

# Chapter 1

## Underlying Issues

to Prevent Prejudgments, Misconceptions, and Miscommunications

Reimagining

# College Education

A Mega-Institution Design for  
Mass Access to Meaningful  
Education

Second Edition

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1. Repeated Key Terms and Phrases
2. Views on Intrinsic versus Extrinsic Motivations
3. MCCE Is Neither Standardized Testing nor the Present Online Education
4. How New Is MCCE?
5. The Tone, Language, and Approach of This Book
6. Avoiding the Sin of Generalizations
7. It's Time for Reexamination Despite The Successful Life Cycle of American Higher Education
8. On Being "College Material" or Not
9. MCCE Target Students and Institutions
10. System Presentation versus a Sequential Narrative
11. "Data-Driven" versus "Overwhelming Circumstantial" Evidence
12. Not a Book of Learning Theory, but an Educational Institutional Design
13. MCCE and Competency-Based Education
14. Frontier Technology versus Structural Change
15. Reading Diagrams

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## 1.2 Views on Intrinsic versus Extrinsic Motivations

- The Gridlock of Standard Testing vs. Anti-Testing
- A Utopian School
  - MCCE: A Utopian School with Learning Accountability
- The Panacea of Motivation:
  - Encouraging motivations to pursue a serious education:
  - Discouraging and distracting factors
- The Motivating Environment of MCCE
- Does Robust Learning Accountability Kill Creativity

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**1.4 How New Is MCCE?**



## 1.6 Avoiding the Sin of Generalizations

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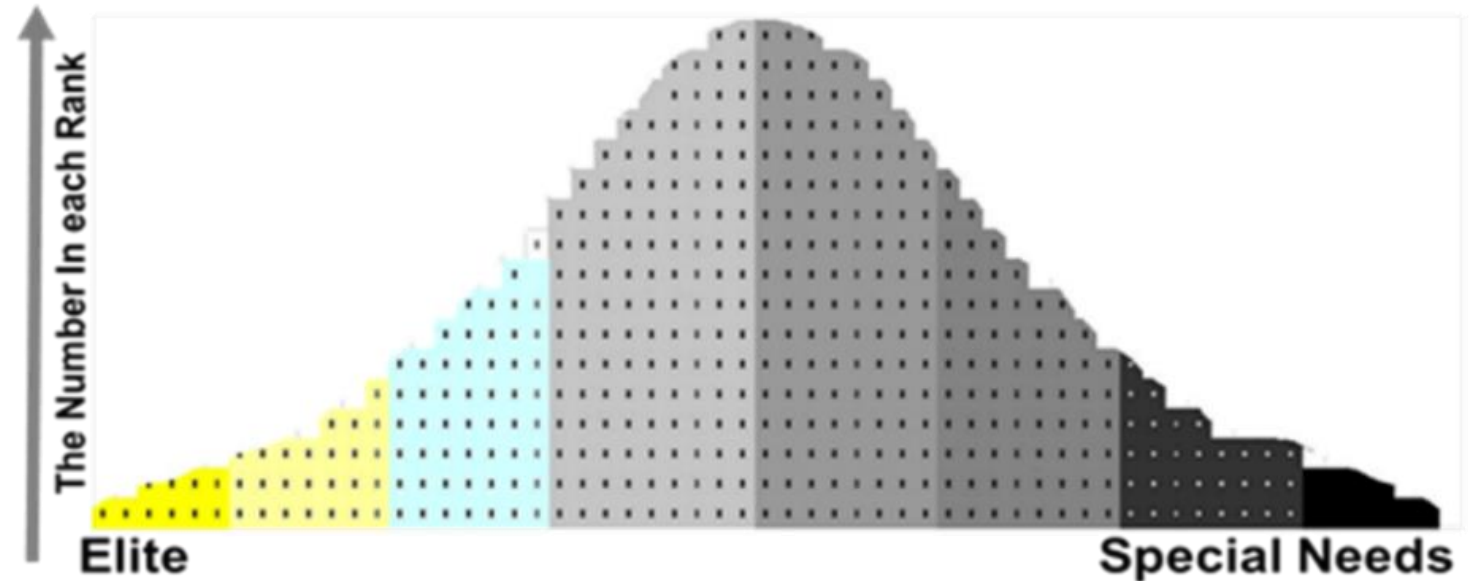


