* Readings

The readings below have been chosen to help you in preparing for Assignment 1 in this unit, the second part of a two-part assignment, with the first part having been completed in the last unit. Note that the readings are not necessarily listed in the order in which they appear in your texts, nor are they meant to be read in chapter order. All of them will serve as continuing references in your later courses, so plan to keep your books and use them for the remainder of your program. The readings in the different units will help you understand how educators define culture of learning, how they explain the importance of the culture of learning for the success of an educational institution, and how they go about building and nurturing it as it goes through its natural evolution and—sometimes—radical change.

*The Jossey-Bass Reader on Educational Leadership*

* + Chapter 15, "How to Reach High Performance," pages 255–273.

A culture of learning is a complex set of human and organizational factors that affect the ways in which learning takes place and the efficiency and effectiveness with which a school pursues its academic mission. In this reading, Leithwood, Harris, and Strauss describe four kinds of conditions—rational, emotional, organizational, and family—that are involved in any activities designed to restore and build cultures of learning. As you analyze the Cuyahoga culture of learning and its regulatory situation (for Assignment 1), keep these conditions in mind.

*Schools That Learn*

* + Part IV, Chapter 2, "Revealing the Learner," pages 183–187.
	+ Part VII, Chapter 3, "Context and Engagement," pages 293–296.

The two readings from *Schools That Learn* point to human aspects that any teacher seeking to understand a culture of learning must keep in mind. Lucas suggests ways of handling individuals with diverse abilities in a group context, while Senge describes the dimensions of engagement that any analysis of a culture of learning must include. These readings will enhance your perspective on cultures of learning and provide food for thought for your discussions.

*AQIP Systems Portfolio 2012*

* + "Institutional Overview," pages 1–8.
	+ "Category One: Helping Students Learn," Processes section, pages 9–18.

In [*AQIP Systems Portfolio 2012*](http://www.tri-c.edu/about/documents/tri-c-aqip-systems-Portfolio-2012.pdf), study the "Institutional Overview" (pages 1–8) of Cuyahoga Community College, as it appears in the systems portfolio Cuyahoga submitted to the Higher Learning Commission for re-accreditation. You should be familiar with this systems portfolio since you used it in your earlier EDD8304 course.

As you study the institution, pay particular attention to its mission and vision, its clientele, its system characteristics, and its placement in the international education ecosystem. Place yourself in the position of an action scientist considering ways to help this already strong institution get even better. How will its characteristics affect the kind of action study you will develop? What legal and ethical issues might arise from the institution's locale and type? Get a sense of the power of this organization and of things that can make it even better.

Read the Processes section (pages 9–18) of "Category One: Helping Students Learn" to get a sense of the organizational processes that constitute a culture of learning. These processes will become the object of your analysis in Assignment 1. Use this as case material to apply and reflect on the learning-oriented and regulatory aspects of a culture of learning.

*The Craft of Research*

The following readings from Booth, Colomb, and Williams's [*The Craft of Research*](http://site.ebrary.com.library.capella.edu/lib/capella/detail.action?docID=10288700) will assist you in integrating the material from the prior unit with the current unit as you complete Assignment 1. Remember that the prior unit is intended to serve as background material and that the grading rubric for the assignment in this unit will include the material from the prior unit.

* + Chapter 1, "Thinking in Print," pages 10–15.
	+ Chapter 2, "Connecting With Your Reader," pages 15–27. Pay particular attention to "Quick Tip Checklist for Understanding Your Readers" on pages 26–27.
		- Note: Your "reader" in this course is your instructor, and you can glean the information you need to understand your instructor from his or her Faculty Expectations post. If you need more information, ask your instructor.
	+ Chapter 6, Section 6.1, "Knowing What Kind of Evidence to Look For," page 85.
	+ Chapter 9, "Assembling Reasons and Evidence," pages 130–138.
* [Toggle Drawer](https://courseroomc.capella.edu/webapps/blackboard/content/listContent.jsp?course_id=_119805_1&content_id=_7487291_1&mode=reset)

[u02s2] Unit 2 Study 2

Web Resources

The Web resources in this section will supplement and focus your readings on the subject of culture and its relation to education. They will assist you in completing your assignments and discussions.

Note: Remember that if you make use of Wikipedia or any other encyclopedia (a good way to find overviews and references), do not cite them or quote them in any way for any of your course assignments.

* + Site 1: "[How to Analyse a Case Study](https://courseroomc.capella.edu/bbcswebdav/institution/EDD/EDD8320/180100/Course_Files/cf_How_to_analyse_a_case_study_CUResource.pdf)." Read this overview to get a refresher of how to review a case study. Use it to build your materials for Assignment 1.
	+ Site 2: "[10 Characteristics of Great School Cultures](http://gettingsmart.com/2013/09/10-characteristics-of-high-performance-culture/)." This is a one-page list of what to look for in the Cuyahoga Community College systems portfolio as you consider its culture of learning. The characteristics can be guides to your assessment of Cuyahoga's processes for helping students learn. The list will help you in your integration of readings from Units 1 and 2 that will comprise Assignment 1.