** This is best portrayed as
- a. a process consisting of a series of processes co occurring with those previously described
 - b. a process during which the learner moves from being someone for whom knowledge is something separate and apart from the individual to becoming someone for whom knowledge is something the individual owns and uses or constructs for her or himself.
 - c. a process, the result of which the learner is no longer a passive recipient of knowledge but is, instead, an active agent in the production and use of knowledge.

This is especially important for scholar-practitioners who must be responsible for integrating across many knowledge domains ranging from the most basic to the most applied, in order to generate new knowledge and even new forms of knowledge that can be useful to themselves and to other researchers and practitioners.