

Learning Issues Identified by Participants
in Stage III of “Deflating Grady”, January 2005

- How have internal and external policies changed during the interval? (P&T, job security)
- Are values and other changes in society the cause?
- Are the data real?
- What are the potential biases in graph?
- Is the apparent gap between public and private institutions statistically significant?
- Have classroom parameters changed over time? (size, income)
- Percentage of students attending college - changes over time?
- What is trend of student performance - math, writing?
- Metrics? - SAT scores, do they correspond to change?
- How many private schools vs. public schools over interval? Change from 1967 to 2002?
- Have admission criteria changed over this interval?
- What are the numbers of students/graduates over time?
- Changes in student skill sets? - use of technology?
- What is influence of age, gender, other demographics of students?
- Do the changes reflect role of technology, *etc.* on sophisticated student cheating?
- Do these data include graduate students?
- Which courses are included? (subdivision of content, speciality courses)
- How have shifting ideas/philosophy of teaching and learning influenced grading?
- Are there increased numbers of remedial courses?
- What are the changes in course load of students?
- Are there correlations with financial pressures on institutions?
- What has happened in primary education/K-12?
- What is the impact of increased diagnosis of learning disabilities and accommodations?
- How are students being assessed? transformation from 100% examinations to inclusion of other graded activities?