

Quick Write: One Important Take-Away

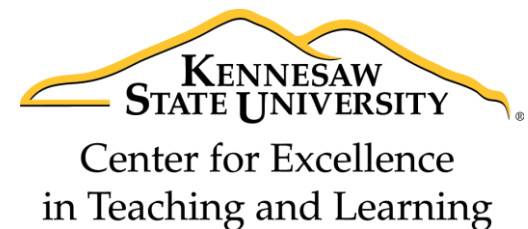
As you come in, please respond to the following prompts on the lined side of the notecard. No need to write your name.

- 1. What is one important understanding or skill that you would like your students to take away from your course?*
- 2. How do you help your students to develop that understanding or skill?*

Putting Learners at the Center of Your Instruction

Kadian M. Callahan

Faculty Fellow for Learning-Centered Teaching



Goals for this Working Session

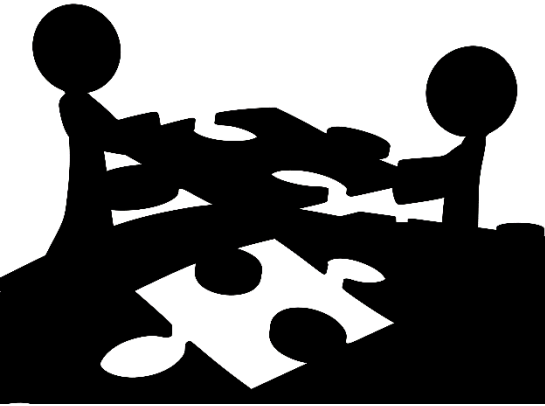
- Discuss conceptions of learning-centered teaching
- Identify opportunities and share ideas for making a course more learning-centered

What is Learning-Centered Teaching?

- Focusing instruction on what students are learning (rather than on what instructors are doing), how they are learning, and how they can apply that learning in meaningful ways
- Creating a learning environment that actively engages students in authentic, meaningful, and useful learning

(Blumberg, 2009; Doyle, 2011)

Why Learning-Centered Teaching?



In learning-centered courses, students

- Come to understand why they need to learn the content
- Have a self-awareness of their learning abilities and how they acquire knowledge
- Can use knowledge to solve problems
- Have the ability to continue to learn throughout their lives as they can retrieve and evaluate information
- Can communicate their knowledge outside of the classroom

(AACU, 2002; Blumberg, 2009; Doherty, Riordan, & Roth, 2002; Fink, 2003)

Benefits of Using Learning-Centered Practices

- Improves students' attitudes and intrinsic motivation and critical thinking (Cheang, 2009)
- Promotes higher quality student work (Kahl & Venette, 2010)
- Fosters greater student learning and more authentic assessment (Hein, 2012; Saulnier, Landry, Longnecker, & Wagner, 2008)

The Impossible

can always be broken down...

into Possibilities

- author unknown

Five Dimensions To Consider

- Role of the instructor
- Balance of power
- Function of content
- Responsibility for learning
- Purposes and processes of evaluation

(Weimer, 2013)

Five Dimensions To Consider: Role of the Instructor



- A. Let students do more learning tasks
- B. Do less telling so that students can do more discovering
- C. Do instructional design work more carefully
- D. Explicitly model how experts learn
- E. Encourage students to learn from
and with each other
- F. Create climates for learning
- G. Use evaluation to promote learning



(Weimer, 2013)