Figure 1.1,  
Hypothetical Ranking of Students, Faculty, Administration, and Institutions

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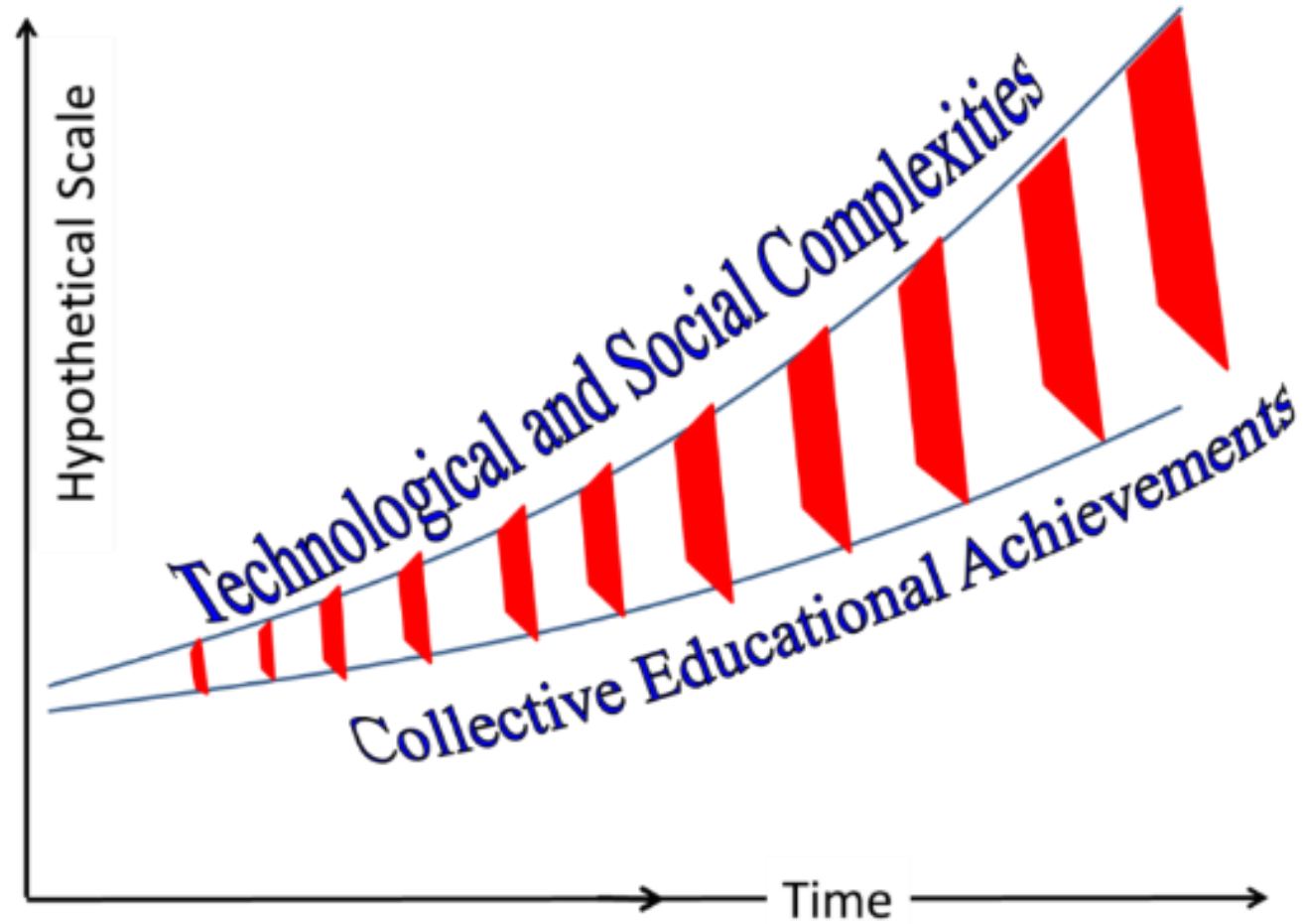


Figure 1.2. Educational Deficit Is Expanding