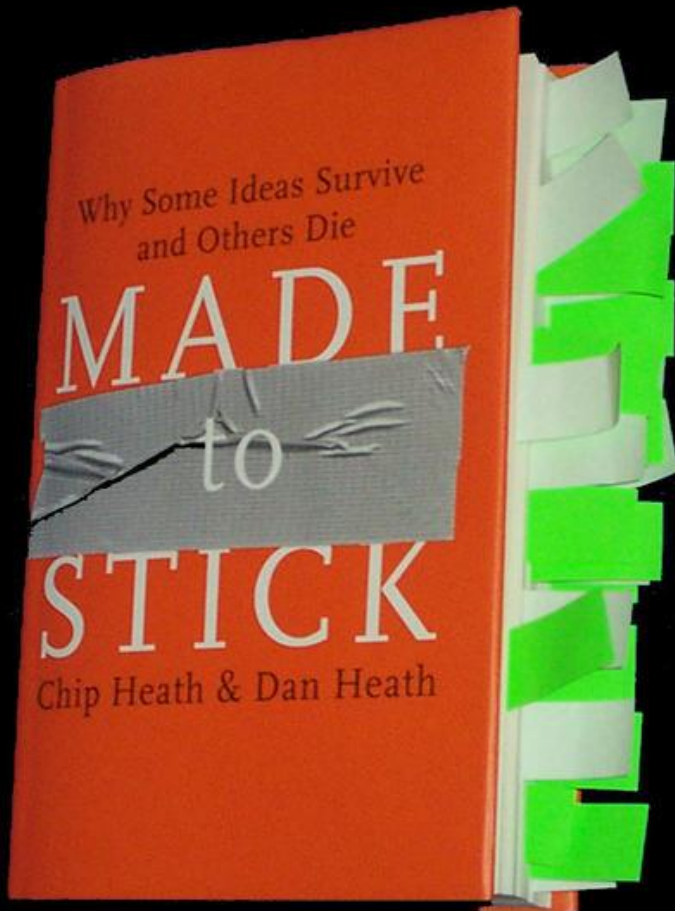
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How does this description compare to the traditional role of an instructor?

Five Dimensions To Consider: Function of the Content



- Content should be used to build a knowledge base and to develop learning skills
- Think about the function of the content and what is most important for students to learn

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What are some ways that instructors can use the content to shape students' learning?

Think-Pair-Share: Considering Cases

1. Read through the two cases and jot down notes about the challenges that each instructor is having and suggestions for how to make the course more learning-centered.
2. Share your ideas with one or two other people, and then we will discuss as a group.

Think-Pair-Share: Ideas for Our Courses

1. Individual Think Time: Spend about 15 minutes outlining ideas for how you might make one aspect of your course more learning-centered.
2. In Pairs: Share your ideas with one or two other people, and provide feedback or suggestions to your partner(s).
3. If time allows, we will share our ideas with the larger group.

Upcoming CETL Events: Learning-Centered Teaching

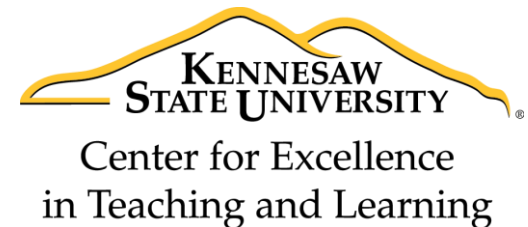
Date & Time	Event	Location
Tuesday, September 22, 2015 - 3:30pm to 5:00pm	Workshop: Learning-Centered Assessment Practices	Kennesaw Campus CETL House 3211
Wednesday, October 14, 2015 - 9:15am to 10:45am	Book Club: Teaching with Your Mouth Shut	Kennesaw Campus CETL House 3211
Wednesday, October 21, 2015 - 9:15am to 10:45am	Book Club: Teaching with Your Mouth Shut	Marietta Campus Building H Room 202

Contact Information

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References

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www.greaterexpectations.org/pdf/GEX.FINAL.pdf
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- Doherty, A., Riordan, T., & Roth, J. (2002). *Student learning: A central focus for institutions of higher education*. Milwaukee, WI: Alverno College Institute.
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- Saulnier, B. M., Landry, J. P., Longnecker, H. E., & Wagner, T. A., (2008). From teaching to learning: Learner-centered teaching and assessment in information systems. *Journal of Information Systems Education*, 19(2), 169-174.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. Second Edition. San Francisco, CA: Jossey-Bass

Quick Write: One Change

Before you leave, please respond to the following prompt on the blank side of the notecard. No need to write your name.

What is one change that you are considering to make your course more learning-centered?